



Cairo High School

A Georgia College
& Career Academy

Ford Next Generation Learning Master Plan
2017 - 2020

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Grady County Stakeholders:

At Cairo High School we have a saying “Through these halls pass the finest young people in the world.” We, the educators are responsible for training the future generation of workers and leaders of our community. Whether we are preparing students for college, the military, or a job the day after graduation; we want every student to graduate prepared for the world they want to pursue.

The business and civic leaders in Cairo and Grady County are very supportive of our school system and recognize our community’s future growth is dependent on maintaining and improving the educational opportunities for our students. The business community was very supportive of our desire to convert Cairo High School into a College and Career Academy, the first in the state of Georgia to convert the entire school.

We now look forward to developing “themed” academies to meet the needs of our students and community. The Ford Next Generation strategic planning process forced us to develop goals and action plans to meet the goals for our community. The strategic plan developed by the stakeholders signifies a solid commitment and an investment into the educational programming for our students. Our goals that are a part of this plan include:

- Professional development for middle and high school teachers about opportunities for students
- Implementation of a 9th grade Academy by August 2017
- Additional Academies by August 2018
- Strengthening the relationship with the Business Community
- Developing additional internship opportunities
- Increasing the number of credits earned in the College programs

Several years ago, our community made a commitment to provide the best educational opportunities to our students. A small group of people began researching and looking for a way to bring the spark for learning back to all of our students. This small group wrote a grant for money to convert the high school to a College and Career Academy; we did not receive it the first year. Perseverance and a desire to do the best for our students pushed us to work on the grant another year... we applied again the next year and were awarded a \$3.15 million dollar grant from the Technical College System of Georgia.

Now, we have worked together as a community to be designated a Ford Next Generation Learning Community; this will allow our students and community to continue improving the learning opportunities for our students. We must continue to work together as a community, remembering our motto, “With Pride We Give Our Best!”

Dr. Kermit Gilliard
Superintendent
Grady County Schools



February 1, 2017

To: Community Partners

From: Chadd Mathis, Executive Director

Dear Community Partners,

I am writing on behalf of the Grady County Joint Development Authority to emphasize our continued excitement with the Cairo High School College and Career Academy in the coming months. The Ford Next Generation Learning strategic plan process that our business and educational partners are participating in brings a new level of excitement and I am pleased to report it is fostering a unique collaborative effort. We feel this effort will make it a success in the long-range strategy for the future of the community. This strategic plan will also assist in aligning the members of the business and industry with educational resources to meet a common goal.

This designation can be a great recruitment incentive to manufacturers and we look forward to having it in our toolbox of overall economic development growth strategies. We look forward to promoting our area with the College and Career Academy and place continued emphasis on our manufacturing operations in Grady County. The availability of skilled labor is the top site selection factor. Locally we will capitalize on this investment through the application of an enhanced workforce, investment in tools, technology and educated talent.

On behalf of the Grady County Joint Development Authority, I am excited about the strategic partnership and look forward to utilizing the resources it will bring to our community. Thank you in advance as we move forward to advance career paths and manufacturing in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Ch", written over a horizontal line.

M. Chadd Mathis
Executive Director
Grady County Joint Development Authority

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FORD NEXT GENERATION LEARNING

Education Innovation



A collaborative community-driven approach to achieve the following outcomes: (1) increased community prosperity shared by all; (2) a strengthened talent pipeline; (3) young people prepared for college, careers, lifelong learning, and leadership; (4) educational equity and justice for all; and (5) the capacity to contribute and go further.

What We Value

Ford NGL comprises a network of mutually supportive communities that encourage one another to continuously improve. They seek opportunities to innovate and go further in their quest to increase student achievement, improve workforce and economic development outcomes, and ultimately achieve community prosperity.

The Ford NGL communities share a set of common values, which guide the communities' work and their contributions to the network. Our guiding principles include the following:

- **Igniting passion:** Ford NGL communities are committed to preparing all students for success in college, careers, and life, as well as helping students ignite their passion as lifelong learners.
- **Cultivating trust:** Ford NGL communities foster a culture of collaboration in which everyone—students, teachers, administrators, families, employers, postsecondary educators, and nonprofit and civic leaders—works together to build a climate of trust that welcomes all perspectives. The community stakeholders understand that in order to scale and sustain a successful career academy network, all stakeholders must be part of visioning, planning, implementing, sustaining, and going further.
- **Demonstrating leadership:** Ford NGL communities are committed to modeling the practices we seek to see in transformed classrooms. They don't take this role lightly—they understand the importance of cultivating student success and their obligation to demonstrate quality leadership.
- **Encouraging innovation:** Ford NGL communities are always learning and adapting, demonstrating flexibility, and promoting innovation.

Our Mission

Global competitiveness depends more than ever on the role of K–12 education in establishing the strong foundation essential for preparing a 21st century workforce. Ford Motor Company Fund's Ford Next Generation Learning (Ford NGL) is a unique and comprehensive community initiative that brings together educators, employers, and community leaders to implement a proven model for transforming secondary schools, which ultimately improves the regional workforce development system. Ford NGL supports a growing number of communities that are committed to expanding and strengthening their networks of transformed secondary schools.

These schools infuse the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of career and technical education (CTE). Students choose from among career pathways across a variety of sectors that drive economic growth in their communities. Ford NGL uses the power of workplace relevance and business relationships to excite young people about education—STEM (science, technology, engineering, and math) education in particular—and to prepare them for college, careers, and life.

First and foremost, students are at the center of everything we do.

We help communities prepare the future scientists, inventors, public servants, and entrepreneurs who will apply their passion and expertise to improving the world for both their generation and those to come.

Ford NGL Framework

Ford NGL mobilizes educators, employers, and community leaders to prepare a new generation of young people who will graduate from high school ready for college, careers, and life—prepared to compete successfully in the 21st century economy.

Ford NGL blends the expertise of stakeholders within and across communities. Three distinct but interconnected strands comprise the Ford NGL framework, which enables whole communities to design and carry out a long-term plan for revitalizing education.



Career and Interest-Themed Academies

Career and interest-themed academies serve as the Ford NGL practice model for transforming the secondary school experience. As a strong advocate on behalf of academies, Ford NGL recognizes that most skilled employment now requires a foundation of academic, 21st century, and technical knowledge and skills that must be mastered in high school, as well as additional education beyond high school. We believe that the most successful approach for high schools is one that infuses the high expectations and academic rigor of college preparatory academic programs with the real-world relevance and rigor of CTE. Such an integrated approach also promotes, supports, and accelerates a smooth transition to postsecondary education.

This approach can be carried out through academies, which may take several forms, including multiple career academies and other themed programs within a large high school, single-themed small or large high schools, and early-college high schools (which typically blend high school with two years of college).

Regardless of their specific structure, all effective programs share three key characteristics:

- The career or thematic program of study selected by the student leverages an **area of personal interest and integrates it with core academic knowledge**. This integrated program of study is offered within a small learning community.
- The academies are not stand-alone “boutique” programs but are part of a district strategy to offer **a portfolio of approaches (“multiple pathways”)** so that every student has the opportunity to choose a program that fits a personal interest.
- The programs offer **extensive real-world contact with adults** currently working in the field or area of interest, and they enable students to earn dual enrollment and/or articulated college-level credits while still in high school.

