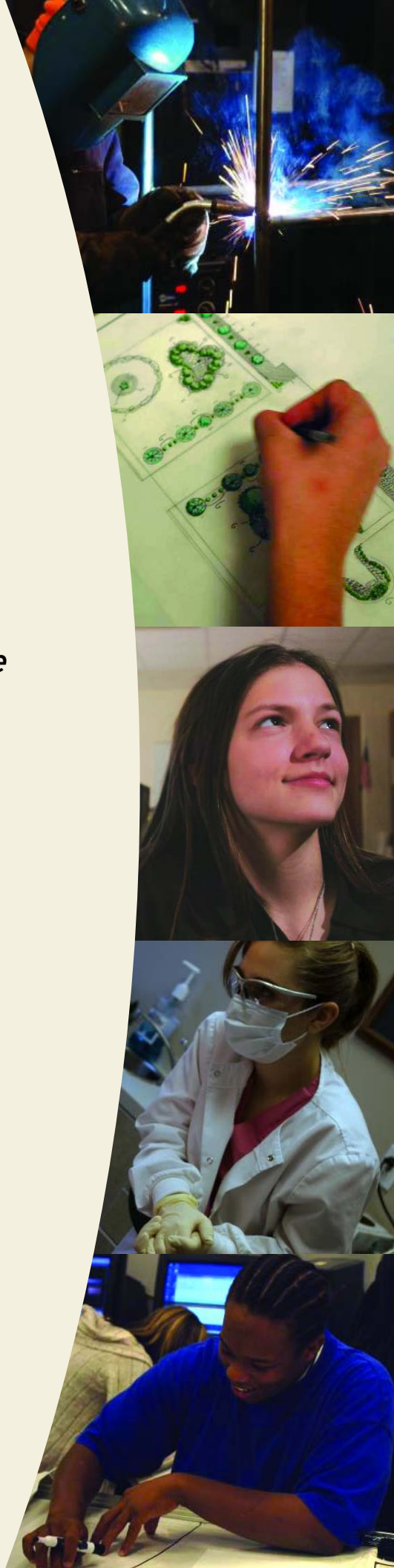


Strengthening Education to Drive Economic Development

A Manual for Replicating *The CEC Experience*
in Your Community


Academy for Educational Development
Connecting People > Creating Change



Strengthening Education to Drive Economic Development

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The CEC Experience
in Your Community**

Karla Yoder
Donna Walker James

Academy for Educational Development (AED)

December 2006

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Any errors remaining in this document are the responsibility of the authors alone.

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Introduction

Coweta County boasts historic downtowns of its own, but is also a place from which commuters increasingly travel to bustling Atlanta for jobs and entertainment. Only 30 miles southwest of the city's international airport, the employment, cultural and geographic advantages of Atlanta are easily accessible via the interstate. The school system's 20,000 plus students are studying in 29 schools, including three high schools, across the county, with a fast growth rate of between six and eight percent each year. There are some major employers and numerous small businesses. Like many other communities, it has national and global competition pressuring its employers to consider their options. Its citizens too have temptations to widen their horizons, wondering if other areas have better schools, higher wage jobs. Some young people have lost their motivation to stay in high school, consider postsecondary options, or prepare themselves for careers.

Does Coweta County, Georgia resemble your community? Does it have a similar combination of advantages and outside pressures? Are your employers, community members, and young people weighing their options in the wake of national and global changes? If so, then you may want to consider replicating the Central Educational Center (CEC), developed in Coweta County, as a response to these pressures.

CEC is a unique educational experience worth replicating in Georgia and nationally. It is a bold experiment—offering required academic courses and state-of-the-art technical and occupational courses to high-school students with the opportunity for dual-enrollment college credit while still in high school. Open to any high school student in the county, CEC is a career and technical center incorporating the region's technical college. There students also develop a work ethic, engage in work-based learning opportunities, and tackle real-life problems with adult students enrolled in the same technical college classes. A school experience like CEC gets students motivated to achieve and provides them the advice and credentials they need to enter fulfilling and rewarding careers. In fact, since the advent of CEC, county high schools have lower drop out rates.

Employers and community members are also staying in Coweta County due to the vibrant partnership at the heart of CEC. Fundamental to CEC is a joint venture incorporating the business community, the school system and a technical college. The partnership works because of the level of ongoing commitment from each partner and the motivations of each to be involved. Schools needed additional ways to motivate youth to stay engaged in school and learning and employers needed employees with specialized skills to function in the 21st century workplace as well as a strong work ethic. The technical college needed a permanent presence in the county, a significant aspect of fulfilling the community's mission.

Today, the CEC experience is being replicated by other communities in the state of Georgia and hundreds from around the world have come to visit or requested information, interested in educational and economic revitalization of their own. With this level of interest in mind, the Georgia State Department of Education has funded this manual to provide information on how to replicate the CEC experience in your community, whether in Georgia or elsewhere in the country. The manual provides a detailed history of the creation of CEC and explains how to work with partners to rethink educational needs in your community, use a special design and development process called ADDIE, and put in place the replication effort with strategies and practical steps, based on the experience of CEC and other replicating communities.

To envision what the CEC experience could be for your community:

Imagine . . .

YOU'RE A HIGH SCHOOL STUDENT . . .

....You choose to enroll in some classes at a new center which offers core high school academics, career and technical courses that fit the needs of local employers, and college courses. The halls are wide, learning is self-paced, and the atmosphere relaxed yet highly challenging. Your classes are taught by enthusiastic instructors who bring applied work experience to their classroom in addition to subject matter knowledge. Your classmates include students from high schools throughout the county as well as adults and technical college students, so there's a higher maturity level in the class. You work on projects, as a member of a team, and gain hands-on work experience using state of the art technical equipment both in school and in on-the-job internships. When you graduate, you'll receive your high school diploma and a technical college certificate in at least one employer-recognized field. Chances are, there will be a well-paying job waiting for you or you will be able to enter college with credits in hand.

YOU'RE A TEACHER . . .

....Your students are motivated and eager to learn. Because of the flexibility you have in instruction, you are able to show students the relevance of your subject matter. You know that their learning is deeper and their retention will be greater, because they see the connection between what they are learning and what they will be doing once they graduate. You are treated as a professional by your administrators and have the respect of the community. Local employers want to partner with you because they recognize you as the critical link between the worlds of education and employment.

YOU'RE A PLANT MANAGER . . .

....The concerns you had about recruitment of new and skilled employees are beginning to recede. You've met with school administrators and explained the challenges you face with respect to a skilled labor market and workforce development, and the administrators not only listened, they acted. Now you're working with high school and technical college instructors to design and develop curriculum, create new courses of study, and offer work-based learning opportunities that will prepare today's students for tomorrow's jobs. Your current employees, many of whom have children of their own in school, respect the commitment their company has made to improving education.

YOU'RE A CONCERNED MEMBER OF THE COMMUNITY . . .

....Your youngest child graduated several years ago and had to move to find a decent job. But with new companies relocating to the area, you're hoping she and her husband might be able to move back to town. You've noticed property values are improving and there's a noticeable energy in the air when you shop downtown. You ask your neighbor about her son, who has had problems in school. "Oh, he's developed a real interest in graphic design. He's got an internship with a printing company here in town. He's totally changed since he started at the new school." He always did have talent, you smile to yourself.

Do you wonder how your community can move from imagining to making this reality?

This guide will help and the process begins with reconceptualizing education.

SECTION I: UNDERSTANDING CEC

Why Reconceptualize Education?

The chapters ahead provide detailed instructions on *how to* reconceptualize education in your community. Reconceptualizing education involves looking at education explicitly from the point of view of employers and economic development and changing the educational system to meet the needs of business and industry for qualified employees. Such a change also better meets the needs of high school students in exploring career options, being well-prepared for college, and attaining gainful employment. This chapter explains why you would want to make such a change.

Education as an Engine of Economic Development

Communities are beset by forces seemingly beyond their control that determine whether businesses will stay or leave, whether new employers will arrive, whether citizens will work locally, commute to a larger metropolis, or move away entirely. Communities can allow themselves to be buffeted by these forces that threaten their vitality or they can take control. Economic developers and city planners use a variety of methods to entice employers to stay and to improve the quality of life of their citizens. They might try tax incentives, flexible regulations, or laws requiring employers to hire locally or improve transportation routes. Many approaches are attempts to repair damage already done, once employers begin to leave and after citizens have been forced to take jobs elsewhere.

Coweta County, Georgia, on the other hand, took a proactive approach, recognizing and acting on economic projections and trends, deciding to tackle their economic challenges at their roots. By reconceptualizing their educational system they improved the education and work readiness of their citizens thus enticing employers to stay or relocate within the county and to hire locally. They also engaged young people early on in the economic life of their community by introducing them to employers and showing them their future in the county. Rather than waiting for regional, national, and global competitiveness to take their toll, the county made education a major force in economic development.

In competing for high-skill, high-wage jobs, a key community asset is an available and well-trained workforce. It is becoming increasingly clear that the vitality of communities and opportunities for economic development are inextricably linked to the quality of education and training.

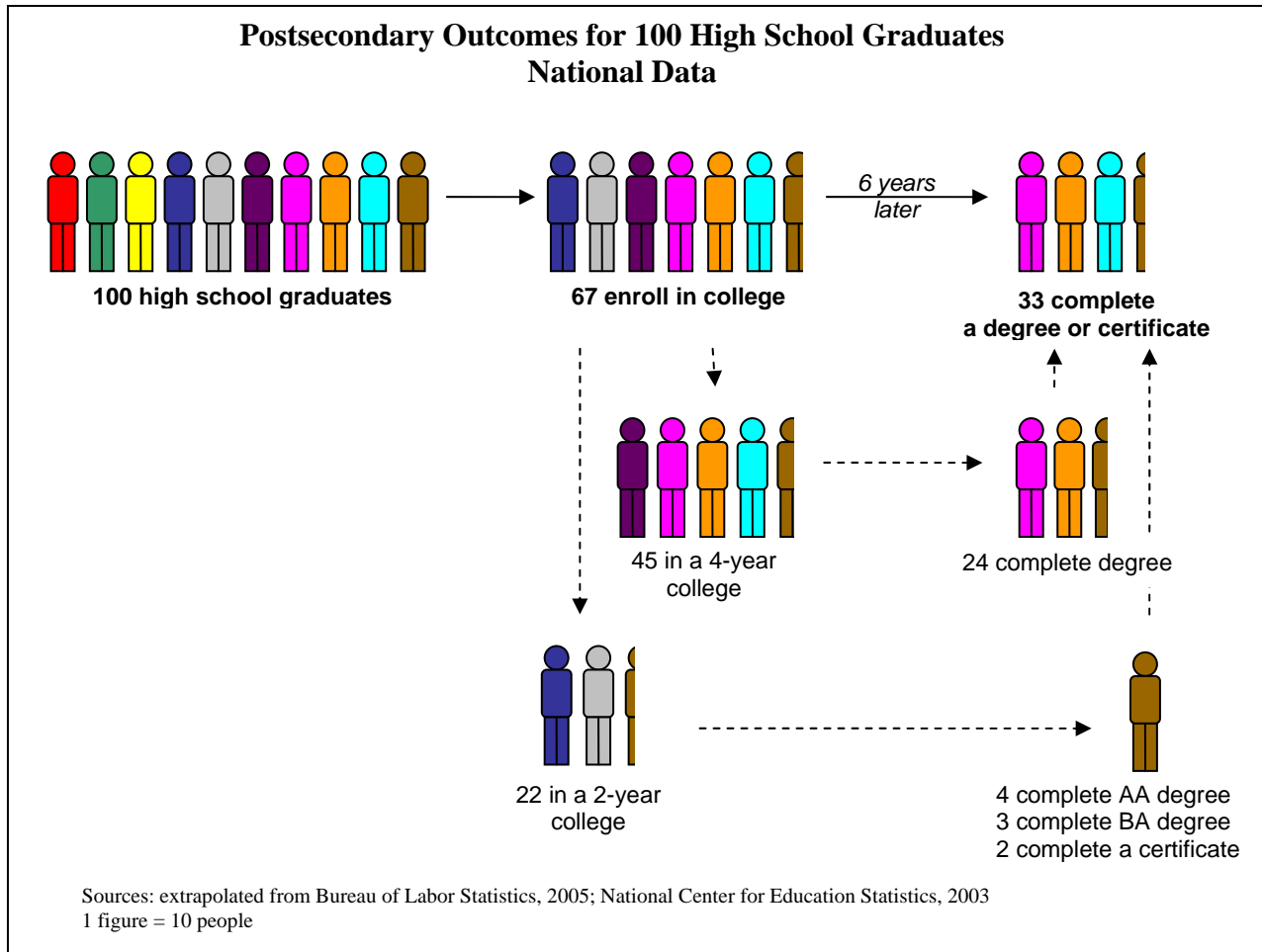
Why Change?

A common concern about secondary education in the U.S. expressed by parents, employers, community leaders, educators, and students themselves is that those graduating from high school are not well prepared for postsecondary education or employment.

The following chart explores this concern by examining national data on the number of young people who complete two- and four-year colleges. It shows that of 100 high school graduates one-third do not attend any type of post-secondary education. (This does not count young people who do not graduate from high school.) Of the 67 who do enroll in post-secondary education, 45 enroll in a four-year college and 22 enroll in a two-year college. A little over half (24) of those in a four-year college complete a degree. Less than half (9) who enroll in a two-year college

receive a degree or certificate. So of the 67 high school graduates going on to some form of postsecondary education, only 33 receive a degree or certificate.

Low college completion rates reveal a lack of preparation in high school. According to the American Association of Community Colleges, only 43 percent of those earning a traditional high school diploma graduate from high school with college-entry skills.¹ Therefore, about 30 percent of college freshmen are required to take one or more remedial courses, with this number jumping to over 60 percent of students at two-year colleges. Students who participate in remediation are less likely to complete their degree.²



This chart on postsecondary outcomes is as significant for what it leaves out as for what it shows:

- high school dropouts (figures vary)
- high school graduates who do not go on to college (33)

¹ Robert McCabe. (2000). *No One to Waste: A Report to Public Decision-Makers and Community College Leaders*. Washington, DC: American Association of Community Colleges.

² National Center for Education Statistics. (2004). *The Condition of Education*. Washington, DC: Author.

- two-year college enrollees who do not graduate (13)
- four-year college enrollees who do not graduate (21)

Thus 67 out of 100 young people who graduate from high school do not complete college or receive a certificate. In addition, high school dropout rates are poorly calculated, and may range from 13-50 percent of young people depending on multiple factors including geography, ethnicity, and income with consequences including underemployment, joblessness, increased use of public assistance, and incarceration.³

One can assume that these 67 youth plus dropouts are not prepared for the workforce. Employers have a hard time finding qualified employees with fundamental skills and an ability to learn. The problem is especially acute among non-college degreed applicants. When employers are asked if young people are prepared to work, the answer is typically ‘no.’ A diverse group of organizations, from the Department of Labor to the National Association of Manufacturers, have reported that employers feel that most youth lack employability and world of work skills. And students see themselves as unprepared for the workplace. In a survey of Lansing, MI high school graduates, only 17 percent said they were fully prepared for college or employment.⁴ National statistics support these opinions. The highest rates of unemployment are for those 16 to 19 years of age, followed by those 20 to 24.⁵

Of the 33 students who receive some sort of postsecondary education, how many of them are prepared for the workplace? More than those who do not receive some college education. Yet many of them needed remedial education in order to gain their degree or certificate. In addition, nationally, there are increasing numbers of young adults with bachelor’s degrees who return to community college for more specific workplace training. Many businesses also hold specialized training programs for their employees at community colleges. These trends speak to the lack of workforce preparedness for both “college-bound” and “non-college bound” young people. Too many young people are unprepared for today’s complex work requirements which require more, not less, than a traditional “college-bound” education currently offers.

This national dilemma—a systemic disconnect between education and the modern economy—is also a tremendous opportunity for change. Reversing the above trends, increasing persistence in high school and postsecondary education, increasing achievement levels, and ensuring employment and economic stability are compelling and reachable goals.

Stakeholder Benefits

The tremendous benefits to all major stakeholders of reconceptualized education also build momentum for change. The chart below indicates the varied, yet inter-related, benefits that reconceptualized education can create in any community for parents, students, traditional high schools, career and technical education, technical colleges, economic developers/county planners, and the community at large.

³ Martin, N., & Halperin, S. (2006). *Whatever It Takes: How Twelve Communities Are Reconnecting Out-of-School Youth*. Washington, DC: American Youth Policy Forum.

⁴ Fritts, J. and Tomlanovich, A. (2001) *Words to the Wise: Advice to Students, Teachers, and Administrators from Recent High School Graduates*. Washington, DC: Academy for Educational Development.

⁵ Bureau of Labor Statistics, Current Population Survey 2004.

STAKEHOLDER NEEDS AND THE BENEFITS OF RECONCEPTUALIZED EDUCATION		
STAKEHOLDERS	CHALLENGES	BENEFITS
<i>Employers</i>	Shortage of qualified employees with: <ul style="list-style-type: none"> • Strong basic skills • An ability to learn • A 21st century work ethic • Specialized skills to function in a technologically innovative 21st century workplace with global pressures 	<ul style="list-style-type: none"> • Education based on assessment of employer needs • Curriculum, facility, and equipment geared to meet employer needs, complemented with work-based learning • Qualified employee pool with basic and specialized skills, strong work ethic, high school and college credentials, and an understanding of local needs • Higher levels of employee morale • Increased levels of communication between management and labor • Increased productivity • Reduced recruitment and training costs • Less attrition • Improved corporate image within community⁶
<i>Economic developers and county planners</i>	<ul style="list-style-type: none"> • Potential loss of employers • Unwillingness of new employers to locate in community • Insufficient tax base 	<ul style="list-style-type: none"> • Keeping and growing existing employers • Attracting new employers • More jobs • Economic growth fueled also by clients and suppliers of new and larger employers • Improving tax base
<i>Secondary Schools</i>	<ul style="list-style-type: none"> • Declining motivation of students to learn • Poor attendance • High drop out rates • Poor preparation for college or employment • Need to meet higher state 	<ul style="list-style-type: none"> • Students gain transferable employability and world of work skills • Students are motivated to learn both academics and workplace skills when the learning is hands-on and

⁶ See MacAllum, K., and Charner, I. (2000) *Beyond the Success of Students*. Washington, DC: Academy of Educational Development.

	standards and increased graduation requirements	<p>related to actual employer needs</p> <ul style="list-style-type: none"> • Increased teacher job satisfaction, less turn over • Connecting education to the real world motivates students in all classes • Learning is deeper when it is applied and teachers can be assured that they are preparing their students well for life after high school in both college and the workplace
<i>Career and Technical Education (CTE)</i>	<ul style="list-style-type: none"> • Underutilized • Fears that it may preclude college • Historically misused as a last resort for lower achievers • Separated from core high school system 	<ul style="list-style-type: none"> • Makes the most of CTE's facilities, funding, experienced teachers, relevance, and equipment • Makes CTE integral to high school, available and accessible to all • Raises standards
<i>Technical Colleges</i>	<ul style="list-style-type: none"> • May need more campuses • Need to attract younger students, right out of high school 	<ul style="list-style-type: none"> • Increases outreach, campuses • Brings in younger students • Helps technical colleges fulfill their important and explicit role to assist with workforce development
<i>Community</i>	<ul style="list-style-type: none"> • Lower property values • High taxes • Young people leaving community to find jobs ("brain drain") • Large number of residents who commute to jobs outside in other locations 	<ul style="list-style-type: none"> • Higher property values • Lower taxes (shared more broadly) • Young people stay • New residents are attracted • Better jobs • Better schools • A sense of civic pride • Enhanced quality of life • Economic vitality
<i>Parents</i>	<ul style="list-style-type: none"> • Discouraged that their children do not like school and are not achieving at desired levels • Want their children to stay in schools, get good jobs, become self-sufficient, and be able to stay in the community 	<ul style="list-style-type: none"> • Children stay in school, are motivated to learn, are prepared for college and the workplace, and become self-sufficient • Children can stay in local community, work and raise their families comfortably

<i>Students</i>	<ul style="list-style-type: none"> • Unmotivated • Not learning much • Poor attendance • Dropping out • See no relationship between school and the “real world” 	<ul style="list-style-type: none"> • Motivated to learn • Stay in school • Achieve academically at higher levels • Ability to participate in the global economy as world-class workers and citizens while remaining in their local community • See connections between school and the world
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Evaluations of reconceptualized education have shown the types of benefits indicated above. For local industry, improving education and training can prove more enticing than tax breaks or other incentives. In Coweta County, a major employer, Yamaha, declined offers to relocate once CEC offered to establish a lab that would train students in advanced manufacturing skills, guaranteeing Yamaha an affordable way to recruit and train its own workforce locally. In fact, the company decided to build a \$40 million expansion and create an additional 300 jobs for an initial local economic impact of \$75 million.

In research tracking the educational and career trajectories of high school students, participants in high-quality school-to-career programs, in contrast to their non-participating peers, tend to pursue and persist in postsecondary education at higher rates; maintain good grades; report having been better prepared for the transition to college and employment; take more tangible steps toward achieving their career goals; and report earning higher wages.⁷ In Coweta County, since the implementation of CEC, students have taken advantage of more systematic transitions to college and the workplace, increased aspirations to attend college, and developed a stronger 21st century work ethic.

To put it simply, by reconceptualizing education, everybody wins.

WRITTEN SOURCE USED

MacAllum, K. and Johnson A. B. *Reconceptualizing Education as an Engine of Economic Development: A Case Study of the Central Educational Center*. 2004 Biennial Research Conference Compilation, US Department of Labor, Washington, DC: Spring 2004.

⁷ See MacAllum, K., et al. (2002) *Moving Forward: College and Career Transitions of LAMP Graduates*. Washington, DC: Academy for Educational Development; Bozick, R. and MacAllum, K. (2002) “Does Participation in School-to-Career Limit Students’ Educational and Career Options?” *Journal of Career and Technical Education*. Vol. 18, No. 2; and Akukwe, G. et al. “Assessing the Quality of Career and Technical Education Transition Programs.” Presentation at the Association for Career and Technical Education Annual Convention 2004.

The CEC Experience

What Is CEC?

Coweta County, Georgia's Central Educational Center (CEC) is a joint venture of the business community, the Coweta County School System, and West Central Technical College (WCTC). Located southwest of Atlanta in Newnan, Georgia, CEC draws students from the three base high schools in Coweta County—Newnan, East Coweta, and Northgate. The career and technical center incorporates the Coweta County campus of WCTC. The instructional staff is divided between Coweta County employees and employees of the WCTC. Any Coweta County high school student may choose to attend CEC as part of the regular high school program. Students register through their base high schools to attend the center for one or more block periods, and return to their base school for some academic courses and for extracurricular activities like sports or band. In this regard, the center is not a traditional high school.

CEC was created in response to needs expressed by local business and industry leaders who believed that area high school graduates were not adequately prepared for the Atlanta-area high tech labor market. In 1997, a group of county leaders in business, industry, education, and government convened to examine educational and workforce issues. After three years of work, CEC opened with a goal that students who chose to attend would achieve one or more technical college certificates of credit (TCCs), or one or more industry recognized certificates, in addition to the high school diploma. After five years of operation, CEC now enrolls nearly 25 percent of all high school age students in Coweta County over the course of a year.

As a local and state-approved charter school, the administrators and teachers at CEC have more flexibility in operating the school, selecting courses, and developing curriculum than they would have at a traditional high school. The leadership is collaborative, student-centered, and supportive of faculty and business environments. The building-level leader is called a CEO, and he describes his role as “servant leader.” Students are called “team members” and teachers are known as “directors,” reflecting the business setting fostered at the school. The organizational structure of CEC reflects its charter school designation, which continues to encourage trust, teamwork, and communication among staff. The curriculum is based on the job competencies related to each of the certificate programs offered. Career exploration work also includes job shadowing, internships, and youth apprenticeships. The emphasis in courses is on project-based learning and accomplishment-driven competencies.

In 2004, CEC enrolled 1,173 students in 9-12th grade, 174 of whom were dual-enrolled in both high school and technical college classes. The school's enrollment mirrors that of the county with about 28% of the students identifying themselves as minority students. In its first three years of operation (2000-2003), CEC served 2,861 students, with 895 students attending for more than one year, and 159 students attending all three years. In CEC's first four years, 559 students were dual-enrolled and earned 657 technical college certificates of credit (TCCs).

How Did It Start?

In Coweta County, Georgia, the employer community, community leaders, WCTC, and the school district each had distinct problems they were trying to solve. The employer community was having a hard time finding qualified workers and community leaders were concerned about economic development as a whole. WCTC, a leader in workforce development serving four counties in the region, had been grappling with how to strengthen programs and reach more individuals in Coweta County. At the same time, the superintendent of schools and school board were struggling to find a way to provide high-quality career and technical programs for a rapidly growing high school population in the most economic manner available.

The School District. While the community in general was satisfied with the quality and rigor of the college preparatory programs offered at the county's high schools, they were concerned about the low percentage of students going on to postsecondary education and the small number of those finishing with degrees. With more and more of the jobs in the county requiring special skills or technical training, district administrators knew they needed to improve career and technical education programs so that students would have increased post-high school options including pursuing and completing postsecondary education where necessary. In order to offer the kind of high tech career and technical education programs that would improve postsecondary and employment outcomes for students, the district would need to make major investments in equipment and facilities at the new high school and revamp programs at the two existing high schools. Administrators began exploring possible strategies for consolidating the career and technical education programs offered across the county under one roof, with the goals of strengthening programs and eliminating the duplication of costs and efforts.

Postsecondary Involvement. The technical college had wanted to expand its presence in Coweta County for years. It had been "borrowing" space at local high schools in order to offer night classes but wanted to provide more flexibility in scheduling and to reach a younger population of students. It, too, was looking for a base for activities to centralize course offerings and activities under one roof. But college administrators wanted more than just a site for classes. They wanted to develop a business and industry joint venture to inform course development and ensure that programs were truly responsive to local labor market needs.

Community Leaders. Local leaders began to realize that a shortage of skilled workers and limited training opportunities might be to blame for the increased reliance on commuting to locate employment. Business leaders, educators, and representatives from local government formed an economic development initiative to provide a framework to discuss what might be done to encourage existing businesses to stay and others to relocate and invest in the county. They began developing Vision 2020, a plan for supporting "smart growth."

Employers. Don Moore, the plant manager at Bon-L, a major manufacturer in Newnan, noticed that many of his employees—even the ones that had graduated from high school—had limited academic proficiency. While he was confident that his company had the subject matter expertise to successfully train people in the technical skills needed to work in the plant, he was hesitant to get into the business of providing wholesale remediation in the areas of reading and mathematics. He felt that the overall lack of basic and employability skills evidenced by his workforce was a symptom of a much larger systemic problem that would be more appropriately

addressed by education. At Chamber of Commerce meetings, other employers were voicing similar concerns. Business leaders knew that in order to solve their problems something would have to be done to change the way education was delivered in Coweta County, and they wanted a seat at the table. On behalf of the employer community and in the spirit of enlightened self-interest, the plant manager at Bon-L approached the superintendent of schools with his workforce concerns.

Personal conversations among individuals evolved into extended deliberations among the organizations. Others in the community joined in the deliberations. The deliberations evolved into a series of meetings. In 1997, the loosely affiliated group decided to formalize a steering committee comprised of 20 influential community members representing a broad cross-section of stakeholder groups. Interest and excitement surrounded what appeared to be a unique opportunity to forge new alliances among high schools, the technical college, and the private sector. All the necessary ingredients were on the table. All that was needed was a process to help the group work together in a winning combination.

Dr. Joe Harless, a nationally respected consultant, who for 30 years helped business, industry, and the military improve the performance of their employees, happened to live in town. Given his experience and interest, Harless was designated as the chair of the steering committee. In 1998, Harless would publish *The Eden Conspiracy*, which explored how education could be reformed around accomplishment-based curriculum, an approach that was uniquely suited to addressing the multitude of concerns the various stakeholders brought to the table.

The committee reviewed the literature on successful school-business partnerships, explored promising and effective pedagogical strategies, visited exemplary programs, was steeped in accomplishment-based curriculum development, and most importantly, developed a deep and authentic understanding of the unique needs of each stakeholder group. From this understanding, a common vision was formed.

Conceptual Vision

Coweta County would develop an educational center which consolidated secondary, postsecondary, and adult learning offerings under one roof. CEC would be a place where the highest levels of learning for all could be achieved. Drawing on the best research and practice available, the steering committee identified the basic building blocks on which the CEC would be built. Expectations for student performance would be high, given the expanding demands of the new economy. Experiential learning through applied and hands-on projects would be a common part of the daily classroom. Young people would be given new flexibility to “design” a program of study that prepared them for multiple pathways beyond high school—pathways dictated by changes in the economy. These would combine advanced technical training with a higher level of academic instruction than traditionally seen in connection with vocational education. Seemingly separated levels of education, secondary and technical college, would be vertically integrated into a seamless mix through instructor collaborations and dual-enrollment opportunities. This core instructional package would be topped with heavy doses of work-based learning—real opportunities to practice classroom learning in the local economy. Along the way, local business would provide advice, counsel, direction, funding, equipment, and expertise in the classroom.

The first step in implementing the vision was learning what employers were looking for when hiring county graduates. The school system and WCTC, in conjunction with the Coweta County Chamber of Commerce, conducted a community needs assessment, mailing a survey to all of the chamber membership. Follow-up visits were conducted after the survey was mailed to ensure a high response rate. The most frequent response of local employers was that high school students and adults needed to be taught and assessed on work ethic. The steering committee also learned that the local healthcare providers had the greatest need for additional employees and so health occupations would need to be a significant part of CEC's offerings. Needs assessment findings were analyzed to develop the curricula for CEC.

CEC was established based on a comprehensive needs assessment and its curriculum represents the expressed needs of the local community in producing students who are capable of accomplishing discrete, tangible tasks. In Coweta County, the needs assessment reflected particular emphasis on the match between skills of workers and needs of employers, retention of top students, and economic development and revitalization.

The Central Educational Center: Research Report 1. Florida State University.

After 18 months of intensive work, the committee produced an action plan. CEC was not to be the county's fourth high school, but rather an opportunity to provide a higher level of technical education services to every high school student in one central location. As technical programs are equipment intensive and have a large start-up cost, it made sense to centralize those costs into one center serving the entire county. A site for CEC was obtained when the school board donated a former middle school with approximately 65,000 square feet of space. A local tax referendum and a special state "Model Project Grant" allowed for renovation of the physical

CEC was not to be the county's fourth high school, but rather an opportunity to provide a higher level of technical education services to every high school student.

space and then expansion, doubling the building's square footage. High technology labs housing both technical college and high school programs were added, many built and equipped by business partners. Towards the end of the CEC design process, the steering committee realized the need for flexibilities that didn't exist within the public

school system, particularly in the areas of staffing and seat time requirements. The committee determined that the way to get these flexibilities was through opening a charter school. A charter application was approved by the Coweta County Board of Education and the state Board of Education in 1999. CEC opened its doors to students in August 2000.

CEC START-UP TIMELINE

<i>Time Period</i>	<i>Event</i>	<i>Description</i>
1995-96	Business community expresses educational concerns	Coweta County business community expresses concerns to superintendent over state of preparedness of employees, local economic health, and retention of top students.
1997	Superintendent asks Joe Harless to apply performance technology model to address these concerns	Joe Harless, world-renowned performance technologist and local Coweta County resident, begins looking at how to apply his Accomplishment Based Curriculum Development (ABCD) system to education.

<i>Time Period</i>	<i>Event</i>	<i>Description</i>
1997	Community steering committee formed. Needs assessment conducted.	20+ members of the community, representing business and industry, parents, education, and government, came together to study the problem and conduct a needs assessment.
1997	Data analyzed and curriculum is developed.	Analysis of needs assessment data is conducted. Steering committee uses this analysis to develop curricula.
1997-98	Central Educational Center site is identified.	Coweta County identifies former middle school as site for CEC. The value of the site contributed by the Coweta County Board of Education was approximately \$7 million.
1998	<i>The Eden Conspiracy</i> by Joe Harless is published.	Joe Harless' book details an educational revolution based on his experience, research, and accomplishment-based curriculum development system.
1998	A meeting with Governor Roy Barnes is arranged by Coweta County representatives.	A meeting between the Governor and Coweta County representatives leads to pledge that state's technical college system will work with Coweta County to build a model of educational reform.
1999	Central Educational Center school charter is written, submitted, and approved.	A formal charter application is submitted for the Central Educational Center.
2000	E-SPLOST contributes to CEC site renovations	Special educational tax passed in Coweta County in 1997 leads to \$2 million in renovations to donated site from 1999-2001.
2000	Governor and legislature agree to provide "Governor's Model Project Grant."	Governor Barnes and Georgia's legislature, led by Coweta County's legislative delegation, agree to provide \$7 million to allow physical build-out of original steering committee design. Planning and building begin in 2000 and are completed in summer of 2001.
2000	Steering committee hires CEO of CEC	Mark Whitlock, VP at Bank of America, is selected to lead CEC.
2000	New board of directors established	17-member board of directors: 9 parents (3 from each of the 3 high schools), 4 business members, and 4 educators.
2000	CEC opens	CEC opens for its inaugural year on August 10, 2000.

Organization and Structure of CEC

CEC's name was chosen to convey the concept of multiple educational entities offering learning opportunities in one building located in the center of Coweta County. It offers a rich array of educational services to a diverse student population. The high school program provides technical and academic courses for secondary students within the county system. Co-location with a WCTC campus allows a group of these high school students to be dually enrolled in technical college classes. CEC also houses the county's Performance Learning Center, added in 2005, a credit recovery program for high school students have been out of regular schools for an extended period of time and need to catch up. In addition, WCTC enrolls adults in day and evening postsecondary programs and GED courses on its Newnan campus. Evening high school for the county takes place at CEC as well, with most students taking remedial or make-up classes in order to stay on track for graduation. Lastly, the center offers local employers the opportunity for off-site and customized training.¹

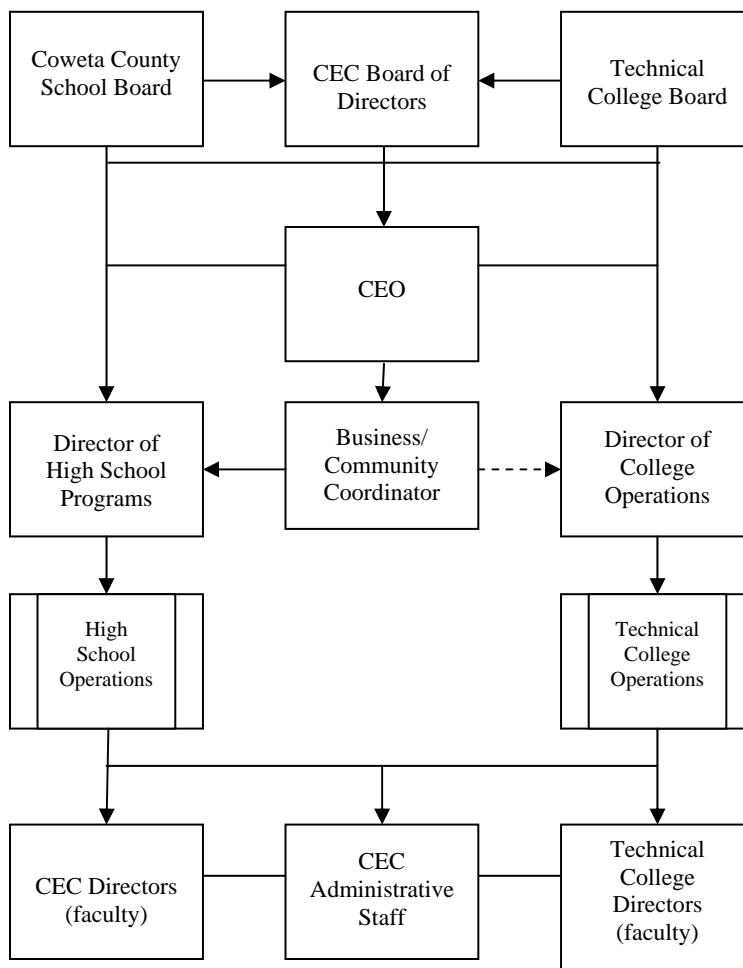
¹ This guide focuses on the day-time high school programs, including dual enrollment, and will use the term "CEC" to refer to this subset of the center's population and activities.

In order to understand how CEC was implemented and the reconceptualized structure of education shared by community stakeholders, it is essential to recognize that CEC was established as a charter school. Charter school status in Georgia affords schools a remarkable degree of freedom with respect to organizational structure, management, and instructional practice.

The charter must adhere to certain state and school district parameters and Georgia’s charter schools are obligated to report to the local board of education. Yet, CEC is deliberately positioned to be directly accountable to business and parents. In the case of CEC, flexibility is most visibly manifested in its mandate to respond to business and community needs. CEC’s charter makes it possible for partners to create and maintain a school culture and climate distinct from that of traditional high schools. For example, adjusting the number of hours of seat time a student needs while offering work-based learning and off-site experiences is considerably easier at CEC than it would be in a regular school environment.

The following organizational chart delineates the lines of reporting and governance structure of CEC.

CENTRAL EDUCATIONAL CENTER ORGANIZATIONAL CHART



Building-level administration includes the CEO, the directors of high school programs and college operations, and the business/community coordinator. Upon opening CEC, this last position initially became that of director of technical and career education, focused internally on ensuring the technical programs were functioning optimally. Once programs were operating smoothly, the position transitioned to its intended role, focused on external relationships and work-based learning opportunities. The organizational chart presents the reporting relationships of these positions to their respective boards. The CEC board and the Board of Education cooperate to hire a CEO, a director of the high school program, and a business/community coordinator. The county school system provides staff and secondary instructors. In addition, the technical college provides a director of college operations, support staff, and college instructors. The CEO ensures the continuous improvement of the joint venture and supervises the actions of each administrator. It's instructional to note the deliberate use of nontraditional titles for these positions. For example, in a traditional high school, the director of high school programs would be called the principal. The terminology of "CEO" and "director" is more consistent with the business-like culture that pervades CEC.

