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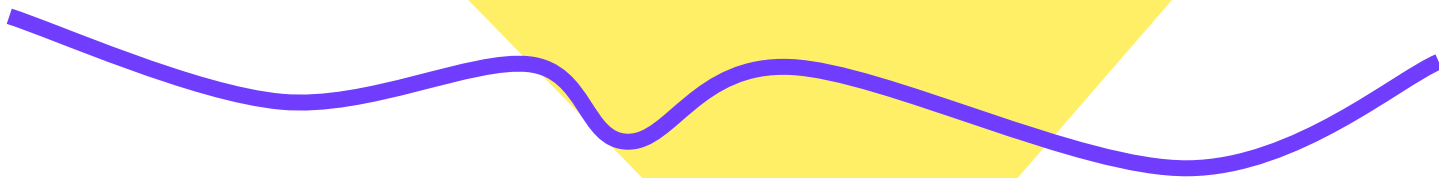
A

Education and Economic Development Act

North Augusta Middle School

February 1, 2011

Debbie Hubbard, CATE Coordinator

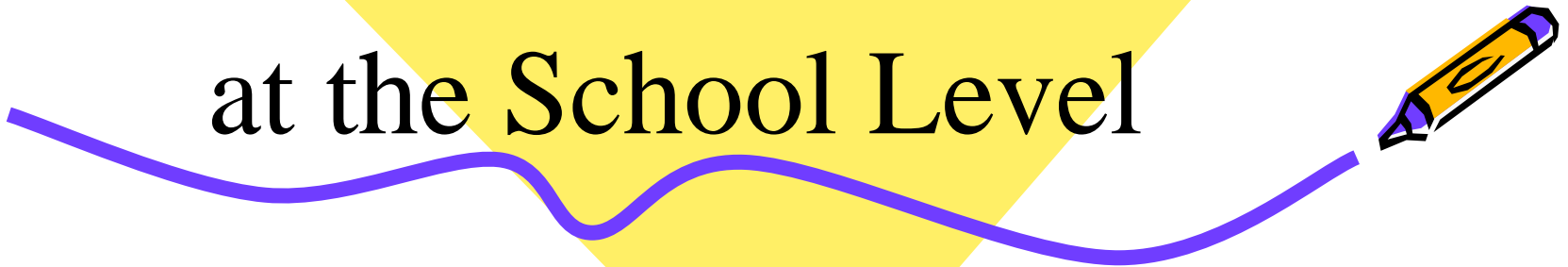




The Structure of

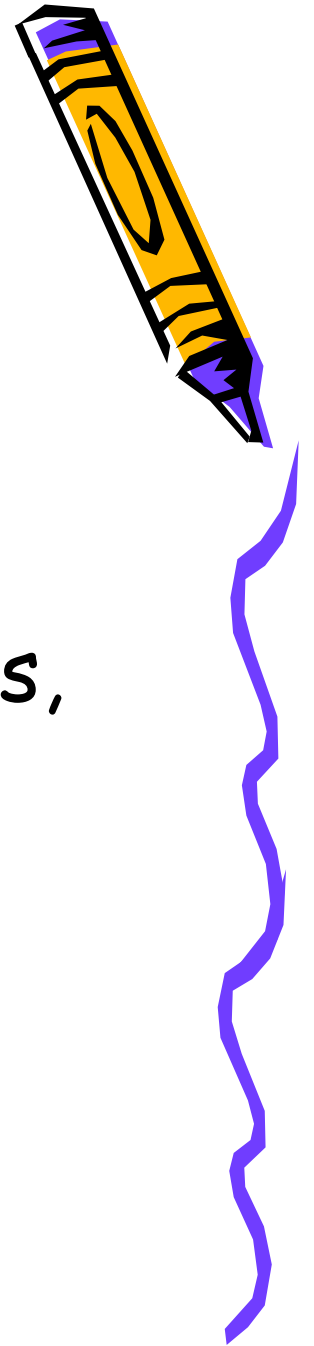
E E D A

at the School Level



E E D A

- Starting in the elementary schools, students will begin exercises/lessons that introduce career opportunities to them.



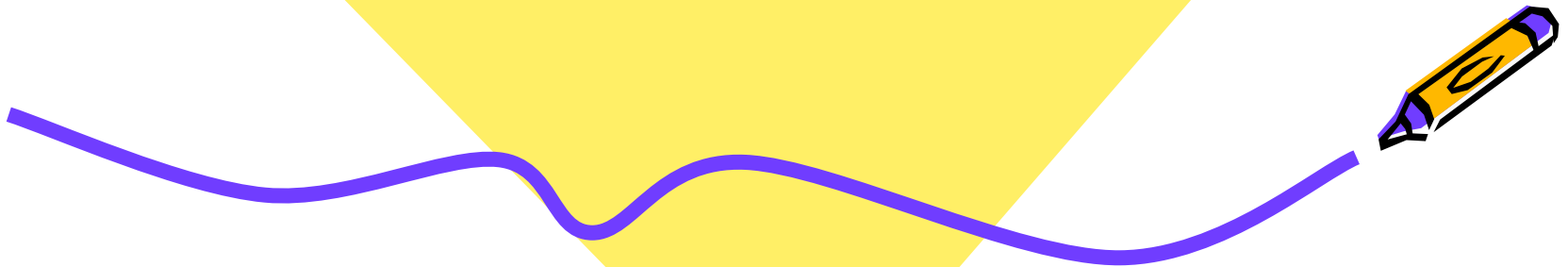


•In the middle schools, career development will continue.