Essential Practices

A set of Essential Practices for each strand provide specific guidance to help Ford NGL communities implement the model, addressing such questions as the following:

- What teaching strategies not only engage students in developing essential knowledge, skills, and dispositions but also spark a passion for lifelong learning?
- How should high schools be organized to create and sustain high-quality career and interest-themed academies that put students on pathways to productive and exciting futures?
- What are the elements of successful collaborations among educators, employers, and community leaders that support the scaling and sustaining of highly effective academies?

The Essential Practices for each strand are drawn from the strategies shown to be effective by successful Ford NGL communities. They offer a foundation for a Ford NGL Master Plan for other communities to follow in scaling and sustaining their own career and interest-themed academy networks.

The Ford NGL framework outlines a process that involves all stakeholders in school reform. When the Ford NGL framework is implemented with fidelity, everyone has a voice and responsibility in educating our children. The results of the process lead to a community blueprint for reform, community ownership of educating children, and a new accountability structure that transcends the school district.

—Dr. Jay Steele, Chief Academic Officer
Metro Nashville Public Schools

Ford NGL Roadmap

The Ford NGL ongoing journey consists of five phases:



PHASE 5: GO FURTHER

1. Deepen and broaden the community-driven transformation and apply it to the entire education system.
2. Create and share innovations that will support the entire Ford NGL network, or “serve as models for creativity, innovation, and risk-taking as well as demonstrated competence.”

5

PHASE 4: IMPLEMENT

1. Strengthen community-wide capacity to implement and continuously improve the master plan.
2. Implement the systems, structures, processes, and competencies to support and sustain continuous improvement, with all key individuals and groups engaged.
3. Inspire, share and contribute to the Ford NGL network.

4

PHASE 3: PLAN

1. Achieve community-wide consensus on and ownership of a vision for transformation and learn what it will take to implement the vision.
2. Create a community-wide three year master plan for achieving the vision that is aligned with the school district’s plans.
3. Agree on a set of priorities for the first year of implementation.
4. Strengthen the systems, structures, processes, and competencies needed to implement the plan and guide continuous improvement.

3

PHASE 2: ENVISION

1. Deepen community-wide understanding of the benefits and features of transforming the secondary school experience using a community-driven approach.
2. Understand and develop the systems, structures, processes, and competencies needed to implement the plan and guide continuous improvement.
3. Deepen community-wide commitment to embrace the Ford NGL model for transformation.

2

PHASE 1: EXPLORE

1. Understand the benefits and features of transforming the secondary school experience using the Ford NGL community-driven approach.
2. Readiness and commitment to embrace the Ford NGL transformation.

1

Ford NGL Communities Are Seeing Results



Increased high school graduation rates



Increased academic achievement



Improved preparation for college, careers, and life



Development of students' 21st century skills



Increased number of students graduating from high school with industry certifications and college credits



Increased earning potential



Strengthened talent pipeline

Benefits of the Ford NGL Network

Communities benefit from access to the Ford NGL network, which cultivates a spirit of innovation aimed at improving the practices used across our communities. Each Ford NGL community has a dedicated Ford NGL Coach, who supports and guides communities as they develop and implement a Ford NGL Master Plan to scale and sustain a career academy network and prepare students for high-skill, high-wage careers. Ongoing access to innovative approaches that emerge from the network help communities develop the local capacity to sustain community engagement and continue to transform the high school experience.

Specific support includes the following:

- Seminars and workshops that introduce the Ford NGL framework and Essential Practices
- A proven strategic planning process that provides a roadmap for phasing in the Essential Practices over three to five years
- A dedicated Ford NGL team to guide and support the community through the strategic planning process
- A guide to the process that includes examples of successful implementation and innovation
- Access to innovative approaches and ongoing opportunities to collaborate with and learn from colleagues throughout the national Ford NGL network
- The Leading Source (www.theleadingsource.org), an online learning center that provides an inside look at and access to the valuable tools and resources used by communities that have been successful in planning and implementing Ford NGL
- Peer-to-peer mentoring support on specific Essential Practices
- Professional development opportunities to build the capacity of community leaders and educators



FORD
NEXT GENERATION
LEARNING 
Education Innovation

Please visit www.fordngl.com
for more information.

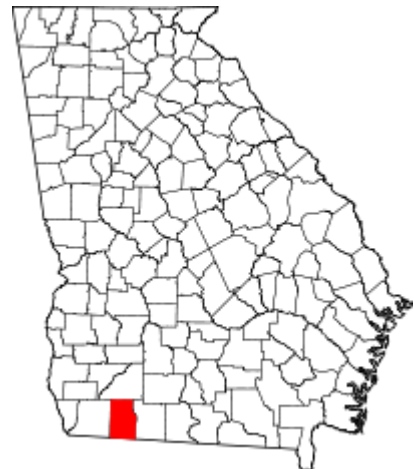
Cairo & Grady County Current Status

Part 1: Community History and Demographics

Bordering Florida to the south, Thomas County to the east, Decatur County to the West and Mitchell County to the north, the Grady County encompasses 458 square miles. Grady County was created by an act of the Georgia General Assembly on August 17, 1905, from portions of Decatur and Thomas counties and is named for Henry W. Grady, editor of the Atlanta Constitution, noted orator, an advocate of the "New South." Accounts of Hernando DeSoto's trek through the southeast in 1540 indicate that he entered Georgia in what is now Grady County.

Cairo, the county seat, was named for either the city in Egypt or the town of Cairo, Illinois. The city's name, however, is pronounced "Kayro." Cairo is about 30 miles north of Tallahassee, Florida and 255 miles south of Georgia's Capital, Atlanta.

The 2010 census reported that Grady County was home to 25,009 people (current estimates show a small population rise to 25,278 in 2013). Of the 2010 population, 6.7 percent are under age 5, 25 percent are under 18, 54 percent are between the ages of 20-64, and 14 percent are 65 and over. The racial makeup of Grady County in 2010 was 62.8 percent white, 28.7 percent African American, 10 percent Hispanic or Latino. The estimated median household income in Grady County was \$34,187, which is considerably less than the Georgia median of \$53,889. About 29.3 percent of the population were classified as living at or below the poverty level, including 38 percent under 18 years of age. County unemployment was listed at 5.1 percent for the last month of 2016.



Part 2: School District History & Demographics

The Grady County School System has seven campuses nestled throughout the county, each unique in the variety and age of buildings. Five of the school sites (Cairo High School, Eastside Elementary, Northside Elementary, Southside Elementary and Washington Middle School) are located within the city limits of Cairo while Whigham School is located in the City of Whigham in western Grady County and Shiver is located in a rural area in the north section of Grady County.

The Grady County School System employs 631 full- and part-time employees, of which 364 are certified. Of the certified employees, 96 hold bachelor's degrees, 148 hold master's degrees, 70 hold education specialist degrees and 11 have earned doctorate degrees. One hundred percent of the certified teaching staff is Highly Qualified. Of the 364 total employees, 279 have 10 or more years of experience in their respective fields. Total student enrollment as of January 1, 2017 was 4,705 in grades prekindergarten through 12. There were 2,382 male students and 2,323 female students. The demographic breakdown was 44 percent white, 34 percent African American, 20 percent Hispanic, .4 percent Asian/Pacific Islander, .3 percent American Indian/Alaskan Native and 2 percent multiracial. Of the enrollment total, 2,495 students (53 percent) were classified as Economically Disadvantaged (receiving Free or Reduced Lunch Program benefits), 473 (10 percent) were identified as Students with Disabilities and 326 (7 percent) were classified as English Learners (ELs). By 2012, 69 percent of our students were eligible for Free or Reduced Lunch Program benefits. In 2013, we began the Community Eligibility Program; the CEP allows all students to eat breakfast and lunch free each day. The number of Total Active Students (as reported to the Georgia Department of Education at the end of each school year) has increased 7.4 percent over the past 10 years, from 4,284 in 2006 to 4,603 in 2016. Of the district's 5 elementary schools, one middle school and one high school, 4 are classified as Title I Schools.