Leadership

At CEC, the CEO holds responsibility for oversight and integration of high school, technical and career education, and college operations. Specifically, his role includes reinforcing the vision and mission of the center, staying close to those inside the school while keeping in touch with the outside community, and pursuing continuous improvement. He acts as a facilitator, building and strengthening connections among business partners, the school district, WCTC, parents, state and local political officials, and the community at-large. The CEO is the public "face" of CEC. Internally, he takes responsibility for communicating a vision to all, acting as a mentor, developer, and facilitator, planning strategically, and attracting and retaining students, among other things.

The current CEO described his position as one of "servant leader," as he has little direct control over those he manages, who are employed by one of two partners, and CEC has little budget of its own. He manages the center with a focus on culture, rather than procedure. The culture developed at CEC includes setting high expectations, creating a business environment, maintaining industry connections, and fostering work ethic among students. CEC's leadership values and encourages trust, team work, and communication among staff and students. Management philosophy was further identified as: hire great people; provide clear goals; expect and support continuous improvement; and build a culture of continuous change. Leadership at CEC involves a conscious commitment on the part of the CEO to extend a high level of autonomy and respect to the administrative directors, with an emphasis on professionalism that they in turn extend to the instructional staff. It's worth noting that the terminology of "directors" is applied to the classroom instructor, thereby elevating the professional status typically afforded "teachers."²

² For the purposes of this guide, we employ the term instructor to reference the directors of program instruction to avoid potential confusion.

The CEO reports to a board of directors as dictated in the school's charter. The board meets at least every other month to conduct strategic planning and reflect on progress. The board considers and advises on issues such as student attendance, busing schedules, tracking outcomes, resource acquisition and distribution, communications, and marketing. In keeping with the charter school mission of engaging parents, parents today hold six (two from each of the three high schools) of the seats on the 17-member board, with six held by business representatives, and five by educators. In addition, the school board and the WCTC board review the CEC curriculum at regular intervals. With the charter ultimately awarded by the state, the CEO encounters three layers of audit via the CEC board, the Coweta County Board of Education, and the Department of Education for the State of Georgia. Additional layers of audit—through WCTC and its governing body, the state's Department of Technical and Adult Education—stem from the design of CEC to seamlessly integrate secondary and postsecondary education. This increased scrutiny actually results in accreditation of activities by two different SACS (Southern Association of Colleges and Schools) divisions—one accrediting secondary and one accrediting postsecondary programs.

Courses, Programs of Study, and Curriculum

Through an initial needs analysis, local business and industry helped identify the major areas of concentration. Programs of study are organized under four broad career paths: Health and Medical; Business and Computer Information Systems; Technology and Engineering; and other Services. Students can choose from programs that range from high tech (e.g., computer repair, computer networking, and CAD) to construction and production (e.g., pre-engineering, machine tool technology, and metal joining) to health care (e.g., dental assisting, patient care assisting), travel and tourism, and broadcast video.

With respect to curriculum development, teachers and administrators meet with representatives from business who serve as subject matter experts (SMEs) to identify skills, knowledge, attitudes, and behaviors needed in the workplace. The curriculum is built around those parameters while continuing to meet state standards. An important feature of this reconceptualized education is the ability for business representatives to inform, design, and help deliver the curriculum. To ensure that classrooms are adequately equipped, discussions with employer partners include identification and acquisition of state-of-the-art equipment and technology.

Through open lines of communication with the community and through the more formalized structure of program advisory committees formed of SMEs, business and industry have the opportunity to guide and influence curriculum development. Employers continue to have a great influence on the creation of new programs. New programs will be created when, for example, demand from high school students and data from the Department of Labor document the need for a college-level cosmetology program at CEC. The planned opening of an automotive manufacturing plant in the region will drive new programs to certify students in auto manufacturing with a focus on robotics, while local employers have indicated their need for employees certified in (electronic) auto maintenance. Programs in need of expansion include construction and welding. The business community needs additional workers in these areas, and some 100 students could not enroll in these programs in 2006 due to lack of space. Connecting data in such manner drives the expansion (and contraction) of existing programs. CEC's physical

facility will need to be reconfigured and several existing programs will need to be eliminated. Those that no longer align with labor market demands and do not have minimal placement, retention, or graduation rates will be targeted for termination so that the school's limited space can be used to address the highest priority needs.

In addition to academic grades, students receive a "work ethic grade" comprised of scores from ten traits, such as character, productivity, and cooperation, deemed important for employers. The trait to be emphasized school-wide rotates on a weekly basis. All instructors are expected to work these themes into their curriculum and lesson plans. The work ethic grading rubric was adapted from that used at Georgia's technical colleges. The work ethic grade does not currently appear on students' high school transcripts, due to the constraints of the student information system, but efforts are being made to see that it does.

Even administrative concerns like attendance are used to convey an understanding of workplace expectations. For example, absenteeism and tardiness are not considered behavioral problems, but performance related. At CEC, the thinking is that if you're not there, you can't learn. This again mirrors the business model—if you are not at work, you can't do your job. A point deduction system linked to students' class grade is used to drive the concept home. In addition, just as instructors and administrators go by nontraditional titles at CEC, students are called "team members" to evoke a business-like environment.

Research on work-based learning has shown that it helps students acquire general workplace competencies; explore and plan careers; and acquire knowledge and skills in particular industries. But it also creates another level of learning for the student, one that engages them in the learning process.

CEC has attracted 185 business partners, who provide job shadowing and work-based learning opportunities for hundreds of students in fields ranging from dentistry to manufacturing and graphic design.

CEC offers multiple options for work-based learning:

- *Job shadowing* is the opportunity to spend a day with an employee at a workplace and learn about a particular occupation or industry. It aids students in their career selection and exploration.
- *Internships* involve students working for an employer for a specified period of time, sometimes for just one semester, with a purpose of engaging students in learning through practical on-the-job experience. Internships can be paid or unpaid and both school personnel and supervisors participate in the student's evaluation.
- *Youth apprenticeships* are state-regulated multi-year programs combining school-based and work-based learning in specific occupational areas—including health science technology, business technology, computer information systems, trade and industry, and teaching. Students commit to both 2,000 hours of on-the-job training and attending postsecondary education.

A group of three work-based learning directors (teachers who are released from most or all classroom teaching duties) ensure that students are registered for work-based learning, develop

and monitor learning plans for students in work-based learning, hold one-on-one meetings with employers who will supervise their students, and conduct outreach efforts to create new work-based learning sites. Technical college instructors in the health fields are responsible for setting up clinical rotation sites.

CEC also offers the core academic subjects most required of Georgia students—English, math, and social studies—to assist them in fulfilling their graduation requirements. These subjects as well as those, like science, with fewer course requirements, are also offered at students’ home high schools. The goal was not to “compete” with students’ base high schools in the realm of academics, but rather to offer increased opportunities to more students to take quality technical electives. Academic electives such as Latin, German, environmental science, and, from time to time, advanced placement chemistry, are also offered at CEC. The center’s central location allows these electives to be offered to all students county-wide in situations where it is not feasible to offer them at each base high school. The CEC student population is defined as anyone who takes a class at CEC, whether academic or technical. Administrators believe that the environment itself and the center’s focus on work ethic influences students whether or not they are enrolled in technical classes.

The presence of both academic and technical classes also allows curriculum integration between the two. Thus technical classes become a platform for teaching general academics such as math, English, or sciences. For example, classes in the patient care assisting program deliver biology content, such as anatomy and nutrition. Academic instructors have learned more about the technical areas being taught and sometimes are able to collaborate with technical instructors to provide a specific application for the content they are teaching, such as equations for pre-engineering. A number of career and technical courses, as well as some academic courses, at the high school level, articulate with programs at the technical college. This means that once high school students are enrolled in a technical college program, competencies achieved through their secondary coursework may be recognized. For example, Algebra II may be recognized in the machine tooling program.

At CEC, faculty and students are engaged in a multi-disciplinary project. Students in environmental science (an academic elective) and horticulture (a technical elective) worked together to raise tilapia in tanks and use the waste water to grow vegetables in aquaponic beds. English classes have written research papers on aquaponics. The entrepreneurship class developed a business plan and fish have been sold to a restaurant. A video production class is chronicling the project, using it as the subject for a documentary and the culinary arts students at the technical college use the fish and vegetables as ingredients for their studies. Pre-engineering students will work on enhancing the structural design of fish tanks and holding areas. Construction students will help to build-out that enhanced design.

Dual Enrollment

CEC itself physically houses high school and technical college programs under its roof. As a founding partner, WCTC sought a physical presence in Coweta County to serve its historically older population of adults wanting to enhance their employability skills and gain industry-recognized certification. The co-location of WCTC with high school programs provided the

opportunity to deliver an extended array of options to a younger population through dual enrollment.

Dual enrollment provides an excellent mechanism to create smooth, “seamless” transitions between high school and higher education. This is a key feature of CEC and one highly touted across Georgia by state leaders. On a practical level, dual enrollment offers high school students the opportunity to obtain their diploma and one or more technical certificates of credit (TCC) simultaneously.¹ As a result, students find themselves better positioned to participate in the labor market immediately after graduation and/or make thoughtful decisions with respect to postsecondary education.

Students who are dually enrolled also receive dual credit—credit from both the high school and technical college—for postsecondary courses taken. The technical college classes offered do not “compete” with the high school, as the college offers only technical classes that the high school does not. Thus dually enrolled students can take technical college classes as high school electives. While the county requires 28 Carnegie units to graduate from high school, the daily block schedule (see section on Scheduling and Instruction) means that students have the possibility of earning 32.

In its first four years of operation, 559 students have been dual-enrolled and earned 657 technical college certificates of credit. In 2004-05, 13 percent of CEC’s student body was dually enrolled.

Dual enrollment is open to juniors and seniors who are at least 16 years of age, as this is the minimum age to qualify for the Georgia HOPE grant which pays the college tuition for dual enrollees who are residents of Georgia and who are not in default on

student loan obligations. A minimum GPA of 2.5 has also been required (but is being dropped in favor of reliance on entrance test score requirements). Other criteria for dual enrollment are identical to those for adults entering the technical college, with the exception of the requirement to be a high school graduate. High school students also fill out a college application form and submit their transcripts. They must pass the technical college entrance exam—the ACT-developed COMPASS or ASSET test. Students can take the paper-and-pencil ASSET test at any county high school, but CEC is the only secondary facility with a lab to offer the on-line COMPASS test. The passing score needed on the entrance test varies by program of study. Sixty percent of the high school students taking the COMPASS at CEC pass it on the first try, as compared to statewide adult first-time pass rates of less than 50 percent. WCTC has agreed to let high school students retake sections they don’t pass.

As the technical college operates on a quarter system while the high schools work in semesters, schedule changes were necessary to make dual enrollment work. The technical college made adjustments to fit into the high school schedule. Classes needed to be offered during the entire high school semester, though the high school academic year began before the college’s and ended at a different time, and high school students needed to be able to finish the classes needed for any given TCC during one semester. The resulting technical college schedule is called TechStart. Typically, technical college classes are not taught on Fridays and particular classes

¹ A TCC is a grouping of college classes (usually three to five) leading to a set of skills or competencies. TCCs often form a portion of a technical college diploma which is in turn often a portion of an associate’s degree.

may require two consecutive high school blocks. Technical college instructors worked to ensure that the entire content of a TCC could be delivered in this format and students progress seamlessly between the various “classes” that comprise the certificate, unaware of the move from one to the next. Even the instructor may be the same. In addition, to award dual credit, technical college quarter hours needed to be converted to Carnegie units.

One of the goals of CEC’s charter is to continually increase the number of dually-enrolled students. The number of dual enrollees is only limited by the availability of enrollment at the technical college. For example, lab-based courses cap their enrollments at a certain number. In developing its dual enrollment program, CEC determined that its students would register for TCC programs, rather than for any specific college classes, as certificates have economic value. TCC earners generally enjoy the college’s 98 percent rate of placement in career-related employment or further education. The desire for students to complete programs rather than simply earn credit led to the development of the schedules that permitted entire TCCs to be completed during one semester. Thus, a number of students graduate from CEC with multiple TCCs. For certain programs which were impossible to fit into one semester, the college divided the coursework and created two certificates, such as basic and advanced dental assisting.

2000-2004 Technical College Certificates of Credit Earned

Certificate	Number Earned
Computer Repair Technician	107
Patient Care Assistant	99
Basic Dental Assisting	87
Basic Gas Metal Arc Welding	50
Advanced Dental Assisting	39
CAD	38
Certified Customer Service Specialist	35
Basic Machine Operator	33
Basic Shielded Metal Arc Welding	28
Child Development Associate	23
Patient Care Technician	20
Basic Culinary Services	20
Certified Manufacturing Specialist	13
CAD—Architectural	12
Basic Gas Tungsten Arc Welding	11
CAD—Mechanical	8
Welding	8
Advanced Culinary Services	8
Web Site Fundamentals	6
Basic Machining	4
Basic Lathe Operator	4
Basic Mill Operator	4
Total	657

Technical College Certificates of Credit Earned by CEC High School Students in 2005-06

Certificate	Number Earned
Basic Dental Assisting	13
Advanced Dental Assisting	6
CAD - Architectural	2
Computer Repair Technician	8
Web Site Fundamentals	4
Patient Care Assistant	27
Patient Care Technician	10
Basic Gas Metal Arc Welding	27
Basic Shielded Metal Arc Welding	6
Basic Gas Tungsten Arc Welding	5
Prep Cook	3
Food Production Worker	22
TOTAL CERTIFICATIONS	133

Performance Learning Center

A Performance Learning Center (PLC) opened in 2004 in Coweta County. (PLCs were developed nationally and are managed in the U.S. by the not-for-profit Communities in Schools.) Initially it was housed at the Winston Dowdell Academy, an alternative school for students unable to remain at their base high schools due to disciplinary and behavioral problems. In the fall of 2005, it moved to CEC, through the advocacy of the superintendent and CEC's CEO. The PLC's specific mission and vision fit well with CEC, as it also has a focus on work-based learning and dual enrollment. PLC is an online high school for students who have been out of the regular high school for an extended period of time. The PLC format allows them to recover lost credits and accrue more in order to graduate. Students take academic classes in English, math, social studies, and science through NovaNet. They can move at their own pace through the curriculum. Half of the students who apply are initially accepted, but students move out as they finish and new spaces open up. Those entering are screened for academic capability to ensure they can read at the 8th grade level or above. In the 2005-2006 school year, there are over 70 PLC students at CEC with 10 percent participating in work-based learning.

Student Enrollment and Demographics

CEC draws students from across the three high schools in Coweta County. The student body represents a cross-section of academic skills and performance, from high achievers to those with special needs. As a charter school, CEC is not allowed to establish admission requirements, however, individual programs can require specific criteria for enrollment. CEC enrolls primarily 10th, 11th, and 12th graders, though 9th graders are able to attend. Seniors are currently given preference in scheduling classes at CEC, though recent discussions have raised the idea of favoring younger students demonstrating a clear career path. Enrollment information for the high school program is provided below.

CEC ENROLLMENT BY SENDING HIGH SCHOOL, FALL 2004							
Schools	Total Enrollment	CEC AM	CEC PM	CEC Full-time	CEC Totals	% of CEC	Distance from CEC
Newnan	1984	160	130	66	356	43%	2 miles
East Coweta	2005	141	105	27	273	33%	10 miles
Northgate	1399	90	94	22	206	25%	17 miles
Totals	5388	391	329	115	835	100%	

The school's demographic make-up mirrors that of the county's three high schools. In 2004-05, CEC's team members were 73 percent White, 24 percent Black, and 2 percent Hispanic. Over half were male (59%) and 11 percent qualified for free or reduced lunch.

Since opening its doors in the fall of 2000, CEC has witnessed substantial growth during its first five years of operation as depicted in the chart below. CEC now enrolls nearly 25 percent of all high school age students in Coweta County. During the 2004-2005 school year, between 10 and 15 percent of the CEC student body attended CEC for the full day. These full-day students are juniors or seniors who've completed many or all of their core courses and are now focusing on technical electives.

CEC PROGRAM GROWTH		
Program Year	School Year	Unique Individuals Served Per Year
1 st year	2000-2001	638
2 nd year	2001-2002	1285
3 rd year	2002-2003	1382
4 th year	2003-2004	1249
5 th year	2004-2005	1173

Faculty

Charter school status affords CEC the luxury of recruiting staff who might not hold conventional teaching certification. While some staff members have a combination of academic and applied experience, others come directly from the world of business or the military. The majority of instructors do have conventional teacher training and traditional teaching backgrounds. What makes instructional practice at CEC unique is that staff members have the freedom to approach education in a nontraditional way and are encouraged to innovate. The climate of the school, the direction from leadership, and the school's charter status encourage this flexibility.

Given CEC's focus, career guidance and career development are integrated into the culture of CEC. That is to say, guidance is not simply the counselor's role, but rather a responsibility shared by all. Every instructor is a counselor. In turn, the counselor's role is less administrative than that in traditional high schools. While still holding responsibilities for scheduling and

posting grades, there is more time dedicated to career guidance and opportunities to meet with student classes. In addition, the counselor runs CEC's student advisory council.

Many of the teachers who joined the CEC staff during the first year volunteered for the position after serving with sub-committees of the steering committee who developed curricula in their areas of expertise. Others joined when the career and technical programs in which they were teaching moved from other high schools and centralized at CEC. A few technical instructors without teacher certification were hired from outside the school system. Additional recruitment was necessary for the academic teaching staff and this focused on those already within the current school system. No net new high school teaching positions were created in Coweta County's high schools during CEC's first year of operation. WCTC needed to hire a new instructional staff for the programs to be offered on its Newnan campus and brought on full-time faculty who would teach during both the day and night programs. At night, WCTC supplements full-time staff with a number of adjunct instructors.

New positions have now been added to the school system and housed at CEC as the county's career and technical education programs expand due to increased enrollments. As CEC adds new staff, administrators seek out people who are creative—who are still motivated and energized by the teaching job. Now that its reputation is established, the superintendent receives frequent requests from teachers within the school system who want jobs at CEC but have no opportunity due to the center's small staff turnover. Expanding the CEC day to potential fifth and sixth blocks might provide more of the district's instructors the opportunity to teach at CEC.

FULL-TIME CEC STAFF

Total CEC Staff

58 individuals are listed on 2005-06 staff roster

Coweta County School System

- 10 administrators and support staff, including a career counselor
- 34 directors on high school instructional staff, including paraprofessionals

West Central Technical College

- 9 administrative staff, including a career planner
- 5 directors on college instructional staff

Scheduling and Instruction

Instruction takes place in four 80-minute blocks, two in the morning and two in the afternoon, starting at 8:10 a.m. and ending at 3:10 p.m. CEC offers limited food service, and a lunch period from 11:00 a.m. to 12:30 p.m. allows students time to commute to or from their base high schools or go out to eat. Students can attend CEC for one, two, or four blocks a day, although administrators are attempting to minimize those present for one block only. About 85 percent of the students drive to CEC. The remaining 15 percent take school buses from their base high schools. The school's schedule, made possible by the flexibility provided by charter school law, allows students to participate in sports and other extracurricular activities at their base high schools. Some adjustments at the base high schools have been necessary as well. For example, in the first year of operation, students at CEC complained that they missed pep rallies at their base high schools. A solution was reached when the high schools coordinated the number and timing of pep rallies and communicated that schedule in advance.

In the classroom, instructors use project-based instructional techniques to link students' learning to the new economy in academic as well as technical classes. Examples of student projects include English students developing a standardized grant proposal which CEC can use, environmental science students raising tilapia in tanks on campus, those in low voltage wiring creating a technical plan to rewire the school hallways, and students in a horticulture class designing a commercial greenhouse and developing a business plan to operate it. Performance-based instruction is emphasized as well. Rooted in instructional science, this teaching method requires that course content be based on specific knowledge, skills, and information students will need to be accomplished citizens in a particular area. Once these have been identified, teachers use particular instructional methods to quickly develop proficiency in these skills among learners. Joe Harless explained the application of instructional science to K-12 education in his book, *The Eden Conspiracy*, and provided a week of training in performance-based instruction to CEC staff before the center opened. Instructors use performance-based assessment techniques when possible. Alumni describe an emphasis on producing products and demonstrating their skills to professionals, rather than testing. For example, students in health occupations programs might demonstrate their proficiency in certain skills under the eye of a registered nurse.

CEC represents the first application of Joe Harless' approach to Instructional System Design in the public educational realm. Harless' well-validated performance technology model used in private industry, the ABCD System, however, does not currently drive all the delivery of specific instruction. Detailed in his book *The Eden Conspiracy*, the ABCD system differs primarily from the traditional subject matter-based curriculum in that its educational goals are clearly defined and measured in the accomplishments of students as defined by the four primary roles they are expected to hold after graduating from high school: as society members, family members, workers, and as individuals. (Harless, 1998 as cited in *The Central Educational Center: Research Report 1*. Florida State University.)

Instructors are given one class period a day for planning and research. In addition, all are free during the mid-day lunch period which serves as a common planning time. One to two days a week, structured faculty activities take place during this time period. These include the meetings of a professional learning group—teachers reading and reviewing a book on education, high school faculty meetings in which programs share their best practices, meetings including both high school and technical college faculty, and professional development.

Results

During the years CEC has been in operation, Coweta County's dropout rate has fallen 3.6 percentage points, improving 42 percent from 8.6 to 5.0. In addition, Coweta's declining SAT scores reversed after CEC opened and now surpass the state average.

Academic outcomes have been very positive. In 2004, CEC students exceeded the state's average graduation test pass rate on all five tests and exceeded the county's average in four out of five tests. Results are even more impressive among CEC's economically disadvantaged

students, whose performance on 2004 graduation tests improved upon the county first time pass rates in the following percentages: writing (+4%), language arts (+7%), math (+15%), social studies (+18%), and science (+19%).

Students who are dually enrolled have even more impressive results. CEC's dual enrollment programs have a graduation rate of 98 percent, more than 20 percent better than the county's general high school graduation rate. In following up a very small sample of dually enrolled students, 100 percent were employed and/or enrolled in higher education 120 days after high school graduation. In the school's first four years, 559 dual-enrollment students earned 657 technical college certifications before graduating from high school. Eighty percent of students in the Class of 2001 graduating with a TCC indicated a likelihood that they would pursue postsecondary education and anecdotal evidence bears this out. Researchers attribute this high proportion to the familiarity CEC students gain with college expectations and environment. In addition, WCTC administrators suggest that dually enrolled students experience a boost to self-esteem when they realize that they can perform at the college level.

Since CEC's enrollment is voluntary and enrollment doubled in the center's second year and has remained well above 1,000 ever since, parent satisfaction is considered quite high. In a survey in the spring of 2004, students reported an 84 percent satisfaction rate with CEC and instructors a 93 percent rate. In many cases, the instructors attributed their high levels of satisfaction to the CEC environment in which they feel a great deal of support and respect.

The advantages of workforce development delivered at the high school- and technical college-levels translate into some very powerful benefits for local industry as well. During the period in which CEC was being formed, Coweta County was faced with the reality that Yamaha, its largest manufacturer, was considering relocating and was actively being courted by other Georgia counties and several states. CEC stepped up to the plate with an offer to establish a lab that would train students in advanced manufacturing skills, guaranteeing Yamaha an affordable way to recruit and train its own workforce locally. CEC's offer was enough to keep the manufacturer in Coweta. In fact, the company decided to build a \$40 million expansion and create an additional 300 jobs for an initial local economic impact of \$75 million. According to Yamaha officials, CEC was the deciding factor in keeping the company in Coweta County and for its expansion. Education and training in the service of workforce development was seen as more valuable than other tax-oriented incentives.

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Essential Elements of CEC

There are a set of essential elements *required* to become a truly CEC-like institution. While there is room for some variation due to local circumstances, without the following elements the CEC experience cannot be matched. While many of the strategies listed below have been used in other innovative educational reform efforts, it is the complete package of elements implemented with fidelity that distinguishes CEC from other education reform experiences.

The essential elements must also be viewed in the context of CEC's mission—to ensure a viable, 21st century workforce—which they directly support. CEC serves both secondary and postsecondary students with the aim of producing accomplished citizens, meaning that graduates have the knowledge, skills, and information to be accomplished individuals, family members, workers, and members of society. (However, this manual focuses only on the secondary students served.) In particular, CEC strives to cultivate life-long learning and an exceptional work ethic in students. To achieve these ends, a joint venture among business and industry, the local school system, and the local technical college to launch a charter high school has been necessary.

Each of the essential elements is described below, drawing on the more detailed description of CEC in the previous chapter.

Essential Elements of CEC

Element 1: CEC is a SYSTEM

Follow a step-by-step process.

Element 2: CEC is a JOINT VENTURE

Ensure community-wide support with representatives of major stakeholders, particularly business and industry, serving on steering committee or board.

Element 3: CEC is NEEDS-DRIVEN

Develop course offerings and curriculum, including equipment and space, based on community/employer needs.

Element 4: CEC is SEAMLESS

Focus on (1) integrating academics with career and technical education and (2) integrating secondary and postsecondary education, with an emphasis on dual-enrollment opportunities that lead to postsecondary credentials

Element 5: CEC is EXPERIENTIAL

Provide (1) project-based instruction, (2) performance-based instruction, and (3) work-based learning opportunities with local business.

Element 6: CEC has HIGH EXPECTATIONS

Cultivate an exceptional work ethic in students who are trusted and empowered to make their own choices.

Element 7: CEC is FLEXIBLE

Create a center for secondary and postsecondary education that is a non-immersion high school with organizational, staffing, financial, and legal flexibility.

Element 8: CEC requires and fosters LEADERSHIP

Hire a leader who manages the joint venture with a focus on culture, rather than procedure, and creates an environment where faculty members are empowered to lead and collaborate.

Element 9: CEC is RESULTS-DRIVEN

Provide performance-based assessment and ensure ongoing data collection and monitoring of satisfaction and of student performance for continuous improvement.

Element 1 **CEC is a SYSTEM**

Follow a step-by-step process.

Replicating CEC is not just about creating a physical plant and copying a curriculum. Any new endeavor should follow a step-by-step process (like the ADDIE process described in the next chapter) that engages stakeholders in analysis of needs, designing of solutions, development and implementation of a new entity, and continuous evaluation to achieve a clear set of outcomes for its graduates.

Element 2 **CEC is a JOINT VENTURE**

Ensure community-wide support with representatives of major stakeholders, particularly business and industry, serving on steering committee or board.

CEC is truly a joint venture of key community stakeholders. It requires commitment from the highest levels of secondary, postsecondary, and business and industry leaders, as well as vital support from parents, teachers and counselors, local government, and community organizations. Each partner has a specific role to play and is also willing to sacrifice some of its “turf” to accommodate the joint venture for the benefit of everyone. Each collaborates in planning, designing, implementing, administering, funding, and marketing the new institution.

- Business and industry representatives play the central role in identifying the outcomes for successful graduates through launching an assessment of local employer needs, developing programs of study and curricula, equipping technical classrooms, and identifying work-based learning opportunities.
- Secondary and postsecondary education collaborate to provide the physical structure and instructors. The local school district will need to engage in curriculum development, course scheduling, facilities development, fundraising, and charter development. The technical college must be part of developing articulation and dual enrollment agreements, facility provision, and staffing decisions.
- Parents, teachers and counselors, local government, and community organizations can assist by serving on the governing board, enrolling children in the school, advising students to take classes at the institution, supporting tax or bond measures that would finance facilities, advocating on its behalf at the state level, and “marketing” the institution to others within and outside of the community.

As discussed in Chapter 5: Analyze, there are several steps to creating and sustaining the interest and support of each stakeholder group. Often a champion individual or organization emerges to get the process started, but it is essential that all partners are engaged and committed as champions may move on. Numerous opportunities for discussion and debate should be offered before entities are formed. If the community agrees upon creating a CEC-like experience, initial

planning and discussion can progress to the formation of a steering committee and eventually to a board of directors who will maintain the partnership over time. Community involvement in a decision-making body leads to community ownership of the resulting school. Creation of a representative steering committee and board of directors and the roles of these entities will be more fully described in Chapters 5 and 7.

Element 3 **CEC is NEEDS-DRIVEN**

Develop course offerings and curriculum, including equipment and space, based on community/employer needs.

It is essential to success that a CEC-like institution address actual community needs. Community stakeholders will determine everything from whether a new entity is needed at all (see Chapter 1: Why Reconceptualize Education? and the section on Defining the Problem in Chapter 5) to the content of the curriculum, done through conducting a needs assessment. The details of administering a needs assessment along with a sample needs assessment are provided in Chapter 5.

Far from allowing traditional subject matter to dictate course content, proponents of CEC feel that curriculum should provide young people with knowledge and skills they need to succeed in a variety of settings including employment, postsecondary education, and as accomplished citizens in general. All stakeholders should therefore be involved in creating, administering, and analyzing a formal needs assessment to determine appropriate curricular content to accommodate local employer needs and students' plans for their futures. Course offerings and curriculum should be frequently reviewed by business and industry stakeholders to confirm their continued relevance. (See guideline on program advisory committees in Chapter 7: Develop, Section E. Develop the Educational Program.) Technical college staff can select college certificates to meet employer needs. Information required to meet state K-12 standards will also need to be incorporated into programs of instruction.

If done right, the new educational entity should feel much like a workplace. Students should be engaged in team work and problem solving around real-world tasks. In addition, the settings and equipment should be as similar as possible to those found in the relevant employment setting. Thus classrooms and laboratories that are set up as hospital or dental rooms, for instance, or contain the latest computer, welding, or printing equipment are essential to learning necessary skills. Local businesses are often key suppliers for the required equipment, donating that which their employees use.

Element 4 CEC is SEAMLESS

Focus on (1) integrating academics with career and technical education and (2) integrating secondary and postsecondary education, with an emphasis on dual-enrollment opportunities.

CEC advocates work hard to erase artificial separations between types of learning, through both horizontal and vertical curriculum integration.¹ Horizontal integration refers to erasing lines between academic and career and technical education taught at the same grade level. Vertical integration refers to erasing lines between secondary and postsecondary education. Both of these types of integration are described in detail in Chapter 3: The CEC Experience.

Horizontal integration of academics and career and technical education is accomplished in two ways: at the building level and in the classroom.

- *At the building level:* Students who attend CEC can take both technical courses and some of their core academics, such as English, math, and social studies, at the same facility.
- *In the classroom:* CEC technical education instructors, in particular, use their subjects to convey academic content. Academic instructors give some focus to workplace skills, such as technical writing, and at times collaborate with their technical education peers to provide applications of the content they are delivering. In general, students participating in curriculum integration initiatives such as this appear more motivated to learn and attain both academic and vocational knowledge, understanding, and skills.

Vertical integration of secondary and postsecondary education is accomplished through several means:

- *Co-location:* CEC is the co-location of high school career and technical education with the county campus of the technical college. Co-location allows high school and college staff to coordinate course requirements and content, schedules, and credentialing. For all of the technical courses offered at CEC at the high school level, WCTC offers corresponding coursework and certifications. Thus, even without being dually enrolled at the technical college, high school students can continue in any pathway they have chosen and enter postsecondary studies well prepared.
- *Articulation agreements* between the school system and technical college mean that college students may receive recognition for competencies achieved through their high school coursework, particularly in technical areas.

¹ Curriculum integration is defined as “a series of conscious and informed strategies used to connect academic and technical content so that one becomes a platform for instruction in the other over an extended period of time” by Amy Bell, Ivan Charner, and Robin White in *Curriculum Integration in Context: An Exploration of How Structures and Circumstances Affect Design and Implementation*. Minneapolis, MN: National Research Center for Career and Technical Education, July 2002.

- *Scheduling changes:* Specific changes in college scheduling allow the high school students to take technical college courses during the regular school day and to complete credentials during a single semester.
- *Dual enrollment:* Students with dual enrollment have the opportunity to obtain their high school diploma and a technical certificate of credit (TCC) from the college simultaneously. Most dually-enrolled CEC students earn one or more TCCs during their high school years, in areas such as patient care assisting or welding. Those CEC graduates who do go on to further postsecondary education have often reduced the time and cost of earning a credential and enter college with a clear idea of what they would like to study. Dual enrollment also has powerful social and psychological effects due to the intergenerational learning opportunities it provides. Graduates of CEC have commented on the value of having opportunities to interact with adult students while still in high school, claiming an increased comfort level in the adult workplace and an increased sense of self-confidence that is not generally derived from peer interaction.

Element 5 **CEC is EXPERIENTIAL**

Provide (1) project-based instruction, (2) performance-based instruction, and (3) work-based learning opportunities with local business.

Combining education with both classroom-based projects and work-based learning experiences also blurs the boundaries between school and “real life”—allowing students deeper learning and greater retention of what they learn. Elements 3 and 4 describe a curriculum that is needs-driven and an integration of academic and career and technical education. These goals can be furthered by projects that simulate real-life situations and opportunities for young people to spend time in actual workplaces. Such projects and opportunities can be specifically related to the knowledge and skills students will need in future situations. They can also involve both career-specific and general academic knowledge and practice. Students are especially motivated to learn when lessons pertain to real-life needs—and potentially to jobs—in the workplaces of local employers. They also relate to their future roles as active and aware citizens of their communities.

- *Project based instruction*, also called project-based learning, uses interdisciplinary questions anchored in real-world issues to create opportunities for student-centered active learning through investigations and application of information. Instructors guide, facilitate, and advise students in their work and offer resources. Among the benefits of project-based instruction is its ability to increase students’ self-esteem and motivation to attend and participate in school through allowing them to choose their own topics of study, use their individual learning styles, and creating a sense of ownership. In addition, project-based instruction prepares students for the workplace as it requires them to develop skills such as planning, collaboration, decision-making, time management, and problem-solving.
- *Performance-based instruction* refers to the practice of teaching to proficiency—what students can do with what they know. The foundation of performance-based instruction

is a curriculum in which the knowledge, skills, and information to be attained are clearly identified and a process for teaching each determined. The method requires building learning through student practice and mastery of each task or concept before moving on to the next. How to teach is very dependent on the content being taught and thus teachers use different tactics for teaching different concepts or skills, based on the evidence of what works best. In general, the sequence for any given unit is to preview it, present content in a series of lessons in which students can respond and receive feedback, and then practice-to-fluency in which students respond to real world applications at a higher level of speed. In order to aid students in making the link from classroom to real life, the content of courses should be as specific as possible.

- *Work-based learning* is a planned, supervised program of education and training which takes place in a workplace or simulated workplace setting and is linked to a series of coursework. It allows students to apply the knowledge, skills, and information gained in their courses, while developing an understanding of the workplace and the importance of performance and effort. The workplace provides a learning-rich and authentic environment, ongoing feedback and interaction with adults, and a chance to demonstrate competencies. Several types of work-based learning are described in Chapter 3: The CEC Experience.

More information on developing work-based learning is provided in Chapter 7: Develop, Section E. Develop the Educational Program.

Element 6 **CEC has HIGH EXPECTATIONS**

Cultivate an exceptional work ethic in students who are trusted and empowered to make their own choices.

CEC demonstrates its high expectations for young people by treating them as responsible young adults in a workplace. One of the key features of CEC is an emphasis on work ethic that would be required of any employee. Absenteeism, tardiness and general performance are treated as they would be at an actual job site and work ethic is specifically measured and formally recorded on transcripts, report cards, or as part of a students' classroom grade. CEC also shows its trust in the abilities of young people by allowing them to choose their own course of study and empowering them through participation on a student advisory board to CEC.

- *Work ethic*: "Work ethic" was the most frequent response of Coweta County employers to the needs assessment of what they were looking for in hiring employees. Therefore, CEC strives to cultivate an exceptional work ethic in students. In addition to academic grades, students receive a "work ethic grade" comprised of scores across ten factors or themes, such as character, productivity, and cooperation. These themes rotate on a weekly basis. All instructors are expected to work the themes into their curriculum and lesson plans. The work ethic grading rubric was adapted from that used at Georgia's technical colleges. At the technical college, which has measured work ethic for years, all students receive a grade of 0-3. By default it is set at 2 and goes up or down during a

class. At CEC work ethic grades are separate from class grades, but show up on report cards. CEC has produced a pamphlet to ask business leaders to request a transcript from prospective employees and look at the work ethic grade.

- *Students are trusted and empowered to make their own choices:* CEC is not a place where unmotivated students are relegated to complete their high school years without positive hopes for their future. On the contrary, all students in the county have the option to *choose* CEC in order to better prepare themselves for future endeavors. At CEC, students have the opportunity to follow a program of study, a coherent series of classes within a specific occupational area and leading to a particular career. Programs of study are created with the assistance of counselors and others. Students at CEC can choose to take courses within a number of career pathways or occupational areas, such as health and medical or technical and engineering. Depending on their goals, the chosen program of study will incorporate the necessary academic and career and technical courses, work-based learning opportunities, relevant technical college certificates, and continued postsecondary instruction as needed.

Students are generally empowered to take on adult roles, through interacting with adults in the technical college, practicing proper work ethic, making their own choices, and participating in a student advisory board that helps set CEC policy, led by a school counselor. CEC students and graduates provided the following testimony of their empowered roles:

“CEC has a mature atmosphere. People have more respect for themselves or their work when they’re here and they behave better.”

“It’s teaching me that when you get older, there is nobody there to tell you what to do and how to do it.”

“Put the burden of responsibility on students. Put it on us and we’ll respond.”

“At CEC, you have more freedom and responsibility comes with it.”

“There’s so much opportunity. You learn to respect and cope with one another here.”

“The attendance policy is tough, but it’s just like work. I work part-time after school. If I don’t show up, it’s my job I’m losing.”

“My friends ask me why I want to get up 15 minutes earlier to catch the bus to CEC. It’s a choice.”

“I was in class at WCTC with people my parents’ age. At first, in my IT classes, the high school and adult students were sitting on different sides. Eventually, the older students asked me for help. After graduating from high school and starting work, at 18 I was managing people my father’s age. Taking college classes taught me to work well with others.”

