



# Career Technical Instruction Coordinator Handbook

July 1, 2023

**COORDINATORS HANDBOOK**  
**for**  
**CAREER TECHNICAL INSTRUCTION**  
**Georgia Department of Education**

**Richard Woods**

State Superintendent of Schools

**Dr. Barbara Wall**

Deputy Superintendent- Career, Technical, and Agricultural Education

**Cherie Miller**

Program Specialist- Career, Technical, and Agricultural Education

# ACKNOWLEDGEMENTS

A special thank you to the to the following individuals for their contributions and input to the development and revision of the Career Technical Instruction Coordinators Handbook.

## Development Team

Cherie Miller	GaDOE Program Specialist, Special Populations
Serrita Carr	Newton High School, Newton County School System
Didi Davis	Greene County High School, Greene County
Alisa Echols	Eastside High School, Newton County School System
Sandra Gosch	Riverwood International Charter School, Fulton County
Martha Jones	Midtown High School, Atlanta Public Schools
Sonja Lewis	Benjamin E. Mays High School, Atlanta Public Schools
Chris Newsham	Alcovy High School, Newton County School System
Carrie Orr	Northview High School, Fulton County School System
Duran Paulk	Tift County High School, Tift County School System
Daniel Roehl	College and Career Academy South, Carroll County
Kathryn Shirey	Global Impact Academy, Fulton County School System
Vanessa Stanley	Fulton Schools College & Career Academy, Fulton County
Margie Thompson	Jones County High School, Jones County School System

# Table of Contents

Chapter 1 Overview of CTI .....	1
Chapter 2 Components of CTI .....	3
Chapter 3 Roles and Responsibilities of the CTI Paraprofessionals .....	9
Chapter 4 Planning and Implementation .....	10
Chapter 5 Student Leadership .....	12
Chapter 6 Public Relations and Community Service Involvement.....	17
Chapter 7 State Program Regulations.....	19
Chapter 8 Program Evaluation and Improvement .....	21

# Chapter 1

## Overview of CTI

### Support Services

The Career and Technical Instruction program (CTI) was created to serve as a specialized intervention service designed to support high school students with disabilities enrolled in Career, Technical, Agricultural Education (CTAE) courses. The primary goals of the CTI program are to:

- Provide appropriate learning supports of students in the CTAE classroom
- Ensure instruction and opportunities are available to students that result in the attainment of entry level job skills
- Support the utilization of self-determination skills
- Prepare students through supports by way of transition and employability skills development
- Create opportunities of exposure through CTAE careers

### CTI Targets for Successful Secondary and Post-secondary outcomes

- Provide career counseling and assistance to students by encouraging students to complete career assessments and career interest inventories
- Provide individual career awareness and exploration activities
- Coordinate and assist students with the completion of their transition plan prior to graduating high school
- Advocate for students and teach students to advocate for themselves
- Create opportunities for students to participate in job shadowing days, work-based learning programs, and obtain entry level employment positions
- Inform students of post-secondary options and assist with applications
- Collaborate services between school and outside agencies
- Plan and participate in community service activities
- Promote socialization and community participation through networking
- Document transition plan progress
- Encourage the development of the transition plan within the Individual Education Plan (IEP)

CTI support services aid students with disabilities within CTAE classes and laboratories. They coordinate transition services needed for students to obtain the post-secondary outcome goals specifically related to their education, training, and employment. The planning and implementation of these services should be consistent with the goals outlined in the student's IEP. The following individuals should be involved when modifying and supporting the IEP to ensure that all federal, state, and local requirements are met; appropriate faculty, administration, and community agencies.

To best serve students, CTI services should be provided by CTI Coordinators in CTAE classrooms and/or CTAE lab environments. Services vary based on student need and individual school environment, but may be consultative, collaborative, or co-taught.