History and tradition play a huge role in the community and each school has a unique story and place in the hearts of our stakeholders. The present Southside campus is the former location of Cairo High School. Whigham School is the former Whigham High School as a result of a merger of Cairo High School and Whigham High School that took place in the late 1980s. The central hub of Eastside Elementary is comprised of the former Beck Branch School that was moved from the Calvary community of Grady County to the current Eastside Campus which opened its doors in 1986. Washington Middle School is the former Washington Consolidated High School housing the African-American population prior to integration. The age of our various facilities range from 1923 construction to predominantly 1950s era construction, the majority of which are 1956 projects, though there have been various buildings and small-scale construction projects throughout the years. Increased spurts of construction and/or renovations occurred throughout the system in both the 1980s, 1990s and in the early to late 2000s.

Presently we are extremely excited and proud of recent facility projects including, but not limited to, the renovation of our oldest structure, the Southside Elementary auditorium- which was a focal point of interest of the original Cairo High School. The renovation began in 2015 and was completed in December of 2016. The auditorium is now a great asset to Southside Elementary and the community as well. The project preserved the historical integrity of the building while simultaneously giving it a much-needed facelift and provided it with current technology and safety features that make it a much more usable and

inviting structure. Southside is also the site of current new construction - a state-of-the-art classroom(s), media center and administrative two-story structure. This venture is projected to be completed by the beginning of the 2017-2018 academic year. On the nearby campus of Cairo High School, new construction is also taking place as we build the Cairo High School College & Career Academy (CHS-CCA) Building which will house a small auditorium, classroom space, and administrative offices and also be the location of several Career, Technical, and Agricultural Education (CTAE) programs. The CHS-CCA Building, like the structure at Southside, is on-track to receive students beginning in August 2017.

Following these previously mentioned projects we have plans to renovate and modernize several of the aging buildings on a number of our campuses.



Architectural rendering of new Career Academy building at Cairo High School.

District Vision

We envision a Grady County School System which produces educated, responsible and respectful citizens. Students enjoy learning, teachers enjoy teaching, and the community is involved. Supported by dedicated staff and engaged parents, Grady County students will develop a commitment to lifelong learning, understanding they ultimately hold responsibility for reaching their full potential in life.

District Mission

All Grady County Students will graduate and be fully prepared for postsecondary education and/or careers, and for their roles as responsible citizens.



Ford NGL 2016 Community Survey

PART 1: Community Data

Tier 1

| Indicator | | Your Answer | Data Year (Ex. 2015-2016) |
|---|---------------------------------|---|---------------------------|
| Number of High Schools (Ex. 5) | | | 1 2016-2017 |
| Number of Academies (Ex. 18) | | | 1 2016-2017 |
| Number of Students | Academy Students (Ex. 1,000): | | 1185 2016-2017 |
| | Non-Academy Students (Ex. 500): | All Students at CHS are Academy Students | 2016-2017 |
| Student Demographics: Academy Students (please feel free to add or change categories, if necessary) | Black (%) | | 36.40% 2016-2017 |
| | White (%) | | 46.40% 2016-2017 |
| | Hispanic (%) | | 15.00% 2016-2017 |
| | Asian (%) | | 0.00% 2016-2017 |
| | Other (%) | | 2.20% 2016-2017 |
| | Male (%) | | 51% 2016-2017 |
| | Female (%) | | 49% 2016-2017 |

| | | | |
|--|-----------------------|---|-----------|
| Student Demographics: Non-Academy Students (please feel free to add or change categories, if necessary) | Black (%) | All Students at CHS are Academy Students | 2016-2017 |
| | White (%) | All Students at CHS are Academy Students | 2016-2017 |
| | Hispanic (%) | All Students at CHS are Academy Students | 2016-2017 |
| | Asian (%) | All Students at CHS are Academy Students | 2016-2017 |
| | Other (%) | All Students at CHS are Academy Students | 2016-2017 |
| | Male (%) | All Students at CHS are Academy Students | 2016-2017 |
| | Female (%) | All Students at CHS are Academy Students | 2016-2017 |
| Attendance Rates (Ex. 90%) | Academy Students: | 94.70% | 2013-2014 |
| | Non-Academy Students: | All Students at CHS are Academy Students | 2016-2017 |

Tier 2

| Indicator | | Your Answer | Data Year (Ex. 2015-2016) |
|---|-------------------|-------------|---------------------------|
| Graduation Rate: Academy Students (please feel free to add or change categories, if necessary) | Overall (Ex. 92%) | 83.15% | 2014-2015 |
| | Black Students | 86.36% | 2014-2015 |
| | White Students | 83.33% | 2014-2015 |
| | Hispanic Students | 70.83% | 2014-2015 |
| | Asian Students | | |
| | Other Students | | |
| | Male Students | 83.46% | 2014-2015 |
| | Female Students | 82.90% | 2014-2015 |

| | | | |
|---|-------------------|---|-----------|
| Graduation Rate: Academy Students (please feel free to add or change categories, if necessary) | Overall (Ex. 92%) | 84.19% | 2015-2016 |
| | Black Students | Data Not Available Yet | 2015-2016 |
| | White Students | Data Not Available Yet | 2015-2016 |
| | Hispanic Students | Data Not Available Yet | 2015-2016 |
| | Asian Students | Data Not Available Yet | 2015-2016 |
| | Other Students | Data Not Available Yet | 2015-2016 |
| | Male Students | Data Not Available Yet | 2015-2016 |
| | Female Students | Data Not Available Yet | 2015-2016 |
| calculated. | | Data is for a 4-year cohort as defined by Georgia Department of Education | |
| Number of Industry-Recognized Certifications Earned by Academy Students (please feel free to add or change categories, if necessary) | Overall (Ex. 500) | 36 | 2015-2016 |
| | Black Students | 18 | 2015-2016 |
| | White Students | 15 | 2015-2016 |
| | Hispanic Students | 3 | 2015-2016 |
| | Asian Students | 0 | 2015-2016 |
| | Other Students | 0 | 2015-2016 |
| | Male Students | 1 | 2015-2016 |

| | | | |
|---|-------------------|---|-----------|
| | Female Students | 35 | 2015-2016 |
| Percentage of graduating students who go to college the year after graduating high school: Academy Students (please feel free to add or change categories, if necessary) | Overall (Ex. 92%) | 73.90% | 2014-2015 |
| | Black Students | 30.90% | 2014-2015 |
| | White Students | 39.70% | 2014-2015 |
| | Hispanic Students | | |
| | Asian Students | | |
| | Other Students | | |
| | Male Students | 26.10% | 2014-2015 |
| | Female Students | 47.80% | 2014-2015 |
| Percentage of graduating students who go to college the year after graduating high school: Non-Academy Students (please feel free to add or change categories, if necessary) | Overall (Ex. 92%) | All Students at CHS are Academy Students | |
| | Black Students | All Students at CHS are Academy Students | |
| | White Students | All Students at CHS are Academy Students | |
| | Hispanic Students | All Students at CHS are Academy Students | |
| | Asian Students | All Students at CHS are Academy Students | |
| | Other Students | All Students at CHS are Academy Students | |
| | Male Students | All Students at CHS are Academy Students | |

Part 3: Workforce/Economic Development

The following charts illustrate the needs for academies based on existing and emerging industries. Grady County has a diverse employer mix of public and private sector, with both manufacturing and white collar positions. The pathways developed at Cairo High School College & Career Academy reflect the workforce needs of the labor draw area. New courses are added as the business mix evolves. Partnerships with regional higher educational institutions ensure that students can seamlessly transition to postsecondary studies that support their career goals and the community workforce needs.