Element 7 **CEC is FLEXIBLE**

Create a center for secondary and postsecondary education that is a non-immersion high school with organizational, staffing, financial, and legal flexibility.

CEC has two organizational conveniences that allow it considerable flexibility in achieving its goals: it is a “non-immersion” high school and it is a charter school.

- *Non-immersion:* CEC is not a fourth high school in Coweta County, rather it is a non-immersion school open to students from all three county high schools. All high school students in the county have the option to attend courses at CEC, which are listed on the master high school schedule. Students who attend can choose to take only one class there or many and can follow a program of study—a coherent sequence of courses in a career or occupational area—of their choosing. As students remain enrolled in their base high schools, CEC does not need to replicate all aspects of a traditional high school. Considerable funds are saved on not duplicating sports programs, a cafeteria, or after-school activities. (The district also sees efficiencies from offering expensive technical courses or high-level electives in only one location.) CEC staff can also more fully devote themselves to perfecting the center’s curriculum and instruction.
- *Charter school:* Like 40 states and the District of Columbia, Georgia law allows for the creation of charter schools. Charter school status allows schools greater organizational, staffing, financial, and legal flexibility in return for greater accountability. To reach its goals, the CEC steering committee determined that it should apply for Georgia charter school status. The charter document lists CEC goals and indicators of success, while providing waivers from some Georgia public education laws, such as changes to seat time requirements for students attending both CEC and their base high schools.

Charter status also allowed CEC to choose its staff, including some instructors and a CEO from private enterprise who lacked formal teaching credentials. Traditional staff titles were also dropped in favor of more business-friendly titles. In addition, the role of a CEO in holding the technical college accountable for its responsibilities to the joint venture is not traditional for the leader of a public high school. Financially, CEC has the opportunity to diversify its sources of funding with few constraints. In addition, it has flexibility beyond that of other public schools in allocating its resources, such as determining salaries for non-traditional teaching staff.

Element 8 **CEC requires and fosters LEADERSHIP**

Hire a leader who manages the joint venture with a focus on culture, rather than procedure, and creates an environment where staff are empowered to lead and collaborate.

CEC’s unusual flexibility allows it to attract an accomplished business leader to serve as a CEO. This CEO sustains a culture that allows staff members to take on their own leadership roles.

- *The CEO of CEC is the leader of a joint venture among the school district, the technical college, and business and industry. Hired by and accountable to the board of directors, s/he oversees the high school principal and the director of college operations and is responsible for oversight and integration of high school and college operations. The CEO's role includes reinforcing the vision and mission of the center, staying close to those inside the school while keeping in touch with the outside community, and pursuing continuous improvement. The CEO takes responsibility for communicating an exciting vision to all, building and strengthening connections between partners, acting as a mentor, developer, and facilitator, planning strategically, and attracting and retaining students, among other things. The CEO's role is critical, yet delicate as s/he has little direct control over staff members, who are employed by one of two partners, and the center has little budget of its own. This requires that s/he manage the center with a focus on culture, rather than procedure. The culture developed at CEC includes setting high expectations, creating a business environment, maintaining industry partnerships, and fostering a work ethic among students. In particular, the CEO values and encourages trust, team work, and communication among staff and students. Leadership at CEC involves a conscious commitment on the part of the CEO to extend a high level of autonomy and respect to the administrative directors, with an emphasis on professionalism that they in turn extend to the instructional staff.*
- *Staff members at CEC are empowered to lead and collaborate. Due to its charter school status and the foresight of its partners, CEC is able to hire administrative directors and instructional staff who are interested in the culture and mission of CEC, who want to be there, and who are uniquely skilled to reach CEC's goals. The CEO creates an environment where instructional staff members are empowered to take the lead in developing their own innovative curriculum, in keeping with the emphasis of CEC on employer needs and experiential learning. Teaching at CEC is a desirable position and there is a waiting list for teaching positions there. CEC also provides considerable planning and staff development time to teachers. CEC has an extended lunch period (1 ½ hours) to allow commuting time to base high schools. As no classes are held during this time, all instructors are available for common planning time, staff meetings, professional development opportunities, and sharing best practices. Common planning time allows collaboration between academic and career instructors, as well as between secondary and postsecondary faculty.*

Element 9
CEC is RESULTS-DRIVEN

Provide performance-based assessment and ensure ongoing data collection and monitoring of satisfaction and of student performance for continuous improvement.

CEC measures achievement in meaningful ways for both students and the program itself. Students have performance-based assessments. The program is evaluated through data collection, satisfaction surveys and student performance. Continuous improvement is emphasized.

- *Performance-based assessment* techniques evaluate skills and knowledge based on authentic tasks, including class assignments, portfolios, performances, and projects. For example, a student learning a foreign language may be assessed through having a conversation with a fluent speaker of the language s/he is learning in order to determine proficiency. Performance-based assessment is connected to students' daily work and is thus more relevant, allows students to assess their own work, can help teachers improve instruction, and allows teachers to communicate more effectively with students and parents on progress and ways to improve. Performance-based assessment is just one of several measures of student success monitored at CEC. It is a particularly useful assessment technique for CEC's curriculum that is needs-driven, that integrates academic and career and technical education, and uses both project and performance-based instruction.
- *Ensure ongoing data collection and monitoring of satisfaction and of student performance for continuous improvement.* A critical step in developing a new entity is to evaluate it against its purpose and goals (See Chapter 4: The ADDIE Process). Careful evaluation leads to a cycle of continuous improvement. Student performance indicators measured at CEC include attendance and tardies, classroom and work-based learning performance, work ethic measurements, standardized test scores, high school graduation and dropout rates, postsecondary credit and credentials earned, and placement data that tracks students into postsecondary education and employment. Several of these indicators are measured at the school district level, such as dropout and graduation test pass rates. CEC also monitors student, parent, instructor, and employer satisfaction. Student and instructor satisfaction instruments are posted on the internet toward the end of each school year. These are important instruments in measuring the culture of the school, and provide feedback to administrators in particular about any changes that should be made. Results of the surveys have caused administrators to clarify the importance of accountability to students and to be more explicit about the consequences of failing to meet CEC standards. CEC uses a "red flag" system in order to monitor how it is doing. Red flags are benchmarks that CEC strives to meet. Failure to attain one of these indicates a need for action. Examples of these are a 90 percent student satisfaction rate or ensuring that 80 percent of students earn 80 percent or higher in the classroom and work-based learning grades (See Chapter 4: The ADDIE Process).

The ADDIE Process

ADDIE is the acronym for the Analysis, Design, Development, Implementation and Evaluation instructional systems design process, which is currently accepted as an industry standard for instructional design and performance technology. ADDIE ensures a consistent and systematic process for design and development of highly efficient and effective systems without sacrificing creativity.

The ADDIE model consists of the following phases:

- Analysis:** The process for analyzing needs that define desired outcomes.
- Design:** The process of determining how desired outcomes are to be accomplished—based on supporting system(s) needed, required resources, timetable, and budget.
- Development:** The process of establishing requisite system(s) and acquiring needed resources to attain desired outcomes.
- Implementation:** The process of implementing design and development plans within the real-world environment.
- Evaluation:** The process of measuring the effectiveness and efficiency of the implemented system and using collected data as opportunities for improvement in closing gaps between actual and desired outcomes.



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The ADDIE process provided the roadmap that was used to plan, implement, continuously evaluate, and improve the Central Educational Center (CEC). It is systematic in that each stage is reliant on the successful completion of the previous stage. An organization must understand the needs that drive its objectives, design a plan for how it is going to achieve these objectives, fulfill the plan through development of the necessary infrastructure, personnel, and resources to accomplish the stated objectives, implement the plan as designed and developed, and then evaluate the implementation looking for ways to continuously improve by closing gaps between the initial design objectives and the actual implementation.

The following are examples of steps to be taken while using the ADDIE process to develop an education center that meets local employer needs for a prepared workforce.

Analyze

- Bring community stakeholders together to examine community needs that can be addressed through education.
- Gather data on community and employer needs through conducting a formal assessment.

Design

- Design curriculum paths, courses, and dual enrollment opportunities based on the employer needs uncovered.
- Determine what would meet physical facility needs.
- Determine personnel needs to run the center.
- Design a charter with measurable objectives.

Develop

- Develop courses and articulation agreements for curriculum determined.
- Hire appropriate staff and ensure that they have the professional development and training to be successful.
- Locate a facility and determine funding for a sustained partnership.
- Renovate and equip facility, as appropriate.
- Acquire charter school status (develop charter).
- Ensure work-based learning and dual enrollment agreements are in place.
- Develop information and data system.
- Enroll students.

Implement

- Offer quality coursework in relevant technical skill areas.
- Convene advisory boards for continuous improvement of the curriculum and courses offered.
- Develop alumni association.

Evaluate

- Collect performance and satisfaction data.
- Conduct new community needs assessment regularly.
- Analyze data on student, parent, faculty, and employer satisfaction.
- Analyze performance data such as: student in-class and work-based learning performance; tardiness and absenteeism; student work ethic grades; standardized test scores; enrollment; drop-out rates; and post-graduation placement.

As an example, data on community and employer needs is gathered during the Analyze stage. This forms the basis for curriculum paths, courses, and dual enrollment programs in the design stage. The specific courses and articulation agreements must then be developed. When the education center opens, the courses are offered and advisory boards support their continuous improvement. New needs assessments should be conducted regularly to ensure that the curriculum being offered continues to meet employer needs.

We cannot emphasize strongly enough that the ADDIE process, on which CEC was built and continues to operate, does not represent a model that can be copied in a “cookie cutter” fashion. Rather it represents a formula whose variables must be defined by the unique needs and circumstances of the community in which the process is being used.

Two tools to assist you in using the ADDIE process are attached. The first is an Accomplishments Checklist. When using ADDIE, concrete objectives are stated in the form of accomplishments, which are ends-based outcomes (e.g., steering committee representing major stakeholders) and not process-oriented means (e.g., form a steering committee composed of major stakeholders). The checklist lays out key milestones for successfully creating the CEC experience in your community. It is critical that these accomplishments be met in each stage of the process before proceeding to the next stage. The checklist also provides some “red flags” for each of the accomplishments. Red flags are signals that accomplishments have not been achieved in an appropriate manner and serve as a method of self-assessment while using the process. The red flags included are some seen as crucial by those assisting CEC in following this process. You may recognize others that need to be added to the list. A second tool presents each of the accomplishments in a framework that allows for self-assessment and enables you and your team to develop an implementation plan and timeline to work through the ADDIE process in creating an education center.

ADDIE Accomplishments Checklist

ADDIE Stages	Accomplishments	Accomplishment Met?	Red Flags
Analyze	Steering committee composed of principle stakeholder segments including at minimum business and industry (at least 50%), public school system(s), and local technical college.		Failure to include all key stakeholders on steering committee.
	Current and future employment needs, based on interviews and surveys of area employers.		Focus on existing high school and technical college courses and programs without formal employer needs investigation by steering committee.
	Specific, tangible technical skills/knowledge and work ethic expected by employers, based on employer interviews and surveys.		Needs assessment survey asks employers about courses to be offered rather than skills, knowledge, and work ethic expected of employees.
Design	Major curriculum paths, designed specifically to meet employment needs and required technical and soft skills, identified by employers.		Perpetuation of existing vocational/technical courses without justification from needs assessment.
	Relevant courses, articulations, dual-enrollment opportunities designed specifically to meet employment needs and required technical and employability skills identified by employers.		Omission of specification for how to teach employability skills. (Merely giving a "grade" for these is insufficient treatment.)
	Appropriate personnel profiles, vital job tasks, and job descriptions.		Assumption that existing teachers will staff the school. Assumption that leadership will be a conventional school principal.
	Quality, appropriate facilities, equipment, and staffing requirements to meet identified needs.		Facilities inappropriate or inadequate to prepare for needs identified.
	Measurable goals (or charter objectives), based on clearly identified school outcomes aligned to meet established needs.		Specification of conventional measures of educational success, as opposed to performance-based measures.
	Sustainable partnership funding.		Expectation that school system will provide all or sufficient funding. Lack of investment from the business community.
	Measurable critical red flag indicators.		No benchmarks in place to monitor and correct performance.
	Assurance of organizational flexibility in curriculum, personnel and hiring practices, and finances.		Organizational flexibility issues not addressed.
	Research and data system to collect and assess results.		Lack of planning for research and evaluation of new center.
Develop	Qualified, appropriate CEO, faculty, and staff in place before school is operational.		Assumption that leadership, faculty, and staff can be hired immediately before opening.

ADDIE Stages	Accomplishments	Accomplishment Met?	Red Flags
Develop (cont.)	Appropriate governing structure in place before school is operational.		Parents too heavily represented at the expense of business on Board of Directors. Absence of true policy-making power for Board.
	Faculty has thorough understanding of school culture and operation and skills in performance-based instruction (x number of training hours).		Insufficient time spent orienting faculty and staff to the vision, culture and operation of the school. Lack of provision for extensive faculty training in the design and delivery of performance-based instruction. Poor performance of faculty during faculty training and/or overt rejection of performance-based philosophy of education.
	Relevant courses developed based on curriculum design and articulation and dual-enrollment agreements signed.		Absence of performance-based objectives for each course. (Presence of "knowledge-based" objectives.) Low level of real world simulation for courses.
	Quality, appropriate facilities and equipment in place before school is operational.		Use of traditional school facilities and technical equipment without input from business community.
	Class schedule providing common planning time for faculty and the ability to complete postsecondary certifications within one semester.		Traditional school schedule. Lack of large time block in which all faculty are free of teaching responsibilities.
	Formal agreements between school and work-based business partnerships.		Few new work-based learning settings. Lack of collaboration.
	Charter school status (<i>optional</i>).		Not granted charter.
	Sufficient enrollment acquired.		Low registration.
	Protocols, database, and data collection process to assess satisfaction and student performance.		No appropriate database or data collection instruments in place. Reliance on school system to collect data needed.
Implement	Successful delivery of quality, relevant, performance-based courses.		Instruction too "traditional"—not performance- or project- based.
	Successful completion of quality, relevant work-based learning experiences.		Lack of integration of work-based with classroom-based learning. Insufficient training of workplace supervisors.
	Program advisory board input to continuous improvement of curriculum.		Insufficient use of program advisory boards. Inappropriate representation on boards.

ADDIE Stages	Accomplishments	Accomplishment Met?	Red Flags
Implement (cont.)	Data information system with red flags and up-to-date data on satisfaction and performance.		Data not continually collected and entered into system. Red flags ignored.
	Significant professional development and collaboration opportunities for faculty.		Lack of ongoing faculty development. Lack of professional collaboration and co-teaching.
	Alumni association and contact information database in place.		Absence of post-instruction student tracking method.
Evaluate	Semester-based and annual monitoring of instructional effectiveness and relevancy of content.		Monitoring not taking place on a continual basis.
	<p>Student performance data.</p> <p><i>Sample indicators include:</i></p> <ul style="list-style-type: none"> ○ Attendance. ○ On-time performance (tardies measure). ○ On-the-job performance (includes classroom and work-based learning). ○ Work ethic performance. ○ Standardized test scores. ○ Drop out/graduation rates. ○ Postsecondary credential earning. 		<p>Targets not met.</p> <p><i>Sample targets include:</i></p> <ul style="list-style-type: none"> ○ 90% attendance. ○ 90% on-time performance. ○ 80% receive at least 80% for on-the-job performance. ○ 90% receive at least 90% in work ethic performance. ○ 100% attainment of projected standardized test scores. ○ 100% attainment of drop out/graduation rate objectives. ○ 100% attainment of postsecondary credential earning goals.
	<p>Stakeholder satisfaction data, based on surveys administered on an annual basis.</p> <p><i>Sample indicators include:</i></p> <ul style="list-style-type: none"> ○ Student, faculty/staff, parent, and employer satisfaction. ○ Alumni satisfaction rate (with school and "marketable/work ethic" skills). 		<p>Targets not met.</p> <p><i>Sample targets include:</i></p> <ul style="list-style-type: none"> ○ 90% student, faculty/staff, parent, and employer satisfaction. ○ 95% alumni satisfaction rate.
	<p>Student outcomes data.</p> <p><i>Sample indicators include:</i></p> <ul style="list-style-type: none"> ○ Graduate placement in higher education. ○ Graduate placement in employment in field of high school concentration. 		<p>Targets not met.</p> <p><i>Sample targets include:</i></p> <ul style="list-style-type: none"> ○ 95% graduate placement within 90 days/100% within 120 days.
	Attainment of center goals or charter objectives.		Objectives not attained.

ADDIE Stages	Accomplishments	Accomplishment Met?	Red Flags
Evaluate (cont.)	Faculty/administration attrition data.		Target not met. <i>Sample target:</i> <i>5% or less faculty/administration attrition annually.</i>
	Enrollment data.		Target not met. <i>Sample target:</i> <i>90% of projected enrollment (per school, per ethnicity/gender, per total students).</i>
	Empirical evidence of return on investment.		Poor returns on investment. Lack of evidence on ROI.
	Outcomes and satisfaction data reported regularly.		Infrequent compilation, analysis, and reporting of data.
	Current and future employer needs assessed regularly.		Employer needs assessment not done regularly.
	Continuous improvement system in place which uses data gathered to implement change.		Poor or little use of data gathered.

ADDIE Accomplishments Self-Assessment and Planning Tool

Accomplishments	Current Status	Red Flags Reviewed?	Proposed Next Steps	Responsible Parties/Other Stakeholders	Timeline for Next Steps
Analyze					
Steering committee composed of principle stakeholder segments including at minimum business and industry (at least 50%), public school system(s), and local technical college. <i>Due date:</i>					
Current and future employment needs, based on interviews and surveys of area employers. <i>Due date:</i>					
Specific, tangible technical skills/knowledge and work ethic expected by employers, based on employer interviews and surveys. <i>Due date:</i>					
Design					
Major curriculum paths, designed specifically to meet employment needs and required technical and soft skills, identified by employers. <i>Due date:</i>					

Accomplishments	Current Status	Red Flags Reviewed?	Proposed Next Steps	Responsible Parties/Other Stakeholders	Timeline for Next Steps
<p>Relevant courses, articulations, dual-enrollment opportunities designed specifically to meet employment needs and required technical and soft skills identified by employers.</p> <p><i>Due date:</i></p>					
<p>Appropriate personnel profiles, vital job tasks, and job descriptions.</p> <p><i>Due date:</i></p>					
<p>Quality, appropriate facilities, equipment, and staffing requirements to meet identified needs.</p> <p><i>Due date:</i></p>					
<p>Measurable goals (or charter objectives), based on clearly identified school outcomes aligned to meet established needs.</p> <p><i>Due date:</i></p>					
<p>Sustainable partnership funding.</p> <p><i>Due date:</i></p>					
<p>Measurable critical red flag indicators.</p> <p><i>Due date:</i></p>					
<p>Assurance of organizational flexibility in curriculum, personnel and hiring practices, and finances.</p> <p><i>Due date:</i></p>					

Accomplishments	Current Status	Red Flags Reviewed?	Proposed Next Steps	Responsible Parties/Other Stakeholders	Timeline for Next Steps
Research and data system to collect and assess results. <i>Due date:</i>					
Develop					
Qualified, appropriate CEO, faculty, and staff in place before school is operational. <i>Due date:</i>					
Appropriate governing structure in place before school is operational. <i>Due date:</i>					
Faculty has thorough understanding of school culture and operation and skills in performance-based instruction (x number of training hours). <i>Due date:</i>					
Relevant courses developed based on curriculum design and articulation and dual-enrollment agreements signed. <i>Due date:</i>					
Quality, appropriate facilities and equipment in place before school is operational. <i>Due date:</i>					

Accomplishments	Current Status	Red Flags Reviewed?	Proposed Next Steps	Responsible Parties/Other Stakeholders	Timeline for Next Steps
Class schedule providing common planning time for faculty and the ability to complete postsecondary certifications within one semester. <i>Due date:</i>					
Formal agreements between school and work-based business partnerships. <i>Due date:</i>					
Charter school status (optional). <i>Due date:</i>					
Sufficient enrollment acquired. <i>Due date:</i>					
Protocols, database, and data collection process to assess satisfaction and student performance. <i>Due date:</i>					
Implement					
Successful delivery of quality, relevant, performance-based courses. <i>Due date:</i>					
Successful completion of quality, relevant work-based learning experiences. <i>Due date:</i>					

Accomplishments	Current Status	Red Flags Reviewed?	Proposed Next Steps	Responsible Parties/Other Stakeholders	Timeline for Next Steps
Program advisory board input to continuous improvement of curriculum. <i>Due date:</i>					
Data information system with red flags and up-to-date data on satisfaction and performance. <i>Due date:</i>					
Significant professional development and collaboration opportunities for faculty. <i>Due date:</i>					
Alumni association and contact information database in place. <i>Due date:</i>					
Evaluate					
Semester-based and annual monitoring of instructional effectiveness and relevancy of content. <i>Due date:</i>					
Student performance data: <ul style="list-style-type: none"> ○ attendance ○ on-time performance ○ on-the-job performance ○ work ethic performance ○ standardized test scores ○ drop out/graduation rate ○ postsecondary credential earning <i>Due date:</i>					

Accomplishments	Current Status	Red Flags Reviewed?	Proposed Next Steps	Responsible Parties/Other Stakeholders	Timeline for Next Steps
Stakeholder satisfaction data, based on surveys administered on a semester basis: <ul style="list-style-type: none"> ○ student, faculty/staff, school district, parent, and employer satisfaction ○ alumni satisfaction <i>Due date:</i>					
Student outcomes data: <ul style="list-style-type: none"> ○ student placement ○ employer/postsecondary educator satisfaction <i>Due date:</i>					
Attainment of charter objectives. <i>Due date:</i>					
Faculty/administration attrition rate. <i>Due date:</i>					
Attainment of projected enrollment (per school, per ethnicity/gender, per total students). <i>Due date:</i>					
Empirical evidence of high return on investment. <i>Due date:</i>					
Outcomes and satisfaction data reported regularly. <i>Due date:</i>					

Accomplishments	Current Status	Red Flags Reviewed?	Proposed Next Steps	Responsible Parties/Other Stakeholders	Timeline for Next Steps
Current and future employer needs assessed regularly. <i>Due date:</i>					
Continuous improvement system in place which uses data gathered to implement change. <i>Due date:</i>					

SECTION II: REPLICATION MODULES

Introduction

This section provides specific information for you to undertake the ADDIE process in your own community. While ADDIE can be used to address many sorts of problems, this guide centers on its use in addressing local secondary education and workforce issues. In particular, this section will help your community reconceptualize education and create a CEC-like experience. Section II describes each phase of the ADDIE process as a “module” that must be undertaken to replicate CEC. There is a great deal of detail included for each step of the process due to the importance of each element to the overall success of the enterprise.

Each module that follows contains advice, strategies, and practical examples based on the experiences of CEC and three other Georgia communities—Whitfield, Walton and Douglas Counties—that are in various stages of replicating CEC. The three counties differ slightly in their models, although each strives to incorporate the essential elements of the Coweta County CEC.

Whitfield County: Philip Brown, Principal. Whitfield County has established the Whitfield Career Academy (WCA). A funding initiative allowed the construction of a new career and technical high school building for their purposes. The academy enrolls ninth through twelfth graders drawn from two base high schools, some of whom are full-time WCA students. This center opened in August 2005 and will continue to expand as Dalton State College builds a technical education facility on the WCA site.

Walton County: Mark Peevy, CEO. The Walton Career Academy is housed in a renovated high school building that had been recently vacated after the construction of a new high school. The school system entered into a joint venture with Athens Technical College. This center opened in August 2006.

Douglas County: In Douglas County, the school system and West Central Technical College are cooperating in the construction of a building to house the center on the college’s county campus. Dual enrollment programs began in the fall of 2006 and the center, to be named Douglas College and Career Institute, is scheduled to open in January 2008.

It is important that the modules that follow be completed in order and that accomplishments be met at each stage of the process before proceeding to the next stage. A table listing the relevant accomplishments from the ADDIE Checklist found in Chapter 4 is included at the end of many modules to assist you in linking the process you undertake to its expected outcomes.

Guidelines at a Glance

ANALYZE

- A. Defining the Problem
 - Determine the Issues
 - Communicate the Problem
 - Be Patient
- B. Partnership Development
 - Engage in Community-Wide Dialogue
 - Ensure School System and Technical College Collaboration
 - Ensure Superintendent Buy-In
- C. Forming a Steering Committee
 - Include All Key Stakeholders
 - Select a Chairperson
 - Develop a Common Vision
 - Form Subcommittees
- D. Conducting a Needs Assessment
 - Create or Adapt a Needs Assessment Form
 - Distribute Needs Assessment Widely
 - Follow Up with Calls or Visits
 - Analyze Responses
 - ➔ Sample Needs Assessment Instrument

DESIGN

- A. Design the Educational Program
 - Determine Major Curriculum Paths
 - Outline Curriculum for Each Technical Program Area
 - Design Work Ethic Instruction
 - Determine Which Academic Classes Will Be Offered
 - Design Postsecondary Articulations and Dual Enrollment Opportunities
- B. Ensure Flexibility
 - Determine How to Achieve Flexibility
 - Test the Water
 - Design a Charter
- C. Determine Facility Needs
 - Outline Facility Requirements
 - Look for Existing Buildings
- D. Personnel Planning
 - Determine Personnel Needs
 - Develop Job Descriptions
- E. Seek Funding
 - Look for Facility Funding
 - Seek Funding for Labs and Equipment
 - Understand the Operating Funds Available
 - Develop a Business Plan

- Seek Additional Sources of Funding
- F. Design Data System
 - Set Goals
 - Design Indicators with Red Flags
 - Research Collection and Reporting Systems
- G. Build Joint Venture
 - Continue Building Support within the Public Education System

DEVELOP

- A. Develop and Equip Facility
 - Build or Renovate Facility
 - Acquire Equipment, Furnishings, and Supplies
- B. Develop Governing Structure
 - Outline Governing Structure
 - Decide Upon the Role of the Board of Directors
 - Determine the Make-Up of the Board
 - Select Board Members
- C. Develop a Flexible Operational Structure
 - Acquire Charter School Status
- D. Hire Personnel
 - Select the CEO
 - Hire Other Administrators
 - Hire Appropriate Faculty
 - Hire Other Staff
- E. Develop the Educational Program
 - Formalize Dual Enrollment Opportunities
 - Create Program Advisory Committees
 - Develop Individual Courses
 - Develop Work Ethic Assessment
 - Develop Work-Based Learning Opportunities
 - Develop Center Schedule
 - ➔ Sample Work Ethic Evaluation Form
- F. Develop Information and Data System
 - Develop an Evaluation Plan
 - Develop a Data Storage System
 - Develop Data-Sharing and Reporting Systems
 - Consider Hiring an Evaluator
- G. Conduct Staff Training and Professional Development
 - Provide Orientation
 - Conduct Training with Faculty
 - Develop Ongoing Professional Development Opportunities
- H. Enroll Students
 - Market the New Center to Students and Parents
 - Finalize Student Scheduling
 - ➔ Sample Charter Agreement

IMPLEMENT

- A. Implement the Educational Program
 - Use Performance-based Instruction and Assessment
 - Focus on Work-Ethic Instruction
 - Participate in Student-Focused Organizations
 - Grow Work-Based Learning Opportunities
 - Ensure On-going Professional Development and Collaboration Opportunities
 - Use Program Advisory Boards
- B. Enroll and Support Young People
 - Recruit Middle School Students
 - Establish Communication Systems and Ensure Access to Advising
- C. Ensure Access for Special Education Students
 - Provide Appropriate Special Education Services
 - Attend IEP Meetings
 - Balance High Standards and Serving All Youth
 - Educate Others on Successful Student Characteristics
- D. Acquire Permission for Data and Photo Use
 - Ask All Incoming Students to Complete a Data Consent Form
 - Ask All Incoming Students to Complete a Photo Use Consent Form
 - ➔ Sample Student/Parent Consent Form for Data Collection
 - ➔ Sample Publicity Information Release
- E. Revise Operational Procedures
- F. Initiate Alumni Association
 - Create a Database
 - Collect Graduate Information
 - Designate an Alumni Relations Staff Person
 - ➔ Sample Pre-Graduation Survey
- G. Maintain Joint Venture
 - Hold Regular Board Meetings
 - Prioritize Ongoing Communication
 - Focus Board Activity around the Strategic Plan
 - Regularly Review Vision, Program, and Resources
 - Bring in New Members
 - Celebrate Accomplishments and Milestones
 - Offer Support to Other Communities

EVALUATE

- A. Conduct Regular Needs Assessments
 - Choose an Assessment Timeframe
 - Conduct Employer Surveys
 - Analyze Results
 - Use Program Advisory Committees for Informal Needs Assessment
- B. Collect Satisfaction and Performance Data
 - Collect Satisfaction Data
 - Collect High School Student Performance Data

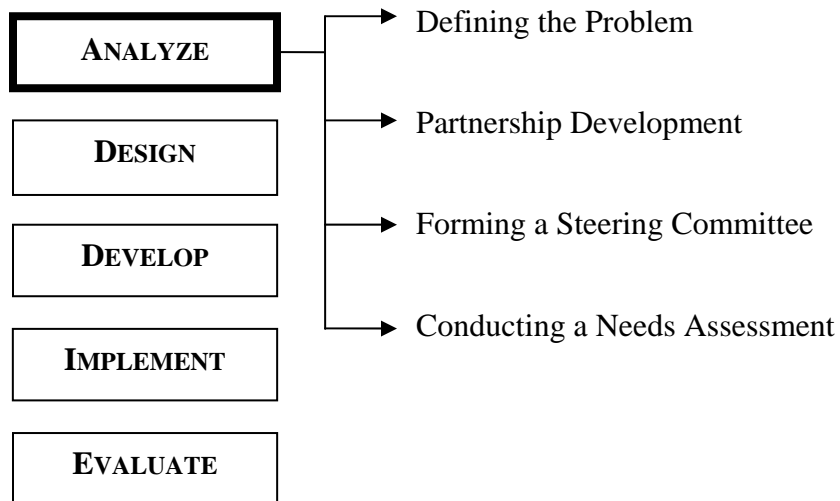
- Collect Graduate Outcome Data
- Collect Institutional Performance Data
- C. Analyze Data
 - Analyze Satisfaction Data
 - Analyze Student Performance Data
 - Analyze Alumni Outcome Data
 - Analyze Institutional Performance Data
- D. Use Data for Reporting and Improvement
 - Report Results
 - Use Evaluation Findings
 - ➔ Sample Student Satisfaction Survey
 - ➔ Sample Faculty Satisfaction Survey
 - ➔ Sample Employer Satisfaction Survey
 - ➔ Sample Alumni Survey

CONTINUOUSLY IMPROVE

- A. Maintain Joint Venture
 - Repeat Yourself
 - Listen to the Experts
- B. Continue Marketing
 - Develop Communication Materials
 - Keep Local Media Informed
 - Attend Education Conferences and Meetings
 - Continue Fundraising
- C. Ensure a Network of Support
 - Do Your Research
 - Form or Join a Network of Similar Centers
 - Consider Technical Assistance

ANALYZE

Analyze is the first stage of the ADDIE process. To begin, your community will need to gain an understanding of a problem or issue it is facing. To do so a partnership among a broad group of stakeholders must be developed over time into a steering committee. This partnership and steering committee are involved in designing what the desired resolution to the problem or issue would look like. As part of this step, it is important to gather information on local needs in order to determine the best way to address them. This stage provides the basis for all of the future planning that will take place.



A. DEFINING THE PROBLEM

If your community is like most in this country, employers are struggling to find workers who have the necessary academic and technical skills to fill their entry-level positions, while also possessing the employability skills and work ethic that make them valuable employees. Economic developers have concerns about whether the local workforce is prepared to participate in the 21st century economy and thus attract new businesses into the area. Many in the community feel that the schools could do a better job of preparing graduates for employment and success in college.

In the experience of Coweta County, the development of CEC addressed these workforce, education, and economic development concerns. It was businesspeople who brought their needs to the table, approaching the education leaders. Thus, workforce and economic development was the lens through which the problem was initially viewed. However, in the communities replicating CEC, the impetus began from within the school system. Educators were looking to improve education for all students and viewed career and technical education as one of the best means to bring reform to the secondary level and improve success after graduation.

In Whitfield County, the Board of Education determined that a new career and technical high school was needed. The community demonstrated its support for the idea through passing a Special Purpose Local Option Sales Tax (SPLOST) to construct a facility to house a career academy.

The problem can be defined in different ways and approached from different directions. The process described in this manual can be used whether your community needs a better prepared workforce to encourage economic development or looks to improve educational outcomes for high school students—or both. Whoever is initiating efforts in your community will need to ensure that their concerns are shared by others outside of their purview.

Guideline: *DETERMINE THE ISSUES*

Determine that the issues of secondary school graduate success or workforce and economic development are of concern to your community.

- Begin a conversation about these issues and the links between them with education representatives, businesspeople, economic development professionals, and community leaders with whom you come in contact. Determine their level of concern and interest in addressing them. Present the types of solutions that are possible and gauge their interest.
- Reflect on the following questions. Ask them of others.
 - What do you know about the outcomes for high school graduates in your community?
 - How many go to college? Do they succeed there?
 - How many get a job after graduation?
 - Are high school dropout rates high?
 - What are the concerns of employers and economic developers in your community?

- Is finding well-prepared entry-level workers a problem?
- Are employers concerned about a lack of work ethic?
- Are economic developers trying to attract new business to the area? Are they able to advertise a well-educated workforce as part of the draw?

Guideline: *COMMUNICATE THE PROBLEM*

Based on the above discussions, define the problem in such a way that it can be easily communicated to other community members.

- Express the issue in language that is reflective of that heard in discussing these issues locally.
- Draw parallels between Coweta County or the other Georgia communities mentioned in this manual and use their experiences as examples.

In Walton County, those in the school interested in this effort began by canvassing the business community for support, telling the story of CEC in Coweta County. They found some strong leaders in their first round of conversations including Leggett and Platt. Employers said that they were facing the same issues as Coweta.

Guideline: *BE PATIENT*

This bit of advice bears repeating frequently. It took Coweta County three years of planning before the center was opened. Don't be in a hurry, be prepared to explain everything repeatedly, and make sure each stage is completed before proceeding to the next stage.

B. PARTNERSHIP DEVELOPMENT

If some in your community decide to address these issues through the means offered in this manual, it is important to begin the process of partnership formation through developing communication among all the key players that will be needed in this effort. Interest can come from any sectors of your community, but unless the superintendent of schools, the technical college president, and key business leaders are on board—agreeing on the issues at hand and the means to address them while committing to be active in creating solutions—efforts are unlikely to move forward. Thus time spent engaging these individuals, probably in one-on-one settings, is important.

Guideline: *ENGAGE IN COMMUNITY-WIDE DIALOGUE*

Community-wide awareness and engagement in the dialogue is necessary for success. There will be much work to be done and, beyond the volunteers needed, little can be done without strong community-wide support for educational change.

- Community leaders and elected officials will be important supporters as efforts move forward. Hold community meetings to talk about the issues and proposed solutions to broaden interest, as well as find those interested in being part of the efforts.
- If impetus for these efforts comes from within the school district, it is very important to form a broad coalition of allies before moving forward. Others may assume that the school district is launching one more education reform effort and fail to see the connection to broader community issues.
- If the business community is not engaged initially, the Chamber of Commerce may be a good place to start in forming partnerships. Not only are the president and board members likely to have a strong interest in meeting local workforce and employment needs, but they can serve as powerful advocates for the initiative, educating and recruiting other businesspeople to become involved. Other important business allies will be large employers important to the area's continuing growth and key business leaders who are already engaged with or supporting the education system in some way.
- The technical college is most effective as a partner when leadership comes from the president directly, in the experience of CEC and the replicating communities.
- It can be helpful to point to proven models that are in place—CEC and Walton, Whitfield, and Douglas Counties—as you bring the idea of education for economic development to your community.

To engage business partners in Whitfield County, the superintendent asked the vocational instructor leading the planning efforts for the new school to participate in the Chamber of Commerce's leadership development class. This instructor had the opportunity to educate other community leaders about the new career academy and gather their input.

Guideline: ENSURE SCHOOL SYSTEM AND TECHNICAL COLLEGE COLLABORATION

The school system and the technical college need to be working in concert on this effort from the beginning. It is important not to overload the steering committee and eventual board of directors with representatives of education. However, you do want complete representation. One of the replication sites in particular realized belatedly that they must include a member of the school board in their discussions in addition to the superintendent and technical college representative.

- Convene a meeting between key leadership from each institution to ensure that both share a vision for improving the linkages between the secondary and postsecondary education systems. While the technical college will be interested in a new population of students, its administrators must be willing to commit leadership and resources to be a full partner in the effort. Make sure that potential partners understand what's in it for them.

Athens Technical College had only a small center in Walton County and wanted to expand its footprint to a larger campus. College representatives were therefore interested in discussing a joint effort that would allow them to increase their county presence.

Guideline: ENSURE SUPERINTENDENT BUY-IN

Without the buy-in of the superintendent of schools, the vision outlined here will not be possible. Make every effort to ensure that s/he is not just a supporter but enthusiastic enough to serve as a spokesperson to the community at-large. Leadership at the executive level from all the stakeholder groups is necessary to create true partnerships. Leaders also play important roles as advocates to others in their fields of influence.

- Be prepared for leadership transitions, as they are sure to take place. Establish clear communication from the beginning and work with a team of leaders from each stakeholder if possible. For example, don't just engage the high school principals but include a team of other administrators and teacher leaders from their schools to maintain continuity should any of them leave.

C. FORMING A STEERING COMMITTEE

Having generated community interest in transforming education into an engine of economic development and once all the key stakeholders are engaged in the discussion, a steering committee needs to be formed to provide structure and leadership for activities. The committee will become the main forum for the ongoing conversation and can function as a means of engaging interested people.

Guideline: *INCLUDE ALL KEY STAKEHOLDERS*

The committee should reflect the diverse group of people interested in these efforts as well as all key stakeholders. Business and industry representatives should make up at least 50 percent of its membership.