-Sixth Grade, Students will begin a Career Development Folder and take an assessment.

-Seventh Grade, Students continue exploration using the SCOIS on-line system.

-Eighth Grade, All students will take ACT' s EXPLORE.



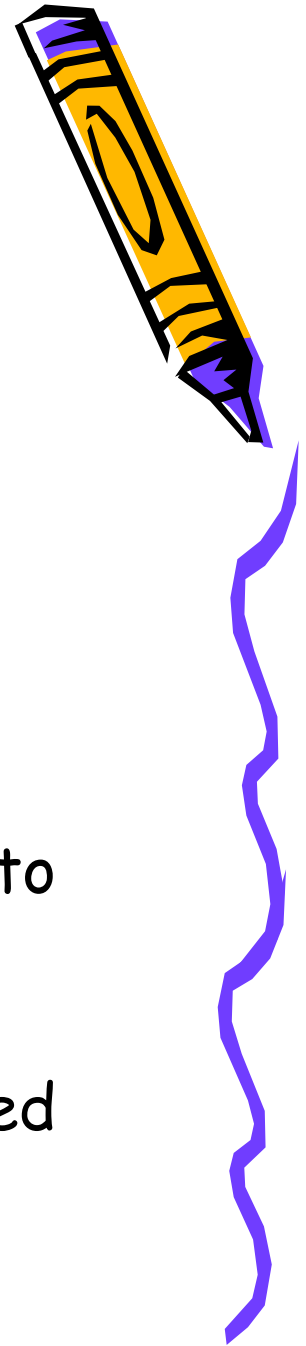
- EXPLORE will help direct students by giving feedback in the following areas:

- Strengths and weaknesses in four core subject areas:

- English
- Math
- Reading
- Science

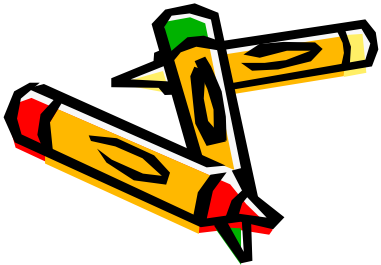
- Plans and goals after high school related to interests

- Plans and goals after high school as related to Post Secondary Plans



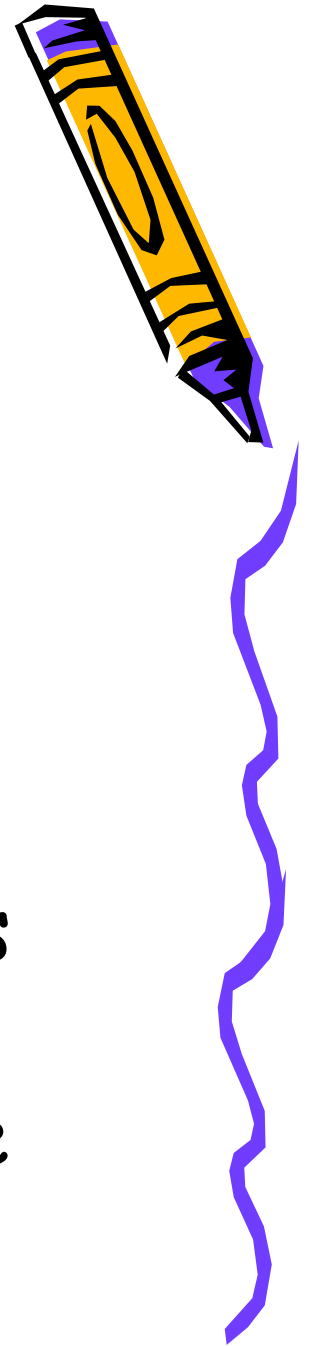
Explore

- Section that references plans and goals after high school related to interests
- Section that references plan and goals after high school related to post secondary plans
- Predictor for PLAN (10th)
- Plan is predictor for ACT (College Entrance)



Most Important Part of the Legislation

- Education and Economic Development Act (EEDA) became law in June of 2006
- Vast, Far-Reaching Law
- Most Important piece of EEDA is the parent/teacher Individual Graduation Plan (IGP) Conference