Through the University of Georgia's Archway Partnership, business, industry, and education leaders meet regularly to discuss trend, needs, and accomplishments. This group of key stakeholders continues to liaise with Academy faculty and staff for continuous improvement.

| Grady County Top Ten Employers (2015) | |
|--|-----|
| Grady County Board of Education | 650 |
| Aaron's Inc. (Woodhaven) | 404 |
| Koyo Bearings USA, LLC | 368 |
| Monrovia Growers | 270 |
| Walmart | 220 |
| Robert Bearden, Inc. | 200 |
| PFG | 175 |
| City of Cairo | 165 |
| Grady County | 157 |
| Archibold Medical Center, Inc. – Grady General Hospital | 150 |

*Source, Georgia Department of Labor. Data shown for the Third Quarter of 2015. Employers are listed alphabetically by area, not by the number of employees.

2016-17 Business Partners-Financial Support and/or Program Support

Auntie Ann's Day Care

Burger King

Cairo Acrobatics

Cairo Medical Center

Cargo Unlimited

Center Drugs

Dollar General

DPS Tax

Fallins BBQ

Farmers Peanut Company

Gainous Shade Trees

Grady County Board of Education

Hardees

Harvey's

IGA

Little Caesars

McDonalds

Miss Myrts

New Hire Solutions

Parker's Heating and Conditioning

Pizza Hut

Rock Bottom Seafood and Grill

Roddenbery Memorial Library

Royce's Towing and Recovery

Spence and Lane Boutique

State Farm Insurance-Patrick Scarbrough

State Farm Insurance-Stephanie Sanders

The Law Office of Kevin Cauley

Zaxby's



Cairo High School College & Career Academy Internships Sites 2016-17

Cairo Fire Department

Cairo High School College & Career Academy

Delicious Delights

Eastside Elementary

Northside Elementary

Southside Elementary School

Whigham School



Enrollment Data for Work-Based Learning and Youth Apprenticeship

| Semester/Year | No. of Students Enrolled in WBL/YAP | No. of Credits |
|----------------|-------------------------------------|----------------|
| Fall 2010-11 | 45 | 54.5 |
| Spring 2010-11 | 48 | 52 |
| Fall 2011-12 | 38 | 32 |
| Spring 2011-12 | 30 | 26 |
| Fall 2012-13 | 35 | 42 |
| Spring 2012-13 | 35 | 42 |
| Fall 2013-14 | 34 | 58 |
| Spring 2013-14 | 36 | 70 |
| Fall 2014-15 | 53 | 74 |
| Spring 2014-15 | 54 | 75.5 |
| Fall 2015-16 | 38 | 53 |
| Spring 2015-16 | 54 | 76 |
| Fall 2016-17 | 42 | 61 |
| Spring 2016-17 | 59 | 78 |

| School Year | Hours Worked (This Includes Unpaid Interns) | Gross Pay |
|-----------------------|--|-----------|
| 2015-16 | 10618 | 35894 |
| 2016-17 (08/16-01/17) | 6890 | 18176 |



| | Grady County,... |
|--------------------------------|------------------|
| Population Summary | |
| 2000 Total Population | 23,659 |
| 2010 Total Population | 25,011 |
| 2016 Total Population | 25,687 |
| 2016 Group Quarters | 165 |
| 2021 Total Population | 26,257 |
| 2016-2021 Annual Rate | 0.44% |
| 2016 Total Daytime Population | 22,206 |
| Workers | 5,787 |
| Residents | 16,419 |
| Household Summary | |
| 2000 Households | 8,797 |
| 2000 Average Household Size | 2.66 |
| 2010 Households | 9,418 |
| 2010 Average Household Size | 2.63 |
| 2016 Households | 9,578 |
| 2016 Average Household Size | 2.66 |
| 2021 Households | 9,735 |
| 2021 Average Household Size | 2.68 |
| 2016-2021 Annual Rate | 0.33% |
| 2010 Families | 6,730 |
| 2010 Average Family Size | 3.10 |
| 2016 Families | 6,785 |
| 2016 Average Family Size | 3.15 |
| 2021 Families | 6,864 |
| 2021 Average Family Size | 3.18 |
| 2016-2021 Annual Rate | 0.23% |
| Housing Unit Summary | |
| 2000 Housing Units | 9,991 |
| Owner Occupied Housing Units | 64.6% |
| Renter Occupied Housing Units | 23.4% |
| Vacant Housing Units | 12.0% |
| 2010 Housing Units | 10,760 |
| Owner Occupied Housing Units | 58.7% |
| Renter Occupied Housing Units | 28.9% |
| Vacant Housing Units | 12.5% |
| 2016 Housing Units | 11,058 |
| Owner Occupied Housing Units | 55.0% |
| Renter Occupied Housing Units | 31.6% |
| Vacant Housing Units | 13.4% |
| 2021 Housing Units | 11,273 |
| Owner Occupied Housing Units | 54.7% |
| Renter Occupied Housing Units | 31.7% |
| Vacant Housing Units | 13.6% |
| Median Household Income | |
| 2016 | \$32,800 |
| 2021 | \$37,665 |
| Median Home Value | |
| 2016 | \$110,513 |
| 2021 | \$140,303 |
| Per Capita Income | |
| 2016 | \$17,200 |
| 2021 | \$18,848 |
| Median Age | |
| 2010 | 37.6 |
| 2016 | 38.1 |
| 2021 | 39.4 |

Data Note: Household population includes persons not residing in group quarters. Average Household Size is the household population divided by total households. Persons in families include the householder and persons related to the householder by birth, marriage, or adoption. Per Capita Income represents the income received by all persons aged 15 years and over divided by the total population.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2016 and 2021 Esri converted Census 2000 data into 2010 geography.