- If important people from the technical college, the school system, or the business and employer community don't come to the table on their own, specific invitations should be given to them to join.
- A committee can be quite large and it is usually worthwhile to leave its membership open, accepting all those who express interest. An appropriate size will need to be determined based on the needs and characteristics of your community.

In Whitfield County, the superintendent of schools asked participants in the Chamber of Commerce leadership development class to identify those business leaders who should serve on an Executive Planning Team for the planned career academy.

Coweta County had over 25 people participating on its steering committee. Walton County had double that number, counting 50 to 60 in the initial group. Such a large group was considered valuable for publicity, gathering a wealth of ideas, and engaging a broad spectrum of community members.

Guideline: *SELECT A CHAIRPERSON*

The committee will need to select a chair.

- It seems best for the chair to be a business person or at least a leader outside of the realm of education.

In the case of Coweta, Joe Harless, who chaired the steering committee, was a respected community figure with a business and training background and an interest in education.

Guideline: *DEVELOP A COMMON VISION*

It is necessary for the full steering committee to meet initially to develop mission, vision, and goal statements that all can agree on. Once a shared vision is in place, all will be able to use the same language in talking to others.

- An outside consultant with skills in this area may be useful to lead the steering committee in the development of these statements. Such an outsider can focus on the process without being tied to the outcomes and can facilitate consensus.

- With a large steering committee, this development process can be unwieldy. One option is to designate a small subgroup to create the first draft of mission, vision, and goal statements and have them bring this to the larger group for feedback and comment.

Guideline: *FORM SUBCOMMITTEES*

It will be most effective to form subcommittees to get the work done most efficiently. Each subcommittee will need a chair responsible for leadership and developing its membership.

- While all subcommittees need representatives from the steering committee in leadership and membership roles, they can serve as a place to engage additional people not on the steering committee itself, thus casting the circle even broader.
- Suggestions for subcommittees include governance, curriculum, work ethic, publicity, finance, resources, and transportation.

In forming CEC, curriculum subcommittees involved teachers of the relevant subject matter at the high school level.

- The governance group can develop the charter and bylaws and pursue 501(c)(3) status.
 - The curriculum committee will need to take responsibility for analyzing the community needs assessment (see the next unit), reviewing other high school career and technical education curricula, looking at technical college curricula in relevant areas, and examining industry standards. They will outline curricula in the areas determined important by local employers and will probably need to further divide into occupational areas.
 - Publicity would be responsible for communicating to the community about the efforts underway. Specific audiences may include school counselors, teachers and administrators, the business community as a whole, parents, students, and other stakeholders.
 - The finance committee can prepare a budget while the resource committee takes responsibility for determining a location and/or facility for the school and finding the funds to build or renovate as necessary.
- Consistent, regular meetings of the full committee will allow the subcommittees to report to one another on their progress.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Steering committee composed of principle stakeholder segments including at minimum business and industry (at least 50%), public school system(s), and local technical college.		Failure to include all key stakeholders on steering committee.

D. CONDUCTING A NEEDS ASSESSMENT

An employer needs assessment is the key step in specifying the desired outcomes for high school graduates and this data forms the basis of curriculum development. Employers must specify the skills, knowledge, information, and attitudes that they require in successful employees, and in which occupational areas a growing number of employees will be needed locally. Curriculum developers then ask the question of how we ensure that high school students graduate with those abilities and focus on creating new, competency-based curricula, rather than simply offering the existing career and technical education courses.

In addition to its information gathering role, a needs assessment can also serve a public relations purpose in educating the business community about the efforts underway. It serves as an assurance of the education community's interest in inviting business to participate in education.

Guideline: *CREATE OR ADAPT A NEEDS ASSESSMENT FORM*

A needs assessment must gather information on the types of jobs available at local businesses, the skills and knowledge needed to be successful at those jobs, the employability skills important to local employers, and the technical college certificates that are needed at each business. A sample needs assessment instrument, administered online in Walton County to capture information on current and future employment opportunities and job information, is included at the end of this chapter.

- Give some thought to who the instrument comes from and how it is presented. A cover letter or email message will need to convince employers to respond and should be signed by someone they respect.
- The instrument will need to gather information on each company and its current positions, in particular jobs that make up a large percentage of that organization's workforce and those for which the number of employees needed is expected to increase in the coming years. (See Section Two—Major Job Titles in the sample survey that follows.) Being able to look at current job openings along with growth and hiring trends by sector will be important in developing the curricular areas for the education center.
- It is worthwhile to ask employers whether they expect new jobs to be created in the near future and what those might entail. (See Section Two—Job Creation.)
- For each job category at a company, it will be important to have those answering the survey specify the knowledge, skills, information, and preparation needed to be successful. (See Section Three—Specific Job Information/Knowledge/Attitudes.) This sort of detailed information will form the basis of curriculum development in each field, as it is likely that standard high school career and technical education curricula will not produce the desired outcomes.

For the original needs assessment in Coweta County, a hard-copy survey was mailed to the 800 members of the Chamber of Commerce with a cover letter on school system letterhead, signed by the superintendent and the president of the technical college.

- Employers’ opinions on necessary work ethic and attitudes will be important in delivering instruction in these areas. (See Section Four—Work Ethic Characteristics.)
- Finally, employers can indicate which postsecondary TCCs (technical certificates of credit) will be most relevant to positions in their companies. (See Section Seven—Job Relevant Technical Certificates of Credit). This assists the committee in decision making on dual enrollment programs to be offered to students.

Guideline: *DISTRIBUTE NEEDS ASSESSMENT WIDELY*

The instrument will need to be distributed to all significant businesses in the county.

In both Walton and Coweta Counties, the 40 percent of businesses that responded to the needs assessment survey represented 80 percent of the manufacturing workforce in the counties.

- Conducting the assessment electronically is probably the most efficient and cost-effective method, if the software and technical expertise are present. Not only is data received back instantaneously, but the costs of copying, postage, and data entry are avoided. The Chamber of Commerce or the technical college may have the experience, resources, and software to offer the survey online. There are also a few companies that offer very inexpensive online survey software, of which Survey Monkey (www.surveymonkey.com) is one. With such software, an email is sent to respondents with a link to the website hosting the survey. When someone responds, answers are automatically compiled. A three- or four-week response period is probably sufficient.
- The Chamber is likely to be a key partner whether or not it has survey capabilities, as its membership list is the most obvious way to contact the majority of local employers. The difficulty is in ensuring that the survey makes it to the right respondent within any particular business. The best person to answer the questions needs a broad understanding of the technical and employability skills needed for positions all across the company, as well as the work ethic expected of and shown by employees. Human resource professionals may be the most appropriate. You may want to suggest that they consult with personnel managers when responding.

Guideline: *FOLLOW UP WITH CALLS OR VISITS*

Sending out one or even several emails is unlikely to create sufficient response to the survey. A team of people from the steering committee or the Chamber will need to follow-up with businesses that have not responded individually, either through calls or visits.

Steering committee members in Walton County hand delivered some surveys to key employers and others who wouldn’t complete it online. With most key employers, the committee members made personal visits to walk them through what was needed and to fill in the survey form with them.

- Extend the survey deadline if response rates are poor. A reasonable rate of response would be 30 or 40 percent. With fewer than half responding, it is important to ensure that those who did respond

include employers from diverse sectors and heavily represent the county’s important industries.

Guideline: ANALYZE REPOSESES

Simple analyses of the data will be needed for the curriculum committee. Frequency counts of the various responses are mostly what will be needed.

- Data collected electronically can be downloaded into Excel and analyzed further. Someone will need to be tasked with organizing and reporting on the data to the steering committee.
- In looking at responses, the analyst can determine the top occupational areas of need as well as any skills, knowledge, and attitudes that the majority of respondents report as being necessary.

In Coweta County, the most frequent response on the assessment was that the schools needed to teach and grade work ethic. The second thing that became apparent was the need to emphasize healthcare as an occupational area, as it was the area of most need. The local demand for licensed practical nurses and nursing aides led to CEC offering technical college certificates in patient care assisting and patient care technician to its high school students.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Current and future employment needs, based on interviews and surveys of area employers.		Focus on existing high school and technical college courses and programs without formal employer needs investigation by steering committee.
Specific, tangible technical skills/knowledge and work ethic expected by employers, based on employer interviews and surveys.		Needs assessment survey asks employers about courses to be offered rather than skills, knowledge, and work ethic expected of employees.

Sample Needs Assessment

The following pages are from an online needs assessment survey developed for use in Walton County.

Business/Industry Needs Assessment Survey

Section 1 - Company Information

Keep my company's information private.

Company/Organization:

Street:

City:

State:

Zip:

Contact Person:

Title:

Telephone:

Fax:

Email Address:

Total number of employees: _____

Annually, what is your average turnover rate? _____

Approximate number of new hires each year: _____

Approximate annual training budget: \$_____

Section 2 - Major Job Titles

For this section, please list the job titles in your company/organization that represent **approximately 20% or more** of your employees and/or **requires unique skills that makes recruitment and hiring difficult**.

*Required Field - One job position must be completed to move on to the next section.

Job Title	# of employees	Does this job represent 20% or more of your employees?	Does this job require unique skills that make recruitment and hiring difficult?	Will the number of employees needed for this job increase significantly in the next five years?
*1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you need more room to list additional jobs please do so here:

Are there jobs that are likely to evolve in the near future? What knowledge and skills do you think these jobs will require?

Emerging Job Title	Job Skills Required
1.	
2.	
3.	

Section 3 - Specific Job Information/Knowledge/Attitudes

For each of the jobs you listed in Section 2, please fill out the following specific information. As you finish each job, click on [Next] to continue with the survey.

Job 1

1. For the position of (Job 1), what key actions are performed (Examples are: welding, preparing camera ready copy, statistical process control, selling, taking inventory, operating cash register)?

2. For the position of (Job 1), please list essential knowledge, skills, and attitudes required for this position (feel free to use current job description):

3. For the position of (Job 1), what is the minimum education and training level typically needed prior to job-entry?

- No prior training needed
- High School Diploma
- Technical Certificate of Credit
- Continuing Education
- Associate Degree
- Bachelor's Degree
- Master's Degree
- Other:

4. For the position of (Job 1), do you have a high turnover during an employee's probationary period due to inadequate skills or ability?

- Yes
- No

5. For the position of (Job 1), what computer software skills are needed (if any)?

6. For the position of (Job 1), how important is each of the generic skills listed below?

	Not Needed	Not Important	Moderate	Important	Vital	Is there a deficiency among your employees?
A. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
B. Calculating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
C. Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
D. Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
E. Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F. Manual Dexterity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Section 4 - Work Ethic Characteristics

Please rate how important each of these characteristics are for successful employees.

1. Attendance: Reports to work, arrives/leaves on time, notifies supervisor in advance of planned absences.

Not at all <input type="radio"/>	Nominal <input type="radio"/>	Moderate <input type="radio"/>	Important <input type="radio"/>	Essential <input type="radio"/>	Is there a deficiency among your employees? <input type="checkbox"/>
-------------------------------------	----------------------------------	-----------------------------------	------------------------------------	------------------------------------	---

2. Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.

Not at all <input type="radio"/>	Nominal <input type="radio"/>	Moderate <input type="radio"/>	Important <input type="radio"/>	Essential <input type="radio"/>	Is there a deficiency among your employees? <input type="checkbox"/>
-------------------------------------	----------------------------------	-----------------------------------	------------------------------------	------------------------------------	---

3. Teamwork: Respects the rights of others, respects confidentiality, is a team worker, is cooperative, assertive, displays a customer service attitude, seeks opportunities for continuous learning, demonstrates mannerly behavior.

Not at all <input type="radio"/>	Nominal <input type="radio"/>	Moderate <input type="radio"/>	Important <input type="radio"/>	Essential <input type="radio"/>	Is there a deficiency among your employees? <input type="checkbox"/>
-------------------------------------	----------------------------------	-----------------------------------	------------------------------------	------------------------------------	---

4. Appearance: Displays appropriate dress, grooming, hygiene, and etiquette.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

5. Attitude: Demonstrates a positive attitude, appears self-confident, has realistic expectations of self.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

6. Productivity: Follows safety practices, conserves materials, keeps work area neat and clean, follows directions and procedures, completes tasks.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

7. Communication: Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

8. Cooperation: Displays leadership skills, appropriately handles criticism, conflicts, and complaints, demonstrates problem-solving capability, maintains appropriate relationships with supervisors and peers, follows chain of command.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

9. Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

Not at all

Nominal

Moderate

Important

Essential

Is there a deficiency among your employees?

Are there other characteristics of successful employees that you consider important?

Section 5 - Emerging knowledge, skills, and attitudes

Please indicate the emerging knowledge, skills, and attitudes you predict will be essential in your business/industry within the next 5-10 years.

KNOWLEDGE (i.e. factual based information such as knowledge of mechanical engineering, welding, information technology, etc.)

SKILLS (i.e. the ability to perform a certain behavior or action through the application of knowledge, welding, type 75 words per minute, public speaking, etc.)

ATTITUDES (i.e. the mindset an employee needs to adequately perform the job, persistence, self-starter, customer service-oriented, team player, etc.)

Section 6 - Your Company's Future Plans

What future plans does your company have for growth (Select all that apply)?

- not applicable
- planning to expand
- leave the area
- merge with another company
- diversify to additional products and services
- other

Please elaborate on your selections and specify your timeframe:

What businesses and industries in your sector would you like to see clustered in our area?

What businesses and industries outside your sector would you like to see clustered in our area?

Section 7 - Job Relevant Technical Certificates of Credits (TCC)

Please select which certificates and/or degree programs are relevant to the list of jobs you have identified (select all that apply):

Certificates of Proficiency

Agricultural Business and Production

Programs

- Landscaping
- Horticulture Operations

Business Mgt./Admin Services

Programs

- Workforce Leadership
- General Secretarial
- Clerical Assistant
- Marketing Analyst
- Maintaining & Managing Personal Computers
- Computer Systems Technology
- Office Occupations
- Materials & Operations Management
- Web Design
- Medical Billing & Coding

Computer & Informational Sciences

Programs

- Cisco Internet Working
- Cisco Networking
- Cisco Certified Network Associate
- Business Systems Networking: Cisco
- Certified Internet Webmaster
- AS/400 Developer

Construction Trades

Programs

- Restoration Carpentry
- Building Trades

Education

Programs

- English as a Second Language Education
- Early Childhood Education
- Multimedia Audio/Video Production
- English as a Second Language

Engineering-Related Technology

Programs

- Computer-Aided Drafting & Design
- Basic Electronics
- Computer-Aided Design
- Computer-Aided Drafting & Design: Architecture
- Manufacturing Operations
- Basic Environmental Health & Safety Technology
- Electronic Technician

Health Professional & Rel. Science

Programs

- Emergency Medical Technician
- Emergency Medical Technician-Basic
- Certified Nursing Assistant
- Medical Transcription
- Emergency Medical Service-Basic
- Emergency Medical Technology-Basic
- Medical Coding
- Nursing Assistant

Home Economics

Programs

- Gerontology
- Early Childhood Education
- Early Childhood Development Associate
- Child Development
- Early Childhood Development

Law & Legal Studies

Programs

- Paralegal Technology

Mechanics and Repairers

Programs

- Automotive Drivability Specialist
- Industrial Mechanical Systems
- Small Engine Repair
- Micro-Computer Upgrade & Repair
- Industrial Electronics
- Industrial Equipment
- Basic automotive Maintenance
- Programmable Logic Trainer
- Diesel Technology

Personal & Miscellaneous Services

Programs

- Manicure Technology

Precision Production Trades

Programs

- TIG Welding
- Household Upholstery
- Welding
- Welding Technology
- Mild Steel Welding
- Pre-Engineering

Protective Services

Programs

- Law Enforcement Administration
- Crime Scene Investigation

Social Sciences

Programs

- Geospatial Information Systems

Transportation & Material Moving

Programs

- Truck Driving

Visual & Performing Arts

Programs

- Graphic Design

Technical Certificates

Agricultural Business and Production

Programs

- Agriculture Technology
- Horticulture, Landscape, & Nursery Operations
- Ornamental Horticulture

Business Mgt./Admin Services

Programs

- Business Technology - Medical Transcriptionist
- Office Administration
- Administrative Information Processing
- Office Technology
- Secretarial Science
- Business Information Systems
- Office Occupations
- Quality Management & Supervision
- Software Support
- Automated Office Technology
- Business Technology
- Data Processing Machine Operator
- Accounting
- Business Computer Information Systems
- Information Processing
- Software Applications
- Business

Computer Technologies

Programs

- Lithographic Occupations

Computer & Informational Sciences

Programs

- Business Systems Networking: Cisco
- Network Technology
- Computer Information Systems
- Network Technology
- Computer Technology
- Information Systems Technology

Construction Trades

Programs

- Residential Construction Technology
- General Construction - Carpentry
- Residential Carpentry
- Preservation Construction Supervision
- Commercial Carpentry

Education

Programs

- Early Childhood Education
- Multimedia Audio/Video Production

Engineering-Related Technology

Programs

- Computer-Aided Drafting & Design
- Electronics - Digital
- Electromechanical Technology - Instrumentation
- Computer Repair & Networking Technology
- Quality Control Technology
- Electronics Technology
- Drafting & Design
- Electricity/Electronics
- Computer Electronics
- Industrial Control Electronics

- Environmental Regulatory Sciences
- Drafting
- Electronics
- Surveying

Health Professional & Rel. Science

Programs

- Emergency Medical Technician
- Practical Nursing
- Surgical Technology
- Licensed Practical Nursing
- Emergency Medical Technology - Paramedic
- Professional Medical Coding
- Medical Transcription

Law & Legal Studies

Programs

- Legal Secretarial

Personal & Miscellaneous Services

Programs

- Cosmetology
- Restaurant Management
- Culinary Arts

Protective Services

Programs

- Criminal Justice
- Fire Science
- Law Enforcement
- Crime Scene Investigation

Public Admin & Services

Programs

- Behavioral Health Technology

Social Sciences

Programs

- Geospatial Information Systems

Visual & Performing Arts

Programs

- Graphic Design
- Multimedia Graphics Technology

Associate Degrees

Agricultural Business and Production

Programs

- Landscaping
- Horticulture Operations

Business Mgt./Admin Services

Programs

- Workforce Leadership
- General Secretarial
- Clerical Assistant
- Marketing Analyst
- Maintaining & Managing Personal Computers
- Computer Systems Technology
- Office Occupations
- Materials & Operations Management
- Web Design
- Medical Billing & Coding

Computer & Informational Sciences

Programs

- Cisco Internet Working
- Cisco Networking
- Cisco Certified Network Associate
- Business Systems Networking: Cisco
- Certified Internet Webmaster
- AS/400 Developer

Construction Trades

Programs

- Restoration Carpentry
- Building Trades

Education

Programs

- English as a Second Language Education
- Early Childhood Education
- Multimedia Audio/Video Production
- English as a Second Language

Engineering-Related Technology

Programs

- Computer-Aided Drafting & Design
- Basic Electronics
- Computer-Aided Design
- Computer-Aided Drafting & Design: Architecture
- Manufacturing Operations
- Basic Environmental Health & Safety Technology
- Electronic Technician

Health Professional & Rel. Science

Programs

- Emergency Medical Technician
- Emergency Medical Technician-Basic
- Certified Nursing Assistant
- Medical Transcription
- Emergency Medical Service-Basic
- Emergency Medical Technology-Basic
- Medical Coding
- Nursing Assistant

Home Economics

Programs

- Gerontology
- Early Childhood Education
- Early Childhood Development Associate
- Child Development
- Early Childhood Development

Law & Legal Studies

Programs

- Paralegal Technology

Mechanics and Repairers

Programs

- Automotive Drivability Specialist
- Industrial Mechanical Systems
- Small Engine Repair
- Micro-Computer Upgrade & Repair
- Industrial Electronics
- Industrial Equipment
- Basic automotive Maintenance
- Programmable Logic Trainer
- Diesel Technology

Personal & Miscellaneous Services

Programs

- Manicure Technology

Precision Production Trades

Programs

- TIG Welding
- Household Upholstery
- Welding
- Welding Technology
- Mild Steel Welding
- Pre-Engineering

Protective Services

Programs

- Law Enforcement Administration
- Crime Scene Investigation

Social Sciences

Programs

- Geospatial Information Systems

Transportation & Material Moving

Programs

- Truck Driving

Visual & Performing Arts

Programs

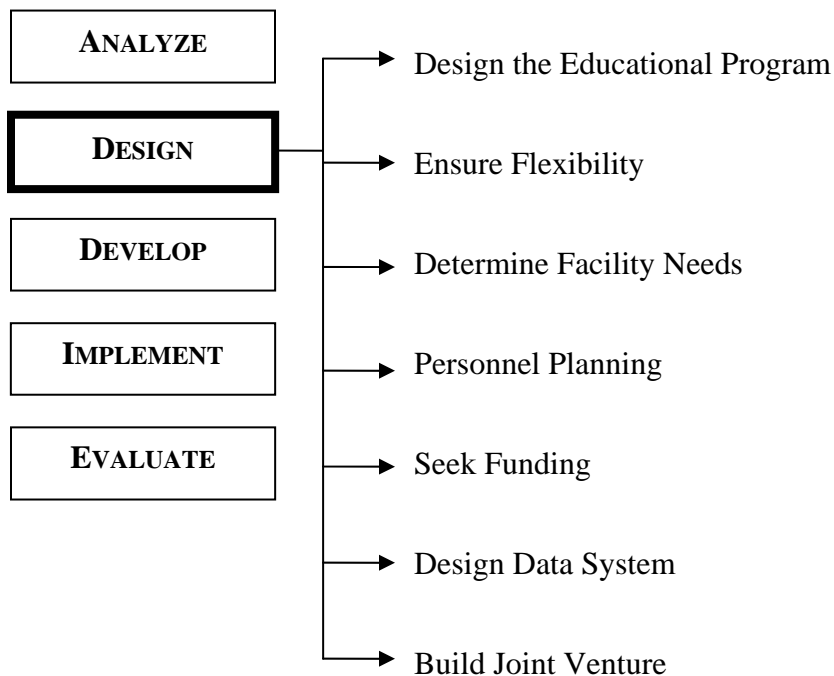
- Graphic Design

Will you be willing to offer financial incentives to more highly trained employees?

- Yes
- No

DESIGN

Design is the second step of the ADDIE process. Your community will need to determine how desired outcomes are to be accomplished—based on supporting system(s) needed, required resources, timetable, and budget. This includes ensuring flexibility by applying for charter status or pursuing other means of achieving flexibility, exploring funding, locating a facility, determining personnel needs, and designing the curriculum. At each stage, ensuring that all stakeholders are engaged is critical. Each community must maintain and build support in the public education system. Patience continues to be an important factor.



A. DESIGN THE EDUCATIONAL PROGRAM

Having completed a needs assessment during the Analyze stage, the steering committee has the basis upon which to design the educational aspects of the new center. The educational program will include: (1) major curriculum paths or areas of study; (2) courses that are needs-based; (3) articulations between secondary and postsecondary courses and dual-enrollment opportunities; and (4) methods for conveying the employability skills, such as work ethic, required by employers.

Guideline: *DETERMINE MAJOR CURRICULUM PATHS*

Program offerings that are based on employer needs will need to reflect the occupational sectors of local employers and industry along with the economic forecast for those industries and the local community. This will require that the needs assessment which was conducted covered the entire range of employers in the community and that the data gathered was analyzed in a sectoral fashion. (See the section on conducting a needs assessment in Chapter 5: Analyze.) A curriculum subcommittee of the steering committee can take responsibility for this task.

- It may be useful to begin by outlining the broad occupational areas in which programs of study will fall, such as health, business, engineering, technology, and services, based on the needs analysis. Specific programs in each area will need to be considered.
- In addition to the local needs assessment, federal, state, and county data can be useful for reviewing economic and employment trends and projections. For example, the Department of Labor constantly monitors and projects employment trends by occupation and geographical area. Technical and community colleges have data on the outlook for graduates of the occupational programs that they offer, including data such as the number of graduates in each field, their placement in jobs, the average number of openings in the state, and the average salary of graduates.
- High school students are another key source of information on need or demand for courses. Doing a systematic assessment of the programs and courses they would take, if offered, is another useful input. A survey can ask students whether they would attend a new center and what program options they would choose to take.

Whitfield Career Academy categorized their programs into four broad areas: Human Services, Healthcare, Business and Information Technology, and Manufacturing.

At CEC, data from the Department of Labor and demand from high school students documented the need for a college-level cosmetology program in 2006.

Douglas County surveyed its high school students while its center was under development and found that 1,300 students said they would attend.

- Be wary of offering programs simply because they have been traditionally part of secondary career and technical education. If there is not local employment demand in those areas, there might not be sufficient student demand to fill the courses.
- Determine whether all career and technical education classes will be held at the new center or whether some will remain at the base high schools. The center allows the district to reduce duplication of expensive programs, but may or may not be the right place to house all of the technical classes in the district.
- It may be challenging to launch every program that you plan to offer in the center's first year. It may make sense to wait and begin some programs in the second year of operation. Particularly with any new technical programs you are creating, an extra year to develop curricula, furnish labs, and find the right instructors may be crucial to successful implementation.

In Walton County, many of the first-level career and technical education (CTE) courses are taught at the base high schools while the senior-level classes are offered at the Walton Career Academy (WCA). Construction is offered only at WCA.

Guideline: *OUTLINE CURRICULUM FOR EACH TECHNICAL PROGRAM AREA*

Once the program areas to be offered have been determined, specific curricula will need to be outlined. Businesspeople and educators will need to agree upon the outcomes they expect for graduates in each area and then use this information to determine the content of the courses.

- The curriculum subcommittee will want to divide into additional groups, one to focus on the curriculum for each program. Each curriculum group will need representatives of business and industry as well as secondary and postsecondary education. This is a good time to expand subcommittee membership beyond those serving on the steering committee. Additional employers, central office curriculum developers, and high school teachers in the subject areas in question will be very valuable.
- Employers will play a key role in outlining the knowledge, skills, attitudes, behaviors, and information they look for in entry-level employees in the workplace.
- Encourage the involvement of community members by emphasizing their expertise in the areas to be taught along with their knowledge of the most important outcomes for graduates.
- Curriculum development should work “backwards” from desired outcomes or accomplishments to the inputs needed to get there. Using Joe Harless’ accomplishment-based curriculum design process, once stakeholders have agreed upon the desired outputs, the next step is to determine the needed behavior processes (actions or thoughts

The Whitfield Career Academy is located in the carpet capital of the world. Business partners developed a three-year manufacturing curriculum, with two years of general studies in this area and the third focusing on the carpet industry.

that produce those outputs). Finally, the team can derive the knowledge, skills, and information that students need in order to perform those behaviors.

“I use the term accomplishment to connote: *a valuable output the student produces*. It seems to me we should first determine the desired accomplishments before tending to the inputs (knowledge) or processes (teaching) of education.”
(Harless, 1998).

- Provide committee members with a set of resources. Many will be unfamiliar with existing curricula and resources. You should provide copies of state high school and technical college curricula and standards, the state equipment list for relevant programs and vendor information, industry skill standards, and any other relevant materials.
- Existing courses should be assessed to make sure that they produce students competent in the skills and knowledge needed by employers. Existing curricula can serve as a base or skeleton for curriculum development, but courses should be revised and new courses should be designed as needed to keep up with the changing economy and workplace.
- State education standards should be used as a reference point and all courses offered should meet or exceed them. Industry certification standards can serve as another reference point in developing programs.
- College curricula leading to technical certificates are a good starting point from which to design curriculum for each program. Technical college curricula in Georgia are based on business and industry needs and developed through consultation with employer stakeholders.
- Curriculum developers should think about the design of work-based learning opportunities that will be part of the program as well as the equipment and facilities needed to offer what they are designing. Business partner contributions to these discussions are important.
- Think about delivery of the curricula. Curricula that is based on employers’ needs must take into consideration both content and delivery. Delivery method can ensure that the information and skills are learned and retained. A delivery style which reflects the workplace—project- and performance-based instruction—keeps students alert and motivated to learn.

Guideline: *DESIGN WORK ETHIC INSTRUCTION*

A plan for work ethic instruction and the key content to be delivered will need to be developed. Such a plan must be imbedded within a school culture that supports it—one that is much like that of a workplace. Thus decisions on a code of conduct for students and teachers as well as school policies, organization, and daily functions will also need to be discussed at this point.

CEC’s non-traditional titles—CEO, “director” for instructors, and “team members” for students—are part of creating a culture in which work ethic can be taught. The center’s attendance and tardy policies, in which after five absences, points are taken off a student’s class grade, are another avenue through which work ethic instruction takes place.

- As with the development of technical curricula, you will want to determine the content of work ethic instruction by beginning with the outcomes or accomplishments you wish graduates to possess. If the accomplishment is work ethic and commitment to quality, examples of behavioral processes would be: functions well on a team, reliably arrives at school or work on time, or communicates appropriately to peers and supervisors.
- The key content determined will need to be shared across all classes at the center. While individual instructors will determine how the elements of work ethic are addressed in their classes, an outline of key content should be developed. If, like at CEC, the entire center focuses on each theme in turn, a schedule of the themes to be emphasized should be developed.
- It will be important to discuss up front how students will be assessed on work ethic and how this assessment will be reported.
- The Georgia technical colleges have taught and assessed work ethic for many years and are thus a very helpful resource in this area.

Formal work ethic instruction at CEC focuses on ten traits, such as character, productivity, and cooperation, deemed important for employers. The trait to be emphasized school-wide rotates on a weekly basis. All instructors are expected to work these themes into their curriculum and lesson plans.

Guideline: *DETERMINE WHICH ACADEMIC CLASSES WILL BE OFFERED*

A “non-immersion” high school, such as CEC, is one that students attend while remaining enrolled in one of the comprehensive high schools in the district, called base schools. (See Element 7 in Chapter 3: Essential Elements of CEC for more information on the non-immersion model.) While all of the academic classes that students need will be offered at their base high schools, there are good reasons to offer some academic classes at the new career and technical education (CTE) center. It will simplify scheduling and transportation issues, allowing students to spend half or an entire day at the center. Offering academic and CTE classes in the same building allows for curriculum integration, in which each type of course uses the other as a platform for instruction. The district can also offer a greater number of academic electives and Advanced Placement classes.

- Look at the core academic subjects in which students require the most credits to graduate, such as math and English. These subjects will still be offered at the base high schools, but offering them at the new center allows more students, especially seniors, to take technical classes and meet their graduation requirements. If the majority of students at the center are 11th and 12th graders, focus on upper-level classes that these students will need.
- It is cost-effective to offer academic electives which may not be feasible to offer at each base high

In 2006, CEC offered junior and senior English, both general and advanced; math (Geometry, Algebra II and III, Advanced Algebra, Trigonometry); social studies (Economics, World History, US History); and Environmental Science and Principles of Technology (the only academic classes which are not offered at the base schools). CEC also offered electives including German and Latin.

school. These courses can be offered with one teacher in one location, but all district students will have access.

Guideline: *DESIGN POSTSECONDARY ARTICULATIONS AND DUAL ENROLLMENT OPPORTUNITIES*

From the beginning, curriculum designers will need to focus on the links between secondary and postsecondary coursework and the goal of postsecondary certifications. Postsecondary representatives on the curriculum subcommittees will be able to share curricula offered in the relevant technical areas at the college (which are designed using business input) and will be crucial in determining which high school classes might articulate to postsecondary programs and in which areas to offer college enrollment opportunities to high school students. Formal articulation and dual enrollment agreements will need to be developed and signed at a later stage (see the section Develop the Education Program in Chapter 7: Develop), but the initial focus should be on designing seamless programs that meet student and employer needs.

- An articulation agreement between a school district and a postsecondary institution indicates that students can receive college credit for specific competencies achieved through their high school coursework once they enroll in the college. You will want to begin by looking at any existing articulation agreements in the district. An existing Tech Prep program would be one example. A discussion of which high school coursework should be eligible for college credit will need to be linked with a discussion of dual enrollment offerings.
- There may already be some dual enrollment opportunities in your community—the option for high school students to enroll in two separate academic institutions, such as the high school and the technical college, and receive both secondary and postsecondary credit for college courses. You should start by looking into any existing dual enrollment agreements that the school system has. It will be helpful to know what courses are currently under the agreement and how the mechanism for enrollment and awarding credit has been established.
- Think carefully about your goals in offering dual enrollment opportunities. Dual enrollment provides an excellent mechanism to provide a “seamless” transition between high school and higher education, providing students with a “head start” as well as allowing them to make thoughtful decisions about what to study at the postsecondary level. If planned carefully, dual enrollment can also better position students for labor market participation immediately after graduation. For this purpose, certifications have much more value than college credit.
- Determine programs in which postsecondary offerings make sense and determine the secondary level prerequisites for the program. You will want to avoid having the

From the beginning, the developers of CEC made the decision that they would only register students for certificate programs (technical certificates of credit) at the technical college, which have economic value, rather than simply registering for “classes.”

technical college classes “compete” with those offered at the high school. For this reason, it is probably best that only technical, rather than academic, classes are offered as dual enrollment opportunities. The introductory courses should take place at the high school level while the college can offer the upper-level classes of a particular certificate program. College classes usually count as high school electives for awarding credits.

- Analyze your needs assessment findings to learn the Technical Certificates of Credit that local employers said were important, as well as continuing to look at the skill sets that employers say they need. The college partner should be willing to add new programs which aren’t currently offered based on employer needs and the request of the school system.
- Begin to think through the logistics and organizational arrangements necessary for dual enrollment to take place, such as payment of tuition costs, transportation, different college and high school schedules, grading, and awarding of credits.

The local demand for licensed practical nurses and nursing aides led to CEC offering technical college certificates in patient care assisting and patient care technician to its high school students.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Major curriculum paths, designed specifically to meet employment needs and required technical and soft skills, identified by employers.		Perpetuation of existing vocational/technical courses without justification from needs assessment.
Relevant courses, articulation, dual-enrollment opportunities designed specifically to meet employment needs and required technical and employability skills identified by employers.		Omission of specification for how to teach employability skills. (Merely giving a “grade” for these is insufficient treatment).

B. ENSURE FLEXIBILITY

Critical to the formation of a successful reconceptualized education center is a degree of freedom from some of the rules and regulations associated with public education. When CEC was developed in Coweta County, the steering committee determined that becoming a charter school was the way to achieve the flexibilities needed to implement their vision. While it is possible that a district could find ways to implement some of the flexibilities necessary for a center to be successful, it would be difficult to ensure all those enjoyed by CEC. The focus of this section is on charter schools as Georgia is one of 40 states that have enacted charter laws and they represent one way to incorporate this essential element of CEC. Some possible alternative methods for achieving flexibility are mentioned below.

Guideline: *DETERMINE HOW TO ACHIEVE FLEXIBILITY*

Becoming a charter school is one way for a center to achieve flexibility. Charter schools are public schools that agree under law to a “charter” and sign a charter agreement proscribing particular goals, objectives, and accountability requirements in exchange for a waiver from certain rules and regulations. It is important to note that rules and regulations regarding safety, background checks, and inclusion of all students must be and are upheld in charter schools. Rules and regulations that may be waived include rules regarding teacher certification, pay scales, titles given to school executives and instructional staff, length of instructional periods, use of hands-on curriculum, and similar innovations. In return for such flexibility, charter schools are expected to have increased accountability. Charters provide a relatively straightforward method of achieving the autonomy so many innovative schools crave. Many charter schools have special themes, including work-related themes, which are unique to the needs of their community.

If charters are not an option due to community opposition or if they are just not available in the state in which you are trying to replicate the CEC experience, there are other methods that have been used by schools to increase autonomy. One of these is to work with the superintendent and school board to allow the center to engage in “school-based governance.” Under this policy, the principal may be granted waivers from some regulations. This can result in everything from being given the year’s budget for control at the school level (allowing schools to, for example, drop a vice principal salary to hire two teachers to reduce class size) to freedom to choose staff (paying careful attention to union issues).

- Determine if a charter is a legal option in your state. Research and become familiar with the state regulations governing the formation and operation of charter schools. Review copies of existing charters that other schools have developed, many of which are posted on the Georgia Department of Education website.
- If a charter is not a legal option, the steering committee should research other possibilities and consult with local school district officials to find an alternative way to provide maximum flexibility and independence.

Guideline: *TEST THE WATER*

If you are replicating the CEC experience in Georgia or another state that allows charter schools, you will still need to determine if your local community and school system will be supportive of a charter school.

- Begin discussions within the steering committee to understand whether all the partners represented there are supportive of a charter school.
- The school system and superintendent will need to be firmly behind a charter. In Georgia, charters are first approved and then sponsored at the state level by the local board of education. Thus, the superintendent's support will be key in convincing the board of education to move forward.
- In conversations on the possibility of forming a charter school, you will most likely have to put to rest some misconceptions about charter schools. Some common ones are addressed in the box to the right. Along with explaining what charter schools are and are not, you will want to emphasize the increased accountability that a charter brings. For further background information on charter schools, particularly focused on Georgia, see a research brief entitled *Analysis of Georgia Charter School Law* found in the CEC Library in the Dissemination section of the CEC website (www.gacec.com).

Common Misconceptions about Charter Schools

- 1) ***Charter schools are not public schools.*** *False:* Charters are publicly funded, tuition-free schools.
- 2) ***Charter schools will draw the best students from the traditional schools and exclude students with special learning needs and minorities.*** *False:* Charter schools must practice open admissions and serve the students residing in their districts without consideration to race, income, religion, or academic achievement.
- 3) ***Charter schools are “special” schools for at-risk students and students with special needs.*** *False:* While some charter schools do target populations such as second language learners or students at risk of dropping out, by law they must be open to all students residing in their district.
- 4) ***Charter schools will drain financial resources from local school systems.*** *False:* Charter schools often receive less funding than their traditional school counterparts, particularly when costs for facilities are considered. Most charter schools must do additional fundraising and grant writing in order to supplement government funding. (Lanier, 2004).

Guideline: *DESIGN A CHARTER*

If the steering committee, the community, and the school system are willing to consider a charter school, a subcommittee can begin to design a charter. This group will need to familiarize themselves with the current regulations and develop a set of charter objectives.

