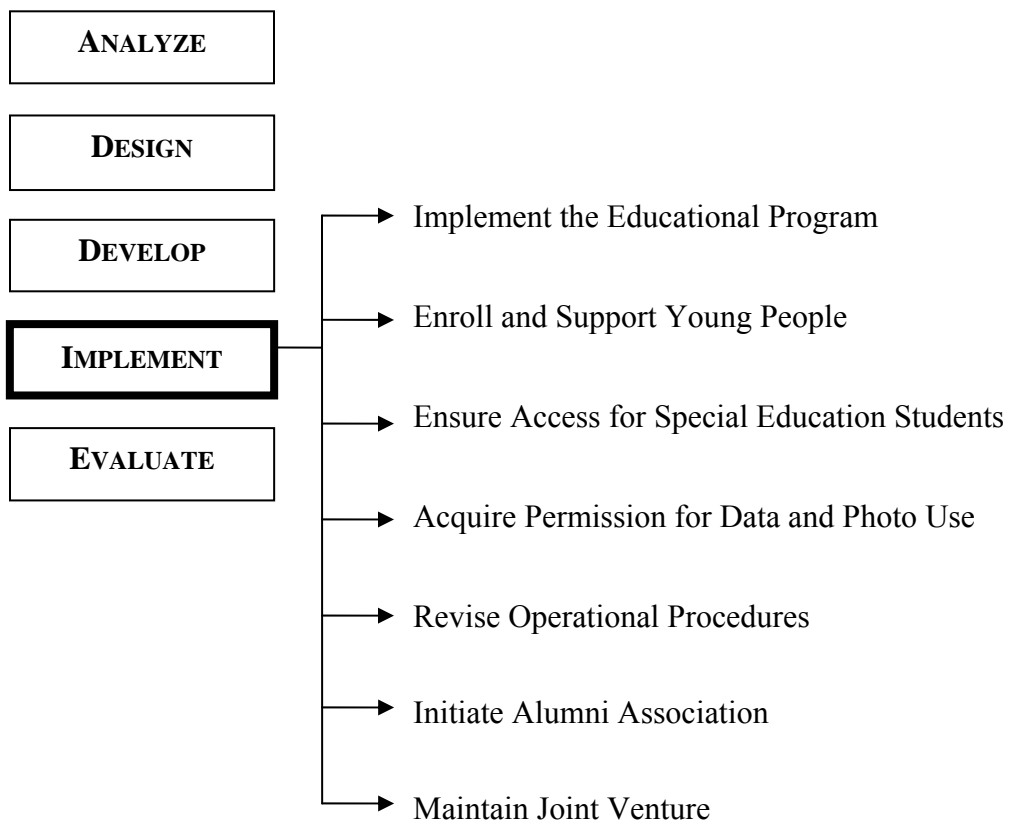


## IMPLEMENT

*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.

| <b>ADDIE Accomplishment</b>   | <b>Met?</b> | <b>Red Flags</b>   |
|---|-------------|--|
| 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 9<sup>th</sup> 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.

| <b>ADDIE Accomplishment</b>     | <b>Met?</b> | <b>Red Flags</b>  |
|---------------------------------|-------------|-------------------|
| 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 9<sup>th</sup> 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](http://www.gacec.com)

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**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.

| <b><u>ADDIE Accomplishment</u></b>                            | <b><u>Met?</u></b> | <b><u>Red Flags</u></b>                              |
|---|--------------------|--|
| 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.