Community Profile

Grady County, GA 2
 Grady County, GA (13131)
 Geography: County

Prepared by Esri

| | Grady County,... |
|---|------------------|
| 2016 Households by Income | |
| Household Income Base | 9,578 |
| <\$15,000 | 24.2% |
| \$15,000 - \$24,999 | 16.2% |
| \$25,000 - \$34,999 | 11.7% |
| \$35,000 - \$49,999 | 13.3% |
| \$50,000 - \$74,999 | 16.0% |
| \$75,000 - \$99,999 | 10.1% |
| \$100,000 - \$149,999 | 6.0% |
| \$150,000 - \$199,999 | 1.6% |
| \$200,000+ | 0.8% |
| Average Household Income | \$45,975 |
| 2021 Households by Income | |
| Household Income Base | 9,735 |
| <\$15,000 | 25.0% |
| \$15,000 - \$24,999 | 13.1% |
| \$25,000 - \$34,999 | 8.9% |
| \$35,000 - \$49,999 | 13.2% |
| \$50,000 - \$74,999 | 18.0% |
| \$75,000 - \$99,999 | 11.6% |
| \$100,000 - \$149,999 | 7.3% |
| \$150,000 - \$199,999 | 2.0% |
| \$200,000+ | 0.9% |
| Average Household Income | \$50,685 |
| 2016 Owner Occupied Housing Units by Value | |
| Total | 6,079 |
| <\$50,000 | 21.6% |
| \$50,000 - \$99,999 | 25.4% |
| \$100,000 - \$149,999 | 14.6% |
| \$150,000 - \$199,999 | 12.1% |
| \$200,000 - \$249,999 | 7.8% |
| \$250,000 - \$299,999 | 8.6% |
| \$300,000 - \$399,999 | 5.9% |
| \$400,000 - \$499,999 | 2.1% |
| \$500,000 - \$749,999 | 0.9% |
| \$750,000 - \$999,999 | 0.6% |
| \$1,000,000 + | 0.4% |
| Average Home Value | \$151,448 |
| 2021 Owner Occupied Housing Units by Value | |
| Total | 6,167 |
| <\$50,000 | 18.6% |
| \$50,000 - \$99,999 | 17.8% |
| \$100,000 - \$149,999 | 16.8% |
| \$150,000 - \$199,999 | 14.8% |
| \$200,000 - \$249,999 | 11.1% |
| \$250,000 - \$299,999 | 11.3% |
| \$300,000 - \$399,999 | 5.6% |
| \$400,000 - \$499,999 | 2.2% |
| \$500,000 - \$749,999 | 0.8% |
| \$750,000 - \$999,999 | 0.7% |
| \$1,000,000 + | 0.3% |
| Average Home Value | \$164,963 |

Data Note: Income represents the preceding year, expressed in current dollars. Household income includes wage and salary earnings, interest dividends, net rents, pensions, SSI and welfare payments, child support, and alimony.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2016 and 2021 Esri converted Census 2000 data into 2010 geography.



Community Profile

Grady County, GA 2
 Grady County, GA (13131)
 Geography: County

Prepared by Esri

| | Grady County,... |
|-------------------------------|-------------------------|
| 2010 Population by Age | |
| Total | 25,011 |
| 0 - 4 | 7.6% |
| 5 - 9 | 7.1% |
| 10 - 14 | 6.8% |
| 15 - 24 | 12.7% |
| 25 - 34 | 12.6% |
| 35 - 44 | 12.6% |
| 45 - 54 | 14.2% |
| 55 - 64 | 12.2% |
| 65 - 74 | 8.3% |
| 75 - 84 | 4.4% |
| 85 + | 1.5% |
| 18 + | 74.3% |
| 2016 Population by Age | |
| Total | 25,687 |
| 0 - 4 | 7.1% |
| 5 - 9 | 7.4% |
| 10 - 14 | 6.8% |
| 15 - 24 | 11.7% |
| 25 - 34 | 13.2% |
| 35 - 44 | 12.2% |
| 45 - 54 | 13.0% |
| 55 - 64 | 13.0% |
| 65 - 74 | 9.6% |
| 75 - 84 | 4.5% |
| 85 + | 1.5% |
| 18 + | 75.0% |
| 2021 Population by Age | |
| Total | 26,257 |
| 0 - 4 | 6.7% |
| 5 - 9 | 7.0% |
| 10 - 14 | 7.4% |
| 15 - 24 | 11.6% |
| 25 - 34 | 11.5% |
| 35 - 44 | 12.5% |
| 45 - 54 | 12.3% |
| 55 - 64 | 13.3% |
| 65 - 74 | 10.6% |
| 75 - 84 | 5.4% |
| 85 + | 1.6% |
| 18 + | 74.8% |
| 2010 Population by Sex | |
| Males | 12,115 |
| Females | 12,896 |
| 2016 Population by Sex | |
| Males | 12,527 |
| Females | 13,160 |
| 2021 Population by Sex | |
| Males | 12,879 |
| Females | 13,378 |

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2016 and 2021 Esri converted Census 2000 data into 2010 geography.

| | Grady County,... |
|---|-------------------------|
| 2010 Population by Race/Ethnicity | |
| Total | 25,011 |
| White Alone | 62.8% |
| Black Alone | 28.7% |
| American Indian Alone | 0.7% |
| Asian Alone | 0.4% |
| Pacific Islander Alone | 0.1% |
| Some Other Race Alone | 5.7% |
| Two or More Races | 1.6% |
| Hispanic Origin | 10.0% |
| Diversity Index | 60.9 |
| 2016 Population by Race/Ethnicity | |
| Total | 25,687 |
| White Alone | 61.6% |
| Black Alone | 28.7% |
| American Indian Alone | 0.8% |
| Asian Alone | 0.5% |
| Pacific Islander Alone | 0.1% |
| Some Other Race Alone | 6.5% |
| Two or More Races | 1.8% |
| Hispanic Origin | 11.4% |
| Diversity Index | 63.1 |
| 2021 Population by Race/Ethnicity | |
| Total | 26,257 |
| White Alone | 60.6% |
| Black Alone | 28.4% |
| American Indian Alone | 0.9% |
| Asian Alone | 0.5% |
| Pacific Islander Alone | 0.1% |
| Some Other Race Alone | 7.4% |
| Two or More Races | 2.1% |
| Hispanic Origin | 13.1% |
| Diversity Index | 65.3 |
| 2010 Population by Relationship and Household Type | |
| Total | 25,011 |
| In Households | 99.2% |
| In Family Households | 86.3% |
| Householder | 26.9% |
| Spouse | 18.7% |
| Child | 32.8% |
| Other relative | 5.0% |
| Nonrelative | 2.8% |
| In Nonfamily Households | 12.9% |
| In Group Quarters | 0.8% |
| Institutionalized Population | 0.8% |
| Noninstitutionalized Population | 0.0% |

Data Note: Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2016 and 2021 Esri converted Census 2000 data into 2010 geography.

| | Grady County,... |
|--|-------------------------|
| 2016 Population 25+ by Educational Attainment | |
| Total | 17,183 |
| Less than 9th Grade | 9.0% |
| 9th - 12th Grade, No Diploma | 16.9% |
| High School Graduate | 30.3% |
| GED/Alternative Credential | 6.7% |
| Some College, No Degree | 16.6% |
| Associate Degree | 7.3% |
| Bachelor's Degree | 7.6% |
| Graduate/Professional Degree | 5.8% |
| 2016 Population 15+ by Marital Status | |
| Total | 20,196 |
| Never Married | 31.1% |
| Married | 51.6% |
| Widowed | 7.1% |
| Divorced | 10.1% |
| 2016 Civilian Population 16+ in Labor Force | |
| Civilian Employed | 92.7% |
| Civilian Unemployed | 7.3% |
| 2016 Employed Population 16+ by Industry | |
| Total | 9,358 |
| Agriculture/Mining | 7.5% |
| Construction | 7.8% |
| Manufacturing | 13.7% |
| Wholesale Trade | 3.2% |
| Retail Trade | 12.0% |
| Transportation/Utilities | 3.9% |
| Information | 1.4% |
| Finance/Insurance/Real Estate | 4.8% |
| Services | 42.0% |
| Public Administration | 3.8% |
| 2016 Employed Population 16+ by Occupation | |
| Total | 9,358 |
| White Collar | 54.4% |
| Management/Business/Financial | 10.5% |
| Professional | 21.4% |
| Sales | 8.9% |
| Administrative Support | 13.6% |
| Services | 14.0% |
| Blue Collar | 31.6% |
| Farming/Forestry/Fishing | 2.7% |
| Construction/Extraction | 7.3% |
| Installation/Maintenance/Repair | 3.7% |
| Production | 9.2% |
| Transportation/Material Moving | 8.8% |
| 2010 Population By Urban/ Rural Status | |
| Total Population | 25,011 |
| Population Inside Urbanized Area | 0.0% |
| Population Inside Urbanized Cluster | 37.6% |
| Rural Population | 62.4% |