- Make sure that this subcommittee is representative of all the joint venture partners and stakeholders. The education system, including representatives of the current high

schools, and parents are two very important groups to engage in this design phase. You will be required to describe how parents were involved in the development of the charter in your application.

- Important and helpful resources on developing charter schools can be found on the Georgia Department of Education website (http://public.doe.k12.ga.us/pea_charter.aspx). Be sure to access the following documents:
 - Writing Performance Objectives
 - Model Charter School Petition

If you live in another state, check with the Department of Education for the appropriate charter development process.

- Pursue non-profit or 501(c)(3) status, which is required for start-up charter schools in Georgia and beneficial for centers being established in any manner. While nonprofit incorporation is granted by the State of Georgia, nonprofit corporations will need to make an Application for Recognition of Exemption to the Internal Revenue Service (IRS) for tax-exempt status. You will need to review the appropriate guidance from the IRS before preparing your request for incorporation as additional information will be required in your state incorporation request. See the publication “Filing Procedures for GA Nonprofit Corporations” on the Georgia Department of Education website for additional assistance.

- Communities in the state of Georgia are eligible to apply for a \$5,000 Charter School Planning Grant to fund activities that happen before a charter is granted. Applying for this grant will not only provide a small amount of funding during this planning phase but the process of filling out the application will be useful for the committee in articulating its vision and planning process. The application packet for this grant is available on the Georgia Department of Education website. Submission deadlines for this grant are currently March 1 and September 1 and funds must be spent within the fiscal year.

- Design charter objectives that are measurable and ensure that the charter school can take responsibility for achieving them. Take care not to promise things that can not be delivered, such as affecting student pass rates or dropout rates district-wide. The performance objectives in the box to the right are from CEC’s second charter and differ substantially from those in the initial charter based on lessons learned over the first five years of implementation.

Performance Goals from CEC’s Charter Agreement:

- The charter school will cause Coweta County Schools to exceed the majority of USDE benchmarks in Perkins accountability measures in Years 1-5 of this agreement.
- The charter school will cause Coweta County Schools to produce graduates whose high school diplomas have dual seals. The number of dual seal diplomas will be substantially the same as are the number of college prep diplomas in Years 1-5 of this agreement.
- The charter school will cause the percentage of Coweta County students dual-enrolled in technical college programs to increase in Years 1-5 of this agreement.
- The charter school will increase the number of Coweta County students in work-based learning programs by 25% during the period of this agreement.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Assurance of organizational flexibility in curriculum, personnel and hiring practices, and finances.		Organizational flexibility issues not addressed.

C. DETERMINE FACILITY NEEDS

As part of the design phase, the steering committee will need to discuss the physical requirements of the new center. The ideal space is large enough to allow for the co-location of high school and college activities. The decisions made by the curriculum subcommittee on the high school career and technical programs as well as the college certifications to be offered at the center provide information on the laboratories and equipment that the center will need to house. The subcommittee assigned to facilities will also want to research possible physical locations for the new center. A central location, convenient to all the base high schools in the county, would be beneficial.

Guideline: *OUTLINE FACILITY REQUIREMENTS*

- List the requirements for a facility that would meet the needs of the educational program. This includes expected enrollment, based on the total enrollment of the district's high schools, and the square footage needed. Calculations of square footage should include:
 - the ability to house laboratories and industry-specific equipment for the technical programs to be offered,
 - academic classrooms,
 - space to offer additional adult college classes and customized training for employers,
 - meeting or conference rooms to be available to the community,
 - space for any student services, such as dining, to be offered if necessary,
 - the possibility of housing any additional school district services, such as a Performance Learning Center (see Chapter 2: The CEC Experience); and
 - sufficient parking for students and staff.

- Visiting the CEC facilities or those opened in Walton and Whitfield Counties may be useful for more accurately assessing the physical facility needs of your center.

Guideline: *LOOK FOR EXISTING BUILDINGS*

- Any existing but unoccupied school buildings in your community may be a promising location for the center. Though any such buildings will probably require renovation and expansion, they are a significant resource because they are at the disposal of the school system partner and they provide a physical foundation conducive to the educational programs being implemented. In the absence of existing space owned by the school district, it is possible that the technical college partner may have physical space to offer the joint venture. The committee will want to explore this option with those responsible for college property and campuses. Finally, other large but unoccupied buildings in the community, such as warehouses and office buildings, should be investigated.

Both Coweta and Walton Counties had existing school buildings available. A site for CEC was obtained when the school board donated a former middle school, which was renovated and expanded to double its size. Walton County had just completed a new high school building and there was an opportunity to use the one that was being vacated.

- If no facility options currently exist in your community, the center may need to construct a new building. Initial discussions between the school system and college as to how each would support the construction of a new center and where it might be located are an important place to start.

Whitfield County passed a local tax referendum for the construction of a new technical high school. In Douglas County, a new building to house the high school will be constructed on West Central Technical College's county campus.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Quality, appropriate facilities, equipment, and staffing requirements to meet identified needs.		Facilities inappropriate or inadequate to prepare for needs identified.

D. PERSONNEL PLANNING

The steering committee should begin determining the personnel requirements needed for the center. A subcommittee can take on this task and then create job descriptions for the positions identified.

Guideline: *DETERMINE PERSONNEL NEEDS*

Staffing needs are not likely to be those of a traditional high school, due to the need to serve all of the county's high schools, the strong engagement of business, and the inclusion of a postsecondary institution as a partner.

- A Chief Executive Officer (CEO) should head the joint venture. Beyond managing an educational institution, this individual will need to be responsible for managing a business (the charter school) and a complex partnership between several entities.
- There are a number of other management and leadership roles that will need to be filled. A licensed principal will be required to oversee the school as an educational institution, a technical college employee will need to direct its campus, and another administrator will need to take responsibility for business and community involvement. Fundraising might also be part of this latter role. (See the organizational chart in Chapter 2: The CEC Experience for a visual representation of such a management team.)
- Both high school and technical college instructors will be required, in both academic and technical areas. Planned course offerings and expected numbers of enrollees will assist in determining the number of faculty needed. Special needs instructors and other personnel should be counted as well. The steering committee will need to work closely with representatives from the school system and the technical college to agree on the positions needed.
- Because of the focus on work-based learning and the need to develop and oversee placements for students, some additional staff or faculty able to take on this area of responsibility will be important.
- Staff will include at least one counselor for the high school, an admissions officer at the technical college, and administrative support.

Guideline: *DEVELOP JOB DESCRIPTIONS*

The subcommittee will need to write job descriptions for all the planned positions, in conjunction with the school district and the college. While existing descriptions used by the school system or technical college for teachers, faculty, and administrators may be useful as a place to start, it is likely that all will need revisions to adequately represent the roles that faculty and staff will play at the new center.

- Appropriate titles should be developed at this stage for administrators and instructors that engender respect and reflect the business environment.
- The CEO will need to act as a facilitator, building and strengthening connections between business partners, the school district, and the technical college, as well as parents, state and local political officials, and the community at-large. S/he will need a strong background in business and the ability to manage a multi-faceted partnership, while also having a clear commitment to quality education. The CEO is also the visionary for the organization and will need to communicate his or her vision effectively. With a management team administering the school, the ability to delegate and empower others will be key. Finally, the CEO will be responsible for developing the culture of the new center—one that reflects the workplace, creates high expectations, empowers others, and encourages flexibility and creativity.
- Other administrators will need to be committed to the vision of the steering committee and CEO, be skilled at leading in a team, be open to new ways of doing things, and be comfortable using a management style that delegates and empowers others. At least one will need to take on a fundraising role.
- Instructors at both the secondary and postsecondary levels will need to enjoy working with young people and have up-to-date skills in their technical areas. Professional experience working in the field will be important for career and technical education instructors. All faculty will need to be adaptable and flexible, good collaborators, creative thinkers, self-motivated, and leaders in their own right. They will need to open to new ways of doing things, including new approaches to instruction.
- Job descriptions for other staff, such as counselors, support staff, and program directors will all need to demonstrate the same qualities of flexibility and collaboration. The guidance counselor’s role at the center may be broader than posting grades and scheduling, with more time spent in classes and doing career counseling. Some staff or instructors may need to take on non-traditional tasks such as coordinating work-based learning, alumni relations, and data collection and reporting.

In Coweta and Walton Counties, the CEO has a management team consisting of the director of high school programs (the principal), the director of college operations (responsible for the college campus), and a director of business/community relations. This last position focuses on developing partnerships with the employer community.

ADDIE Accomplishment	Met?	Red Flags
Appropriate personnel profiles, vital job tasks, and job descriptions.		Assumption that existing teachers will staff the school. Assumption that leadership will be a conventional school principal.

E. SEEK FUNDING

Funding is an essential aspect of any venture, and one which is especially important to address during the design phase. While most of the operating costs of the center will be covered by the school district and the technical college system, additional funds will be needed, particularly at the start-up stage. Whether your community has an existing building that will need to be renovated or whether you will construct a new building to house your center, careful planning will be required to raise the substantial sums needed for this facility investment along with furnishing it with the appropriate equipment and technology.

Developing a business plan for the center is an important step in determining how to sustain funding over time. Charter schools often require some outside funding to cover their operating costs completely and the community is likely to need new or expanded program offerings over time. Developing diverse sources of funding—including employer donations; special, designated funding from the local, state or federal level; and foundation grants—is important.

Guideline: LOOK FOR FACILITY FUNDING

The most immediate challenge will be identifying funding to build a new or modify an existing facility. Facilities are one of the largest obstacles to opening charter schools. The easiest solution is to locate an unoccupied building or part of a building in your community that could house your center. Even if an existing building is found, extensive renovations are likely to be needed for which funds will need to be raised.

- Look first for local facility options. It is possible that the school system has a vacant building to donate (see the previous section C. Determine Facility Needs). There may be other unused spaces, either publicly or privately owned, in the district which could provide short- or long-term housing for the charter school.
- Presently, the Georgia legislature has only provided minimal funding for charter school facilities through the Department of Education. One avenue for raising construction or renovation dollars at the local level in Georgia is to introduce a Special Purpose Local Option Sales Tax (SPLOST) that will be designated for the facility. Other special state funds, through the governor's office, for example, are also a possibility.
- The college partner may be successful in acquiring facilities funds at the state level through the Department of Technical and Adult Education. For the technical college system to construct the building which will

In Whitfield County, a SPLOST was passed for the purpose of constructing a new technical high school. This state-of-the-art building now houses the Whitfield Career Academy. SPLOST funds covered some of the facilities costs for both Walton and Douglas counties as well.

Dalton College will build a joint high school/college facility on the Whitfield Career Academy campus with a \$4.6 million grant from the governor. Douglas County will finance part of the construction of its center on the West Central Technical College campus using state-level college facilities construction funding.

house the center, the land on which it will stand will likely need to belong to the college as well. Creative partnership in which all stakeholders are flexible may be necessary to find a satisfactory solution to this challenge.

- If there are no grant or tax monies available for construction and renovation, it is possible to develop other innovative public-private partnerships that cover the costs of the facility or make it easier and less expensive to borrow funds. Raising capital can be difficult for start-up schools but it is possible to find tax-exempt bond financing through a private organization as one possibility. The non-profit Provident Group of Louisiana (www.provident.org) is one such organization that may assist schools in raising tax-exempt debt capital through a build and lease program. For more creative ideas on facilities financing, see the briefs on facilities financing authored by the Charter Friends National Network and Education Evolving, available at www.charterfriends.org/outofbox.html and www.educationevolving.org/pdf/FacilitiesFinancing.pdf.

Guideline: *SEEK FUNDING FOR LABS AND EQUIPMENT*

Building the necessary laboratories and classrooms to offer the technical classes being planned, as well as equipping them with state-of-the-art technology, usually requires strong partnerships with the business community. Business partners can specify what technology and equipment are used in their workplaces and will be instrumental in designing laboratory spaces that resemble the work place.

- Business partners, whether healthcare providers, technology companies, or manufacturers, should be able to donate much of the necessary equipment for the labs. It is in their best interests to have students trained on the equipment they use in settings that mimic their workplace.
- Naming laboratories after those employers or donors who equipped them is a good way to thank and recognize business partners.
- Charter schools in the state of Georgia are eligible to apply for one-time implementation grants once their charters have been awarded. For start-up charters, these grants are currently worth \$400,000 and are intended to cover non-recurring expenses.
- Additional SPLOST monies available after building needs have been met can also be used for furnishing the center as long as they were designated for that purpose.

CEC had numerous labs equipped by employer partners such as Yamaha. Small employers also made significant contributions; the county's dentists collaborated to equip the dental assisting lab. In 2005, the local news channel donated \$50,000 dollars worth of equipment, including cameras, computers, an editing system, and monitors, to the broadcast video program.

In Walton County, the local hospital foundation provided almost all of the funding to equip the healthcare program.

- Federal funds dispersed through the Carl Perkins Act may be used for occupationally-relevant equipment in career and technical education (CTE).
- The technical college may have some equipment funding to contribute, particularly if it is opening new programs.

Guideline: *UNDERSTAND THE OPERATING FUNDS AVAILABLE*

The core of the operating funds for the center will come through the school and technical college systems. The steering committee needs to be very clear on what expenses will be covered by state funding through these two partners and what will not. Extraordinary expenses are likely to be the costs of the facility, equipment, and the salary of the CEO. Additional teachers and staff may also be needed to manage work-based learning, build community relations, collect and monitor data for improvement and research needs, and other purposes.

- State legislation in Georgia identifies a minimum level of funding that charter schools must receive, with funding beyond that to be negotiated with the local school district and specified in the charter. The school district is required to treat the charter school fairly in distributing funds and will most likely distribute per-pupil funding to the charter school in the same manner as it does to other schools, based on full-time equivalent enrollments. If the center is a non-immersion one, the funding will be based on its status as an extension of the existing high school programs. An agreement to allocate per-pupil funding between schools based on the pro-rata share of the school day that students spend at their base high school and the new center should be developed. These district funds cover high school teachers, principals, administrative staff, and basic supplies. High school faculty and staff will be district employees.
- The technical college will pay for resources that it would make available to any of its campuses, including salaries for faculty, a director, and administrative staff, operations costs, and supplies.
- The school system receives and disburses federal funds for career and technical education (CTE) through the Carl Perkins Act as well as state CTE funds. As the new center is likely to house the majority of CTE programs in the district, the district should allocate a majority of these funds to the center.
- Dually-enrolled students will incur tuition, fee, and book costs at the technical college. In Georgia, all state residents 16 and older are eligible for the HOPE Grant which pays full tuition, approved mandatory fees, and a \$300 per year book allowance for students in technical college certificate and diploma programs. There may be some additional fees or book and equipment costs not covered by the grant. It will be important to itemize these additional costs, as well as costs for students not meeting the HOPE criteria, and then come to an agreement as to how they will be waived or covered.
- The position of CEO is a non-traditional one for a school and may be difficult to fund through the district. A special agreement among the partners about how the executive's

salary will be covered is important. Other administrative staff, such as the director of high school programs and the business-community director, can be treated as principals for district salary purposes.

In Whitfield County, the salaries of the CEO and director of curriculum and instruction were funded by the local board of education.

Guideline: *DEVELOP A BUSINESS PLAN*

As part of your charter application, you will be required to develop a business plan for the school. The business plan will function as a management tool for the school’s developers, and may be used when approaching the financial community for traditional or non-traditional financing and seeking contributions and support. If your new center will not be a charter school, a business plan should still be a useful tool though you may have less flexibility in raising and allocating funds. Developing a business plan requires developing assumptions for income and expenses, creating an annual and a long-term budget, and developing monthly cash flow projections. The Georgia Department of Education provides a Guide for Developing a Business Plan to assist you, accessible at http://public.doe.k12.ga.us/pea_charter.aspx?PageReq=CIIAPCharterApplication.

In a business plan, charter schools can begin to make the case that their school is a prime candidate for a loan or grant by answering the following fundamental questions:

- Is our school’s current year operating budget in balance?
- Does our school have adequate cash and “working capital” resources to meet our monthly expenses such as payroll, rent, and benefit costs?
- Is our school’s long-term fiscal picture in focus and in balance?
- Has our school demonstrated (or has the school’s development team demonstrated) that it has the capacity to implement (or establish) sound financial management practices?

Source: Georgia Department of Education

- If your business plan assumes that some revenue will be raised through grant proposals or private funding sources, you will need to design a staffing and personnel structure in which someone takes responsibility for this role.

Guideline: *SEEK ADDITIONAL SOURCES OF FUNDS*

Armed with a business plan, the steering committee will be prepared to seek additional sources of funding. The process of developing the plan should also spark new ideas about where to seek alternative sources of funding for the center. It will be important to have 501(c)(3) (non-profit) status, which allows the center to accept contributions and donors to receive a tax credit, when doing so.

- Start-up charter schools in Georgia are required to have non-profit status and filing procedures for non-profit corporations in the state of Georgia can be found on the Department of Education’s website.

- If it is not required for your center and non-profit status is difficult to set up through the public school system, the technical college partner may be of assistance. The technical college's foundation can provide an avenue for receiving tax-exempt financing.
- Raising funds is a time-consuming task, often requiring written proposals. The steering committee may not have the capacity to apply for grant funds requiring written proposals. Again, the technical college partner is likely to have several professionals in this area who may be able to assist the partnership with this task.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Sustainable partnership funding.		Expectation that school system will provide all or sufficient funding. Lack of investment from the business community.

F. DESIGN DATA SYSTEM

Plans should be made at this stage to measure center outcomes. The steering committee may want to establish a data and measurement subcommittee to take on the task of creating a research and data system to collect and assess results of the center. There are at least three types of data that are useful: data on meeting charter objectives, data on school effectiveness or satisfaction, and data on student performance.

Information, data systems, and evaluation are heavily emphasized here and in the following chapters because results are very important to proving that charters or other flexible school organizational structures are working, for generating additional funds, and for showing that your experience is worth expanding and replicating. Data collection and outcome measurement are not just important for external reasons. Continuous improvement, on which the ADDIE model is based, requires that measurement is done for internal purposes. Performance and satisfaction data are important for this purpose.

Guideline: *SET GOALS*

The first task is to establish a set of overall goals, which will form the basis of the accountability system for your school.

- These overall goals will be established in the charter agreement for your center, if you have one, where they are called objectives. Goals should be as specific, measurable, attainable, realistic, and tangible as possible.

Guideline: *DESIGN INDICATORS WITH RED FLAGS*

Once goals are set, the group can specify the information and data that will be needed to determine if the goals are being met. There will be additional aspects of performance to be measured which may not be elaborated in the goals, such as student academic performance and longer-term outcomes for graduates of the center. It is also an important part of the ADDIE process that “red flags” be created to warn programs of insufficient progress towards goals. They serve as a method of self-assessment while using the ADDIE process.

- Some indicators spring directly from goals developed. Ask yourselves questions about how you would measure whether or not you had achieved each one.
- Other performance indicators will need to be written—what measures of student performance are both informative and realistic to collect? How could student post-graduation outcomes be measured?

CEC indicators include:

- enrollment
- attendance
- on-time performance
- on-the-job performance
- work ethic performance
- standardized test scores
- graduation rates
- postsecondary credential earning
- graduate placement
- student, faculty/staff, parent, alumni, and employer satisfaction

- Satisfaction data is important for understanding the views of all stakeholders—including instructors, employers, students, and parents—and making improvements along the way.
- See the Evaluate section of the ADDIE Accomplishments Checklist in Chapter 4: The ADDIE Process for sample red flags.

Guideline: RESEARCH COLLECTION AND REPORTING SYSTEMS

Both the school system and the technical college already collect some data on their students as part of the Perkins, No Child Left Behind, and other requirements. Some of it may fulfill the indicators you have designed, but it is unlikely that existing data will address them all. In addition to understanding what is already being collected, those designing the data system will need to understand how or if the center can easily access that data. It is not too early to begin a conversation on how data will be collected on the indicators not being measured by the educational institutions, how it will be stored in ways that it can be easily analyzed and reported, and to whom the task of data management for the center will fall.

- Invite representatives from the data office of both the school system and technical college to sit on this subcommittee or at least attend relevant meetings. Ask them to indicate which data are already being collected and how easily data on the center can be extracted from district data. Talk to the secondary and postsecondary representatives about how their data systems connect and whether students can be easily tracked between them. Have them both specify the database software that they use.
- The technical college likely does follow-up research to learn about its graduate outcomes as this is required under the Perkins legislation. It may use state-level data, conduct telephone surveys of its graduates, or use other methods. It is worthwhile to discuss whether the college could conduct follow-up of center high school graduates.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Measurable goals (or charter objectives), based on clearly identified school outcomes aligned to meet established needs.		Specification of conventional measures of educational success, as opposed to performance-based measures.
Measurable critical red flag indicators.		No benchmarks in place to monitor and correct performance.
Research and data system to collect and assess results.		Lack of planning for research and evaluation of new center.

G. BUILD JOINT VENTURE

The joint venture itself is the most important element of the CEC experience. It is therefore important to work at building or maintaining it in every phase of the ADDIE process. For the purpose of illustration, different aspects of developing or sustaining the joint venture are discussed throughout the ADDIE process. You will see the next section devoted specifically to maintaining the joint venture in Chapter 8: Implement.

Guideline: *CONTINUE BUILDING SUPPORT WITHIN THE PUBLIC EDUCATION SYSTEM*

Even though the public education system is part of the joint venture, perhaps through the superintendent and the school board, not everyone in such a vast system will be informed about the process underway or support the idea of a new center. Principals and instructors may see it as a drain on their resources, competition that will take their “best” students, or become a “dumping ground” for poor performers. Therefore, it is important to consistently reach out to all levels of the educational community, including high school principals, teachers, and counselors, during the design stage.

- If possible, make sure such stakeholders are well-represented in the planning process.
- Cite evidence of success from and arrange for educators to visit CEC or its replication sites in Walton, Whitfield, and Douglas Counties.
- A communication plan should be created to inform stakeholders regularly about the goals and intended outcomes of the center.
- Appeal to self-interest when communicating with educators. The new center can reduce class size at the base high school and provide efficiencies through centralizing classes that are expensive to maintain at each base high school.

WRITTEN SOURCES USED

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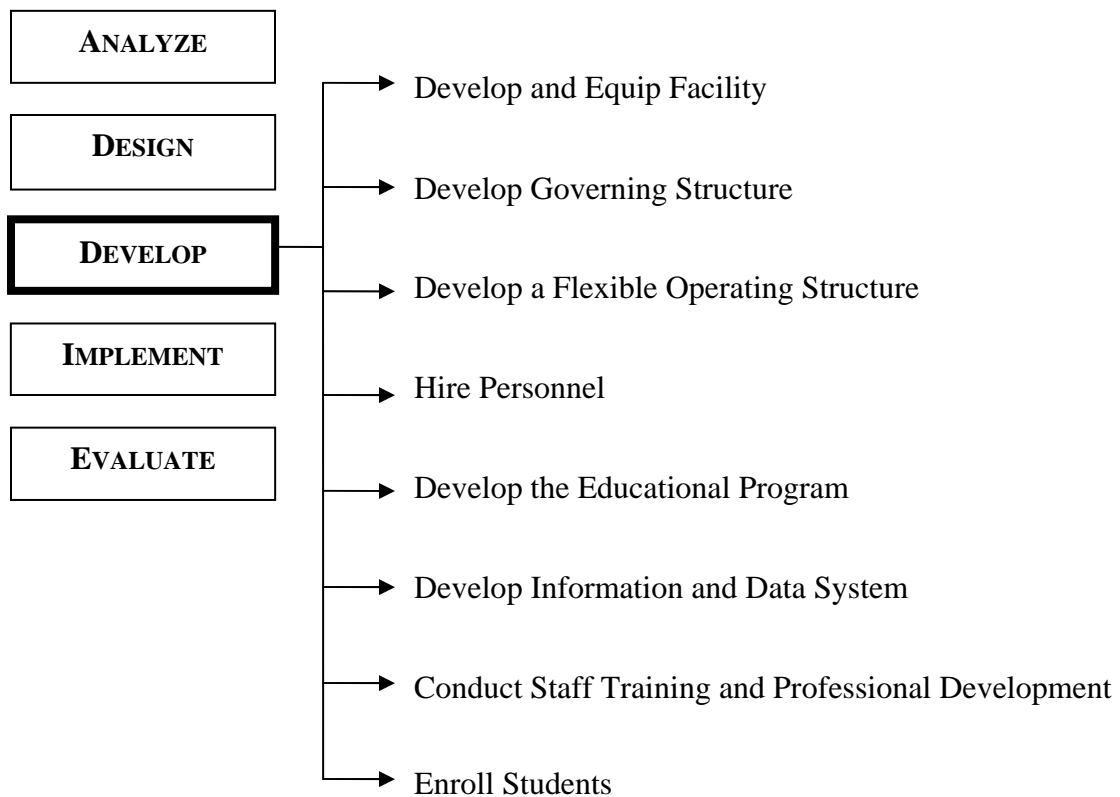
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DEVELOP

Develop is the third step of the ADDIE process. This step involves establishment of the necessary systems and infrastructures and acquiring the resources to attain your desired outcomes. Your community will need to acquire charter school status if determined necessary, raise funds, build or renovate and equip a facility, create a board of directors, hire and train staff, develop courses and needed agreements in conjunction with postsecondary institutions, and enroll students. This step alone may take one to two years. Again, be patient. It is worth putting in the time at the development stage to avoid problems later.



A. DEVELOP AND EQUIP FACILITY

The completion of an appropriate physical facility for your center is likely to be the key determinant of when it can open. Acquiring the necessary financing, construction, and even renovation can take considerably more time than initially allocated.

Guideline: *BUILD OR RENOVATE FACILITY*

Funding for construction or renovation should have been identified by this stage. (See Seek Funding in Chapter 6: Design for suggestions on facility financing.)

- Obtain construction financing, whether from the state, tax revenues, or a private loan. Follow the appropriate process used by the school system or college to hire designers, architects, and building contractors.
- An existing building designated for use as the basis of the center's facility is unlikely to meet all the facility specifications that you have developed, even if it is a former school building. An architect and designer will need to draw up renovation and expansion plans that meet the needs of the planned enrollment and programs to be offered.
- Constructing a new facility provides a great deal of opportunity to create exactly the space that is needed. Steering committee members and school system staff will need to work closely with designers and architects hired to ensure that the center's needs will be met.
- Determine if there are ways in which community members or volunteer labor can be helpful in the process. Organize a work day to clean up the site, prepare for renovation, or paint. Not only is volunteer labor helpful to the budget, but community involvement creates supporters and advocates for the future.
- Even if the building will not be ready for some time, it may be possible to begin a limited number dual enrollment career and technical education programs. Students could travel to the technical college campus, where the necessary teaching labs are available. The slower roll-out will function as a pilot in which dual enrollment agreements can be finalized and schedules adjusted.

Whitfield County constructed a 21st century learning environment. For example, food service kitchens were designed to be used for instructional purposes and a working childcare center was included. The large, open central core of the building is appropriate for holding large events.

Walton County organized a community work day, inviting volunteers from business and community partners and student organizations, to clean, remove trash, sort goods, and empty the old high school building before renovation began. The successful volunteer day spurred new partners to get involved in building renovation.

With completion of their facility a year away, the Douglas County partnership decided to offer a small number of dual enrollment programs—in health occupations, computer-aided drafting, and business education—to high school students in the interim.

Guideline: ACQUIRE EQUIPMENT, FURNISHINGS, AND SUPPLIES

Equipment for a center focused on the 21st century workforce must be up-to-date and equivalent to that used in the workplace. The search for funding during the Design phase should have resulted in some equipment commitments. Employers looking to the center to address their workforce needs have a vested interest in seeing that students are trained on the same equipment as that used in the workplace and so may make donations. Other sources of equipment, furnishings, and supplies include the school district, the technical college, the state Department of Education, and federal career and technical education funds. (See the Seek Funding section in Chapter 6: Design.)

- Equipment needs to be to industry standards and up-to-date with what is being used in the workplace to make education and training relevant. This means that it will likely need to be updated regularly in the future.
- Charter schools can apply for a one-time implementation grant from the State of Georgia, worth \$400,000 for start-ups. This is an important source of funding for supplies and furnishings. It may help with equipment needs, but is unlikely to cover the full cost of what is needed.
- Continue to approach and engage employers about the equipment needs of the center. They should be on the committees developing curricula and specifying the equipment needed for each program. Engaging them in the design process makes it easier to ask them for an in-kind equipment donation or funding to purchase appropriate equipment.
- The school district’s career and technical education funds, such as federal Perkins money, will be another source for equipping the center. It is possible that some existing equipment can be moved from a base high school to the new center if programs are being consolidated.
- The college should be able to provide the equipment for some of the dual enrollment programs being offered.

In Whitfield County, partners shared responsibility for equipping the dual enrollment program labs—Dalton State College equipped the electronics lab, the school district equipped the industrial maintenance lab, and the hospital furnished the healthcare lab.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Quality appropriate facilities in place and equipment in place before school is operational.		Use of traditional school facilities and technical equipment without input from business community.

B. DEVELOP GOVERNING STRUCTURE

In developing the governing structure for the center, a permanent entity such as a board of directors is needed to replace the steering committee that oversaw start-up. While the steering committee ideally represented many different stakeholders, the board must have very specific membership guidelines to ensure representative participation of each stakeholder. The board should be in place well before the center is operational and before any personnel decisions are made.

Guideline: *OUTLINE GOVERNING STRUCTURE*

You will need to designate a governing and oversight body for your center, most likely a board of directors, and determine how this board relates to the institutional partners of the joint venture.

- It will be helpful to determine how the center's board of directors relates to the board of directors of the technical college and the local board of education. While it will most likely be accountable to both of these bodies it needs some autonomy in its operation. To be most effective, it needs autonomy from both of these bodies. See the Central Educational Center Organizational Chart in Chapter 2: The CEC Experience for an example of a lateral relationship between these three boards.

Guideline: *DECIDE UPON THE ROLE OF THE BOARD OF DIRECTORS*

The board needs the power to set policy. It should have financial oversight of the center and will also function as the governing body for the non-profit organization created. The board will participate in hiring the center's CEO and will provide oversight to this individual. It can also function in an advisory capacity to the CEO. It should be engaged in personnel decisions for the center.

Guideline: *DETERMINE THE MAKE-UP OF THE BOARD*

The size and composition of the board are important decisions which must be described in the charter school agreement you will develop.

The CEC Board of Directors meets every other month to conduct strategic planning and reflect on progress. The board considers and advises on issues such as student attendance, busing schedules, tracking outcomes, resource acquisition and distribution, communications and marketing.

- The board will need to be large enough to represent all the important stakeholders, but if it is too large, decision-making will be challenging. A board with 15 to 20 members is likely to avoid both of these issues.
- If the center is to truly meet employer needs, it is recommended that the board of directors be at least fifty percent business representatives.

- Charter schools require that parents be involved in governance and they are important stakeholders, so must be given a number of seats. Charter regulations in Georgia no longer require that parents make up a majority of the board, and this is not recommended.

- Education representatives should not make up the majority of the board of directors, but both education partners need to be well-represented at multiple levels. The superintendent and technical college president should appoint their own representatives and center faculty from both

CEC's 17-member board of directors consists of:

- Six parents (two parents from each of the existing high schools)
- Six business representatives
 - one representing the chamber of commerce
 - one representing business-at-large
 - one representing large business (>100 employees)
 - one representing small business (<100 employees)
 - one representing the healthcare industry
 - one representing high-tech industries
- Five education representatives
 - one representing secondary faculty
 - one representing postsecondary faculty
 - one representing Coweta County School System
 - one representing West Central Technical College
 - one representing school counselors in Coweta County Schools

institutions should serve. A representative of the base high schools is another key stakeholder with an important perspective.

- The steering committee should also develop policy on the length of the terms that board members will serve along with term limits for board members. The by-laws should specify the number and titles of the officers of the board.

Guideline: *SELECT BOARD MEMBERS*

The steering committee will be engaged in selecting the initial membership of the board of directors, but should also develop a set of by-laws whereby each category of member will be nominated and approved in the future, among other things.

- Some members of the steering committee are likely to serve on the board as representatives of the various constituencies. This can bring helpful continuity in the transition from the planning group to the governing board.
- It is important to engage all stakeholders in nominating board members that represent their interests. For example, the chamber of commerce can nominate business representatives, the superintendent of schools and the technical college president should nominate their representatives, and secondary and postsecondary faculty can nominate their representatives. School counselors may be the best prepared to nominate parent representatives.
- Once the board is in place, it can elect its officers and, as a body, finalize by-laws and any other necessary operating agreements.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Appropriate governing structure in place before school is operational.		Parents too heavily represented at the expense of business on board of directors. Absence of true policy-making power for board.

C. DEVELOP A FLEXIBLE OPERATIONAL STRUCTURE

Discussions during the design phase should have determined how your center will acquire the necessary flexibilities in staffing, scheduling, and funding to operate as it needs to. Charter school status is optimal for this purpose and, ideally, you will have built community support for this option. If so, you are ready to apply for charter status. If that is not a possibility, it will be important to use this time to negotiate other sorts of flexibilities with the local school system and develop written agreements as to how they will be implemented.

Guideline: ACQUIRE CHARTER SCHOOL STATUS

It is time to go through the formal application process to receive charter school status. In Georgia, the charter and all of the documentation that must accompany it will be need to be submitted to your local board of education, which has 60 days to approve or deny the petition. If it is approved, it is sent to the state board of education for final approval. You should have already acquired 501(c)(3) status for your center and familiarized yourself with the resources available on the Georgia Department of Education website. If you are from another state, contact your Department of Education to learn the relevant application process.

- Draft a charter school agreement, using the Model Charter School Petition template found on the Georgia Department of Education’s website (http://public.doe.k12.ga.us/pea_charter.aspx?PageReq=CIAPCharterApplication) or one from your state. The objectives you have already written will be the core of your charter. In addition, you will need to describe the educational program including discipline and the granting of units and credentials, indicate how parents were involved in the development of the charter petition, and address the issues of governance, operations, personnel, facilities, and finances. See the most recent charter agreement submitted by CEC included at the end of this chapter as an example.
- Be sure to access the following documents on the Georgia Department of Education website:
 - Application Process
 - Checklist for Charter School Petitions
 - Charter Petition Cover Sheets
 If you are from another state, look for guidance on your state Department of Education website.
- Make sure that you continue in conversation with the superintendent and members of the local board of education during this entire process of charter development as their support is crucial.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Charter school status (optional).		Not granted charter.

D. HIRE PERSONNEL

It is important that most, if not all, of the personnel of the new center be in place during the development stage, well in advance of its opening. Ample time is needed for orientation to a very different learning environment, training in new instructional methods, developing work-based learning, and engaging in course development.

Guideline: *SELECT THE CEO*

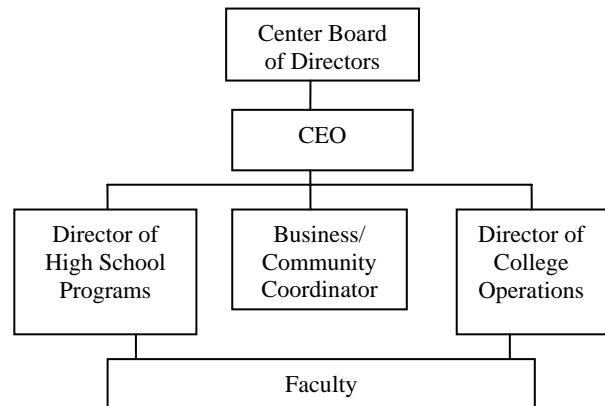
The CEO should be the first person hired. A natural candidate with strong business credentials may already be involved in the joint venture and have emerged as a leader. It is still important to use the job description established in the design phase and interview the candidate. If a natural leader has not emerged, the position should be advertised.

- The board of directors must be heavily involved in this task. If candidates have not emerged out of the design and development process to date, board members should approach potential candidates, asking them to apply.
- The board should conduct interviews with the candidates and recommend their choice to the school district and technical college for approval.
- The CEO will need to be formally hired by his or her employer of record, perhaps the school district, the local board of education, or the newly-created non-profit organization.

Guideline: *HIRE OTHER ADMINISTRATORS*

Other administrators will have more direct oversight than the CEO over the faculty at the new center. They should be brought on board in time to be part of those selection and hiring decisions. In particular, in partnership with the CEO, the college will need to appoint a director of operations to oversee the new campus and the school district will need to hire a principal to serve as director of high school operations. The director of business/community relations, who may also be a certified principal or assistant principal, should also be brought on at this stage to finalize the leadership team.

- The CEO may want to consult with the board of directors on hiring decisions for other administrators.



Guideline: *HIRE APPROPRIATE FACULTY*

Secondary faculty will be school district employees while postsecondary faculty will be hired by the technical college. It is likely that a number of faculty members will come from the existing high schools.

No net new high school teaching positions were created in the Coweta County School System when CEC opened. Since that time, new positions have been added as enrollment in career and technical education programs has increased.

- The positions will need to be advertised in the usual manner for the school district and the technical college. Instructors who have been involved in the curriculum development process for the new center are good candidates for taking up teaching positions. Recruiting within the school system for career and technical education instructors whose programs are being centralized, as well as academic instructors, who must be certified, is a good starting place.

- Spending time to make sure that potential faculty members are familiar with the goals of the new center and how it will operate is crucial to the recruitment process. It will likely not be enough just to advertise the positions without providing opportunities for potential candidates to learn more. Hold orientation events for anyone considering working at the new center. A comprehensive outreach effort serves many purposes including finding the best teachers for the new center, showing all teachers that they have an opportunity to be involved if desired, and broadly sharing information on the center itself.

Six meetings were held at Dalton State College for people who might want to work at the Whitfield Career Academy in December and January before opening. At each meeting, an orientation to the concept and all its components was provided. At one meeting educators were paired with business people and asked to come up with a lesson integrating both academic and technical instruction.