## **State Model**

The Georgia Department of Education recommends that schools use the inclusive classroom and lab support services models in which The CTI Coordinator and/or paraprofessional spend each instructional period in one or more CTAE labs or classrooms. This model provides services on a cyclical basis within pathway courses, class periods, and days of the week to meet the needs of students within different CTAE courses. It is also recommended that a full period of planning is built into the CTI Coordinator’s schedule to meet the requirements of the Program of Work.

## Chapter 2

# Components of CTI

Comprehensive CTI services include supporting students with disabilities within career, technical, and agricultural education classes, transition planning, pre-employment training, coordination of services, scheduling, and follow-up. CTI students are served within the least restrictive environment. Schools should provide opportunities to explore, acquire, and develop the skills necessary for gainful employment or preparation for post-secondary education.

The CTI Coordinator should coordinate opportunities exposing students to work experiences, career opportunities, and post-secondary options and supports. Suggested activities include community service, summer employment, apprenticeship, internship, co-op experiences, part-time employment, school and industry tours, job shadowing, entrepreneurship, and career preparation activities (resume, interviews, etc.).

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

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

CTI Coordinators should work closely with the person responsible for student schedules to ensure appropriate course selection. As CTAE classes become more rigorous and academically challenging, students should be appropriately placed in these courses based on interests, abilities, and career objectives (post-secondary outcome completion goals). CTI students may participate in any program for which they meet the instructional requirements, prerequisites, reasoning skills, learning skills, setting demands, ability to stay on task, self-monitor, and perform safely. Examples might include certification programs, distance learning, work programs, articulated credit, and dual enrollment. Although students with disabilities must meet standard service entry requirements, entry testing must allow any accommodations listed in a student's IEP for test taking.

CTI Coordinators should attempt to maintain communication, for a period set by the local system, with CTI graduates. Maintaining contact with graduates adds validity to services and enables the coordinator to plan programs and activities which prove beneficial to students. Former graduates are often helpful in mentoring students and serving as resources for the program. Education and transition are ongoing processes. Coordinators should successfully transition each student on their caseload. They should inspire, encourage, and educate students to be the most efficient and productive workers they can be.

## **Roles and Responsibilities of the CTI Coordinator**

The key to a successful CTI program is a knowledgeable and conscientious coordinator. The CTI Coordinator should collaborate and communicate with the principal and building level administration, CTAE supervisor/director, special education teachers, CTAE teachers, paraprofessionals, Special Education Director/Coordinator, school counselors, and other stakeholders to ensure the successful delivery of CTI services to support students in the CTAE environment. An interdisciplinary team approach provides CTAE opportunities linking students with disabilities to the workforce and to prepare students for post-secondary success.

### **Best practices of successful CTI support services include:**

- **Support CTI students to ensure success within the CTAE environment**
  - Obtain basic requirements for entry and participation in all CTAE programs from the appropriate CTAE instructor
  - Establish strategies and/or accommodations and/or modifications when applicable to ensure the acquisition of CTAE skills
  - Provide related instruction for CTI students and assist in evaluating student achievement
  - Foster the development of self-advocacy skills within students
- **Utilize an effective learning team to promote student success**
  - Identify potential team members including school and non-school personnel to keep informed about program changes or needs
  - Establish or serve on an advisory committee to provide input, receive feedback, and give updates concerning the learning and employment opportunities of CTI students
  - Build relationships with local CTAE team members to encourage student participation/learning and promote employment opportunities
  - Establish roles and responsibilities with the CTI paraprofessional(s)
  - Seek and encourage parental involvement
- **Assist with career interest and aptitude assessments of CTI students.**
  - Administer career interest surveys and assessments



