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**Purpose:**

To identify performance requirements and the knowledge, skills, and abilities needed by today’s workforce to achieve the requirements. To identify the gap between performance required and current performance. To identify the causes and reasons for the gap and methods for closing or eliminating the gap. To consider the consequences for ignoring the gaps.

**Background:**

What is currently being done?

(Data informally gathered via phone, e-mail and face-to-face interviews)

* Elementary level: character words (either monthly or weekly)
* Middle level: Nothing
* High School: Nothing

\*\*Middle and high schools reporting that CEC handles\*\*

**Why it’s not working:** The focus has shifted to educating students at all grade levels on:

1. Exploring career options and availability,
2. Matching individual interests to skills, and
3. Setting a path to achieve career goals

The following are the criteria for state-mandated reporting on career education:

**BRIDGE Act Reports**

* **6th Grade: Portfolios** - % of 6th graders who have portfolio accounts with GCIS or GCIS Junior.
* **6th Grade: Career Cluster Inventory** - % of 6th graders who have completed Career Cluster Inventory and saved in their portfolios.
* **7th Grade: Reality Check** % of 6th graders who have completed Career Cluster Inventory and saved in their portfolios
* **7th Grade: 3 Career Clusters** - % of 7th graders who have explored at least 3 career clusters and saved them in their portfolios.
* **8th Grade: 3 Occupations** - % of 8th graders who have explored at least 3 occupations and saved them in their portfolios.
* **8th Grade: "My Course Plan"** - % of 8th graders who have completed the "My Course Plan" (Individual Graduation Plan).
* **9th Grade: 3 Occupations** - % of 9th graders who have explored and investigated at least 3 occupations prior to the annual student/family conference.
* **10th Grade: "College Credit Now"** - % of 10th graders who have been made aware of "College Credit Now" programs.
* **11th Grade: School to Work Connection (3 Schools)** - % of 11th graders who have made connection between school and work by exploring and saving at least 3 possible choices of postsecondary institutions in their portfolios that match their Individual Graduation Plan.
* **12th Grade: Next Step** - % of 12th graders who have identified their next step (self reported): college, military, apprenticeship, and workforce.

**Identify key stakeholders:**

Students

Parents

K-12 administrators

K-12 counselors

K-12 teachers

CEC

Employers

**Solicit support**

Don’t create work for the faculty and administrators. Provide them with tools to make their job easier while simultaneously achieving our initiative.

What can we do for you?

**Two plans of action recommended:**

1. Incorporate these character words as part of the elementary guidance curriculum. Provide tools, lessons, and recommendations for counselors.
2. Treat the initiative as an intervention. Use PBIS strategies, which the Coweta County school system is supporting and partially implementing as of the 2014-15 school year.

Employers: Provided CEC with list of ten character traits necessary for an employee’s success.

CEC: Need current curriculum.

High School Level: TBD

Middle School Level: TBD

Elementary School Level: TBD

Trickle down effect:

First, collaborate with employers (complete). Second, collaborate with administrators and educators at the high school level and conduct a needs assessment. Third, go to middle school level and finally elementary level. Find out where the disconnect in work ethic traits is appearing and focus on strategies to implement learning prior to that level.

For example, if educators of fifth graders are reporting high performance of a particular trait, yet 7th grade educators report that students are deficient in that same trait, then the focus should begin in the sixth grade year where the disconnect begins to occur.

Develop grade-level appropriate training. Incorporate multiple instructional methods to keep students engaged. Ensure the lessons are relevant to current age groups.

1. **Plan**
* Set goals/objectives for the needs assessment
* Evaluate organizational (agency) readiness and identify key roles
* Evaluate prior/other needs assessments
* Prepare project plan
* Inventory the capacity of staff and technology to conduct a meaningful training skills assessment and analysis
* Clarify success measures and program milestones
1. **Conduct Needs Assessment**
* Obtain needs assessment data (e.g., review strategic plans, conduct surveys, review performance evaluations)
* Analyze data
* Define performance issues: student subgroups/individuals
* Describe critical behaviors needed to affect problems/issues
* Determine and clarify why essential programs do not currently exist
* Research integrated performance solutions
* If education is the best solution, determine best education and development approach(es)
* Assess cost/benefit of education and development approach(es)
* Describe how the essential programs will be monitored and assessed after implementation of the improvement plan

Questions:

1. What is CEC’s current presence in schools?
* Number of visits/year to each grade level
* Who is representing CEC?
* Who are you meeting with?
* What is the purpose of the visits?

 2. What is the current curriculum for CEC students for character traits?

<http://accesscoweta.com/index.php/articles/education/>