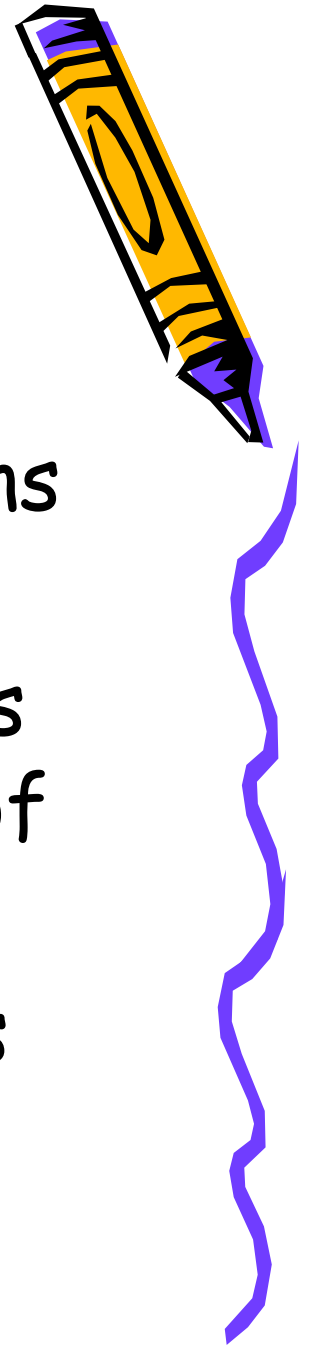


- Eighth graders will meet with their parents and a guidance counselor in the Spring to determine what Cluster of Study they are interested in exploring once at the high school.



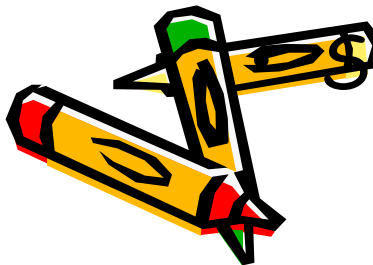
Curriculum Framework

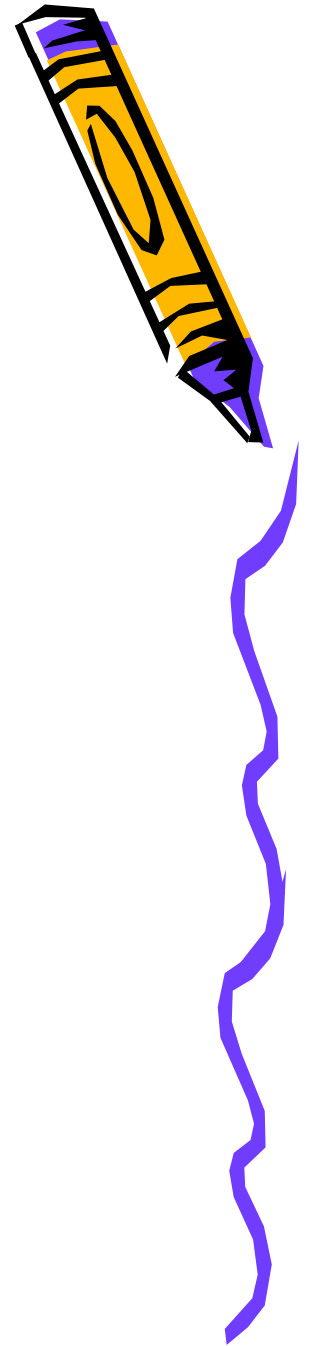
- Create a focused high school experience with high expectations and seamless transition
- Decrease percentage of students entering postsecondary in need of remediation
- Increase percentage of students taking higher level courses



Additional Benefits

- Student academic performance
- Dropout rates
- Student attendance
- Graduation rates

 Student and parent satisfaction





The Design of E E D A at the High School Level.

- Clusters of Study
- Majors for each cluster of study
- Individual Graduation Plan (IGP)
- Recommended curriculum for an IGP