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2016 and 2021 Esri converted Census 2000 data into 2010 geography.

| | Grady County,... |
|--|-------------------------|
| 2010 Households by Type | |
| Total | 9,418 |
| Households with 1 Person | 24.3% |
| Households with 2+ People | 75.7% |
| Family Households | 71.5% |
| Husband-wife Families | 49.6% |
| With Related Children | 21.2% |
| Other Family (No Spouse Present) | 21.8% |
| Other Family with Male Householder | 5.1% |
| With Related Children | 3.0% |
| Other Family with Female Householder | 16.7% |
| With Related Children | 11.3% |
| Nonfamily Households | 4.2% |
| All Households with Children | 35.9% |
| Multigenerational Households | 5.4% |
| Unmarried Partner Households | 6.0% |
| Male-female | 5.2% |
| Same-sex | 0.8% |
| 2010 Households by Size | |
| Total | 9,418 |
| 1 Person Household | 24.3% |
| 2 Person Household | 33.4% |
| 3 Person Household | 17.1% |
| 4 Person Household | 13.6% |
| 5 Person Household | 6.6% |
| 6 Person Household | 3.0% |
| 7 + Person Household | 2.0% |
| 2010 Households by Tenure and Mortgage Status | |
| Total | 9,418 |
| Owner Occupied | 67.0% |
| Owned with a Mortgage/Loan | 40.9% |
| Owned Free and Clear | 26.1% |
| Renter Occupied | 33.0% |
| 2010 Housing Units By Urban/ Rural Status | |
| Total Housing Units | 10,760 |
| Housing Units Inside Urbanized Area | 0.0% |
| Housing Units Inside Urbanized Cluster | 36.2% |
| Rural Housing Units | 63.8% |

Data Note: Households with children include any households with people under age 18, related or not. Multigenerational households are families with 3 or more parent-child relationships. Unmarried partner households are usually classified as nonfamily households unless there is another member of the household related to the householder. Multigenerational and unmarried partner households are reported only to the tract level. Esri estimated block group data, which is used to estimate polygons or non-standard geography.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2016 and 2021 Esri converted Census 2000 data into 2010 geography.

| | | Grady County,... |
|---|-----------|---------------------------|
| Top 3 Tapestry Segments | | |
| | 1. | Southern Satellites (10A) |
| | 2. | Rooted Rural (10B) |
| | 3. | Rural Bypasses (10E) |
| 2016 Consumer Spending | | |
| Apparel & Services: Total \$ | | \$11,660,234 |
| Average Spent | | \$1,217.40 |
| Spending Potential Index | | 60 |
| Education: Total \$ | | \$6,093,954 |
| Average Spent | | \$636.24 |
| Spending Potential Index | | 45 |
| Entertainment/Recreation: Total \$ | | \$17,632,950 |
| Average Spent | | \$1,840.98 |
| Spending Potential Index | | 63 |
| Food at Home: Total \$ | | \$31,751,998 |
| Average Spent | | \$3,315.10 |
| Spending Potential Index | | 67 |
| Food Away from Home: Total \$ | | \$18,318,590 |
| Average Spent | | \$1,912.57 |
| Spending Potential Index | | 62 |
| Health Care: Total \$ | | \$34,291,467 |
| Average Spent | | \$3,580.23 |
| Spending Potential Index | | 68 |
| HH Furnishings & Equipment: Total \$ | | \$10,169,132 |
| Average Spent | | \$1,061.72 |
| Spending Potential Index | | 60 |
| Personal Care Products & Services: Total \$ | | \$4,242,503 |
| Average Spent | | \$442.94 |
| Spending Potential Index | | 60 |
| Shelter: Total \$ | | \$81,680,421 |
| Average Spent | | \$8,527.92 |
| Spending Potential Index | | 55 |
| Support Payments/Cash Contributions/Gifts in Kind: Total \$ | | \$14,037,995 |
| Average Spent | | \$1,465.65 |
| Spending Potential Index | | 63 |
| Travel: Total \$ | | \$9,381,920 |
| Average Spent | | \$979.53 |
| Spending Potential Index | | 53 |
| Vehicle Maintenance & Repairs: Total \$ | | \$6,460,734 |
| Average Spent | | \$674.54 |
| Spending Potential Index | | 65 |

Data Note: Consumer spending shows the amount spent on a variety of goods and services by households that reside in the area. Expenditures are shown by broad budget categories that are not mutually exclusive. Consumer spending does not equal business revenue. Total and Average Amount Spent Per Household represent annual figures. The Spending Potential Index represents the amount spent in the area relative to a national average of 100.

Source: Consumer Spending data are derived from the 2013 and 2014 Consumer Expenditure Surveys, Bureau of Labor Statistics. Esri.

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2016 and 2021 Esri converted Census 2000 data into 2010 geography.

Ford Next Generation Master Plan Vision

Ford Next Generation Master Plan Vision

In the summer of 2011, Grady County joined the University of Georgia Archway Partnership. The Archway Partnership process kicked off as key leaders from 13 community institutions, and business and industry leaders, who form the Grady County Archway Partnership Executive Committee, came together to seek citizen input on community transformation. Their first project was a well-attended, community-wide listening session to identify the strengths, weaknesses, opportunities and threats facing Grady County. Through this process, citizens identified “Education for a Quality Workforce” as one of four priority issues impacting community and economic development.

In 2012, the group moved to create a collaborative working group of education and workforce stakeholders and invite them to the table for dialogue, networking, assessment, partnership and ultimately an action plan. To that end, stakeholders from the public school system, higher education, business and industry, media, local government, state agencies, public library, and the hospital/health care providers have come together to form a regional partnership to address local education and workforce development issues.

For the past three years, the Archway Partnership’s Education for a Quality Workforce Issue Work Group and Executive Committee has achieved two major goals.

1. The first goal was to assist the school system in establishing charter school status and a College and Career Academy at Cairo High School. Charter status allows for increased dual enrollment, academic and career training flexibility, enhanced collaborations with local higher education institutions, and expanded partnerships with local business and industry.
2. The second goal was to establish a local business and industry advisory board to identify workplace trends, promote opportunities for student learning in the workplace, assist college and career pathway implementation, and seek private funding (or other funding resources) to support educational efforts.

The group, which includes the presidents of Southern Regional Technical College, Bainbridge State College, and Thomas University, the Cairo-Grady Chamber of Commerce and Joint Development Authority Executive Directors, and regional representatives from the Georgia Departments of Labor, Economic Development, and Community Affairs, as well as a host of private business and industry managers and human resource professionals, has made significant progress with the aforementioned achievements, however a renewed strategic focus, engagement at multiple levels of participating organizations, and the application of the Ford Next Generation Learning framework of small learning communities will enhance the experience for students and offer a broader range of professional development opportunities for faculty.

Following a presentation from the Technical College System of Georgia to the Archway Partnership Education, Business, and Industry Issue Work Group, Grady County sent a team of educators to visit the Academies of Nashville in 2013 to investigate and compare models of successful College and Career

academies and their implementation. The next year, two representatives from the Academies of Nashville were invited to present their experiences to Cairo High faculty. One thing that all of the Academies of Nashville schools had in common was that they all started with a 9th Grade Academy.