- Utilize local agencies, such as Georgia Vocational Rehabilitation Association and High School High Tech, that will assist in determining students' interests and aptitudes
- **Serve on current CTI students' and potential students' IEP planning committees**
  - Provide CTAE and occupational input
  - Advocate for CTI students
  - Relay information regarding student's career interests and aptitudes
  - Assist in the development of the transition plan in the student IEP
  - Coordinate with the Special Suggest appropriate courses related to current CTAE offerings within your high school setting based on student interests, aptitudes, and ability
  - Education Director, CTAE Director, and local, public, and private rehabilitation employment services to determine appropriate job placements
  - Participate in the scheduling process of CTI students to ensure the best possible educational setting
- **Set program goals for the school year and methods for achieving them**
  - Facilitate communication, coordinate services, and ensure confidentiality
  - Serve as liaison between CTAE and special education programs to disseminate information about CTI services and conferences
  - Attend recommended professional workshops, meetings, and conferences, as well as leadership conferences for students and coordinators
  - Develop and strengthen public relations through participation in civic/community awareness projects and service, including the statewide campaign
- **Develop a record system that is easily maintained and utilized**
  - Utilize student records reflecting academic information, contact information, student achievements, assessment results, and CTAE progress
  - Maintain program records concerning supplies, materials, equipment, and budget information
  - Complete state reports
    - Various agencies and administrators may request records of your program at any time. CTI coordinators must maintain sufficient records and documentation. Please be aware of your local school system's regulations and requirements.

## **Career Development and Guidance**

### **Self-Advocacy Skills**

CTI Coordinators will provide students with the opportunity to learn, perfect, and demonstrate self-advocacy skills. Coordinators should ensure students:

- Are taught to accept and acknowledge their disability

- Know and can explain to others how they learn
- Are involved in the decision-making IEP team
- Speak for themselves, when necessary
- Use the support systems available to the student
- Can describe accommodations or modifications that works for the student
- Are proactive rather than reactive to learning situations

## **Educational Planning**

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

- Use assessments to provide valuable planning information such as learning styles, interests, and abilities
- Review each student’s educational history as well as current academic test scores
- Identify learning accommodations needed in CTAE pathways that are essential for individual students
- Visit educational facilities and industries to promote awareness of an array of occupations
- Assist in the completion of post-secondary forms and applications
- Refer students to an outside or other agency for wrap-around services and resources
- Introduce students to post-secondary institutions best suited for their abilities and interests
- Encourage students to utilize the support services provided at post-secondary institutions

## **Career Planning**

Career development is a life-long process tied to each student’s interpersonal skills and knowledge. Career development goals for secondary students are as follows:

- Utilize prior knowledge of career interests and aptitudes needed for successful CTAE pathway completion to explore post-secondary opportunities
- Identify career opportunities in and throughout their community
- Develop employability skills through CTAE pathways and involvement

## **Career Assessments**

CTI Coordinators will utilize student information gathered from informal and formal career assessments. Career assessments are tools designed to help individuals understand how a variety of personal attributes impact their potential success and satisfaction with different career options and work environments. The results of the career assessments provide a broad scope of career related attributes and abilities. Students use these assessment results as a guide to explore career opportunities related to their individual skill set.

### **Examples of Career Assessment Inventories:**

- YouScience
- Virtual Job Shadow/Pathful
- O\*Net/ My Next Move
- Career One Stop
- Informal Student Interviews/Surveys
- ASVAB

### **CTI Program – Methods of support:**

- Assist instructor in modification of teaching practices and materials necessary to meet the needs of the student
- Assist in providing any equipment needed to make modifications for students when appropriate
- Monitor classroom behavior and aid teacher and/or student in correction when appropriate
- Monitor interaction in classroom/lab with peers and help provide corrective techniques
- Assist in preparing non-disabled students for mainstreaming disabled students into the career and technical courses
- Monitor student attendance and encourage attendance including parent contact when appropriate
- Encourage student participation in the appropriate Career Technical Student Organizations
- Assist in determining accessibility and aid in corrective measures
- Help students establish study techniques individualized for students' needs
- Assist instructor in curriculum and support instructor in selection and deletion of objectives necessary to meet the needs of the student
- Assist in administration of assessments to include reading test items when appropriate
- Monitor student's time spent on task and help adjust as needed
- Provide appropriate classroom and assessment accommodations as per the student's IEP

## **CTI Coordinator's Responsibility for Safety**

Safety is as important to course objectives as the skills and knowledge required to produce a skilled worker. Safety in the classroom, laboratory, and on the job should be a priority of every CTAE instructor, especially those involved in teaching students with disabilities. The CTI Coordinator must be knowledgeable of the specific safety rules and regulations for each CTAE area. Constant awareness and modeling of safety procedures leads to prevention. It is suggested each CTI Coordinator check with his or her CTAE supervisor and/or building principal for guidance on local safety regulations and policies.