Clusters of Study



AV Technology and Communications

Agriculture, Food and Natural Resources

Architecture and Construction

Business, Management and Administration

Education and Training

Finance

Government and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

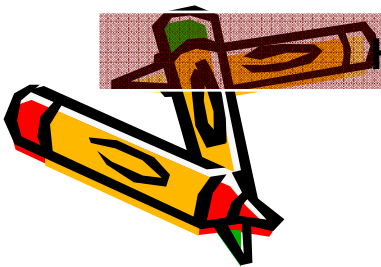
Manufacturing

Marketing, Sales and Service

Public Safety and Security

Science, Technology, Engineering and Mathematics

Transportation, Distribution and Logistics



Credits Required for High School Diploma



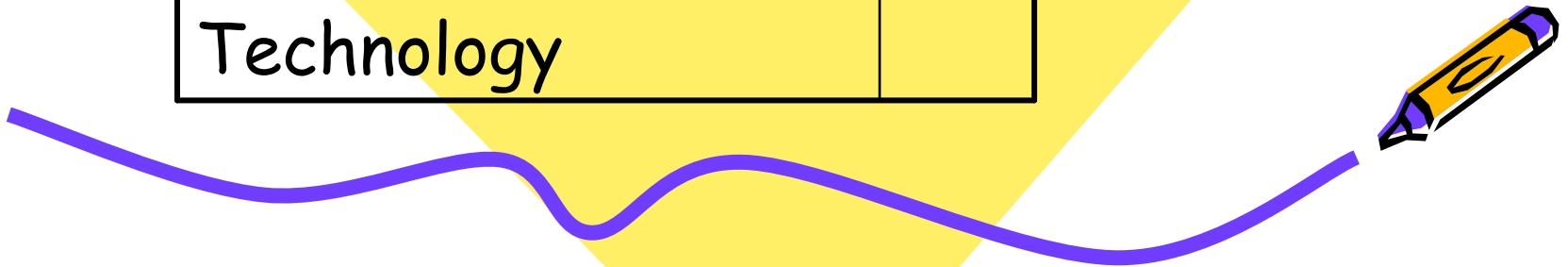
English	4
Math	4
Science	3
US History	1
Economics/Government	1
Social Studies	1
PE/ROTC	1



Credits Required for High School Diploma



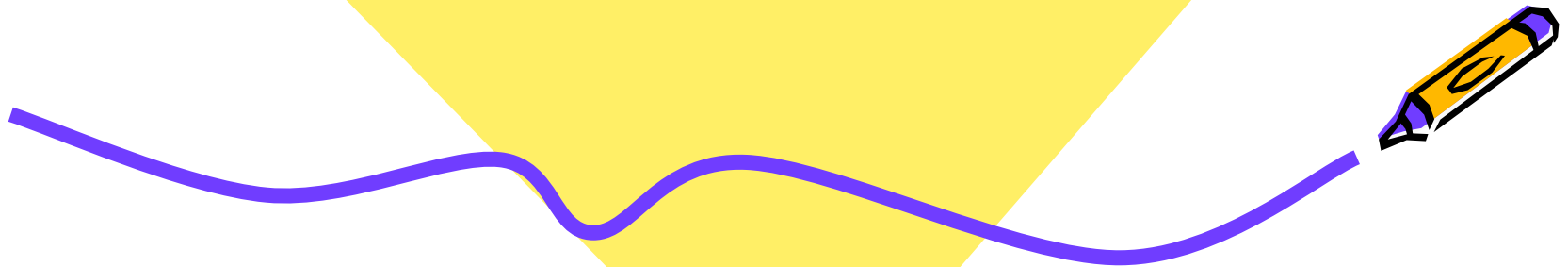
Computer Science	1
Foreign Language, Fine Arts, or Career & Technology	



Credits Required for High School Diploma

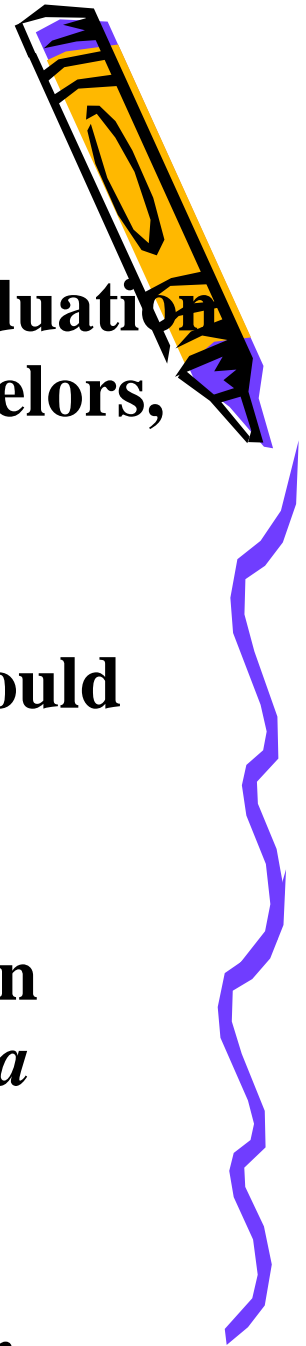


Core Credits	17
Electives	7
Total Credits	24
Pass HSAP	Yes



EIGHTH Grade

- **Students begin developing an Individual Graduation Plan by working with their parents, counselors, and teachers.**
- **Students choose a Career Cluster that they would like to explore.**
- **Students have the opportunity to participate in virtual shadowing and “*Go To Work With a Relative Day*”.**
- **Students continue Career Planner**



NINTH Grade

- **Students review and update Individual Graduation Plans (IGP) developed in the eighth grade.**
- **Students choose a Career Cluster to explore.
Students may consider a major, focusing their elective choices in a particular area.**
- **Students explore postsecondary career interest.**
- **In Aiken County, all students take the Holland SDS**
 - **Virtual Shadowing Opportunities**



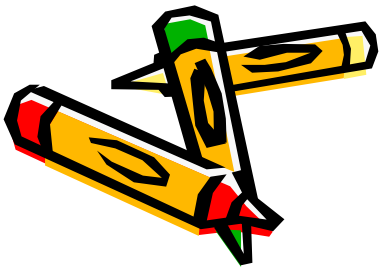
TENTH Grade

- Students review and update Individual Graduation Plan.
- Students declare a major.
- Students have the opportunity to participate in extended learning opportunities both virtually and in-person .
- All Students take the PLAN
- Students develop postsecondary career interest.
- Students have an opportunity to choose to take a CTE Survey Course at ACCTC
- Students receive information about Dual and Concurrent Credit at ATC or USCA.