In the intervening years, system faculty and leadership formed a 9th Grade Academy Steering Committee to define the need, research, gain faculty consensus, plan, develop, and create a 9th Grade Academy at Cairo High School. The 9th Grade Academy will offer Small Learning Communities, information concerning College and Career pathways, a structured response to Intervention process to monitor student achievement and discipline, and an increased focus on promotion from 9th to 10th grade. Incoming freshmen will attend the bulk of their academic classes on one hall and teachers assigned to the “9th Grade Academy” will work closely in a team environment to help bridge these students from middle to high school. Full implementation of the 9th grade academy is expected during the 2018 school year.

The implementation of “Wall to Wall” academies will continue through 2020. The concepts for these thematic learning communities will be centered around the needs of our community and businesses. Proposed future academies include: School of Agriculture, Trade, and Industry (ATI, 2019), School of Fine Arts (FA, 2019), and School of Science, Technology, and Health (STH, 2020).

Currently, Cairo High School College & Career Academy (CHS-CCA) is very proud of the integration of academic standards into CTAE electives through team planning and teaching, and the increased amount of interdisciplinary team-teaching between core academic teachers. Highly qualified math and science teachers are working with language arts, foreign language and social studies teachers – and then with CTAE instructors – to compare standards, experiences and goals. As allowed by House Bill 186 and our charter contract, CHS-CCA is currently offering a course titled Spanish for the Medical Profession where standards for Spanish and Healthcare Science are merged in one class. This will allow students to earn both a CTAE and a Foreign Language credit. Plans are underway to offer a drafting course in 2014 with embedded geometry standards.

The CHS-CCA has 11 career clusters which include 17 Career, Technical, and Agricultural Education (CTAE) programs. The career clusters number Architectural Drawing and Design, Agriculture, Business Management & Administration, Early Childhood Education, Engineering Drafting and Design, Healthcare Sciences, Information Technology, Manufacturing (Mechatronics – SRCT), Nutrition and Food Science, and Welding. Navy JROTC is also offered. Currently, 866 students are enrolled in CTAE classes. In addition to receiving a high school education, students can also earn college credits through dual programs with postsecondary partners Southern Regional Technical College, Bainbridge State, and Thomas University.

Career Technical Student Organizations (CTSOs) available for students include Future Business Leaders of America (FBLA), Future Career and Community Leaders of America (FCCLA), SkillsUSA, Health Occupations Students of America (HOSA), and Future Farmers of America (FFA). These organizations provide students opportunities to develop leadership skills and to further explore career opportunities related to their chosen pathways. The Academy also provides work-based learning and youth apprenticeship opportunities for students. Participating students earned more than \$35,000 in 2016 and worked over 10,000 hours.

Cairo High School College & Career Academy Strategic Plan (Strand 1)

Transforming Teaching & Learning

Strand 1 Team Members:

Tammy Donalson, Assistant Principal of Curriculum and Instruction, Cairo High School

Laura Elliott, Assistant Superintendent, Grady County Schools

Laura Register, Grady County Board of Education

Joann Simpson, Bainbridge State College

Mesha Wind, Cairo Messenger

Strand 1: Transforming Teaching and Learning

This strand seeks to create meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges and that equip them for success in college and careers.

In partnership with Ford NGL, Cairo High School is dedicated to preparing all students to succeed as citizens and workers in the 21st century global economy. To achieve this success, secondary school students must engage in learning that develops and uses both academic knowledge and the skills essential for success in college and careers, and teachers must employ strategies that encourage the active, self-monitored learning that will yield these results.

During the implementation of the Ford NGL master plan, Cairo High School teachers will participate in job-embedded professional learning aligned with the Teaching and Learning Pillars. Cairo High School students will receive rigorous academic and career-relevant learning. As a result, students will apply academic knowledge to real-world experiences in order to be successful in today's global economy.

Essential Practice 1.1 – Teaching Pillars – Educators employ teaching strategies that develop students' knowledge and skills for college and career readiness.

1.1.1 Integration of rigorous academic and career-relevant learning: Both academic and technical teachers ensure that students acquire and apply the knowledge and skills required to meet rigorous state and national academic and technical standards and that they are prepared for college and career success. Teachers facilitate students' learning of ways of thinking particular to the core academic disciplines, build their technical knowledge and skills, and develop their expertise in problem-solving, critical thinking, teamwork, technology, and communication. Teachers structure learning so that students understand the education and training requirements for a broad range of career paths. Community members provide opportunities for students to explore careers and connect their learning to the real world.

Action Steps:

1. Community/Business speakers for core academic classes (per Governing Board): Timeline-2017-2018 Ongoing; Lead - Assistant Principal of Curriculum and Instruction
2. Work-Based Learning opportunities: Timeline - 2017-2018 ongoing; Lead -Work Based Learning Coordinator
3. Job Shadow Day for Juniors: Timeline - 2017-2018 Semester 2; Lead - Work Based Learning Coordinator
4. Align CTAE pathways course offerings with community needs: Timeline - ongoing; Lead - CEO College and Career Academy
5. Internships offered by local businesses: Timeline - 2018-2019; Lead - CEO College and Career Academy
6. Professional Learning provided by CTAE teachers to explain various programs to non-CTAE faculty members: Timeline - 2017-2018; Lead - Assistant Principal of Curriculum and Instruction

Measures of Success: Teachers will integrate business and higher education partners into the classroom as documented with sign-in sheets and lesson plans.

Essential Practice 1.2 – Learning Pillars – Students develop essential knowledge and skills for college and career readiness.

1.2.1 Flexible use of academic knowledge and skills: Students develop academic knowledge and skills in the context of investigating real-world problems, and develop flexibility in drawing on appropriate disciplinary knowledge and skills to address such challenges.

Action Steps:

1. Provide job-embedded professional learning centered around developing engaging work that is rigorous and relevant: Timeline - 2017-2018; Lead - Assistant Principal of Curriculum and Instruction

Measures of Success: During the implementation of the master plan, students will apply academic knowledge taught through rigorous and relevant curriculum to real-world experiences in both academic and CTAE classes as documented in lesson plans and observed using TKES.

Essential Practice 1.3 – Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars.

1.3.1 – Professional Development aligned with goals for teaching and learning: School leaders and teachers design a carefully planned, coherent sequence of professional learning experiences that support implementation of the Ford NGL Teaching and Learning Pillars.

Action Steps:

1. Administer needs assessment for Professional Learning: Timeline - March 2018; Lead - Assistant Principal of Curriculum and Instruction
2. Analyze data from TKES evaluations to determine Professional Learning needs: Timeline - March 2018; Lead - Assistant Principal of Curriculum and Instruction

3. Assistant Superintendent of Curriculum and Instruction along with Assistant Principal of Curriculum and Instruction will develop a plan for Professional Learning: Timeline - March 2018; Leads - Assistant Superintendent of Curriculum and Instruction and Assistant Principal of Curriculum and Instruction

Measures of Success: 100% of the faculty and administration of Cairo High School CCA will attend at least 75% of the sessions prescribed in the professional development plan established in March 2018 by the Fall of 2020.

1.3.3 – Engagement of teachers in active learning experiences that model the Teaching and Learning Pillars: Professional development focuses on specific content and teaching strategies; teachers engage in the same kinds of learning that students will experience.

Action Steps:

1. Teachers will participate in active Professional Learning that uses the Ford NGL teaching and learning pillars and is content specific based on the Professional Learning Plan: Timeline - ongoing; Lead - Assistant Principal of Curriculum and Instruction
2. Teachers will implement strategies obtained from Professional Learning sessions in the classroom: Timeline - ongoing; Lead - Assistant Principal of Curriculum and Instruction

Measures of Success: Sign in sheets from the professional learning sessions will be used to verify teacher attendance and agendas will be used to verify content of professional learning. Formal and informal observations will be used to document the implementation of the engagement of teachers in active learning experiences that model the Ford NGL teaching and learning pillars.

