

Project CARE

Project CARE (Children Attuned to Remaining in Education), a prevention-intervention dropout plan designed for K-12 implementation, consists of three phases: Awareness/Identification, Intervention, and Evaluation. The primary intent of Project CARE is to provide additional staff contact time with at-risk students for the purpose of encouraging positive achievements and improved school attendance. Project CARE is based on the premise that one concerned school staff member can make the difference between a student graduating or dropping out, passing or failing, becoming a productive member of society or becoming a burden on society. Project CARE involves kindergarten through grade 12 faculty. It emphasizes early identification of at-risk students and concentrates efforts of key faculty members to keep these students in school. This broad-based program focuses on developing a student's self-esteem and providing an optimal climate for learning.

Saraland High School Work Base Learning (Cooperative Education) has been in existence since 2012-2013 school year. The program has grown from the first year having around 36 student to this school year having 86 students enrolled. The program is flexible to allow students to take one or two credit hours during sixth period or sixth and seventh period.

Students interested in the program must first fill out an application in the spring of the previous school year. When the application is completed, signed by their parent, and turned in to the coordinator, an interview is given to the students. The interview is a part of procedure in enrolling in the program. Enrollment is based on the student's attendance, discipline record, teacher recommendation forms, and required classes (Career Prep and/or career tech classes).

Students enrolled in the program will be introduced to variety of workplace learning opportunities. Students are taught how to clock out and this is required daily before leaving school. Students are also required to be review by their employer each semester. Other skills taught are responsibility with paperwork/timecards, communication skills, soft skills, and responsibility skills.

Around 88% of our students in the program work in the Saraland area. Ninety percent of the students are working in the apprentice program being paid and the remaining ten percent are working as an intern (unpaid positions).

INTRODUCTION

“Research has indicated that work-based experiences invigorate learning and that students participating in work-based learning were more likely to stay in school, take more difficult courses, and graduate.”

- Swail, Watson S. and Kampits, Eva, 2004

Work-Based Learning provides students with educational opportunities that typically cannot be replicated in the classroom. The *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) emphasizes the necessity of providing students with strong experiences in, and comprehensive understanding of, all aspects of the industry that the student is preparing to enter. This manual provides a framework for meeting this mandate through rigorous, relevant experiences in the classroom and in a work-based learning setting.

The work-based experiences included in this manual are designed to make learning relevant, improve graduation rates, and better prepare students for careers or continued education and to connect information learned in the classroom with skills obtained in an occupational setting. These experiences include cooperative education, Health Science Clinical Internship, Education and Training Internship, Supervised Agricultural Experience, Health Science Career Shadowing, school-based enterprises, industry tours and job fairs, job shadowing, work-based learning pilot experiences, and industry-based learning experiences.

This manual contains policies, techniques, and procedures to be used for all work-based learning experiences. It provides instruction, guidance, direction, and the documentation necessary to develop and implement a quality, work-based learning experience. Information contained herein should be used as a guide for teachers, counselors, school administrators, and others involved in providing work-based learning experiences.

Benefits of Work-Based Learning

Work-based learning is a major component of career and technical education. Improved skills lead to higher efficiency and the availability of a better-trained labor pool that encourages business growth and productivity. Well-managed work-based learning experiences build confidence in the school system and have benefits for the student, employer, mentor, school, and community.

The students may be given the opportunity in work-based learning experiences to:

- Receive specific school-based and work-based training in a chosen career while attending high school.
- Earn income and become financially literate in some experiences.
- Reinforce and apply academic competencies.
- Develop, demonstrate, and refine safe work habits.
- Demonstrate responsibility, maturity, job competency, and decision-making skills.
- Gain an understanding of the financial operations, employment opportunities, and organizational structure of business and industry.
- Develop a portfolio of academic, technological, occupational, and work-readiness skills.
- Improve the transition from school to work.
- Participate in Career Technical Student Organizations (CTSOs) related to their career objectives and coursework.

The employer or the employer-mentor may be given the opportunity to:

- Be involved in the total school program.

- Participate in the development of a work-based training plan that meets labor market demands.
- Create an awareness of training needs for their business and industry.
- Employ part-time employees that provide more flexible scheduling.
- Develop positive public relations and build goodwill through partnerships with schools.

The school may be given the opportunity to:

- Increase the graduation rate.
- Create broader curricula that encourage students to accomplish their educational goals.
- Allow flexibility of instruction.
- Meet the career goals of a diverse student population.
- Correlate school-based learning with work-based learning.
- Provide valuable industry contacts and opportunities for partnership development.
- Enable students to receive training in a number of occupations in state-of-the-art facilities, utilizing the most current technology with minimal capital expense for the school.