Students receive information about Academies

<http://www.atc.edu/P262.aspx> Contact:

■ Jeanne Barnard-803-593-9954 ext: 1611



ELEVENTH Grade

- **Students review and update Individual Graduation Plan (IGP) with particular attention being given to postsecondary career interest.**
- **Students take the Kuder Assessment**
- **Students have the opportunity to participate in extended learning career opportunities with a focus on in-person shadowing**
- **Students have the opportunity to attend the Aiken County Career Center.**

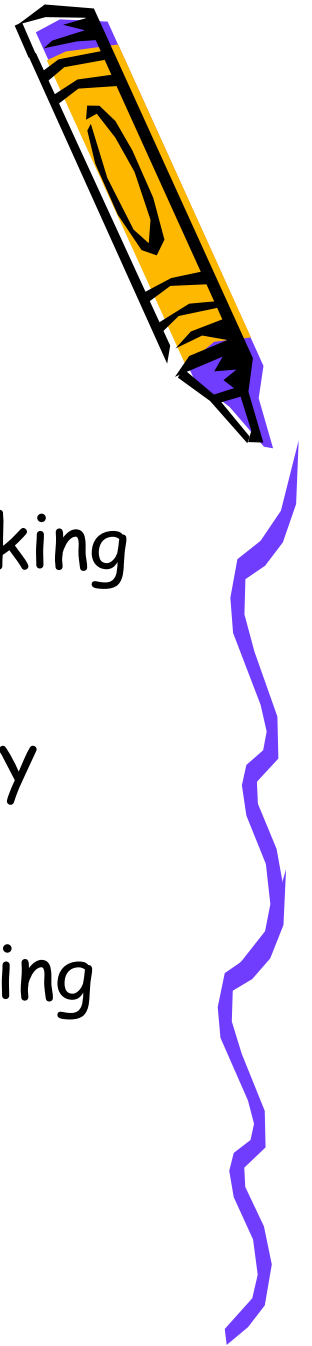
Eligible students have the opportunity to be part of the Pre Engineering Academy

<http://www.atc.edu/P262.aspx> Contact:

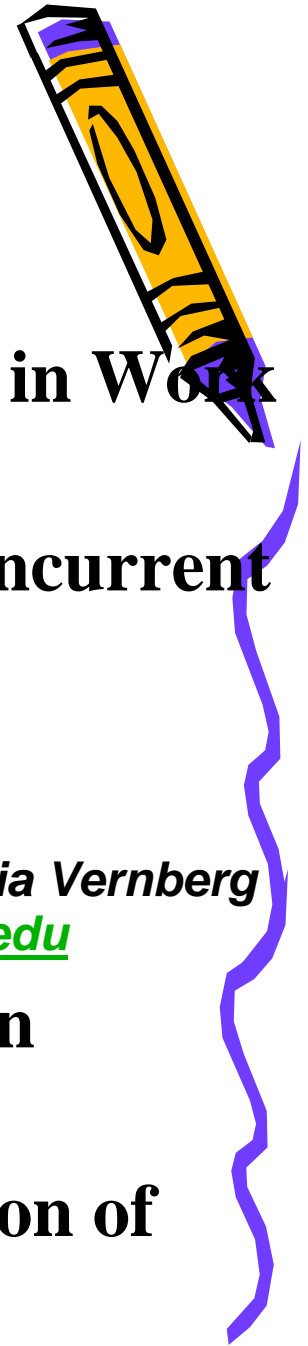


Aiken County Career and Technology Center

- Agriculture
- Electricity
- Machine Tool
- Welding
- Criminal Justice
- Health Science
- Emergency Medicine
- Computer Networking
- Cosmetology
- Media Technology
- Automotive
- Computer Drafting
- Mechatronics



TWELFTH Grade



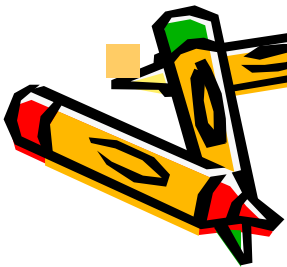
- Students complete requirements for a major
- Students have the opportunity to participate in Work Based Learning
- Students have an opportunity for Dual or Concurrent Credit from ATC of USCA.