## **Local System Responsibilities**

CTI support services are unique because they are supported through two different local school departments: CTAE and special education. Once the position is approved through special education, the responsibilities of the services are divided between the Special Education Department and the CTAE Department.

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

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

## Chapter 3

# Roles and Responsibilities of the CTI Paraprofessionals

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

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

### **Instructional**

- Be solely responsible for a classroom or a professional service on a full-time basis
- Be responsible for initially preparing lesson plans and initiating instruction
- Be used as a substitute teacher
- Assume full responsibility for supervising assemblies or field trips
- Perform job duties without supervision from the coordinator
- Be assigned to work with the most –difficult students most of the day

### **Non-instructional**

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

# Chapter 4

## Planning and Implementation

Planning and implementation of the CTI program must be consistent with the goals of the students, faculty, and administration as well as federal, state, and local requirements. As each program is unique, it may take up to three years to implement an effective CTI program. The CTI Coordinator must strive to master the wide range of competencies required to implement and provide CTI support services. Mastery of such competencies requires building relationships with all stakeholders.

### Steps of Implementation

1. Obtain teacher certification in special education
2. Obtain CTI endorsement
3. Offer consultative, collaborative and/or a co-teaching model that best meets the needs of the student and school environment. Visit several systems who are implementing your chosen delivery model.
  - a. Inclusive Classroom/Lab Support Services:
    - i. The CTI Coordinator or paraprofessional spends each period, excluding the required planning period, in one or more CTAE classrooms/labs. This model provides services on a rotation basis within classrooms/labs, periods, and days of the week meeting the needs of multiple students within different CTAE programs.
  - b. Resource Support Services:
    - i. CTI students receive services on a regular basis within the CTI classroom as part of their course schedule.
    - ii. CTAE instructors send CTI students to the coordinator or paraprofessional for assistance, as needed. Course content may include employment training and preparation.
  - c. Combination Inclusive Support Services and Resource:
    - i. This model typically requires a paraprofessional as part of CTI support services.
4. Students should receive services in the CTI class on a regular basis. The resource class provides students with additional support services to ensure they are prepared for success within their CTAE program and for future employment.
5. Discuss budget information with the CTAE Director and the Special Education Director
6. Create an inventory list of materials and supplies
7. Discuss with your CTAE and Special Education Department Heads the options of having a full-time paraprofessional, a part-time paraprofessional, or no paraprofessional
8. Provide in-service sessions to inform CTAE instructors, special education teachers,

school counselors, and the academic faculty of the purpose and services provided by

## CTI

9. Provide program goals and objectives for success
10. Develop an effective referral system ensuring enrollment standards are met by participating in the development of the IEP of each potential CTI student
  - a. Assist in setting goals and objectives realistically corresponding to the student's interest and abilities in measurable terminology
  - b. Participate in the CTI student's scheduling process and carefully consider the CTAE program demands, student needs, and the caseload of instructors
11. Administer transition assessment and utilize the data
12. Develop a record-keeping system that maintains confidentiality
13. Create an effective oral and written communication system with parents, teachers, and other agencies to promote student success
  - a. Provide CTAE instructors with student information specific to their course of instruction including, but not limited to, IEP components such as specific CTAE goals and objectives, modifications/accommodations for the course, and the behavior intervention plan
  - b. Support CTAE instructors to meet individual student needs
  - c. Provide CTAE instructors with suggested coordinator/paraprofessional responsibilities
  - d. Counsel students about post-secondary education plans and career opportunities
  - e. Develop relationships with community agencies to promote work experience opportunities
14. Utilize various strategies to promote student learning
15. Attend professional learning and conferences, specific to CTI and CTAE instruction
16. Create a participation plan for student conferences including student selection system, fundraising ideas, and project ideas