- It is important that existing high school faculty, particularly those who teach in the career and technical education classes being moved to the center, express a desire to teach at the center and go through the application and interview process like other candidates.
- Charter school status allows greater flexibility in the hiring process, including career and technical education faculty that have not taught in the K-12 system before. Students recognize and respond to real world experience in the field in which they are studying. Candidates from the world of business and industry who do not necessarily have teaching credentials should be solicited for positions for which the charter provides a waiver from certification.
- Technical college faculty will need to be interviewed by the administrative team in the same manner as high school instructors. They need to be excited about spending much of their teaching time with high school students.

In Coweta County, West Central Technical College hired CEC instructors on a full-day basis. The same faculty members teach high school dual enrollment courses during the day and adult classes at night.

- A rigorous interview process for faculty is important. The interview team should include all members of the center’s administrative team, as well as other teachers that have already been hired. Steering committee members from industry who worked on curriculum development should be involved in the review of applications and the recommendation of candidates as they will know best the skills, background knowledge and teaching styles that are needed to deliver the curriculum. Students can also assist in making difficult candidate choices.
- Ask for 360 degree references from successful candidates—from those taught, those worked for, and those worked with.
- Make sure to explain to candidates that they will need to commit to participating in professional development and training before the start of the new school year.

In Walton County, the administrators had two essentially equal candidates for one teaching position. They put them both before a class of students and asked which the students would choose.

“In hiring teachers, look for those who are expert in the technical field rather than best at traditional things like classroom management. Find someone passionate. Even a ‘dry’ presenter with passion should spark interest in their subject. It’s important that the teacher’s been through the process of getting you into the field.”
CEC students and graduates

Hiring criteria for teachers might include:

- Persuasive evidence of being a successful educator, i.e. student learning (This could be in formal K-12 or college education settings, but could also be demonstrated in adult education experiences in workplace training, the military, or volunteer roles in the community. In this definition, a student is a learner, no matter his/her age or context.)
- “Real world” experience related to the subject being taught
- Evidence of teaching and assessing work ethic in students
- Evidence of inspiring trust in students and other teachers
- Effective communication with students, peers and business
- Experience and ability in advising students on career issues
- Knows relevant industry and is able to anticipate changes and trends
- Teaches for student proficiency (mastery of competencies)
- Evidence of partnering with business and industry
- Experience collaborating with colleagues in teaching
- Goal of gaining nationwide respect for teaching work
- Initiates action to bring about continuous improvement
- Passion to pioneer in a new environment
- Genuine caring for young people
- Willingness to go above and beyond the usual—i.e. summer orientation activities

Guideline: *HIRE OTHER STAFF*

All necessary staff including a counselor and work-based learning coordinators should be sought during this development period. When recruitment presentations are made, all staff roles should be advertised.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Qualified, appropriate CEO, faculty, and staff in place before school is operational.		Assumption that leadership, faculty and staff can be hired immediately before opening.

E. DEVELOP THE EDUCATIONAL PROGRAM

Having personnel in place allows the educational program—including secondary and postsecondary career and technical education courses, work-based learning, work ethic instruction and assessment, and logistics—to be developed by those who will be responsible for offering and administering it. Instructors can develop the specific courses they will teach and work-based learning opportunities. Program advisory committees should also be established at this stage and they can provide some support to instructors in this process. Administrators will take responsibility for developing formal dual enrollment agreements and making organizational and policy decisions about dual enrollment, work ethic assessment, scheduling, and transportation.

Guideline: *FORMALIZE DUAL ENROLLMENT OPPORTUNITIES*

Having determined the dual enrollment programs and certifications to be offered, along with course articulations, in the design phase, formal agreements between the college and the school system need to be written. The dual enrollment agreement will need to cover all necessary elements such as scheduling, eligibility, the application and admissions process, grading, and costs to be covered.

- While the programs to be offered by the college have been determined, it is beneficial to determine how many high school students can enroll in each in a given semester, based on laboratory space available and any mandated faculty-student ratios.
- Determine the eligibility criteria for dual enrollment. For the most part, these are likely to be the same as that for adult entrants to the college, with the exception of the requirement to be a high school graduate. The school system may decide to apply other criteria, such as a minimum grade point average or an age requirement.
- In Georgia, students will need to pass the technical college entrance exam (the paper ASSET test or the computerized COMPASS). Consider creating a COMPASS testing facility, to be used by anyone in the county, as part of the new center. You will need to establish a retest policy for high school students. See the section on Dual Enrollment in Chapter 2: The CEC Experience for more information on the application process at CEC.
- Talk through all the logistics and organizational arrangements necessary for dual enrollment to take place. If the secondary and postsecondary institutions are co-located, transportation will not be an issue. Other issues to discuss and address in the written agreements include:

At CEC, dual enrollment is open to students who are at least 16 years of age, as this is the minimum age to qualify for the Georgia HOPE grant which pays their college tuition. A minimum GPA requirement was dropped in favor of reliance on college entrance test score and the discretion of the high school counselor. High school students are allowed to retake the college entrance exam every quarter if they don't pass.

- Costs: who will pay for high school student tuition, fees, and books, particularly those students not eligible for state funds.
- Enrollments: what is the minimum enrollment for a course to be offered; what is the policy for dropping a class after it has begun.
- Scheduling: dual enrollment classes will need to be offered on a high school semester schedule rather than the college's quarter schedule, and students will need to be able to complete entire certificate programs in one semester or two quarters. (See the section on Dual Enrollment in Chapter 2: The CEC Experience for more information on dual enrollment scheduling at CEC.)
- Grading and awarding of credits: whether students will receive letter or pass/fail grades, whether college grades will count towards high school GPA, and how quarter hours will be converted to Carnegie units.
- Parent communication: how will parents be informed of the scheduling and operational differences for their children enrolled in college courses.
- Graduation: how will students receiving college certifications be recognized.

In Coweta County, the dual enrollment classes offered at CEC are put in the West Central Technical College (WCTC) schedule of classes with the special quarter dates highlighted. High school students are given priority until a specific deadline. WCTC waived its \$25 application fee and \$35 per quarter technology fee for dually enrolled students. The college holds a ceremony the week before high school graduation in which all students who passed their dual enrollment classes that year receive their certificates.

- Determine if adults will be able to enroll in the same daytime college courses as high school students. As long as students have priority for the available places, there are benefits to having young people in the same classes as adult students. High school students often exhibit increased maturity around older peers and gain confidence from interacting with adults, which will be beneficial in the workplace.

Guideline: *CREATE PROGRAM ADVISORY COMMITTEES*

Program advisory committees should be created at this stage for each career and technical program being offered at the center. These committees, made up of business and employer representatives, will advise instructors on trends and needs in their industries, assisting in curriculum redevelopment, communicating changes in equipment needs, establishing work-based learning opportunities, and developing performance-based assessments.

- Committee members may be selected from employer representatives on the curriculum design subcommittees or from existing advisory committees serving technical programs at the base high school which are being consolidated to the new center. Others representative of local employers in the area can be invited to serve.
- Expectations as to the committees' role and frequency of meeting should be clearly defined. Advisory committees are usually led by instructors.

Guideline: *DEVELOP INDIVIDUAL COURSES*

Once faculty have been hired, they can participate in identifying the individual courses to be offered and developing their content.

- The classes to be offered should be listed in the district’s schedule in time for enrollment, usually four or five months before the fall semester begins. (See guideline below on Develop center schedule.)
- In addition to lesson plans, faculty will want to develop student projects and plan for performance-based instruction and assessment. (See section on Conduct Staff Orientation and Training for more information on this.)

Guideline: *DEVELOP WORK ETHIC ASSESSMENT*

More specific plans should be made for making work ethic an essential part of all instruction and a part of the culture of the center. A rubric for work ethic assessment will need to be developed. CEC’s work ethic evaluation and exceptions forms, a modified version of the technical college’s assessment rubric, are attached to the end of this section as examples. A decision should also be made on how work ethic grades will be recorded and reported and whether or how they will impact course grades.

At CEC, work ethic grades are separate from class grades, but show up on report cards. CEC produced a pamphlet to ask business leaders to request a transcript from prospective employees and look at the work ethic grade. At the Whitfield Career Academy, twenty-five percent of students’ class grades are based on work ethic and students receive a progress report showing work ethic achievement.

Guideline: *DEVELOP WORK-BASED LEARNING OPPORTUNITIES*

Work-based learning is a key part of the educational program of your new center. Whether you offer job shadowing, internships, or apprenticeships, it will be an intensive time commitment to establish and maintain sufficient work-based learning slots for all students who choose to participate. Work-based learning directors will need to be in place at this stage to cultivate business partnerships and make sure that work-based learning opportunities offer learning-rich environments for students. Such an environment is authentic in that it is the “real world,” allows students to learn and practice transferable skills, provides ongoing feedback from and interaction with adults, and offers a chance for students to demonstrate their skills and competencies.

- Much outreach will need to be done to ensure that there are enough placements in workplaces relevant to each of the programs being offered at the center. Work-based learning directors will need to call and meet with many local employers to explain the program. Beginning with job shadowing and unpaid internships allows skeptical employers to see the high caliber of the students. There are many reasons for employers to be involved in work-based learning, not the least of which is helping to train a ready workforce for their business or industry. Other benefits that accrue to businesses partnering with high schools include increased public awareness, a reputation of helping their community, and greater employee satisfaction.

- All work-based learning for the district should be consolidated to the new center. It can be annoying to employers to receive several calls from different high school coordinators trying to set up work-based learning opportunities. It is therefore important to have one central department for recruitment of work-based learning sites. The center's work-based learning directors can divide the responsibility by program areas.
- The technical college instructors will be responsible for setting up any necessary clinical rotation sites, such as in health occupations programs.
- Some businesses don't allow people under 18 years old to work there. Sometimes there can be a waiver for students.
- Develop formal agreements with the work-based learning sites. These can specify how many students can be placed there, the length and nature of the opportunities offered, and the expectations for the workplace supervisor, the student, and work-based learning director from the center.
- Work-based learning placements should be true learning experiences. On-site supervisors should be prepared to receive and follow a learning plan for each student placed there and give young people meaningful work. The supervisor will also need to evaluate the student's performance.
- Make applying for work-based learning as simple as possible for the students. One common application, covering all work-based learning programs, will be easier than separate applications for each program.

Guideline: *DEVELOP CENTER SCHEDULE*

A daily schedule for the center needs to be developed so that transportation and other district-wide support will be in place for opening.

- A block schedule may be the easiest way to organize classes at the center, due to the extended class hours needed to fit college classes into student schedules and due to the need for longer technical lab courses.
- For coordinating across the district, it may be easiest for the new center to produce a list of anticipated offerings for the base high school counselors to begin scheduling students. Later, the center's counselor can use this information to develop a tentative schedule for the center. The center will likely need to schedule academic core classes immediately before or after technical classes so that students can spend two consecutive blocks at the center.
- The center's daily schedule could start a little later than that of the base high schools and end a little earlier, if students take buses from home to their base high schools and vice versa. Make a number of bus trips from each of the base high schools to the new center

and back at different times of the day to get a realistic idea of the transportation time needed.

- Ensure that there is a lunch period of sufficient length for students to move between the center and their base high schools as well as eat. This time slot will also function as common planning time for center faculty and it is essential that instructors have an extended period to collaborate on teaching ideas, share lesson plans, discuss student needs, network, and receive professional development.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Relevant courses developed based on curriculum design and articulation and dual-enrollment agreements signed.		Absence of performance-based objectives for each course. (Presence of "knowledge-based" objectives.) Low level of real world simulation for courses.
Class schedule providing common planning time for faculty and the ability to complete postsecondary certifications within one semester.		Traditional school schedule. Lack of large block of time in which all faculty are free of teaching responsibilities.
Formal agreements between school and work-based business partnerships.		Few new work-based learning settings. Lack of collaboration.



WORK ETHIC EVALUATION FORM

Team Member NAME _____ SS# _____ Semester _____

COURSE TITLE _____ DIRECTOR _____

Grading Scale	Mid-Quarter				End-of Quarter			
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable
3 - 24-30 Exceeds Expectations								
2 - 20-23 Meets Expectations								
1 - 17-19 Needs Improvement								
0 - 0-16 Unacceptable								
Work Ethic Trait	Point Score				Point Score			
	3	2	1	0	3	2	1	0
Attendance: Attends class; arrives/leaves on time; notifies Director in advance of planned absences.								
Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.								
Teamwork: Respects the rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior.								
Appearance: Displays appropriate dress, grooming, hygiene, and etiquette.								
Attitude: Demonstrates a positive attitude; appears self-confident; has realistic expectation of self.								
Productivity: Follows safety practices; conserves materials; keeps work area neat and clean; follows directions and procedures; makes up assignments punctually; participates.								
Organizational Skills: Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.								
Communication: display appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills.								
Cooperation: Displays leadership skills; appropriately handles criticism, conflicts, and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.								
Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.								
SUBTOTAL								
TOTAL SCORE	[]				[]			
TEAM MEMBER'S GRADE	[]				FINAL GRADE:			
	[]				[]			

Explanation of Work Ethic Grades	
Exceeds Expectations:	Work ethic performance is exemplary. Team member has consistently demonstrated characteristics that will stand out in the work environment.
Meets Expectations:	All work ethic standards are met. The quality of team member's work ethic performance is that of a good employee in the normal work environment.
Needs Improvement:	Some standards are not met. Additional training in employability skills is recommended.
Unacceptable:	Work ethic performance was below average. Additional training in employability skills is a must if the team member is to survive in the work environment.



WORK ETHIC EVALUATION Exception Form

TEAM MEMBER NAME _____ SS# _____ Semester _____

POINTS ADDED OR DELETED PER WORK ETHIC TRAIT:

Exceeds Expectations (+1)

Needs Improvement (-1)

Unacceptable (-2)

____ Attendance ____ Character ____ Teamwork ____ Appearance ____ Attitude

____ Productivity ____ Organizational Skills ____ Communication ____ Cooperation ____ Respect

PROBLEM OR COMMENDATION:

TEAM MEMBER RESPONSE:

IMPROVEMENT PLAN:

Date for Review Session: _____

(Review may be scheduled for mid-quarter, or at any other designated time.)

_____/_____

Director

Team Member

OUTCOME OF REVIEW SESSION:

Points to be added or deleted, if any, from the Work Ethic Evaluation Form:

Exceeds Expectations (+1)

Needs Improvement (-1)

Unacceptable (-2)

____ Attendance ____ Character ____ Teamwork ____ Appearance ____ Attitude

____ Productivity ____ Organizational Skills ____ Communication ____ Cooperation ____ Respect

_____/_____/_____/_____

Director

Date

Team Member

Date

F. DEVELOP INFORMATION AND DATA SYSTEM

Center administrators will need to take the lead on putting an information and data system in place before students are registered to attend the center. They can build upon the indicators designed by the steering committee and will want to engage their faculty in the development process.

Guideline: *DEVELOP AN EVALUATION PLAN*

Administrators should develop a final set of goals and indicators, based on those outlined by the steering committee. Once all the indicators are identified, an evaluation plan, listing all the data that needs to be collected, can be written.

- Make sure that the plan is detailed, specifying precisely what data will be collected and when. It should also explain who will collect the data. For example, while course grades and graduation test results will come from the school district, satisfaction surveys will need to be administered at the center.

Guideline: *DEVELOP A DATA STORAGE SYSTEM*

A database for the center will be needed. The school district has a data system, as does the technical college, but it may make the most sense for the center to establish one that is independent of both the secondary school and technical college systems. Any independent system will need to be able to link to or import data from both of these systems.

- Involve the data professionals from the school district and the college in the decision of how to store data on center students. In particular, school district employees can advise on whether the district office will be able to meet the center's data reporting needs, perhaps through creating a special section or query within the larger system database that isolates the center students and adds additional indicators. Data such as work ethic grades and dual enrollment status is not typically recorded in the district system. The district's data specialists can also determine whether they have time to do special data runs to create reports for the center.
- If the district is not able to easily respond to the center's data needs, consider installing an independent database. The data professionals from the district and the college can advise on the choice of database to ensure that data will easily transfer between systems. Look for a corporate partner willing to provide the database software and some of the programming needed to set it up.
- One valuable reason to have an independent database at the center is for long-term storage of student records. Once individuals graduate, information on their high school career may be deleted from the school district's records over time. The center may want access to that data indefinitely, as evaluators conduct follow-up of graduates and wish to make connections to their high school experiences.

Guideline: *DEVELOP DATA-SHARING AND REPORTING SYSTEMS*

Much of the data that the center will need is already collected and housed at the district level or with the college. Center administrators will want to clarify how data from the district data office will be shared. The center will need a process for accessing the data on its students and either transferring the information to its own database or getting timely and specific reports from the district office.

- Someone at the center will need to be given responsibility for data collection beyond that done by the district (such as satisfaction surveys), storage, and reporting, no matter where the data is housed. Most likely a member of the administrative team should take this role. Instructors will need to be briefed on their responsibilities for data reporting and collection as well.
- Data sharing should include the transfer of a student’s complete record so that a student’s academic performance before taking classes at the center can be compared to later grades.

Guideline: *CONSIDER HIRING AN EVALUATOR*

The center may benefit from bringing an outside evaluator or researcher on board. If such a person is to be used, bringing them in the early stages is very important so that they can help plan the information and data systems of the new venture. This will facilitate data collection and analysis. Colleges and universities are good sources of evaluators. Private evaluators or firms are also available.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Protocols, database, and data collection process to assess satisfaction and student performance.		No appropriate database or data collection instruments in place. Reliance on school system to collect data needed.

G. CONDUCT STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Professional development is important for staff at any school. With the innovations planned, it will be crucial for the new center. In addition to ongoing support and opportunities, an orientation session and most likely some training in performance-based instruction for the secondary faculty will need to be scheduled before the center opens. Even veteran teachers will need to be acclimated to new ways of operating. Both secondary and postsecondary instructors will need to become accustomed to the culture of the new center which will be different than either of their usual environments.

Guideline: *PROVIDE ORIENTATION*

An orientation session is an opportunity to bring the entire faculty and staff together to meet one another and begin to coalesce as a team, develop a common vision and philosophy for the center, present center logistics and policies, and share management and leadership practices.

- An orientation should begin with the educational philosophy and history of developing the center.
- Building a common vision for the team will be made easier by carefully selecting staff who agree with the vision before coming to the center. Articulating that vision and coming to consensus on how it will be implemented will be an important part of orientation. All staff must have the opportunity to provide input to this process.
- The culture of the center will be very important to its operation and very different from that of traditional education. The CEO and other members of the administrative team will likely rely on the center's culture to enable them to manage its staff and operations. It will need to be a culture in which faculty, staff, and students feel empowered and take leadership and initiative. The management team should describe the culture they hope to create with staff and discuss how it will impact their style of administration.
- The orientation is a good time to go over center logistics and explain what will be expected of faculty, including collaboration, curriculum integration, and participation in common planning time.

Guideline: *CONDUCT TRAINING WITH FACULTY*

Because instructional methods and curriculum or course development at the new center will be different from that in traditional schools, instructors will need training in these areas. At least a week should be scheduled in the summer, before the start of school. If at all possible, postsecondary faculty should join the secondary faculty for this time.

- A number of aspects of instruction will likely be somewhat unfamiliar to faculty, particularly those teaching core academic courses. The trainers will need to spend time going over dual enrollment programs, work ethic instruction, curriculum integration,

project-based learning, work-based learning, and performance-based assessment. (See Chapter 3: Essential Elements of CEC for more information on each of these.)

- Training in instructional science and performance-based instruction, which describes how things should be taught in order to maximize retention and application, will need to be a focus of training as it is not familiar material to educators. Joe Harless' *The Eden Conspiracy* will be helpful in providing an orientation to instructional science.
- Faculty from academic and technical areas, as well as secondary and post-secondary, should also spend time in planning how to integrate the information and skills learned in each class. Technical teachers should be working closely with their program advisory groups to dissect the standards and competencies to be taught in their courses.

School administrators in Douglas County developed 100-hour course providing 10 professional learning credits for teachers, administrators, and counselors in preparation for opening the new center. Topics to be offered include:

- Team building—building a professional learning community
- Seamless education—tech prep/postsecondary options
- Higher expectations—High Schools that Work concepts
- Project-based learning—analyzing student work, rubrics
- Live work vs. textbook knowledge
- Integration of academics and technical education
- Career paths—helping students plan a career path
- Recruitment of students—earning potential, career path, benefits for all
- Collaboration of regular and special education
- Grading—J curve vs. S curve

- It may be useful to have faculty, counselors, or administrators from one of the centers mentioned in this guide speak to your faculty and staff as they are well position to allay fears and answer questions about how it may actually work.

Guideline: *DEVELOP ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES*

Professional development should be an ongoing process with extended formal training at least annually. Professional development should be relevant and appropriate, geared to actual needs of teachers and the center.

- Common planning time will provide opportunities for professional learning and development, sharing best practices, faculty collaboration across disciplines or levels, assessment and evaluation, staff meetings, and the development of action research. A list of possible books to assist with professional development is provided on the next page.
- While some professional development opportunities will be created by the director of high school programs, this is an

CEC faculty have the opportunity to join professional learning communities—groups of faculty that read a book and meet one day a week during common planning time to discuss how it applies to their school.

area in which faculty should be encouraged and empowered to take leadership.

Recommended Reading List for Administrators and Faculty

Developing Professional Learning Communities:

Eaker, Robert, Richard Dufur, and Rebecca Burnette. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*. National Educational Service.

Competency Attainment vs. Grading:

Canady, Robert Lynn and Michael D. Rettig (eds.). (1996). *Teaching in the Block: Strategies for Engaging Active Learners*. Larchmont, NY: Eye on Education, Inc.

Marzano, Robert J. (2000). *Transforming Classroom Grading*. Association for Supervision and Curriculum Development.

Curriculum Development:

Wiggins, Grant and Jay McTighe. (2005). *Understanding by Design*. Association for Supervision and Curriculum Development.

Improving Instruction:

Parnell, Dale P. (1995). *Why Do I Have to Learn This? Teaching Children the Way They Learn*. Waco, TX: CORD Communications.

School Culture and Best Practice:

Collins, Jim. (2001). *Good to Great: Why Some Companies Make the Leap...and Others Don't*. NY: HarperBusiness.

Marzano, Robert J. (2003). *What Works in Schools: Translating Research into Action*. Association for Supervision and Curriculum Development.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Faculty has thorough understanding of school culture and operation and skills in performance-based instruction (x number of training hours).		Insufficient time spent orienting faculty and staff to the vision, culture and operation of the school. Lack of provision for extensive faculty training in the design and delivery of performance-based instruction. Poor performance of faculty during faculty training and/or overt rejection of performance-based philosophy of education.

H. ENROLL STUDENTS

Recruitment of students will need to begin months before the center will open, as they will need to register for classes in the winter or spring before it opens. High school students, their parents, and their high school teachers and counselors will need to have a thorough understanding of what the new center is and the value of its offerings.

Guideline: *MARKET THE NEW CENTER TO STUDENTS AND PARENTS*

- Define a consistent message for your marketing that can be used with all audiences and by everyone representing the new center. Early college opportunities is one theme that may have broad appeal.
- Before you can effectively reach students, their teachers and counselors will need to be educated about the purpose of the new center and the sort of students it will enroll. Attending faculty meetings at the base high schools is one opportunity to reach this audience. The extent to which teachers at the base high schools get information on the center is likely to be reflected in student enrollment numbers from their schools.
- Being included on the agenda of open houses at the base high school is one opportunity to share the vision of the new center with the school community, students, and their parents.
- Use multiple methods to communicate the opportunities that the school offers to students. A mailing will ensure that information is received by every student and household. Presentations in high school classes will be important to engage students face-to-face, answer questions, and convince them of the benefits of attending.
- Frame the messages in ways that appeal to young people, using movies, songs, or television shows that they like. Invite a representative from the college to assist in marketing dual enrollment opportunities. Have other students speak to student groups or provide tours of the new facility. Explain any special benefits that center students will enjoy—such as leaving campus to go where they choose for lunch.
- Hold parent meetings on the new center in the evenings at the base high schools to help them understand the opportunity. Explain the message of what the school is and what it will

Every high school student in Whitfield County received a postcard announcing the opening of the Whitfield Career Academy (WCA), which described the programs to be offered and provided an application deadline. The WCA CEO made presentations in high school classes and at open houses. High school ambassadors—one senior from each high school wearing a letterman's jacket—led tours of the new WCA facility and spoke about it to other students.

In Walton County, the CEO developed a PowerPoint for marketing to students with the assistance of a teenager. It included clips from the popular movie *Napoleon Dynamite* and explained how the new center would offer a free car and free laptops through a drawing for those earning college certifications.

do for their son or daughter. Data on job opportunities and income potential for those with technical training may be helpful with this audience. These meetings will also allow you to learn what concerns parents have about their children attending the center and address them.

Guideline: *FINALIZE STUDENT SCHEDULING*

While offerings and a tentative schedule will have been developed before registration, the task of making the center's schedule work for the individual students that will be taking classes there will be challenging and time-consuming.

- Counselors and/or administrators from the base high schools and the new center will need to work closely with one another and be in nearly constant communication.
- The students who will be attending the new center may need to be hand-scheduled by the counselors. A process and order for finalizing the schedule of each school should be developed.
- Policies for determining priority for student enrollments in particular courses will need to be created.

For technical programs at CEC in which more students wish to enroll than there are places available, an equal number of places are given to students from each of the three base high schools. Seniors are usually given priority for these classes and a list of others to be given priority the next semester is retained.

Sample Charter Agreement

CHARTER SCHOOL AGREEMENT

THIS AGREEMENT AND CHARTER (“Agreement”) executed this 11th day of November, 2003, to be effective July 1, 2004, by and between the Coweta County Board of Education (hereinafter "Local Board"), the State Board of Education (hereinafter “State Board”) and Central Educational Center (CEC) (hereinafter “Charter School”). The Charter School will continue operations that began in the year 2000 following a Charter approval in 1999. The Charter School represents a cooperative partnership among local business and industry, the Coweta County School System and West Central Technical College. Such other partners may be added, during the term of this Agreement, upon approval by the Board of Directors (the Directors).

In consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

1. Charter Approval: Subject to the final approval of the State Board of Education and to any other condition contained herein, the Charter School is hereby granted a public school charter in accordance with the Charter Schools Act of 1998, as is in effect as of July 1, 2004 and the terms and conditions of this Agreement, to operate a charter school as described herein.
2. Term of the Agreement: This Agreement shall commence on July 1, 2004 and shall expire at midnight, June 30, 2009, unless terminated pursuant to the terms hereof. This charter may be renewed for one additional term of five years if agreed to in writing by all parties.
3. Control and Management: The Charter School shall be subject to the control and management of the Local Board in a manner consistent with the Charter Schools Act of 1998 as that Act may be amended and the Constitution of the State of Georgia.
4. Public School: The Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia, which is not home based and which shall be primarily located in the facility at 160 Martin Luther King, Drive, Newnan, Georgia and at such other satellite locations within Coweta County as shall be approved by the Local Board listed herein. The Charter School shall be an extension of the then-existing high school programs in Coweta County (for the purpose of gaining full FTE funding) and so, while a start-up, under the law as it currently exists, the Charter School will incorporate as a not-for-profit corporation as required by the State Board (see Articles of Incorporation in Exhibit XIII).
 - a. The primary contact for the Charter School, in relation to this petition, shall be:
CEO
Address: 160 Martin Luther King, Jr., Drive, Newnan, Georgia 30263
Phone: 678.423.2000

5. Educational Program: The Charter School shall:

a. The Charter School shall be organized as an extension of the programs of the then-existing high schools in Coweta County, as an extension of West Central Technical College (a participating partner under agreement with the Local Board), with a focus toward integrating academics and advanced career/technical education programs. Coweta County students in grades 8-12 (ages 13-20) are the primary students to be served with an emphasis on Coweta County students in grades 9-12. (In the event that the Local Board approves satellite locations, students served may include students from other local school systems upon agreement between the Local Board and Boards of Education from other local systems.) The Charter School's mission will be taken from research done in the local community and commissioned by the local business community. That mission, "Ensure a viable 21st century workforce" is described more fully in the Charter School's Strategic Plan attached to this petition as Exhibit I. Students with special needs and disabilities will be served by the Coweta County School System, as directed by the Local Board, with appropriate services provided at the Charter School in keeping with the Charter School's Mission and the resources provided by the Local Board.

For students with disabilities, the Charter School will provide state and federally mandated services as follows: Related Vocational Instruction services shall be provided to assist students with Individualized Educational Programs (IEP), upon review by a committee including credentialed professionals from Coweta County Schools and representatives from the Charter School, to excel in the Charter School.

b. The focus of the curriculum shall be the integration of academics and advanced technical/career education. Students shall be advised toward a "major" (See Career Planning Guide, Exhibit V) and secondary and post-secondary programs shall be seamlessly linked. Instructional methods shall have a bias toward "project-based" instruction. The secondary curriculum shall lead to both post-secondary curriculum choices and to work-based learning opportunities. Various research has been conducted (qualitative and quantitative) on such focused curriculum. Those research reports including the Charter School's initial years of operation (2000-2003) are included as Exhibit II.

c. The Charter School's performance-based goals will be the following:

- i. The Charter School will cause Coweta County Schools to exceed the majority of USDE benchmarks in Perkins's accountability measures in Years 1-5 of this Agreement.
- ii. The Charter School will cause Coweta County Schools to produce graduates whose high school diplomas have dual seals. The number of dual seal diplomas will be substantially the same as are the number of college prep diplomas in Years 1-5 of this Agreement.
- iii. The Charter School will cause the percentage of Coweta County students dual-enrolled in technical college programs to increase in Years 1-5 of this Agreement.

- iv. The Charter School will increase the number of Coweta County students in work-based learning programs by 25% during the period of this Agreement.

d. During the years 1997-2000, parents, members of the community and other interested parties were directly and substantially involved in developing the original petition. During the years 2000-2003, parents, members of the community and other interested parties were directly and substantially involved in developing this petition. Highlights of this involvement include the following.

- i. A needs assessment (mail) survey (the survey) was administered to gauge the community's desire for the inclusion of particular programs in the Charter School curriculum. Results were used to determine what career technical education programs to include. (1997)
- ii. A community-based group, the "Steering Committee" was formed and applied the results of the survey to develop the original organization and design of the Charter School. That Steering Committee was succeeded by the Charter School's Board of Directors (the Directors), the governing body of the Charter School, who are composed of 17 community members including:
 - A. 9 parents to represent each of the three high schools in Coweta County (3 parents from each of the three high schools);
 - B. 4 business community representatives including representatives from each of
 - the Newnan-Coweta Chamber of Commerce
 - business-at-large
 - large business (more than 100 employees)
 - small business (less than 100 employees);
 - C. 2 representatives from the Charter School faculty with one from each of
 - Charter School secondary faculty
 - Charter School post-secondary faculty;
 - D. 1 representative from the Coweta County School System; and,
 - E. 1 representative from West Central Technical College.

The current board members are listed in Exhibit XIII.

- iii. Business leaders and parents, along with faculty members and students, have been involved in establishing the Charter School's discipline policies. A copy of the current policies is included as Exhibit III.
- iv. Business leaders and parents, along with faculty members and students, have been involved in establishing the Charter School's innovative work-based learning programs. A copy of the most recent annual report of work-based learning programs is attached as Exhibit VIII.

- v. Business leaders have been involved in developing advisory committees that assist career technical programs in continuous improvement actions. The list of advisory committees currently existing is attached as Exhibit IV.
- vi. The Directors have commissioned the development of a Strategic Plan, previously referred to as Exhibit I. The Directors gathered input from parents, faculty, business leaders and students in the development of the Strategic Plan. In addition, the Directors caused the gauging of the feasibility of the Strategic Plan in a Feasibility Study (also included in Exhibit I) in which some 40 community leaders were specifically interviewed.

e. Parents, members of the community and other interested parties will be involved in the school as follows:

A similar protocol for involvement shall be used in the next five year period for the Charter School. Changes and additions will include Directors composition and gathering of more data from students and faculty.

- i. The Board will be composed of, as soon as is practical following the commencement of this Agreement

Six parents (two parents from each of the existing high schools)

Six business representatives

- one representing the Newnan-Coweta Chamber of Commerce
- one representing business-at-large
- one representing large business (greater than 100 employees)
- one representing small business (less than 100 employees)
- one representing the healthcare industry
- one representing high-tech industries

Five education representatives

- one representing Secondary Faculty
- one representing Post-Secondary Faculty
- one representing Coweta County School System
- one representing West Central Technical College
- one representing School Counselors in Coweta County Schools

Students will be surveyed in secondary and post-secondary using a protocol developed by the post-secondary system.

f. Address rules and procedures concerning student discipline and dismissal, including the school's code of conduct.

The Charter School's rules and procedures concerning student discipline have been attached as Exhibit III. These rules and procedures have been established in light of the original Needs Assessment and its focus on "Work Ethic." The community has asked the Charter School to make this a primary focus, alongside curriculum, and the Charter School has responded. Since the Charter School is an extension of Coweta County high schools, as previously described, there is no "dismissal" but merely a prohibition against enjoying the use of the Charter School. Such prohibitions have rarely been used during the 2000-2003 operating years.

g. The credits or units, and the completion credential, to be earned are as follows:

The Charter will not grant units or completion credentials. Those will be awarded as Carnegie Units and as High School Diplomas by the Coweta County high schools in which each student is enrolled. In addition, students shall be awarded technical college certificates, diplomas and or associate degrees based on standards established by the Department of Technical and Adult Education.

6. Grades and Schedule: The Charter School shall provide instruction to pupils in grades 8 through 12, according to the schedule attached hereto for informational purposes only as Exhibit VI. The range in ages of students of the Charter School shall be 13 through 20.
7. Attendance Zone: The attendance zone for the Charter School shall be as follows: Students enrolled in Coweta County Schools shall be entitled to attend. As well, if the Local Board reaches agreements with other local boards, representing local school systems, the attendance zone may be expanded to account for satellite locations established.
8. Enrollment and Attendance Information: Pursuant to the preferences set forth above in Paragraph 7, the Charter School shall enroll any student (including students with disabilities and ESOL students) who resides in the designated attendance zone and who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such case, all such applicants shall have an equal chance of being admitted through a random selection process unless otherwise prohibited by law; provided, however, that the Charter School shall give enrollment preference to students who reside in the attendance zone pursuant to the preferences set forth above in Paragraph 7.

The rules and procedures concerning admission of students, including the process for the random selection, will be as follows:

The Charter School shall follow the admission policies of the Coweta County School System. Students shall enroll in the Charter School by enrolling in a Coweta County school. Random selection will be based on providing preference to those previously enrolled, and to those whose graduation is jeopardized because their high school programs of study will be incomplete without being admitted to attendance. The Charter School shall not have its own separate enrollment.

9. Non Discrimination: The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or for special educational services. Furthermore, the Charter School shall not discriminate on any basis that would be illegal if used by a school system.
10. Student Withdrawal: A student may withdraw without penalty from the Charter School. This does not withdraw that student from enrollment in a local school in the Coweta County School System. Also, a student may withdraw without penalty from the Charter School and enroll in a school in the system in which the student resides, pursuant to the rules and regulations of that school system.
11. School Evaluation Procedures: The most recent Annual Report is included as Exhibit VII. A similarly styled report, based on describing performance against the Indicators described previously in this Agreement, shall be developed and made available to the community.
12. Transportation: The Coweta County School System shall provide bus service between the high schools in Coweta County and the Charter School for the Charter School. Charter School students shall have access to this service.
13. Food Service: The Coweta County School System shall provide food service at the Charter School and at all high schools in Coweta County. Charter School students shall have access to such food service either at the high schools, at the Charter School, or at their choice of either location.
14. Governance and Operation: The Charter School shall utilize a policymaking board, which shall be subject to the provisions of O.C.G.A. § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records). The role, function, and composition of the board shall be as follows:
 - A. Six parents (two parents from each of the existing high schools)
 - B. Six business representatives
 - i. one representing the Newnan-Coweta Chamber of Commerce
 - ii. one representing business-at-large
 - iii. one representing large business (greater than 100 employees)
 - iv. one representing small business (less than 100 employees)
 - v. one representing the healthcare industry
 - vi. one representing high-tech industries
 - C. Five education representatives
 - i. one representing Secondary Faculty
 - ii. one representing Post-Secondary Faculty
 - iii. one representing Coweta County School System
 - iv. one representing West Central Technical College
 - v. one representing School Counselors in Coweta County Schools

The Board of Directors will be the governing body of the Charter School subject to the control and management of the Local Board, subject to the management of the West

Central Technical College Board of Directors and subject to the spirit of the partnership among local business and industry, the Coweta County School System and West Central Technical College. The Directors shall meet at least six times annually in regularly scheduled session. The Directors shall, at such meetings, and in such other sessions as may be called from time to time, focus on the achievement of the measurements indicated in this Agreement. As well, the Directors shall focus on the achievement of Strategic Plan objectives. The CEO shall be responsible for recommending to the Local Board personnel decisions as related to school system employees and shall report such decisions to the Directors. The Local Board with the approval of the Directors shall be responsible for the selection of the CEO. The Local Board with the approval of the Directors shall be responsible for the annual evaluation and re-employment of the CEO.

The process for selecting members to serve on this board shall be as follows:

The Charter School Counselor shall be responsible to nominate parents to the Board of Directors. Nominations shall be approved by the CEO, the Superintendent and then by a majority vote of the Directors.

The Newnan-Coweta Chamber of Commerce shall be responsible to nominate business representatives to the Board of Directors. Nominations shall be approved by the CEO, the Superintendent and then by a majority vote of the Directors.

The secondary faculty of the Charter School shall be responsible to nominate a representative to the Board of Directors. Nominations shall be approved by the Director of the High School Program, by the CEO and then by a majority vote of the Directors.

The post-secondary faculty of the Charter School shall be responsible to nominate a representative to the Board of Directors. Nominations shall be approved by the Director of College operations, by the CEO and then by a majority vote of the Directors.

The Superintendent of the Coweta County School System shall be responsible to nominate a representative to the Board of Directors. The Superintendent shall present the nomination to the CEO, who must approve and present to the Board of Directors for approval by a majority vote.