<http://www.atc.edu/p261.aspx>

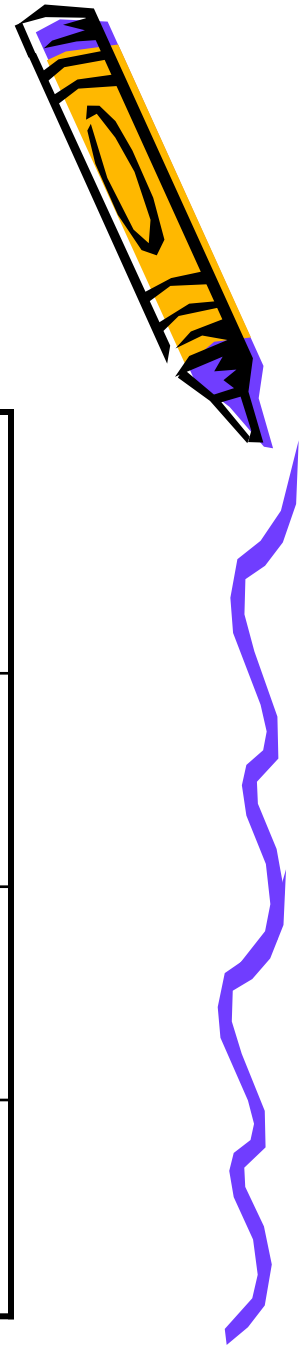
Contact: Jeanne Barnard-803-593-9954 ext: 1611

<http://web.usca.edu/admissions/concurrent-admissions.dot> Marcia Vernberg
Concurrent Enrollment Coordinator 803-641-3366 marciav@usca.edu

- Students have the opportunity to participate in career shadowing.
- Students receive recognition for completion of major at graduation.



Aiken County School District Middle 8TH GRADE STATS



	Enrolled Students	IGP's Number and Percentage	Parental Participation Number and Percentage
2008	1797	1704 94.8%	NA
2009	1740	1715/ 98.7%	1545/ 88.8%
2010	1745	1711/ 98.1%	1520/ 87.1%

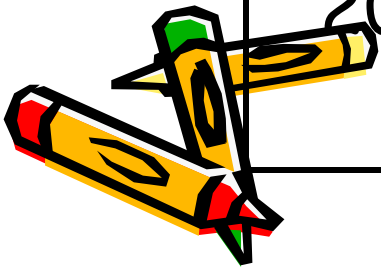


Area 2 stats

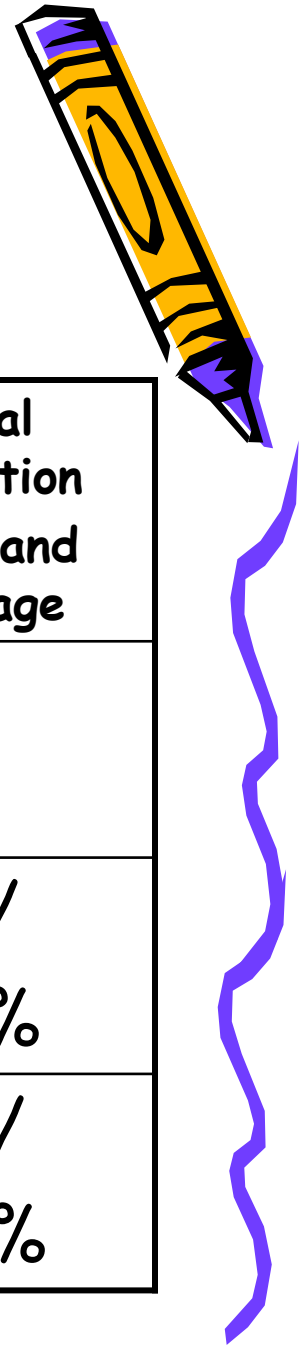
North Augusta Middle



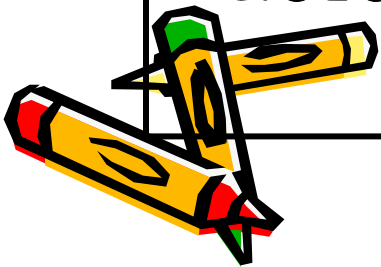
	Enrolled Students	IGP's Number and Percentage	Parental Participation Number and Percentage
2008	207	202/98%	NA
2009	214	212/99%	186/ 86.5%
2010	217	217/100%	214/ 98.6%