# Chapter 5

## Student Leadership

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

### CTI CTSO Leadership Conferences

The CTI CTSO Leadership Conferences are held twice a year typically in the Fall and Spring. These conferences are designed to provide high quality interactive experiences for students with disabilities. At the Fall Leadership Conference, the focus is on leadership training. This two- day conference affords students opportunities to hear motivational speakers and to participate in concurrent leadership sessions. The Spring State Leadership Conference is typically a three- day event that focuses on competitions and employability skills development. Attendees participate in a wide range of competitive CTAE events as outlined in the CTI Competitive Event Manual. Attendees also enjoy many recreational and social opportunities as a part of this conference.

### CTI CTSO State Officers

Annually, CTI students are given an opportunity to become a state officer. This process begins by completing an application, due prior to the State Leadership Conference. In addition to completing the application, interested candidates are required to:

- Attend a speech rehearsal
- Run a campaign prior to opening session
- Give a brief introductory speech on stage
- Interview with a judging panel

As part of the election process, schools attending state conference are allowed one voting delegate who will vote for the candidate of their school's choice.

Elected officers will be announced at the awards ceremony. Once elected, state officers:

- Serve and preside at leadership conferences.
- Attend officer trainings and meetings held throughout the school year.
- Attend state level functions as needed.

### Local Student Leadership Opportunities

In addition to state leadership activities, local leadership opportunities are available for students. CTI Coordinators should work to incorporate student leadership training within the school and community to benefit students. Some suggested activities that can promote student leadership at the local level include participation in IEP meetings and becoming actively involved in other CTSOs.



## Career Technology Student Organizations

Career Technology Student Organizations (CTSOs) are an integral part of Career, Technical, and Agricultural Education programs. These organizations provide opportunities for students to acquire career skills, develop leadership skills, enhance social interaction, promote personal growth, and learn more about their civic responsibility to society. It is important for CTI students to participate in a CTSO that aligns with their career interest and CTAE pathway. CTI Coordinators should encourage students to participate in CTSOs. Additionally, CTI Coordinators can improve CTSO participation by coordinating activities, community service, fundraisers, and other activities with advisors of the various CTSOs in your school.

### Career Technical Instruction (CTI)



*Career & Technical Instruction*

The CTI program is designed to support students with disabilities enrolled in Career, Technical and Agricultural Education courses.

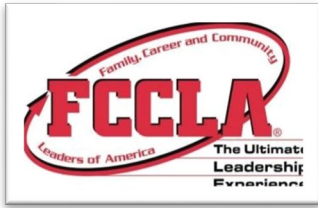
CTI provides students with disabilities at the secondary level entry-level job skills in broad or specific occupation clusters. CTI offers a Fall Leadership Conference that focuses on students with disabilities in CTAE classes in high schools throughout Georgia. The purpose of the program is to reward students showing the greatest improvement in career and work adjustment skills, and to recognize the achievement of these students in their career, technical and agricultural programs. These achievements are accomplished by providing students with opportunities for cultural growth, personal leadership development, improving self-confidence and self-worth and providing experiences not otherwise available to students with disabilities.

### DECA



DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges across the globe. Through its comprehensive learning program DECA integrates into classroom instruction, applies learning, connects to business, and promotes competition. DECA prepares the next generation to be academically prepared, community oriented, professionally responsible, and experienced leaders.

## Family, Career and Community Leaders of America (FCCLA)



Family, Career and Community Leaders of America (FCCLA) is a national Career and Technical Student Organization (CTSO) for students in Family and Consumer Sciences (FCS) education in public and private schools through grade 12. FCCLA offers intra-curricular resources and opportunities for students to pursue careers that support families. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education.