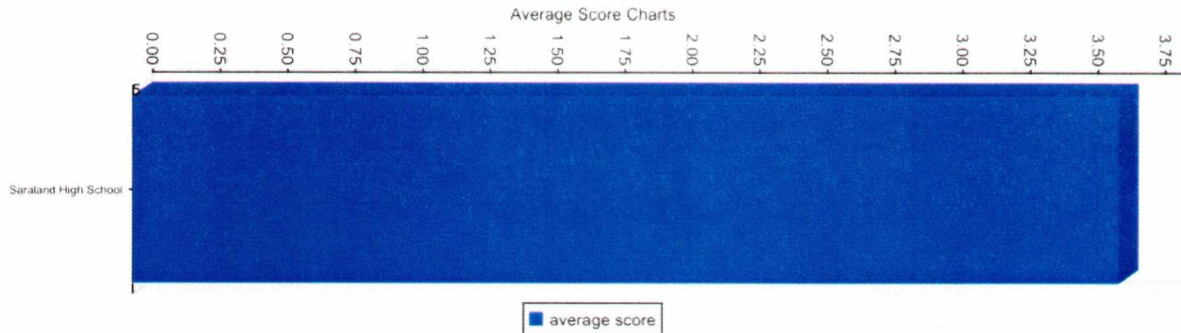
The community may be given the opportunity to:

- Participate in partnership development with the school system.
 - Increase the local economy with student earnings.
 - Provide awareness of local career opportunities.
 - Assist students in appropriate career selection.
 - Participate as a member of a local CTE Advisory Council/Committee.
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SHS Survey Evidence Standard 3.9

STANDARD 3: TEACHING AND ASSESSING for LEARNING

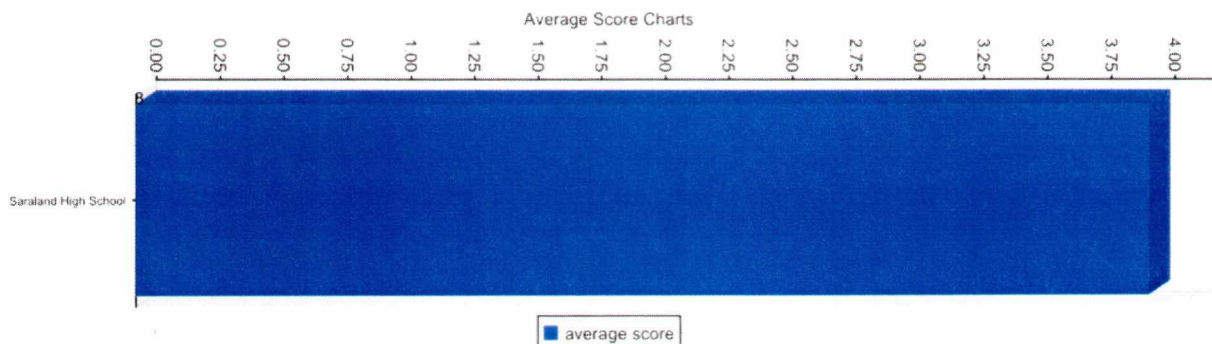
Students



3.9 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.9, SHS has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. According to the high school student survey results, the average score for this indicator was 3.48 in May 2016 and decreased slightly to an average score of 3.19 in December 2016. While a small decrease, the results still show students believe the school has achieved this indicator.

Parents

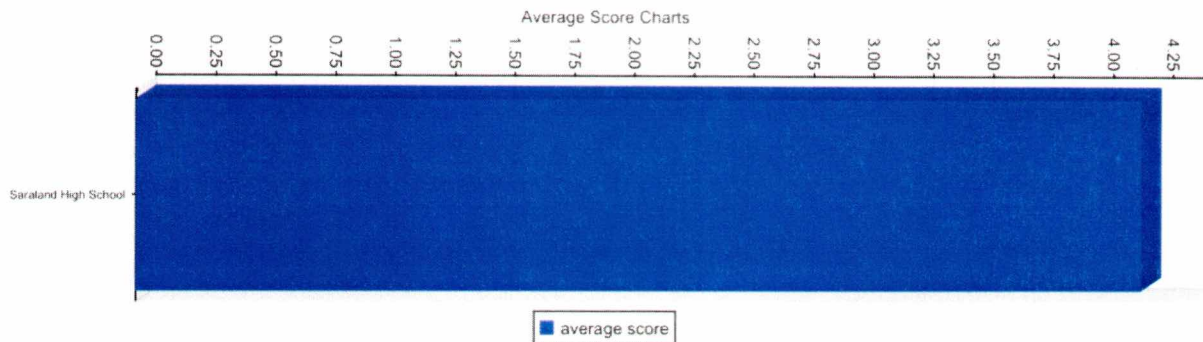


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SHS Survey Evidence Standard 3.9

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Staff



3.9 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.9, SHS has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. According to the staff survey results, the average score for this indicator was 4.23 in May 2016 and increased to an average score of 4.36 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.