Area 2 Middle School STATS

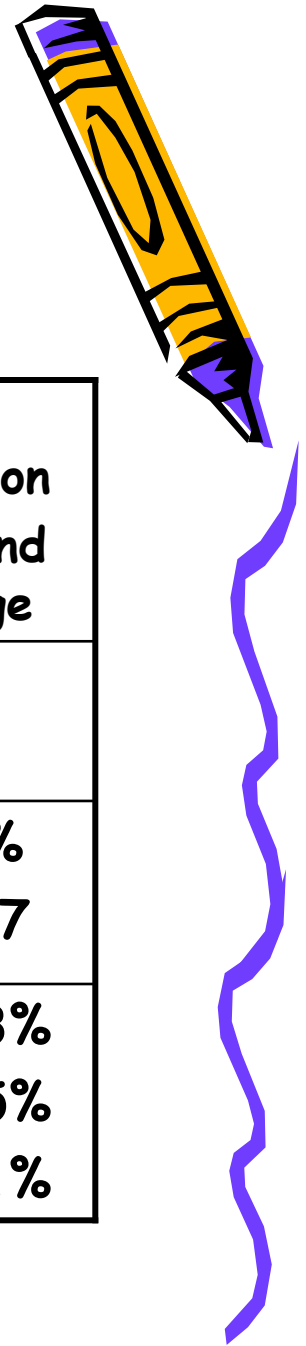


	Enrolled Students	IGP's Number and Percentage	Parental Participation Number and Percentage
2008	383	378/ 98.7%	NA
2009	406	404/ 99.5%	371/ 91.3%
2010	409	408/ 99.8%	392/ 95.8%

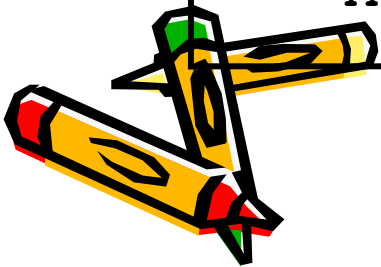


Area 2 stats

North Augusta High

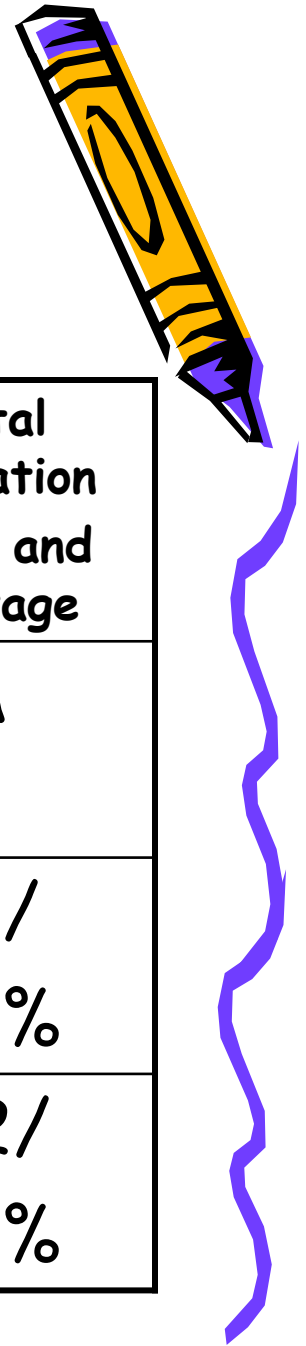


	Enrolled Students	IGP's Number and Percentage	Parental Participation Number and Percentage
2008 9 th Grade	519	450/87%	NA
2009/9 th	421	419/99.5%	291/69%
10 th	428	420/98%	294/68.7
2010/9 th	429	429/100%	263/61.3%
10 th	409	407/99.5%	264/64.5%
11 th	362	361/99.7%	243/67.1%

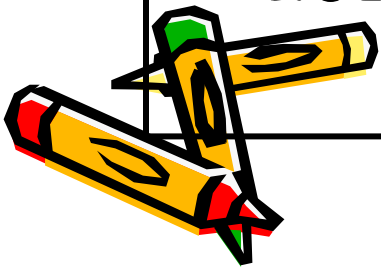


Area 2 stats

8th, 9th 10th and 11th Grades

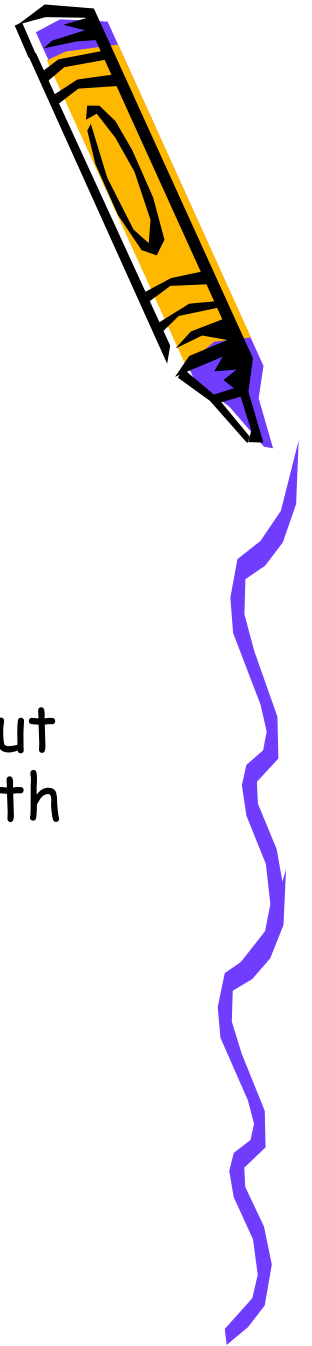


	Enrolled Students	IGP's Number and Percentage	Parental Participation Number and Percentage
2008	902	828/ 91.8 %	NA
2009	1255	1243/ 99%	946/ 75.4%
2010	1609	1605/ 99.8%	1162/ 72.2%



What the Numbers Tell

- Parents want to be a part of the educational and career development process for their students
- Parents welcome the opportunity to talk about their students' strengths and weaknesses with knowledgeable school personnel
- Parents, students, and schools working together is good for all involved



Parents

- Be aware of the requirements for graduation.
- Encourage your students to explore possible college choices.
- Come for the IGP session and talk about your student, his/her strengths and interests.
- Assist your student in making well-informed decisions about high school and beyond.