## FFA



FFA is an integral component of the agricultural education program. It is the student development and leadership application piece for agricultural education. FFA offers a variety of experiential learning opportunities through competitive proficiency awards and career leadership development events. FFA competitions focus on leadership and public speaking; communications, agriscience and biotechnology, as well as production agriculture. Agricultural education teachers and FFA advisors stress problem solving and decision making; and use a learning by doing method. By applying a science-based curriculum learned in a classroom or lab to real life projects, teamwork, and competition; FFA members can develop into successful, productive citizens. The strength of FFA and agricultural education lies in the dedication of the teachers; whose philosophy is, "We don't just teach agriculture, we teach students!"

## Future Business Leaders of America (FBLA)



Future Business Leaders of America (FBLA) is a student organization for middle and high school students participating in business and computer science courses. As an integral part of the business instructional program, FBLA provides opportunities for students to develop vocational and career-supportive competencies. Participation in FBLA activities promotes civic and personal responsibility; help students develop business leadership skills and establish career goals; and prepares them for useful citizenship and productive careers.

## Georgia First Robotics



### Georgia **FIRST** Robotics

Georgia FIRST Robotics vision is to see students excited about science and technology, have them attend one of their prestigious institutes of higher learning, and upon graduation, stay in Georgia for their careers. By doing this, we can 'put Georgia first.' Our best resource, our youth, contributes to the growth and sustainability of our innovative workforce.

## Georgia Skills USA



SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. SkillsUSA's mission is to empower its members to become world-class workers, leaders, and responsible American citizens. We improve the quality of our nation's future skilled workforce through the development of SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/ postsecondary students preparing for careers in trade, technical and skilled service (including health) occupations.

## Georgia Technology Student Association (GA TSA)



The Georgia Technology Student Association (GA TSA) is dedicated to students enrolled or previously enrolled or that have an interest in engineering and technology education pathways and STEM Education programs. The TSA chapters, facilitated by local chapter advisors, prepare students to be successful inventors, designers, creative problem solvers, responsible citizens and leaders who will influence and build the future. Georgia TSA prepares its members to be successful leaders in a technological society through our inter-curricular activities involving communication, leadership, teamwork, and competitive skill development.

## HOSA



Serving future health professionals since 1976, HOSA was created with the idea of providing students opportunities to develop as a leader and a future employee. With over 235,000 members across the nation, it is safe to say that HOSA has met our mission! Georgia HOSA created in 2000, now serves

over 15,000 members. HOSA creates driven, determined student leaders that are excited about healthcare and all that HOSA has to offer. Above all, HOSA is a tool vital to the success of students, teachers, and health professionals. HOSA is 100% healthcare and connects all hubs of the healthcare field. One experience ignites another creating a chain reaction between those who teach, learn, and do. The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health science technology education students, therefore, helping students to meet the needs of the health care community.

# Chapter 6

## Public Relations and Community Service Involvement

Public relations and community service involvement are vital components of CTI support services.

### Public Relations

The main purposes of public relations in CTI are to promote CTI services, engage with the community for support of the program, and build relationships with potential employers for future job placement. The coordinator also shares students' performance, showing the community what students have accomplished in the local school.

### Promote CTI Services

- Post program activities (social gatherings, employability workshops, post-secondary and industry tours, student achievements)
- Attend Local Functions (Board of Education Meetings, community group meetings, Open Houses, Transition Fairs, etc.)
- Utilize the coordinator notebook (for sharing with school and community members)
- Participate in community engagement
- Volunteer for community events
- Invite Guest Speakers
- Participate in Industry Tours
- Attend hiring Events
- Assist with Mock Interviews
- Organize a local appreciation event
- Build relationships with employers
- Work closely with WBL Coordinator to identify appropriate placements
- Utilize Advisory Committee to connect with potential employers
- Contact local businesses to identify employment opportunities based on student career interest
- Utilize Media Tool Kit

It is important to note that each CTI Coordinator should ensure that administrators are kept informed of federal laws and regulations and state policies and procedures pertaining to the CTI program. Likewise, the coordinator should make the administration aware of the CTI Program of Work which outlines major policies and practices to be followed in operating a successful CTI CTSO program. Regarding school personnel, CTI Coordinators should keep the faculty well informed about CTI support services.