The Coweta County School System shall be responsible to nominate a school counselor, from among schools in the Coweta County School System, to the Board of Directors. Such nomination shall be made to the Director of High School Program for approval. Upon such approval, the CEO shall approve the nomination and present to the Board of Directors for approval by a majority vote.

The President of West Central Technical College shall be responsible to nominate a representative to the Board of Directors. The CEO shall approve the nomination and present to the Board of Directors for approval by a majority vote.

Directors shall be nominated in October for approval at a November meeting. Directors shall serve two-year terms. The term limit for parents shall extend for four years as long as the parents have children who attend the Charter School. The term limit for business representatives shall extend for six years. The term limit for educators shall extend for four years.

Because the Directors have been established for some period of time, a mechanism to stagger Board terms has already been established. There is no longer a need for terms longer than two years.

Officers of the Directors shall be elected at the January meeting during which new Board members are joining the Board. Officers shall serve for a one-year term and can succeed themselves for one additional year. Following a year not serving as an officer, a previously elected officer can be re-nominated to serve in an officer role.

There shall be a Chair, a Vice-Chair, and a Recording Secretary elected among officers of the Directors.

At the first meeting of the Directors, following the commencement period of this Agreement, the Directors shall adopt updated By-laws that shall describe the duties of the officers and such other particulars as deemed relevant by the Directors as long as such By-laws are consistent with this Agreement. Among other things, the By-laws shall describe cause for removing a Director, a process for accepting the resignation of a Director, and ways to replace such Directors. In all cases, the above-described nominating process shall be utilized, as possible, in replacing Directors who have been removed or resigned.

15. Personnel: The CEO is directly accountable to the Board of Directors for the performance of the Charter School. The CEO's primary role shall be the continuous improvement of the partnership that creates the Charter School and of the programs included as a part of the Charter School.

The Coweta County School System will assist the CEO in the recruitment of secondary teachers. Hiring, compensation, evaluation, and termination of system employees is a function of the Local Board as recommended by the CEO and the Superintendent. The CEO shall be advised of personnel decisions made by West Central Technical College and shall have discussions with the College about such decisions as practical.

The CEO shall have the assistance of, as direct reports, the following positions.

A Director of High School Programs who shall be directly responsible for secondary personnel, scheduling of classes, and such other duties as may from time to time be assigned by the CEO in consultation with the Coweta County School System;

A Business-Community Coordinator/Director who shall be directly responsible for describing the Charter School to the business community, gathering the support of the business community, and such other duties as may from time to time be assigned by the CEO in consultation with the Coweta County School System.

The CEO shall also be supported by a Director of College Operations who reports directly to West Central Technical College.

Secondary teachers shall be employed on the payroll of the Coweta County School System with such salaries and benefits as may be provided to any comparable School System teachers. The Coweta County School System will assist in the recruitment, hiring, compensation, evaluation and termination of such teachers. Certification may not be a requirement for career technical teaching positions as long as appropriate work experience shall be substituted. Where appropriate work experience is substituted, the State shall reimburse the Coweta County School System for such work experience as if the teacher had at least a Bachelor Degree (if less than a Bachelor Degree is held by the teacher) plus appropriate years of work experience (up to the maximum years of experience upon which the State typically reimburses the Coweta County School System for teachers). Where an advanced degree is held by the non-certificated teacher, the State shall reimburse the Coweta County School System for such degree plus appropriate years of work experience. The State shall reimburse the Coweta County School System for the administrative positions known as Director of High School Programs and Business Community Coordinator/Director as would be the reimbursement for High School Principal roles.

Personnel employed by West Central Technical College, and working at the Charter School, shall meet the requirements of the Department of Technical and Adult Education for employment. West Central Technical College shall be responsible for recruitment, hiring, compensation, evaluation and termination of such teachers.

All personnel employed by the Charter School (as employees of the Coweta County School System) shall be fingerprinted and have a criminal record check prior to employment as required by Georgia law.

16. Facility: The main facilities for the Charter School shall be located in that facility known as Central Educational Center and located at 160 Martin Luther King, Jr., Drive, Newnan, Georgia. This facility has been owned and operated by the Coweta County School System since its initial construction in the 1950's. As Exhibit IX included are evidence of ownership, and evidence that the facility is in compliance with codes providing for its occupancy. This facility may be altered or expanded by the Coweta County School System. Such alteration or expansion shall be in compliance with then existing occupancy rules and codes. Upon approval by the Coweta County School System, satellite facilities may be utilized for the operation of the Charter School when such facilities are in compliance with then existing occupancy rules and codes.
17. Financial Policies, Procedures and Controls: The financial policies, procedures and controls for the Charter School shall be provided by the Coweta County School System and by West Central Technical College. The Charter School shall be operated, within such financial policies, procedures and controls as a satellite location for the School System and for the College. Funds shall be distributed to the Charter School on a pro-rata basis based on the share of time a student attends the Charter School during the School day.

The Charter School has only been assigned such assets as are needed to operate according to its current Charter Agreement. Such assets are owned by the Coweta County School System or by West Central Technical College for the specific benefit of the Charter School.

Exhibit X provides for a budget for the full term of this Agreement.

Financial audits will be conducted as such audits are conducted from time to time by either and both of the Coweta County School System and West Central Technical College.

18. Budget: The Charter School shall operate according to the budget attached hereto as Exhibit X and as such budget may from time to time be revised. Such budget includes secondary program dollars provided by the Coweta County School System

The Budget must be for the full term of the proposed charter.

19. The Annual Funding Amount and Per-Pupil Allocation: The State Board will allow the Charter School to report its FTE as an extension of high schools in Coweta County for the purpose of gaining full FTE funding. Funding amounts and per-pupil allocations shall be the same as those provided to all Coweta County high school students and shall be allocated to the Charter School based on the pro-rata share of the school day the student attends the Charter School.
20. Payment: The Coweta County School System will handle all payroll for secondary employees and so the Charter School, will, of necessity, be paid from both State and Local Boards as is any other Coweta County school.
21. Tuition and Fees: The Charter School shall not charge tuition or fees to any student except as may be authorized for local boards by O.C.G.A. § 20-2-133. Reasonable fees may be charged for after-school programs.
22. Outside Funding: The Charter School may accept charitable donations on behalf of the Charter School. Such charitable donations shall not change the financial obligations discussed in Paragraphs 19 and 20 above.
23. Purchase Agreement: The Local Board and the Charter School may enter into a purchase agreement or agreements providing for the purchase by the Charter School from the Local Board of certain goods, services and materials in connection with the operation of the Charter School.
24. Maintenance of Corporate Status and Good Standing: The Charter School will be organized and will be operated as a nonprofit corporation under the laws of Georgia. The Charter School shall at all times maintain itself as a Georgia not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Georgia, shall remain in good standing under the laws of the State of Georgia, and shall make all required filings in a timely manner with the Georgia Secretary of State. The Charter School's Articles of Incorporation (see Exhibit XIII), a Certificate of Incorporation evidencing its incorporation as a nonprofit, its Bylaws and amendments or modification thereto will be forwarded to all approving parties as Exhibits to this Agreement prior to the Commencement date.

25. Waiver Requests: (See also Exhibit XI – Waiver Requests and Exhibit XII – Full Waiver). Except for The Charter Schools Act of 1998 and O.C.G.A. 20-2-211(e)(fingerprinting and criminal background check), the Charter School shall be exempt from all Local Board of Education and State Board of Education Policies, Regulations, and Procedures and from provisions of Title 20 of the Official Code of Georgia Annotated that are in conflict with the provisions of this agreement.
26. Compliance with Laws and Regulations: The Charter School shall comply with all federal, state and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct. Furthermore, the Charter School shall be subject to all laws relating to unlawful conduct in or near a public school; the provisions of Part 3 of Article 2 of Charter 14 of this title; and all reporting requirement of O.C.G.A. § 20-2-320.
27. Insurance: Without waiving any protections afforded public school employees under the doctrine of sovereign immunity or as otherwise provided by law, the Charter School shall be insured as follows:
- The Coweta County School System shall provide all such insurance provided for any school in the Coweta County School System. In addition, Directors of the Charter School shall be made a part of liability insurance provided to members of the Local Board.
28. Disclaimer of Liability: The CEC Board of Directors will operate as a subordinate body of the Coweta County School Board. As such it will adopt the Liability and Bonding procedures in place for the School Board. Insurance policies will be extended to provide for like coverage.
- The Coweta County School system will extend liability coverage to school system employees as it does for all other schools within its system.
- The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Local Board or State Board to any third party except as properly authorized to do so.
29. Amendments: This Agreement may be amended upon the approval of the Local Board, the State Board, and a majority of the policymaking body of the Charter School and upon fulfilling any other obligation as set forth in the Charter School Act of 1998.
30. Severability: In the event that any provision of this Agreement or the application hereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

31. Delegation: The parties agree and acknowledge that the functions and powers of each party may be exercised only by each party and may not be delegated to a third party without written agreement by the Local Board, the State Board and the policymaking body of the Charter School.
32. Appendices Incorporated by Reference: The exhibits attached to this Agreement and Charter are incorporated herein by reference and made a part hereof, unless specifically stated otherwise.
33. Governing Law: This Agreement shall be governed by, subject to and construed under the laws of the State of Georgia.
34. Termination: The Charter School's charter may be terminated for any of the reasons set forth in O.C.G.A. § 20-2-2068.

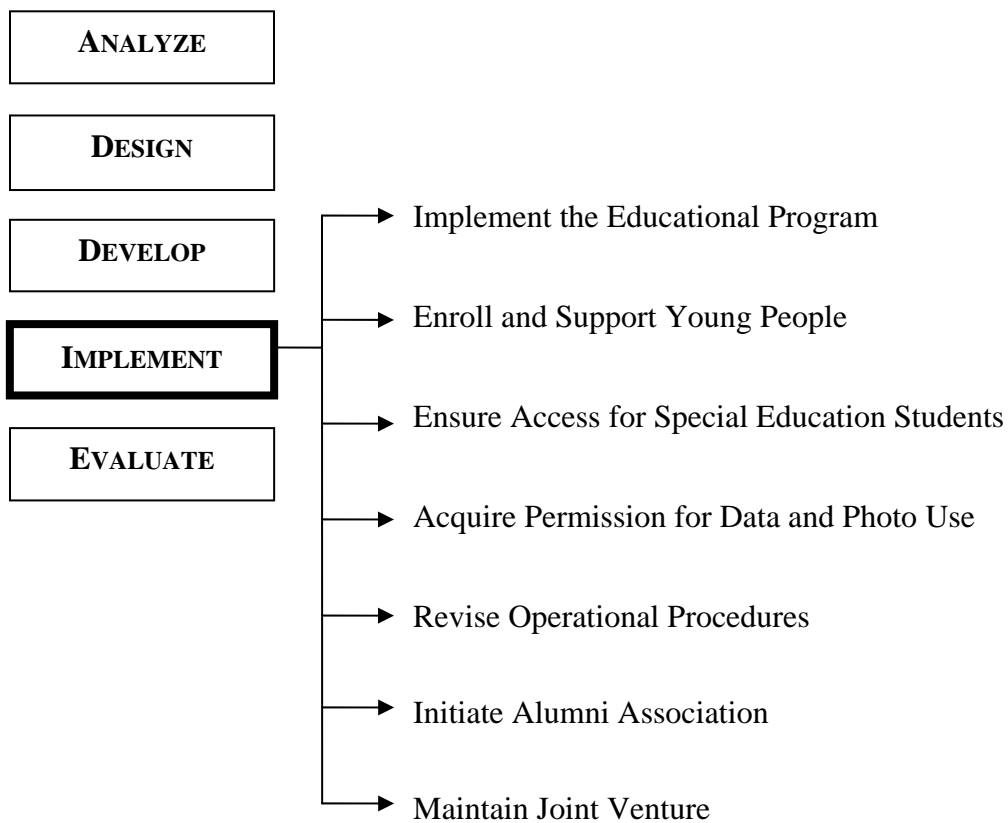
In the event the Charter School ceases operation for any reason, the Charter School and its policymaking body will be responsible for winding up the business and affairs of the Charter School and will cooperate with the Local Board and State Board to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time the Charter School ceases operation shall be remitted to the Local Board and/or State Board, whichever is appropriate, within 30 days of the day students no longer attend the charter school. Any furniture and equipment purchased with public funds shall be delivered to the Local Board and/or State Board, whichever is appropriate, within 30 days of the day students no longer attend the Charter School.

Neither the Local Board nor State Board shall be responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts at the time it ceases operation.

35. Waiver: No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.
36. Notices: Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

IMPLEMENT

Implementation is the fourth step of the ADDIE process. It is the process of putting the design and development plans to work within the real-world environment.



A. IMPLEMENT THE EDUCATIONAL PROGRAM

In this step, the center delivers appropriate content through project- and performance-based instruction. Academic and career and technical educators integrate their curricula for some courses. A percentage of students are enrolled in both high school and technical college. Work ethic instruction is taking place and work-based learning placements are established. Appropriate support and development for teaching and counseling staff is crucial to maintaining a high-quality educational program.

Guideline: *USE PERFORMANCE-BASED INSTRUCTION AND ASSESSMENT*

Just as important as the content of center courses is how they are taught. Performance-based instruction is focused on teaching to proficiency and uses tested techniques from the world of adult education and training to greatly improve learner retention and application of content presented. (See Element 5—CEC is Experiential in Chapter 3: Essential Elements of CEC for more information on this and other classroom techniques.) Faculty will likely need assistance and coaching in implementing a new teaching method.

All faculty but particularly those in technical areas should be encouraged to incorporate performance-based assessment into their courses as well. Such techniques evaluate student skills and knowledge based on authentic tasks, including portfolios, performances, and projects. Students in healthcare programs can demonstrate skills they've acquired to a healthcare professional, for example.

Guideline: *FOCUS ON WORK-ETHIC INSTRUCTION*

Make sure that work ethic instruction is incorporated into all classes and work-based learning opportunities and build in reminders of the work ethic themes throughout the center. Implement, and revisit when necessary, rules and policies related to creating an exemplary work ethic and cultivate an environment at the center that models and encourages good behavior.

Guideline: *PARTICIPATE IN STUDENT-FOCUSED ORGANIZATIONS*

Experienced career and technical education faculty are very familiar with the opportunities for students available through career and technical education associations. From program-specific opportunities to SkillsUSA competitions, these provide additional opportunities for students to practice and demonstrate the skills they are acquiring.

Guideline: *GROW WORK-BASED LEARNING OPPORTUNITIES*

Work-based learning directors will need to continually identify new work-based learning slots. In addition, there should be extensive follow-up after placement to assist the worksite supervisor; check on student behavior, work ethic, and productivity; and ensure that the job is appropriate.

- Focus on creating unpaid internships initially to allow employers to see the caliber of the students and their productivity before establishing paid work opportunities.

- Have instructors spend time in workplaces over the summer, through a paid or volunteer externship. This allows them a greater understanding of how classroom instruction connects to work-based learning experiences as well as the work their students are expected to perform.

Guideline: ENSURE ONGOING PROFESSIONAL DEVELOPMENT AND COLLABORATION OPPORTUNITIES

Given a tendency to fall back on old ways of teaching, daily common planning time provides opportunities for weekly professional development as well as collaboration between academic, CTE, secondary, and postsecondary faculty.

- Invite faculty to present their best practices on a weekly basis during common planning time.
- Start faculty study groups that meet during this period.

Guideline: USE PROGRAM ADVISORY BOARDS

Technical program faculty should regularly convene meetings of their program advisory boards to assist in expanding, modifying, downsizing, or phasing out programs based on student demand and interest, job placement analysis, and employer and industry needs.

ADDIE Accomplishment	Met?	Red Flags
Successful delivery of quality, relevant, performance-based courses.		Instruction too "traditional" –not performance- or project-based.
Successful completion of quality, relevant work-based learning experiences.		Lack of integration of work-based with classroom-based learning. Insufficient training of workplace supervisors.
Significant professional development and collaboration opportunities for faculty.		Lack of ongoing faculty development. Lack of professional collaboration and co-teaching.
Program advisory board input to continuous improvement of curriculum.		Insufficient use of program advisory boards. Inappropriate representation on boards.

B. ENROLL AND SUPPORT YOUNG PEOPLE

The job of marketing the center to young people to ensure enrollment from one year to the next is an ongoing task. In addition to meeting enrollment targets, faculty and staff at the center will need to be diligent about creating support systems for students attending classes at the new center.

Guideline: RECRUIT MIDDLE SCHOOL STUDENTS

While presentations about the center and the courses offered there should be regularly made at the base high schools, students about to leave middle school are also an important group of potential students. As they prepare to enter high school, they should be aware of all their options and the opportunity to take technical education classes.

Whitfield Career Academy (WCA) serves county students on a part-time basis, but also has high school students enrolled exclusively in that institution. In 2006, WCA opened a full-time 9th grade career academy, in which students are exposed to all the technical programs in the building.

- Have all middle school students in the county tour the school.

Guideline: ESTABLISH COMMUNICATION SYSTEMS AND ENSURE ACCESS TO ADVISING

New communication systems will be necessary since students are not at their base high schools all day.

- Establish mechanisms so that announcements and news from students’ base high schools is communicated to those at the center on a daily basis.
- Determine the best ways for counselors at the base high schools to see the students they are responsible for advising.
- Establish systems to ensure that students can participate in sports or extracurricular activities at their base high schools before or after school. This could include permission to be late to those activities or to be late to class.
- Parents will need to know of any schedule changes, based on transportation options or participation in dual enrollment classes or work-based learning opportunities.

Base high schools communicate with students who are at CEC all day by sending over a daily bulletin that is announced over the loudspeaker. Each base high school has a separate bulletin board in the CEC hallway for posting information. Base high school counselors often come to CEC for a day to meet with their advisees.

At CEC, parents of high school students enrolled in college classes receive a letter at the beginning of the semester explaining that there will not be class on Fridays, that class will be cancelled if the instructor is sick, and other details.

ADDIE Accomplishment	Met?	Red Flags
Sufficient enrollment acquired.		Low registration.

C. ENSURE ACCESS FOR SPECIAL EDUCATION STUDENTS

No school development plan would be complete without a discussion of special needs students. As public schools, the centers described in this manual must be open to all students and thus provide services for those with special needs. However, such centers may not be appropriate for all special needs students and policies and procedures should be created to assist in determining whether students have the capability to succeed there.

One of the first questions the CEC director of high school programs asks other systems interested in replicating their efforts is whether they've made a plan to address special needs.

Guideline: *PROVIDE APPROPRIATE SPECIAL EDUCATION SERVICES*

In Georgia, school systems are required to provide Related Vocational Instruction (RVI) which is career and technical education (CTE) targeted to students with special needs. Job awareness, job shadowing, and internships are usually offered to special education students in high school through RVI. Other states are likely to provide similar services under a different name. The new center is probably the best location to offer CTE for special needs students as it is already offering such classes to all county students.

Coweta County CEC enrolls 10-13% of its students in RVI at any one time, and employs an RVI lead teacher, collaborative teachers, and paraprofessionals. RVI for the county is offered at CEC except for the most basic skills which are covered at the base high schools.

- Make sure that there are sufficient special education staff members, including RVI instructors and paraprofessionals, to support the number of special needs students to be enrolled at the center.
- Provide a special needs room in the center where students can go to work and find resources or support.

Guideline: *ATTEND IEP MEETINGS*

The center's special needs staff should attend IEP meetings at the base high schools for any students likely to attend and be closely involved in transition planning for those students. This will mean attending spring IEP meetings for fall enrollment. If your center plans to enroll 9th graders, participating in middle school IEP meetings for students likely to enroll the following semester will also be important. Again, this level of coordination requires sufficient special needs staff to make it work.

Guideline: *BALANCE HIGH STANDARDS AND SERVING ALL YOUTH*

While all youth need to be served through the local school system, the center faculty and administration will need to be clear and consistent in upholding its high standards that ensure quality preparation for all who enroll. This will be important as both community members and faculty at the base high schools may assume that the career and technical education offered at the new center includes vocational training for students with poor academic performance.

- The center will need a clear set of enrollment criteria and all faculty and staff should have a good understanding of the factors necessary for success at the center.
- Special needs students likely to succeed in such an environment have the following assets:
 - transportation to school, work, job shadowing, and campus visits
 - good attendance
 - CTE classes tied to meaningful employment goals
 - work-based learning experiences
 - appropriate assessments and remediation
 - a realistic postsecondary education/training plan.
- Staff can emphasize the needs-based nature of the center’s education program in discussions with students and their parents, explaining the skills and work ethic required by employers for those participating in work-based learning.

At CEC, only special needs students who can meet the standards and outputs required of all students are enrolled. Transition meetings with parents of special needs youth help determine whether CEC is right for their child. Administrators explain the characteristics of special needs students likely to succeed. Results on the college admissions test, which all CEC students take before they enter the dual enrollment program, are also helpful in determining whether children could successfully complete a technical college program.

Guideline: *EDUCATE OTHERS ON SUCCESSFUL STUDENT CHARACTERISTICS*

Ongoing education and training will likely be needed at the base high schools and middle schools regarding special education and the characteristics of students who will succeed at the new center.

- District-level personnel may be helpful in communicating guidelines at system-wide in-service or professional development events.
- Center faculty and staff must be willing to continually inform their base high school counterparts about the characteristics needed for student success in career and technical education or work-based learning.

D. ACQUIRE PERMISSION FOR DATA AND PHOTO USE

You will want to gain permission at an early stage to collect and analyze student data and records, as well as conduct follow-up research with center graduates. In addition, consent to use student photos in electronic or print materials on your center is often challenging to attain after they have been taken. Permission for photo use can also be collected up front. For students under the age of 18, their parents or guardians must also provide consent for data or photograph collection and use.

Guideline: *ASK ALL INCOMING STUDENTS TO COMPLETE A DATA CONSENT FORM*

If you are or anticipate using external evaluators for center research, this step is even more important to ensure that they can access such data.

- Ask all students entering the center to sign and have their parents sign a form granting permission for their information to be collected and used in basic evaluation of the center, including being followed-up after they graduate. See a sample consent form following this section.
- If an external evaluator or researcher is collecting data, they may need to make changes to your standard consent forms to allow them access to student records.

Guideline: *ASK ALL INCOMING STUDENTS TO COMPLETE A PHOTO USE CONSENT FORM*

- Ask all students entering the center to sign and have their parents sign a form granting permission for their photo, taken while at the center or involved in center-sponsored activities, to be used in any publications, websites, or presentations you develop. See a sample photo consent form following this section.

Sample Student/Parent Consent Form for Data Collection

Informed Consent Form to Participate in Central Educational Center (CEC) Evaluation

We are glad that you are taking classes at CEC. In order to maintain the high quality of education at CEC, we will be conducting regular evaluations and measuring student outcomes. We are asking you to participate in CEC's on-going evaluation, as your input is invaluable to understanding how CEC is educating its Team Members and in identifying current strengths and opportunities for improvement.

If you decide to participate in evaluation, you will be asked to complete the following tasks:

- A satisfaction survey at the end of each school year about CEC's instructional strategies and its preparation of Team Members for life after high school. It will also ask for demographic information. The survey will take approximately 15 minutes.
- A pre-graduation survey in the spring of senior year about your future plans and requesting your contact information for future follow-up. This survey will take approximately 10 minutes.
- After graduating from high school, you may be contacted by email, mail, or telephone, no more than once a year, to complete an alumni survey about your educational and career paths and your preparation at CEC. This survey should take about 20 minutes.
- We will also access your school records for information regarding the courses you completed and your academic achievement during high school.

The questions that we will ask relate directly to your school experiences and your educational and career paths. You can always choose not to answer any question, for any reason, and go on to the next question.

You are free to participate in the evaluation or not. You understand that there are minimal risks if you agree to participate in the study. Student participation in this evaluation will enable us to better understand the current condition in which Team Members are receiving instruction and learning at CEC. In addition, we are interested in overall demographic data such as gender and differences between CEC and other teaching environments. We also seek to identify strengths and weaknesses and qualities that would assist other people in developing schools based on the CEC model. While we hope that you will participate in the entire evaluation, you are free to stop participating at any time.

All survey responses and school records will be kept confidential. To protect your privacy, we will keep the records under a code number, which will not be traceable to any personal information, rather than by name. We will keep the records in secure files, and only CEC research and evaluation staff or others acting under their authority will be allowed to look at them. Your name or other identifying facts will not appear when we present or publish evaluation results.

If you have any questions about the evaluation or your participation in it, before or after your consent, contact at

Please turn over

If you wish to participate in CEC's evaluation, please sign below. If you are under 18 years old, you will need to have a parent or guardian sign too.

I have read this consent form. I have had my questions answered so that all parts of this evaluation are clear to me. I agree to participate in this evaluation. A copy of this consent form will be offered to me upon request.

Participant Name (Please Print)

Participant Signature

Date

I agree to my child being a part of this evaluation.

Parent or Guardian's Name (Please Print)

Parent or Guardian's Signature

Date



160 Martin Luther King, Jr. Drive · Newnan, GA 30263

Phone: 678-423-2000 · Fax: 678-423-2008

www.gacec.com

PUBLICITY INFORMATION RELEASE

The Coweta County School System has my permission does not have my permission to use my child's photograph, honor roll information, student achievement or interview in a positive fashion to publicize news or information concerning the Coweta County School System. This may be in the form of television, radio, print, internet or other mass media formats.

Parent or Guardian's Name - Printed

Parent or Guardian's Signature / Date

Student's Name - Printed

Student's Signature / Date

E. REVISE OPERATIONAL PROCEDURES

As the center begins functioning, many of the operational details may need to be revisited in order for things to run smoothly. The educational system should appear seamless to students and parents, and even to teachers to a great extent. However, the seamlessness requires substantial coordination and ongoing communication on the part of administrators at the center, the base high schools, the school district office, and the college.

Some aspects of center operations that may need adjustment include:

- Bell schedule
- Transportation timetables
- Procedures for students engaged in before- or after-school activities
- Timing of events at the base high school
- Communication mechanisms between the base high schools and their students at the center
- Center student advising
- Attendance and tardy policies
- Dining and food service options for students
- Building rules, as some may apply to high school students but not adult college students or high school faculty but not college instructors
- Scheduling of dual enrollment classes and programs
- Application process for dual-enrollment students
- Transfer of college grades to high school transcripts
- Division of expenses for dual-enrollment students
- Graduation or recognition for students earning college certifications.

F. INITIATE ALUMNI ASSOCIATION

Plans for maintaining contact with alumni should begin early on. One way to ensure that the center can stay in contact with its graduates is to create an alumni association which also offers benefits to its members. As soon as the first graduation ceremony is held, the association should be operational.

The uses of an alumni association can be divided into four main categories:

- Providing benefits to alumni. These include remaining in contact with fellow graduates, continuing guidance from center counselors and teachers, and learning of job opportunities and college scholarships.
- Collecting information for center evaluators. Contact information will allow graduate follow-up, particularly on their employment and educational attainments.
- Fundraising. Some alumni will begin work in local businesses. If they maintain a built-in loyalty to the center, their workplaces may become center partners.
- Marketing. Alumni can enhance any marketing effort by sharing their experiences and successes.

CEC alumni return to serve as guest speakers, reflecting on their high school experiences and preparation, at informational events for others interested in the CEC model.

Guideline: *CREATE A DATABASE*

An alumni association requires a database of student records and contact information. This database should be created as students begin attending the center and populated at the end of the first year when students prepare to graduate.

Guideline: *COLLECT GRADUATE INFORMATION*

Collecting contact information from students before they graduate is essential for future communication. Good contact information also allows evaluators to conduct follow-up of center graduates.

- Students will need to fill out an exit survey in the spring before graduation. The survey should collect all of the student's contact information, as well as contacts for parents, grandparents, guardians, or other relatives who will always be able to get in touch with them in the future. In addition, it should ask about future plans. See the end of this section for a sample pre-graduation survey.
- Targeting only seniors with the exit survey may present a challenge as career and technical education classes often include students from different grade levels. It will be easiest to collect information from dual-enrollment students who are likely to be seniors completing college certifications in their final year of high school. However, it will be useful to collect information from other students who engaged in career and technical education during high school, and so the survey should be administered to all seniors, if possible. The center's counselor may be able to assist teaching faculty in getting all seniors to complete the survey.

Guideline: *DESIGNATE AN ALUMNI RELATIONS STAFF PERSON*

Designate a person to be responsible for maintaining alumni relations. Give them the time and flexibility to effectively fulfill the role. This same person could share another role such as fundraising. Responsibilities will include not only tracking and follow-up of alumni but providing useful information and communication services to graduates.

- A special alumni section of the center’s website with discussion features provides a good way to post information for alumni and for them to keep in touch with one another.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Alumni association and contact information database in place.		Absence of post-instruction student tracking method.

Sample Pre-graduation Survey
CEC Pre-Graduation Survey

Dear Senior:

This short survey has two purposes. First, it is part of CEC’s ongoing evaluation efforts. Providing your contact information allows evaluators to contact you after you’ve graduated and learn about your educational and career paths. They will also want to know how well you believe CEC prepared you for your life after high school in order to improve the experience for future students. Second, by providing your contact information below, you will be included in the database of the CEC Alumni Association. Membership in the association will allow you to stay in touch with your fellow graduates and teachers and receive updates and information from CEC in the future.

All responses are completely confidential and will be seen only by the CEC alumni affairs coordinators and the CEC research and evaluation director or anyone acting under his/her authority. Your participation in this survey is voluntary. This survey will take you approximately 10 minutes to complete.

If you have any questions, feel free to contact

Your Contact Information

Your Name: _____

Your Current Address: _____

City: _____ State: _____ Zip: _____

Daytime Phone: _____ Evening Phone: _____

Cell Phone: _____

Email: _____

People Who Always Know How to Reach You:

Your Parent(s):

Name: _____

Address: _____
Street

City State Zip

Phone: _____

A Relative:

Name: _____

Address: _____
Street

City State Zip

Phone: _____

A Friend:

Name: _____

Address: _____
Street

City State Zip

Phone: _____

Future Plans

1. What are you planning to do after graduation? (Check one.)

- Enroll in a two-year college (technical or community college)
- Enroll in a four-year college or university
- Enroll in technical training, at a location other than a college
- Get a full-time job
- Enter the military
- Other:
- Not sure

Please Elaborate:

2. Are you planning to stay in Coweta County after graduation?

- Yes
- No
- Undecided

3. What is the highest level of education that you plan to pursue?

- A high school diploma
- A technical certificate
- A two-year Associate's degree (community or technical college)
- A four-year Bachelor's degree
- A Master's degree
- A Doctorate (M.D., Ph.D., J.D., etc.)

F. MAINTAIN JOINT VENTURE

It is important to continue to maintain the joint venture. Some of the commitments made at conference tables in the design and development phases are challenging when put into action. As the center's board of directors is now the operational face of the partnership, it will hold prime responsibility for its continued success.

Guideline: *HOLD REGULAR BOARD MEETINGS*

The board will need to meet regularly as an entire body to take care of the business of the partnership and center. These meetings should be well-planned so that they include not only the operational, personnel, and financial oversight of the center, but also activities and discussions necessary to maintain and strengthen the joint venture itself.

- Holding board meetings on a monthly basis facilitates substantive involvement of all partners.

Guideline: *PRIORTIZE ONGOING COMMUNICATION*

Successful partnerships depend on frequent, ongoing communication. Such communication should be a priority of those responsible for leading the partnership and good mechanisms and channels to facilitate it outside of board meetings will need to be in place.

Guideline: *FOCUS BOARD ACTIVITY AROUND THE STRATEGIC PLAN*

A volunteer board is a valuable resource that can be squandered if the board's focus is distracted away from strategic efforts. Developing a strategic plan for the center is important for its oversight. If a charter school, charter goals should be a part of the strategic plan (but certainly not the sum total of the strategic plan). Because the center is a joint venture with multiple partners, there is a constant need to be consistently clear with board members from diverse backgrounds. Focus on the strategic plan can provide that clarity.

- Ensure that all reporting to the board points toward progress against the strategic plan.

Guideline: *REGULARLY REVIEW VISION, PROGRAM, AND RESOURCES*

A partnership is a living entity and what made sense in its formation may not hold true over time. While much time and effort were invested in creating an initial vision and developing goals for the center, both should be regularly revisited. While occasional review or revision may be instigated by the requirements of others—such as revising a charter for renewal, it should be done regularly as an ongoing function of the board. In addition, the board will need to take its roles of programmatic and financial oversight seriously, reviewing evaluation and needs assessment data and annual budgets.

Guideline: *BRING IN NEW MEMBERS*

As determined in its by-laws, the board should regularly bring in new members as others complete the terms they have committed to serve. New board members can add to the diversity of perspectives and expertise represented and will increase the number of community members that view themselves as direct stakeholders in the center itself.

- A formal orientation for new board members may be useful. Revisiting the vision of the center annually may be a helpful way to orient new members of the board, while giving existing members a chance to view that vision through new eyes.

Guideline: *CELEBRATE ACCOMPLISHMENTS AND MILESTONES*

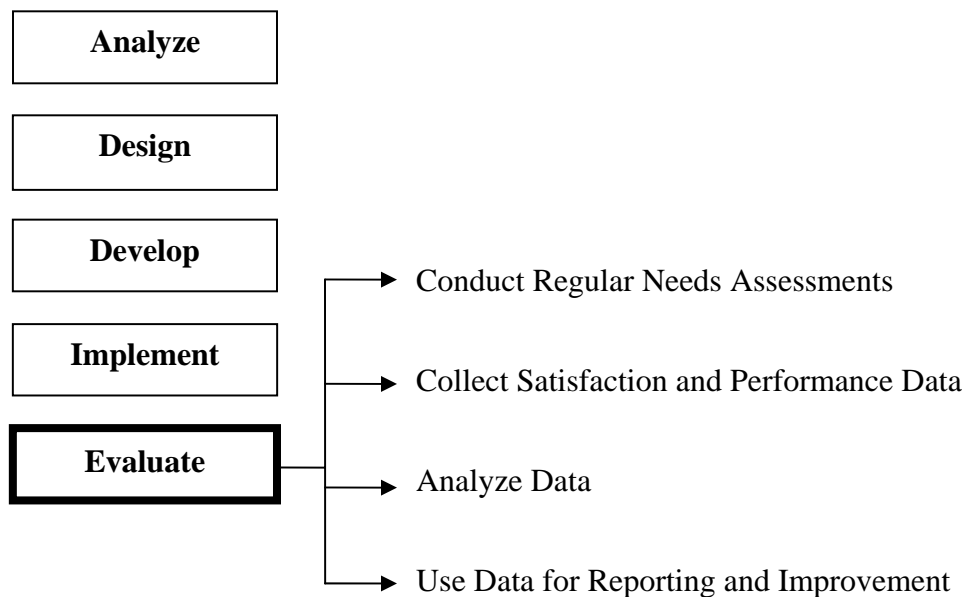
The partnership will grow stronger through recognizing its accomplishments and the contributions that each made to make them possible. Board members should be invited and encouraged to attend dual-enrollment graduation ceremonies and other events in which student accomplishments are recognized.

Guideline: *OFFER SUPPORT TO OTHER COMMUNITIES*

Offering assistance to other communities interested in your experience is helpful for improving your own programs and practice and can also serve as a tool for strengthening the partnership. Being part of a panel discussion, sharing experiences with those in similar roles in other communities, assisting in guiding a tour of your center by a visiting group can all increase board members' sense of ownership of the center. These presentations also provide opportunities to reflect on your partnership.

EVALUATE

Evaluate is the fifth step of the ADDIE process. Evaluation is the process of measuring the effectiveness and efficiency of the implemented system and using data for improvement in closing gaps between actual and desired outcomes as well as for identifying program strengths and weaknesses. It is at this stage that information and data are gathered and reviewed. On-going evaluation and continuous improvement (next chapter) are important aspects of ADDIE. As the process is cyclical, this is a step that will re-occur regularly. A focused review of evaluation data should occur at least annually, perhaps at the end of the school year or in the summer after school has ended.



A. CONDUCT REGULAR NEEDS ASSESSMENTS

An initial needs assessment was an essential part of analyzing the problems to be addressed by education in your community and for developing the blueprint for designing and implementing the solutions. As your community, the economy, and the labor market continue to change quite rapidly, your initial findings may not hold true several years later. However, employer, educator, community, and student satisfaction depend on an actual fit between what is learned and the jobs available. Employers need to know that their employment needs will be met and students need to know that what they are learning will lead to further education and actual employment. Therefore, an employer needs assessment must be conducted regularly to ensure that the center continues to meet local workforce needs over time and to plan for the future.

Guideline: *CHOOSE AN ASSESSMENT TIMEFRAME*

- An employer needs assessment should be conducted every three to five years to ensure that the center stays up-to-date.

Guideline: *CONDUCT EMPLOYER SURVEYS*

The first needs assessment had multiple purposes. While it established a baseline of local employer needs for creating the new center's programs and curricula, it also served as a mechanism for informing business and industry about and engaging representatives in creating the new center. The information-sharing aspect of the needs assessment continues to be important as new employers will need to be introduced to the center. See Chapter 5: Analyze, Section D. Conduct a Needs Assessment for details of how to conduct an assessment as well as a sample instrument.

- A subcommittee of the board of directors, on which school administrators and researchers participate, can take responsibility for the needs assessment.
- Make sure that employers or industries that are new in the community are included in follow-up assessments.

Guideline: *ANALYZE RESULTS*

After each needs assessment is done, the results should be analyzed and provided to center administrators and the board of directors.

- Needs assessment results should be compared to earlier findings. Over time, some programs, courses, and college certificates may need to be eliminated and new ones added based on an alignment with labor market demands.
- Compare your needs assessment results to local/statewide/national Department of Labor data to further validate the conclusions you may reach.

Guideline: *USE PROGRAM ADVISORY COMMITTEES FOR INFORMAL NEEDS ASSESSMENT*

In between conducting formal needs assessments, program advisory committees can help to ensure that the curriculum continues to meet the current needs of employers. Through regular meetings of these committees, faculty will learn about changes in a field or industry and explore how curricula should be adapted to reflect those changes. Instructors can also receive general feedback on students participating in work-based learning, including areas in which their preparation could be improved.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Current and future employer needs assessed regularly.		Employer needs assessment not done regularly.