HELPING YOUR CHILD CHOOSE A MAJOR

Gauge your child's interests:

- What extracurricular activities does your child enjoy?
- What are his/her hobbies?



SOURCES: Richland and Lexington districts officials; university/Web site/THE STATE, CLOUMBIA, SOUTH CAROLINA



HELPING YOUR CHILD CHOOSE A MAJOR

Consider your child's strengths:

- What courses does your child excel?
- What courses does he/she struggle?



SOURCES: Richland and Lexington districts officials; university/Web site/THE STATE, CLOUMBIA, SOUTH CAROLINA



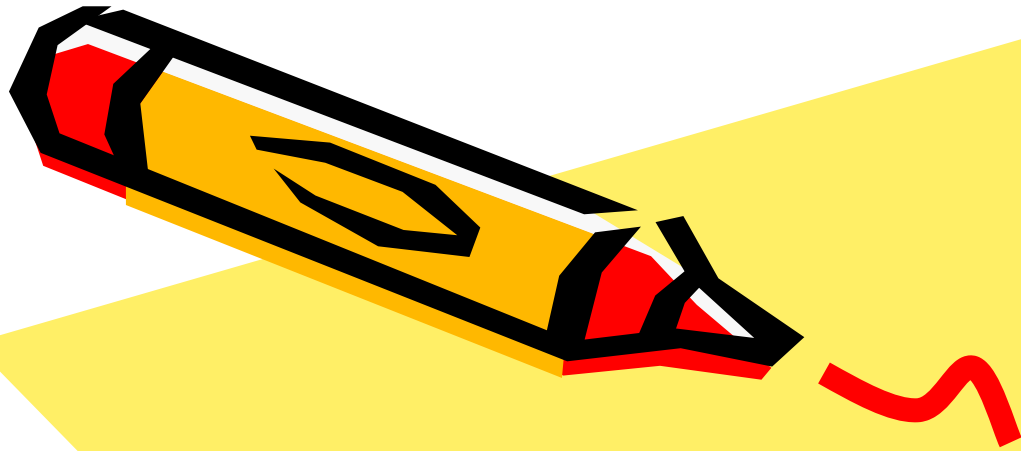
HELPING YOUR CHILD CHOOSE A MAJOR

Think about career paths:

- Is your child interested in a career immediately after high school?
- Does he/she want to attend a two-year program?
- Does he/she want to attend a four-year college?



SOURCES: Richland and Lexington districts officials; university/Web site/THE STATE, CLOUMBIA, SOUTH CAROLINA



Working together
to help our student
be successful.

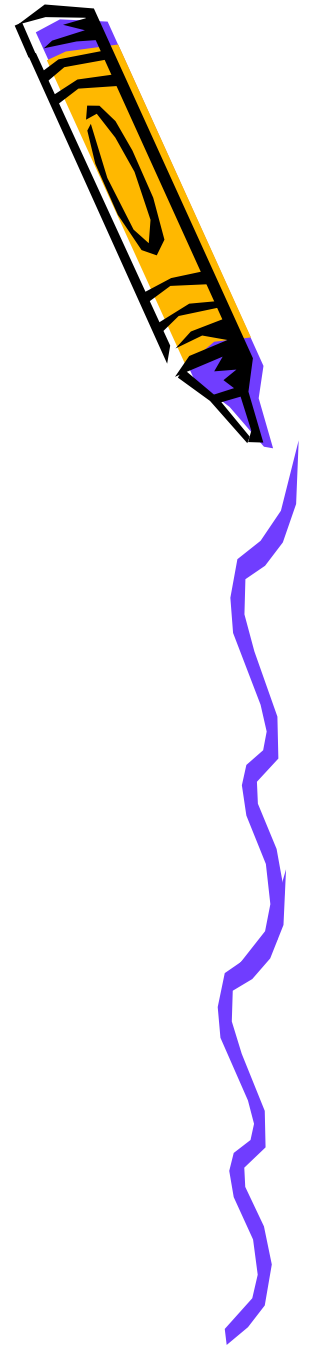
Putting our
children first in
the competitive
world by
focusing attention
on the future and
the opportunity
to succeed in a
career.



Information

- Use the Parent Portal to research colleges
- Use to research a sample IGP

<http://www.scpathways.org/>



Contact Information

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