## **Community Service**

Community Service is an important aspect of a successful CTI Program. Students should have opportunities to participate in volunteer activities and give back to the community through teamwork, cooperation, compromise, and seeing a project to completion.

### **Suggestions for Community Service**

- Relay for Life
- Blood Drives
- Food/Clothing Drives
- Gift Boxes for US Troops
- Visits to Nursing Homes or Children's Hospitals
- Toys for Tots
- Local Environmental Efforts
- Local Appreciation Function

# Chapter 7

## State Program Regulations

### Enrollment Requirements

CTI services assist students with disabilities in developing workforce readiness skills. Every student who is eligible for special education will not fit the criteria for CTI support services. The criteria for student placement into CTI are as follows:

- Must be legally identified under IDEA as a student with a disability and served through the special education program.
- May require accommodations to ensure successful participation in a CTAE program.
- Must be enrolled in a CTAE pathway course.
- No caseload guidelines set by the state department of education.

### Teacher Qualifications

According to the Georgia Professional Standards Commission, every CTI Coordinator must possess a valid teaching certificate in special education or a related field and a supplemental field endorsement for CTI. The supplemental field certificate requires participation in summer school pre-service sessions and the successful completion of a specified internship course during the first year of employment as a CTI Coordinator. CTI Coordinators should be assigned on a full-time basis, based on school scheduling of a regular school day.

### General School Responsibility

An effective CTI Coordinator should conduct ongoing collaboration with the Special Education and CTAE Departments. A CTI Coordinator is responsible for working with both departments for the placement of CTI students. When making choices for program meetings held at the same time, the CTI Coordinator should consult with the department heads to decide which meeting holds priority.

### Program of Work

The extended day and year contract is determined by the local school system for CTI Coordinators who serve as a CTI CTSO Adviser. The documentation method of how this time is spent is determined by the local system. Activities on an extended day and/or year contract occur before or after regular school hours as set forth by the local system. Questions regarding the Program of Work should be directed to your local CTAE Director.

### State Support Services for CTI programs

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

- Assist in developing, directing, and evaluating local CTI services
- Plan and provide leadership for the summer in-service training programs for CTI Coordinators and Paraprofessionals

- Provide summer in-service programs for new and replacement coordinators to strengthen the services
- Evaluate and approve the annual Program of Work for coordinators
- Serve as consultant for local in-service programs and meetings

Additionally, the Division for Special Education of the GaDOE has the following supports available to local systems:

- Provide staff training in the development of appropriate IEPs
- Provide staff training in the development of transition plans for students with disabilities, including interagency connections
- Assist in the development of community-based programs for students with disabilities
- Serve as consultant for local meetings or other needs



## **Chapter 8**

# **Program Evaluation and Improvement**

Program evaluations are mandated by federal legislation, including Perkins V funding and IDEA. Coordinators must continue to assess, modify, and improve the effectiveness of their services within the school. Coordinators have the responsibility of ensuring CTI services in their school are clearly defined in how CTI services assist a special education student in transitioning from high school to postsecondary outcomes.

CTI Coordinators are required to complete annual reports that provide data and feedback which pertains to the success of the CTI program. Each year, GaDOE selects several school systems across the state for review. These CTAE program reviews are conducted either virtually or in-person. All CTAE teachers, including CTI Coordinators, are required to gather and submit documentation related to their program area. Feedback is then provided to district leaders and used to create suggestions for program improvement.

Professional learning is provided by GaDOE to keep CTI Coordinators aware of updates, service improvements, and best practices.