B. COLLECT SATISFACTION AND PERFORMANCE DATA

During the design and development phases, decisions were made on what data to collect. As implementation commenced, data began to be generated. A database should now be in place and a designated staff member assigned to ensure accurate and timely data is collected.

Guideline: COLLECT SATISFACTION DATA

Satisfaction data should be collected on an annual basis, usually near the end of each school year. This usually means creating surveys to collect feedback from current students, alumni, instructors, employers participating in work-based learning, and parents. Samples of student, faculty, and employer satisfaction instruments are included at the end of this chapter. These can be adapted for other audiences.

- Conducting surveys online is usually the quickest way to collect data. Online administration also means that responses are automatically entered into a database, saving time and effort. Students can be given access to computers at the center to complete their surveys during a specific period of time.
- An alumni survey to learn about graduate education and career outcomes can also ask for their opinions on the quality of preparation they received in high school and how courses and programs relate to their education and employment.

Guideline: COLLECT HIGH SCHOOL STUDENT PERFORMANCE DATA

Much of the necessary performance data does not need to be collected but rather shared and compiled as it may be part of school and college records. This data includes student demographics, details of secondary and postsecondary coursework taken at the center, attendance records, graduation test results, college certifications received, and grades and any other assessments (such as work ethic and work-based learning).

- All data available from schools on student high school performance should be in the same database to allow for analysis and reporting.
- You will want to acquire past student academic records from the district or their base high schools for those who take classes at the center. This will allow analysis of change in their performance upon taking career and technical education courses.

CEC's performance indicators include:

- Attendance
- On-time performance (tardies measure)
- On-the-job performance (includes classroom and work-based learning)
- Work ethic performance
- Standardized test scores
- Drop out/graduation rates
- Postsecondary credential earning

Guideline: COLLECT GRADUATE OUTCOME DATA

Performance data for the center also includes student post-graduate outcomes and plans for alumni follow-up must be implemented. Post-graduate outcomes include the educational and career paths of alumni, such as going to college, earning credentials, working in their field of study, and earnings.

Sample outcome indicators include:

- Graduate placement in higher education
- Graduate placement in employment in field of high school concentration

- The best way to learn about outcomes after high school for alumni is to have them complete a survey. Online surveys are likely to have a higher response rate than mailed ones and less time-consuming than telephone interviews. Having email addresses for graduates saved in the alumni association database will make surveying an easier process.
- Following up with students six months to a year after graduation will be helpful to understand their initial transition from high school. After that, individual follow-up can be conducted every two to three years.
- You will want to connect alumni outcomes with the high school experiences of those same students for analysis purposes. Specifically, it will be important to know whether students were dually enrolled; the number and names of college certificates they earned; the names of high school career and technical education classes taken; and the number of semesters spent at the center overall. Asking for names or social security numbers (while promising confidentiality) will allow you to connect survey responses directly to individual high school records in your database. If you prefer to keep the survey anonymous, you will need to ask about respondents' high school experiences at your center. A sample alumni survey is included at the end of this chapter.
- Several other methods of tracking may provide general data on education and employment outcomes. Employment information on graduates working within the state, such as work verification and salary, can usually be gotten through the State Department of Labor if you have and can use social security numbers. Technical colleges in Georgia regularly use this information to provide follow-up information on their graduates and your college partner may be able to assist in searching for center graduates. Tracking graduates in public higher education within the state of Georgia may be more difficult, as technical college data of this sort is not housed at the local level. Investigate the possibilities for tracking students into college at both the local and state levels.

Guideline: COLLECT INSTITUTIONAL PERFORMANCE DATA

Additional institutional accomplishments should be measured for your center. Primary among these is attainment of center goals or, for charter schools, attainment of charter objectives. Other important measures, both of which serve as satisfaction indicators, are center enrollments and faculty attrition. One additional indicator that could provide extremely useful data is that of return on investment.

- Attainment of charter objectives is crucial for future charter renewal. They will need to be recorded on an annual basis.
- You will want to gather student enrollment data in a variety of ways. As important as annual totals are enrollment by base high school, by gender, by ethnicity, by family income, and so on.
- Looking at faculty and staff turnover provides another lens on satisfaction for that set of stakeholders.
- Return on investment (ROI) analysis is a traditional business measure. When used in education, it assumes that a substantial investment has been made in each individual student, which could be calculated monetarily on a per person basis. Return can be calculated through looking at resulting individual earnings or community economic growth. ROI analysis in the educational setting usually requires a skilled economic research team. This type of study is done fairly frequently for higher education institutions, such as two-year colleges, and firms that specialize in this type of research could be hired.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Stakeholder satisfaction data, based on surveys administered on an annual basis.		Targets not met.
Student performance data.		Targets not met.
Student outcomes data.		Targets not met.
Attainment of center goals or charter objectives.		Objectives not attained.
Faculty/administration attrition data.		Target not met.
Enrollment data.		Target not met.
Empirical evidence of return on investment.		Poor returns on investment. Lack of evidence of return on investment.

C. ANALYZE DATA

Once data is collected, it needs to be analyzed. For different sorts of data collected, this will require different steps. For all data being collected, targets should be set for each of the indicators being measured. These targets lead to corresponding red flags, if they are not met.

Guideline: ANALYZE SATISFACTION DATA

If satisfaction surveys were done online through a survey program, the data will already be saved in a database. A staff person with database skill should be able to tally demographic information, average ratings on each of the satisfaction items, collect any written comments or feedback, and create reports. If these surveys were conducted on paper, more work will be required to enter and clean data, and then tally results and calculate averages.

- Set high targets in specifying the satisfaction rates that you expect to achieve.
- If significant dissatisfaction is reported on any particular aspects of the center or by a particular stakeholder group, you will need to spend more time on that aspect of the analysis, clarifying the extent and nature of the problem.

CEC satisfaction targets include:

- 90% student, faculty, parent, and employer satisfaction
- 95% alumni satisfaction rate

Guideline: ANALYZE STUDENT PERFORMANCE DATA

The analysis of student performance data is likely to be more complex. If no center staff person has the time or expertise to do this task, hire a research and evaluation consultant to undertake the analysis. A skillful statistician and programmer could also design database processes or queries that will combine and report on data in particular ways, automating many of the simple runs that will be done annually.

- This analysis task will be made easier if district-level student data, such as GPA, course grades, graduation, or test results, is stored in the same database as center-specific data, such as tardiness and attendance, work ethic performance, work-based learning performance, postsecondary attainment, etc.
- Again, set high targets in specifying the performance outcomes that you expect to achieve.
- It will be useful, where possible, to compare performance for students at your center to that of students in the district as a whole. District data on academic performance, such as standardized test results, and

CEC student performance targets include:

- 90% attendance.
- 90% on-time performance.
- 80% receive at least 80% for on-the-job performance.
- 90% receive at least 90% in work ethic performance.
- 100% attainment of projected standardized test scores.
- 100% attainment of drop out/graduation rate objectives.
- 100% attainment of postsecondary credential earning goals.

graduation and dropout rates will provide context for the achievements of students at your center in these areas.

Guideline: ANALYZE ALUMNI OUTCOME DATA

Having alumni complete an online survey should increase response rates and makes data analysis easier.

- When looking at alumni data, it will be important to separate out respondents by their experiences at your center. For example, responses from those involved in dual enrollment should be analyzed separately from those who took only high school-level career and technical education (CTE) courses. You may also want to separate those who completed a high school CTE program from those who took one or two elective courses at the center.
- Interesting indicators to look at include: how many graduates enrolled in postsecondary education and how quickly they did so after high school; whether their fields of postsecondary study or employment correspond to their high school concentration; and entry-level earnings from employment. It would be useful to find state or local-level data to which to compare graduate outcomes.
- For alumni supplying names or other identifying information on their surveys, you may want to pull up data from their high school records to create a fuller picture of their experiences and to compare outcomes for students with different CEC education experiences.

The graduation rate of students in CEC's dual enrollment programs is 98%—significantly better than Coweta County's general high school graduation rate. In 2003, CEC students exceeded the county's average graduation test pass rate in four out of five tests. In the same year, CEC's economically disadvantaged students' pass rates on the graduation tests exceeded the county averages as follows: 4% higher in writing, 7% higher in language arts, 15% higher in math, 18% higher in social studies, and 19% higher in science.

Sample alumni outcome targets include:

- 95% graduate placement within 90 days/100% within 120 days.

Guideline: ANALYZE INSTITUTIONAL PERFORMANCE DATA

Institutional performance data is often most instructive when used to compare one year to the next.

- Create charts or tables in which one year's data can be compared to others, in order to see trends.

Sample institutional performance targets:

- Attainment of center goals/charter objectives
- 5% or less faculty/administration attrition annually
- 90% of projected enrollment (per school, per ethnicity/gender, per total students)
- High return on investment

D. USE DATA FOR REPORTING AND IMPROVEMENT

Guideline: *REPORT RESULTS*

A written report, highlighting outcomes and evaluation results, can be useful as a record of accomplishments and to describe and promote the center to community members, employers, parents, funders, and others. Other communities interested in starting such a center will find such reports valuable as well in proposing the idea to their stakeholders.

- Measurable outcomes are usually needed in grant applications and can be used in marketing materials for recruiting students, parents, employer partners, and faculty.
- Data on alumni outcomes is unusual for high school level programs and will be highly valued by state and local education authorities, other communities seeking to replicate your experience, and the greater education research and reform community. Make every effort to find avenues to communicate these findings.
- Inviting others to tour your facilities and observe the operations of the center firsthand is another method for reporting your positive results to a larger audience.

Guideline: *USE EVALUATION FINDINGS*

Results of the evaluation can be used as a basis for annual planning and staff training. Data should be shared and used at all levels from administrators to programs and individual faculty. It is important to show all stakeholders that their opinions and perspectives are heard and valued through implementing changes based on feedback received. Continuous improvement is a critical feature of the ADDIE process and is addressed in the next chapter.

- Satisfaction data in particular pinpoints specific issues that should be addressed at once.
- The red flag system is intended to translate data into action if performance is not up to par. Data showing that specified targets have not been met should engender discussion followed by action to minimize any hindrances to achieving center goals that have become apparent.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Semester-based and annual monitoring of instructional effectiveness and relevancy of content.		Monitoring not taking place on a continual basis.
Outcomes and satisfaction data reported regularly.		Infrequent compilation, analysis, and reporting of data.
Continuous improvement system in place which uses data gathered to implement change.		Poor or little use of data gathered.

Sample Student Satisfaction Survey

CEC Team Member Survey

This survey is part of CEC's ongoing evaluation efforts. All responses are completely confidential and will be seen in their original form only by the CEC research and evaluation director or anyone acting under his/her authority. Please be as honest and candid as possible. Your participation in this survey is voluntary. This survey will take you approximately 15-20 minutes to complete.

Demographic Information

1. Ethnicity:

- Caucasian
 - African American
 - Asian/Pacific Islander
 - Hispanic
 - Other
-

2. Grade Level:

- 10th Grade
 - 11th Grade
 - 12th Grade
 - Adult Learner
 - Other
-

3. Name of Base High School:

4. Why did you decide to attend CEC? (Check all that apply.)

- Career track
- Interesting Courses
- School's reputation
- Recommended by School Counselor
- Other

Please feel free to elaborate:

5. Did you have friends or family members who previously attended CEC?

Yes

No

6. Did you visit CEC previously before deciding on attending?

Yes

No

7. If you did previously visit CEC before attending, in what grade did you visit CEC?

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

Other Please elaborate:

8. Approximately, how far do you live from CEC?

Less than 1 mile

Between 1 - 2 miles

Between 2 - 5 miles

Between 5 - 10 miles

Between 10 - 20 miles

More than 20 miles

Team Member Satisfaction Ratings

9. Please rate your overall satisfaction level with CEC: (Rate on a scale of 1-10, 1 meaning lowest and 10 meaning highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

10. Overall, how well do you feel CEC is preparing you for your future employment or postsecondary education? (Rate on a scale of 1-10, 1 meaning the lowest and 10 meaning the highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

11. How satisfied are you with the non-technical resources (facilities, supplies, administrative support, etc) provided at CEC?

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

12. How satisfied are you with the technical resources (Information technology, technical equipment, computing technology, IT support, networking, etc.) provided at CEC?

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

13. Rate your satisfaction level with the quality of teaching at CEC.

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

14. Rate your satisfaction level with the leadership and administration at CEC.

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

Program of Study/Areas of Interest

15. What is your program of concentration?

- Business & Information Technology
- Engineering
- Health Occupation
- Service
- Other Please elaborate:

16. What is your program of study?

- Cooperative Business Education (CBE)
- Diversified Cooperative Training
- CISCO
- Certified Manufacturing Specialist (CMS)
- Health Occupations
- Computer-Aided Design (CAD)
- Graphic Arts
- Patient Care Assistant
- Accounting
- Child Care
- Drafting
- Pre-Engineering
- Professional Foods
- Accounting Apprentice
- Computer Repair
- Youth Apprenticeship
- Other Please elaborate:

17. Are you on track to receive a technical certificate by the end of the semester?

- Yes
- No
- Not Sure

18. If you are on track to receive a technical certificate by the end of the semester, which technical certificate(s) do you expect to earn?

- Not Applicable
- Computer Repair Technician
- Patient Care Assistant
- Child Development Associate
- Basic Dental Assisting
- CAD
- Basic Machine Operator
- Advance Dental Assistant
- Welding
- Certified Customer Service Specialist
- Patient Care Technician
- Other Please elaborate:

Other Thoughts

19. Do you feel CEC is different than your regular high school?

- Yes
- No
- Neutral

Please Elaborate:

20. What are some of CEC's major strengths?

21. What are some of the CEC's major weaknesses?

22. If you had to name a few of the most beneficial things you have learned from CEC, what would they be?

Sample Faculty Satisfaction Survey

CEC Director/Staff Satisfaction Survey

This survey has been developed as part of CEC’s ongoing internal research and evaluation efforts. All responses are completely confidential and will be seen in their original form only by the CEC research and evaluation director or anyone acting under his/her authority. Please be as honest and candid as possible. Your participation in this survey is entirely voluntary and at your discretion. This survey will take you approximately 15-30 minutes to complete.

If you have any questions, feel free to contact

Demographic Information

1. Please give us your age:

- 24 or under
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

2. Gender:

- Male
- Female

3. Ethnicity:

- Caucasian
- African American
- Asian/Pacific Islander
- Hispanic
- Other

4. Your position at CEC is:

- Director (hired by Coweta County)
- Director (hired by West Central)
- Staff (hired by Coweta County)
- Staff (hired by West Central)
- Administration (hired by Coweta County)
- Administration (hired by West Central)
- Other Please elaborate:

Educational Experience

5. Your teaching experience at any level:

- No teaching experience
- 0-3 years
- 4-7 years
- 8-11 years
- 12-15 years
- 16-19 years
- 20+ years

6. For how many years have you taught young people between the ages of 14-18 years of age:

- 0-3 years
- 4-7 years
- 8-11 years
- 12-15 years
- 16-19 years
- 20+ years

7. Please indicate your degrees held:

- High School Diploma
- Associate of Arts
- Technical Certificate
- Bachelors (BA or BS)
- Masters (MA or MS)
- Ph.D.
- Ed.D.
- Other Please elaborate:

8. Please tell us about your major work experience prior to teaching:

- N/A
- Business
- Military
- Government
- Other

Please Elaborate:

Satisfaction Ratings

9. On a scale of 1-10, rate your overall satisfaction level with CEC: (Rate on a scale of 1-10, 1 meaning the lowest and 10 meaning the highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

10. Overall, how well do you feel CEC is preparing students for future employment or postsecondary education? (Rate on a scale of 1-10, 1 meaning the lowest and 10 meaning the highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

11. How satisfied are you with the non-technical resources (facilities, supplies, administrative support, etc) provided at CEC?

((1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

12. How satisfied are you with the technical resources (Information technology, technical equipment, computing technology, IT support, networking, etc.) provided at CEC?

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

13. Rate your satisfaction level with the quality of teaching at CEC.

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

14. Rate your satisfaction level with the leadership and administration at CEC.

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on your rating:

Instructional Outcomes

In this section, we are interested in determining how well aligned CEC's instruction is with meeting its stated objectives.

15. CEC helps strengthen students' academic knowledge in the areas of writing skills proficiency.

- Agree
- Disagree
- Not sure

Please Elaborate:

16. CEC helps strengthen students' academic knowledge in the areas of English/Language Arts.

- Agree
- Disagree
- Not sure

Please Elaborate:

17. CEC helps strengthen students' academic knowledge in the areas of Mathematics.

- Agree
- Disagree
- Not sure

Please Elaborate:

18. CEC helps strengthen students' academic knowledge in the areas of Social Studies.

- Agree
- Disagree
- Not sure

Please Elaborate:

19. CEC helps strengthen students' academic knowledge in the areas of Science.

- Agree
- Disagree
- Not sure

Please Elaborate:

20. CEC graduates are better prepared for employment than other high school graduates.

- Agree
- Disagree
- Not sure

Please Elaborate:

21. CEC helps improve the work ethic of students.

- Agree
- Disagree
- Not sure

Please Elaborate:

22. CEC teaches both hard skills (technical knowledge) and soft skills (values) to students.

- Agree
- Disagree
- Not sure

Please Elaborate:

23. The skills learned at CEC are transferable to either employment or postsecondary education.

- Agree
- Disagree
- Not sure

Please Elaborate:

24. CEC helps increase student on-time performance (helps reduce tardiness).

- Agree
- Disagree
- Not sure

Please Elaborate:

25. CEC helps increase overall student attendance (helps reduce student absenteeism).

- Agree
- Disagree
- Not sure

Please Elaborate:

26. CEC helps students learn how to conserve or utilize resources efficiently (helps reduce overall wastefulness of supplies).

- Agree
- Disagree
- Not sure

Please Elaborate:

27. CEC helps students learn how to pay attention to detail and overall accuracy (helps address the problem of failure to check for accuracy).

- Agree
- Disagree
- Not sure

Please Elaborate:

Other Thoughts

28. Directors at CEC are familiar with and implement performance-based instruction as described by Joe Harless on a day-to-day basis.

- Agree
- Disagree
- Not sure

Please Elaborate:

29. You received the proper amount of training on performance-based instruction.

Yes

No

N/A

Please Elaborate:

30. In what ways is working at CEC similar or different to working at other schools?

31. In what ways could CEC improve?

32. What are some of CEC's major strengths?

33. What are some of the CEC's major weaknesses?

Sample Employer Satisfaction Survey

Employer Satisfaction Survey

This survey has been developed as part of CEC's ongoing internal research and evaluation efforts. All responses are completely confidential and will be seen in their original form only by the CEC research and evaluation director or anyone acting under his/her authority. Please be as honest and candid as possible. Your participation in this survey is entirely voluntary and at your discretion. This survey will take you approximately 15-20 minutes to complete.

If you have any questions or comments, feel free to contact.

Experience with CEC Students

1. Does your workplace offer job shadowing, internships, apprenticeships, or other work-based learning opportunities to CEC students?

Yes

No (*Skip to Question 2.*)

If Yes:

a. How many students participate in a given semester?

b. Who supervises them?

c. Is there any training for their supervisors?

d. Who is in charge of their learning?

e. How are they evaluated?

f. What are the benefits to your company of offering these work-based learning opportunities?

g. What are the challenges of partnering with CEC?

h. How could the experience of hosting work-based learning students be improved for you?

i. Please rate the students' preparation in terms of general technical skills (i.e., industry-specific skills; basic reading, writing, and math; etc.).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

j. Please rate students' preparation in terms of general employability skills (i.e., attitude, politeness, professionalism).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

k. Please rate students' work ethic (i.e., hard worker, excellent effort, gets the job done).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

1. Please rate students' attendance (i.e., shows up and on time).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

CEC Graduates

2. Has your workplace hired any CEC graduates?

Yes

No (*Skip to Question 3.*)

If Yes:

- a. How many?

- b. Did they continue their education beyond high school?

- c. Please rate your overall satisfaction level with CEC alumni you've hired:

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

-
- d. Please rate these employees' preparation in terms of general technical skills (i.e., industry specific skills; basic reading, writing, and math; etc).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

- e. Please rate these employees' preparation in terms of general soft skills (i.e., attitude, politeness, professionalism).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

-
- f. Please rate these employees' work ethic (i.e., hard worker, excellent effort, gets the job done).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

-
- g. Please rate these employees' attendance (i.e., shows up and on time).

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please Elaborate:

-
- h. Please rate these employees in comparison to their peers.

Extremely Unfavorable
 Unfavorable
 Equal
 Favorable
 Extremely Favorable
 Unsure
 N/A

Please Elaborate:

Other Thoughts

3. Do you have any other thoughts you wish to share with us about the preparation of CEC students?

Thank you for participating in our evaluation efforts!

Sample Alumni Survey

CEC Alumni Survey

This survey has been developed as part of CEC's ongoing internal research and evaluation efforts. All responses are completely confidential to and will be seen in their original form only by the CEC research and evaluation director or anyone acting under his/her authority. Please be as honest and candid as possible. Your participation in this survey is entirely voluntary and at your discretion. This survey will take you approximately 15-30 minutes to complete.

If you have any questions, feel free to contact

Demographic Information

1. What year did you graduate from high school?

- 2002
 - 2003
 - 2004
 - 2005
 - 2006
 - Other Please specify:
-

2. Gender:

- Male
 - Female
-

3. Ethnicity:

- Caucasian
 - African-American
 - Asian/Pacific Islander
 - Hispanic
 - Other Please specify:
-

High School Experiences

4. How many semesters of high school did you attend classes at CEC?

- One semester
- Two semesters
- Three semesters
- Four semesters
- More than four semesters
- N/A

5. Did you complete a career and technical education program in high school?

Yes

No

If Yes:

What was the name of the career and technical education program you completed?

6. Which of the following special opportunities to learn about careers did you participate in while enrolled in high school? (Check all that apply.)

Technical College Classes

Youth Apprenticeship Programs

Job Shadowing

Internship

School-sponsored enterprise/business

I did not participate in any of the above experiences while in high school.

7. Did you earn a West Central Technical College technical certificate of credit while in high school?

Yes (*Continue to Question 8.*)

No (*Skip to Question 9.*)

8. If you did receive a technical certificate(s), which one(s) below did you earn?

Computer Repair Technician

Patient Care Assistant

Child Development Associate

Basic Dental Assisting

CAD

Basic Machine Operator

Advance Dental Assistant

Welding

Certified Customer Service Specialist

Patient Care Technician

Other Please specify:

9. Since graduating from high school, have you ever enrolled in any college or university?

Yes (*Continue to Question 10, College Experiences.*)

No (*Skip to Question 18, Employment.*)

College Experiences

10. How soon after high school graduation did you first enroll in a college or university? (Check the one best response.)

- Within six months of high school graduation
 Six months to one year after high school graduation
 More than one year after high school graduation
-

11. Are you currently enrolled in a college or university?

- Yes
 No (*Skip to Question 18, Employment.*)
-

12. What type of college or university are you currently attending? (Check only one.)

- Two-year technical college
 Two-year community college
 Four-year college or university
 Registered apprentice
 Other:
-

13. What is the name, city, and state of the college or university are you currently attending?

Name: _____
City: _____ State: _____

14. What is your current program of study?

15. How closely is your college or university program of study related to your CEC career and technical education courses?

- Very related
 Somewhat related
 Not at all related
-

16. How much influence did your CEC career and technical education classes have on your overall educational goals?

- A great deal of influence
 Some influence
 No influence
-

17. Which of the following college credentials are you seeking right now? (Check the best response.)

- A certificate or license requiring less than a 2-year degree
 - An associate's degree in an occupational-technical field
 - A transfer associate's degree designed for continuation at a 4-year college
 - A bachelor's degree
 - A graduate or advanced degree
 - Other Please specify:
 - I am not currently seeking a college credential
-

Employment

18. How many jobs have you had since graduating from high school?

- 1 job
 - 2 jobs
 - 3 jobs
 - 4 jobs
 - 5 jobs or more
 - I have not had any jobs since graduating from high school. (*Skip to Question 26.*)
-

19. What is your current employment status?

- Employed full-time (35 or more hours per week)
 - Employed part-time (less than 35 hours per week)
 - Serving in the military full-time
 - I am not currently working. (*Skip to Question 26, Preparation at CEC.*)
-

20. Is your current job related to the career and technical education (CTE) classes you completed in high school at CEC?

- Yes, my current job is related to my high school preparation
 - No, my current job is not related to my high school preparation
-

21. How much did your participation in CTE classes in high school affect your career plans?

- A great deal
 - Somewhat
 - Not at all
-

22. What is your job title?

23. What are your job duties?

24. Who is your employer?

25. How much do you make per hour in your job?

Preparation at CEC

26. Please rate your overall satisfaction level with your CEC experience. (Rate on a scale of 1-10, 1 meaning lowest and 10 meaning highest)

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on the reason for your rating:

27. How well did CEC prepare you for your current job or college experience?

(1 being the lowest, 10 being the highest)

1 2 3 4 5 6 7 8 9 10

Please elaborate on the reason for your rating:

28. Compared to your peers, how would you rate your overall preparation level when you first began either your career or college education?

___ Less Prepared

___ Equally Prepared

___ More Prepared

___ Other:

Please elaborate on the reason for your rating:

29. In your opinion, how much of the technical knowledge and skills you learned through CEC courses proved useful for you after you graduated from high school?

- All
- Most
- Some
- A little
- None

Please elaborate:

30. In your opinion, how much of the work ethic instruction at CEC—in areas such as attendance, being on time, hard work, respect for others, working in teams—proved useful for you when you graduated from high school?

- All
- Most
- Some
- A little
- None

Please elaborate:

Optional Information

Name: _____

What was your name when you graduated from high school, if it has changed?

May we contact you for more information in the future?

- Yes
- No

Email Address: _____

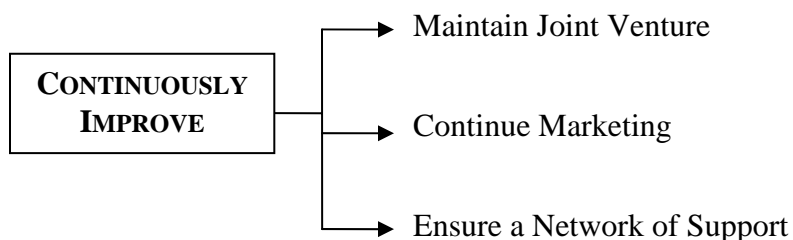
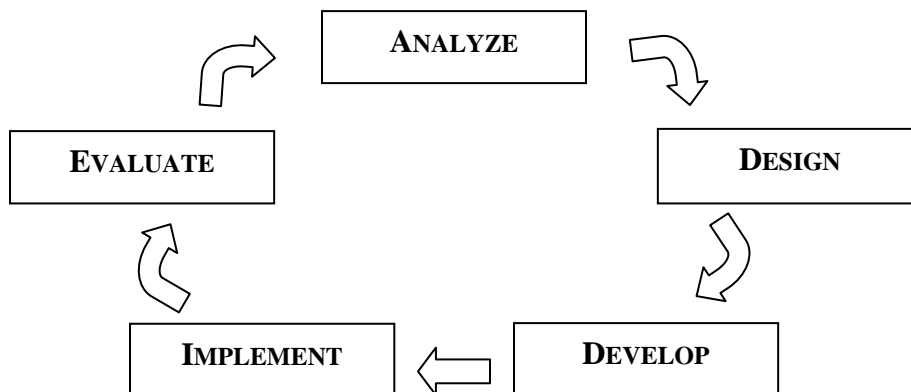
Mailing Address: _____

Phone number: _____

Thank you for taking the time to complete this survey!

CONTINUOUSLY IMPROVE

Once a new process has been successfully analyzed, designed, developed, implemented and evaluated, attention should be turned to continuous improvement. The ADDIE process is a cycle that must continue to repeat itself. Evaluation raises issues that require analysis. Addressing those issues may require modifications to the design, development, and implementation of the center or its programs. Once changes have been made, they too will need to be evaluated. Continuous improvement is one of the most important steps of any process. If implementation has gone relatively smoothly and initial evaluation has reported positive results, center leaders can be tempted to feel that they have succeeded and rest. However, the energy that started the center must be sustained. Sustaining that initial energy is critical to maintaining the joint venture and the quality of the center's programs. Sustaining that initial energy also allows growth in programs that continue to meet the changing needs of the community. There are many possible pitfalls ahead including personnel turnover among key partners, significant changes in employer needs and labor markets, and lack of funding. Forming or joining a network of other similar centers can be helpful to gain new ideas, compare results, and keep up morale if the effort has been difficult.



A. MAINTAIN JOINT VENTURE

The joint venture among partners is the glue holding together the center now in place. Each member of the joint venture must stay deeply engaged and carry its share of responsibilities. Strong school district support is vital to keep the facility, funding, charter school status, and faculty. Any loss may not be immediate but can show itself in reduced facility maintenance, reduced funding, increased rules around faculty hiring, and less support from base high school counselors and teachers. The technical college must remain involved to ensure dual enrollment opportunities and appropriate labs and faculty. Relationships with key business and industry leaders must be maintained and fostered to ensure continued opportunities for work-based learning, advisory committee membership, and other kinds of support. Broader relationships with the business community at large and especially with any new employers need to be created and enhanced. Parents and community members must continue to be engaged in the center and feel a part of the process. The partners in the joint venture should be engaged in many of the aspects of continuous improvement, including fundraising, marketing, and networking.

Guideline: *REPEAT YOURSELF*

There will always be important stakeholders who do not feel informed about the center and who need to be brought to an understanding of your goals. There will always be newcomers to your community and transitions among center leadership. Whether the newcomer is a superintendent, school board member, employer, teacher, or parent of a child who just transferred to the school district, you will need to be patient and willing to repeat the vision and goals of the center, the types of students that succeed there, its benefits to the community at-large, and so on.

With high-ranking individuals, such as a new superintendent, college president, or member of the board of education, you will want to have a meeting with the newcomer and a few key members of the joint venture to thoroughly explain it and engage their support. To reach new teachers or parents, holding annual orientation-style meetings and tours can cover the information necessary.

- In any forum, be prepared to speak on how it all began as well as what is happening now. You will also want to report on any evaluation results or outcomes. Much support can be gained through sharing statistics on young people with an outstanding work ethic and college credentials. Always provide opportunities or avenues for audience members to get involved.
- In describing the center to newcomers, use students, instructors, and employers. Rich, concrete examples help explain what the center is all about. For instance, this description came from a student at CEC: “In our landscape design class, we had to design Newnan parks and market our ideas to the landscape director for the county. For this you need communications skills, problem-solving skills, and the ability to deal with customers.”

Guideline: LISTEN TO THE EXPERTS

Leaders at CEC and the sites in Douglas, Walton, and Whitfield Counties provided some specific counsel, based on their experiences, for others seeking to build and maintain such a joint venture.

“Set a clear focus up front. As you bring in partners, make sure everyone understands.”

“Have clear expectations and constant, open communication.”

“Make sure everyone is at the table as quickly as you can get them there and make sure they never leave.”

“Stay the course; it gets hard sometimes. Stay focused on what the community and students need.”

“Build support initially and then focus on maintaining it during rocky times.”

“There will be a continual process of bringing new people in and up to speed.”

“Use democratic processes. Keep people involved in decision making.”

“It takes a while to have an impact. Stay with it long enough to affect change and have something to look at.”

B. CONTINUE MARKETING

Marketing continues to be an important part of sustaining the center once it is created. Education and outreach are necessary to ensure that student interest in attending the center is maintained. Teachers, counselors, and administrators at the base high school are another group that may need continued education around the center and its goals. Newcomers to your own center staff must also be immediately engaged in this innovative approach. Finally, the community must be consistently updated on the center and its progress.

Guideline: *DEVELOP COMMUNICATION MATERIALS*

While much of your local marketing and education efforts will be done through public meetings and word of mouth, developing electronic, video, and print communication materials on the center, designed for particular audiences, is important.

- Make sure that your center has a website. It should provide logistical and contact information for local audiences and advertise what you are doing to the broader world that is looking for educational innovation.
- An attractive printed brochure on your center is useful for ensuring that visitors or those you meet at out-of-county meetings understand what you are doing. Economic development authorities in your county may want to use the brochure as part of recruiting new businesses.
- A video or DVD about the center can serve as an effective recruitment and marketing tool, for students and employer partners. It provides an opportunity for a broader audience to hear from students directly on how the center has impacted their educational lives and their futures.
- Several PowerPoint presentations—that can be adapted as necessary for different audiences—should be at hand. One will be useful for recruiting students. It will have a different tone and message than another to be used with center visitors or for presentations at local business and civic associations and state- or national-level professional conferences.
- Not only are your evaluation results important to have at hand and use in these materials, but it is also worthwhile to keep records of the interest expressed in your center. Maintain a spreadsheet in which you record the number of those expressing interest in the center—the numbers of visitors who tour (and where they came from), inquiry phone calls, invitations to present, and requests for consulting assistance.

Guideline: *KEEP LOCAL MEDIA INFORMED*

While local media probably covered the opening of the center in your community, continue to keep local newspaper and television news outlets informed about what happens there. Coverage

of student and center successes, changes, and events in local news is a good way to keep the local community apprised of what is going on.

- Build relationships with local reporters, particularly those who focus on education or economic development.
- Send announcements or press releases on events or accomplishments to local news outlets on a regular basis. Plant stories of successful students, happy employers, and satisfied parents.
- Take time to write an editorial or opinion piece when the center's innovative approaches directly respond to local political or economic changes that are in the news. Send it to local newspapers and others who might publish it—such as educational policy groups or career and technical education associations.

Guideline: *ATTEND EDUCATION CONFERENCES AND MEETINGS*

You should recognize that both your community's experience in creating such a center and the model of educational reform that the operating center presents are of great value to others. Good venues for sharing your expertise with those interested are at education conferences and meetings at the state-level or even nationally. These could be focused on career and technical education, such as the annual conference of the Association of Career and Technical Education, or more broadly-themed meetings on high school reform and early college access.

- Attending such conferences allows you to learn about others' innovative work and locate sister institutions. As a participant, you will also have the opportunity to tell the story of your center to those that you meet or in the discussion in relevant sessions.
- Apply to be a presenter at such meetings, giving you a larger audience with whom to share your experiences.

Guideline: *CONTINUE FUNDRAISING*

Fundraising needs to be done on a continuous basis. While some public money may have been available for start-up of the center, continued consistent funding is likely to be a concern. Public funds are often barely sufficient and could be drastically reduced in budget cuts. Lobbying for public education and charter school funds is thus an important role of the center's CEO. In addition, private resources allow for increased flexibility and independence. Such resources come through fundraising.

- The communication and marketing materials and opportunities described above form one piece of a fundraising strategy. Telling your story in a wide variety of venues and to different audiences increases the likelihood of meeting potential new funders.

C. ENSURE A NETWORK OF SUPPORT

Just as no one entity developed the joint venture on its own, so it will be important that your community and partners never feel they are going it alone. Connecting with others doing similar work and finding avenues of external support will assist in sustaining community efforts.

Guideline: *DO YOUR RESEARCH*

There has been considerable research and development on career and technical education, school-to-career programs, early college admissions, dual enrollment, Tech Prep, and other areas related to the development of reconceptualized education. This information can be accessed through the internet, the U.S. Departments of Education and Labor, professional associations, and a variety of other sources.

- Take the time to inform yourself in these fields through reading and attending events.
- Visiting innovative schools and programs that have implemented similar ideas with success is also a useful way to learn more. In addition, it allows you to meet potential peer institutions.

Guideline: *FORM OR JOIN A NETWORK OF SIMILAR CENTERS*

A network of like-minded communities and similar institutions can be very important for those engaged in replicating the CEC experience. During the process of developing the center, a network of peers can share information, problem-solve, and encourage one another. Once your center is operational, connections with peer institutions are important for support, information exchange, professional development, fundraising, and advocacy.

A valuable addition to your network during both the development and implementation phases are institutions such as CEC and the others mentioned in this manual that have already been down this path. Such institutions provide a model to look at and a rich set of ideas for your design team.

Another benefit is hearing about others' challenges before you encounter similar ones yourselves. External entities are seen as neutral and thus can provide honest answers and evaluations on things that might be sensitive if raised by a fellow community member. Established centers can be strengthened through these advising relationships as well through gaining new ideas for continuous improvement. As one site in the process replicating CEC related, having an experienced community as mentor is important because "you don't know all the questions, let alone all the answers."

Douglas, Walton, and Whitfield counties launched their centers under the guidance and mentoring of CEC leadership and in a network of peers that met regularly. Their efforts also received support from an external technical assistance team, from the Academy for Educational Development (AED) and Florida State University. Now that the centers in these counties are open, they have maintained this network through forming the Georgia College and Career Association.

Guideline: *CONSIDER TECHNICAL ASSISTANCE*

Finally, there are numerous technical assistance providers who can, for a fee, provide a neutral, objective, and experienced outside influence should your reform efforts need assistance. Ask other institutions to recommend technical assistance providers with which they have worked.

Conclusion

We trust that this guide has been of assistance in creating a vision and setting community goals for education and economic development. We believe that this guide has provided a logical method for step-by-step design and implementation of a seamless education center through the ADDIE process. We suspect that the real-life examples of how other communities and schools engaged in each of those steps has further enabled your decision-making. Conscientiously following each step of the process, in the order presented, and paying attention to the detailed guidelines and suggestions offered, should result in a center that incorporates the essential elements of CEC.

Remember that the ADDIE systems design process is a cyclical one. While your center may have become a reality, a commitment to continuous improvement ensures that over time it will become an even stronger provider of 21st century college and career preparation.

CEC and its replicating sites welcome your inquiries and visits and would be happy to provide assistance in the process of creating similar centers to your community. We look forward to the day when a large network of school-business-higher education partnerships committed to strengthening education and fostering economic development is present in the state of Georgia. Join us in reconceptualizing education!