1.3.4 – Real World context provided by business and community partners: Members of the business and civic community provide teachers with a variety of work-based learning opportunities, including teacher externships, to assure that teachers have the capacity to provide students with real-world learning experiences. Business and community partners are also informed about student learning goals and curriculum and are prepared to interact with students to support their learning.

Action Steps:

1. Teachers will obtain speakers from the business community to speak to the class about the relevance of the content taught to the workplace: Timeline - 2017-2018 and ongoing; Lead - CEO College and Career Academy
2. Provide job-embedded learning opportunities for teachers to explore the real-world applications of the skills taught in order to better prepare the students. (i.e. visits to work sites): Timeline - 2018-2019; Lead - CEO College and Career Academy

Measures of Success: By the end of 2018-19 and each year thereafter, five speakers from the business community will be used as part of the classroom instruction and documented in teacher lesson plans.

1.3.5 – Participation of teachers in sustained inquiry and reflection on their practice: Professional development challenges teachers to confront their own ideas about the nature of teaching and learning and encourages them to engage in ongoing reflection about their practice.

Action Steps:

1. Teachers will be given collaboration time for sustained inquiry and reflection of teaching and learning practices during professional learning sessions: Timeline - During planning times, monthly Instructional planning meetings and monthly Professional Learning Communities held during 2017-2018 and ongoing; Lead - Assistant Principal of Curriculum and Instruction
2. Data analysis of formative and summative assessments to determine areas of need: Timeline - Monthly during 2017-2018 and ongoing; Lead - Assistant Principal of Curriculum and Instruction

Measures of Success: 50% of the collaboration time that occurs during the Professional Learning Communities will be used to reflect on teaching and learning strategies as well as data analysis. The minutes from these meetings will be used as documentation.

1.3.6 – Opportunities for teachers to practice and plan: Professional development engages teachers in practicing new teaching strategies and supports them in planning ways to integrate these strategies into their practice.

Action Steps:

1. Provide collaboration time for planning during common planning times, devoted professional development time, instructional planning times and professional learning communities for the implementation of new teaching strategies: Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Curriculum and Instruction
2. Conduct peer observations and opportunities for reflections: Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Curriculum and Instruction

Measures of Success: Formal and informal observations by administration as specified by TKES will be used to document the implementation of teaching strategies.

1.3.7 – Development of teachers’ leadership skills: Professional development helps teachers acquire leadership skills and the capacity to advocate for and engage colleagues in the transformation process.

Action Steps:

1. Empower teachers by using job-embedded training to lead professional learning sessions: Timeline - ongoing; Lead - Assistant Principal of Curriculum and Instruction
2. Empower teacher leaders (department chairs) by using job-embedded training to lead collaboration: Timeline - ongoing; Lead - Assistant Principal of Curriculum and Instruction
3. Appoint two teachers to the District Design Team as part of the transformation process: Timeline - August 2017-2018; Lead - Principal
4. Elect teachers to the Governing Board as stated in the Governing Board by-laws: Timeline - April 2018; Lead - CEO College and Career Academy

Measures of Success: Teachers will lead professional learning sessions as well as collaboration efforts during common planning times, devoted professional development time, instructional planning times and professional learning communities.

Cairo High School College & Career Academy Strategic Plan (Strand 2)

Transforming the Secondary School Experience

Strand 2 Team Members:

Chris Lokey, Principal, Cairo High School

Stuart Rayfield, Ed.D., Interim President, Bainbridge State College

Kevin Strickland, Assistant Superintendent, Grady County Schools

Carol Willis, CollegeMAKERS Project Director, Southern Regional Technical College

Strand 2: Transforming the Secondary School Experience

This strand seeks to create and maintain the career and interest-themed academies and the collaborative culture, structures, and practices necessary to transform teaching and learning and to capitalize on community engagement.

As the CHS/CCA moves forward with the overall implementation of the Ford NGL Master Plan, the leadership team, board of directors and the faculty and staff have all agreed that the pursuit of thematic academies is paramount to the success of the academy as a whole. In the fall of 2017, the CCA is implementing its Ninth Grade academy as its first stage of implementation. As the school year continues the CCA leadership and faculty will be developing plans for the implementation of two thematic academies in the 2018-2019 school year. Those being developed for stage two implementation are the School of Fine Arts and a Career, Technical and Agricultural Education (CTAE) based School of Agriculture, Trade & Industry (ATI). As the planning of the stage two academies is processed, the CCA will also be developing and planning for its fourth and final academy, the School of Science, Technology and Healthcare (STH). With the implementation of this fourth academy, the CCA will be completing its third stage of academy implementation.

Essential Practice 2.1– School district(s) develop a timeline for phasing in high quality academies in order to reach a significant portion of students.

Action Steps:

1. 9th Grade Academy teachers review student numbers and start the process of creating a Master Schedule that would be inclusive of our 9th Grade Academy. Logistics and classroom relocation will be a critical part of ensuring our 9th Grade academy success. These changes are in place for the 2017-2018 school year. Timeline - 2016-2017; Lead - Assistant Principal/9th Grade Academy
2. Creation and implementation of Syrupmaker 101 class for all 9th Grade Students. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal/9th Grade Academy and 9th Grade Academy teachers. Syrupmaker 101 curriculum will include but not be limited to:
 - study skills
 - understanding the Carnegie unit system

- introducing Career Clusters and Pathways
 - remaining on track for graduation
 - school rules and procedures
 - GA Best (Department of Labor) Soft Skills/Work Ethics
3. Cascade our vision of the 9th Grade Academy throughout the school system as well as the community. Create a media campaign to spotlight the transformation of Cairo High School and what a 9th Grade Academy means for our students, community, workforce, etc. Timeline - 2017-2018; Lead - Assistant Principal/9th Grade Academy and 9th Grade Academy teachers and the Editor of The Cairo Messenger.
 4. Develop a media plan for the 9th Grade Academy and upcoming academies in which faculty, staff, and district office offer input and are familiar with. Timeline - 2017-2018; Lead - Assistant Principal/9th Grade Academy and 9th Grade Academy teachers.
 5. Planning and implementation of stage two academies, the School of Fine Arts and the School of ATI, will begin the 2017-18 school year. The steps below will describe the overall process for this stage.
 - Steering committees will be developed for the School of Fine Arts and the School of Agriculture, Trade and Industry. Academic teachers will be surveyed as to thematic academy interests. Monthly steering committee meetings will be conducted throughout the school year in order to plan for the upcoming academies. During this steering committee process parent, community leaders, and business and industry input will be sought to ensure the academies will be meeting the specific needs of our community. Timeline-2017-2018: Lead-Principal/School of Fine Arts and Lead-CEO/School of Agriculture, Trade and Industry and Academy teachers.
 - The High School Principal and the CCA CEO will present a vision and mission for the School of Fine Arts and the School of Agriculture, Trade and Industry with input from faculty, staff, stakeholders, and respective school steering committees. Timeline-2017-2018: Lead-Principal/School of Fine Arts and Lead-CEO/School of Agriculture, Trade and Industry and Academy teachers.
 - Academy teachers will review student numbers and start the process of creating a Master Schedule and determine room assignments/logistics for our 10th-12th grade students to be inclusive of the School of Fine Arts and the School of Agriculture, Trade and Industry. Timeline-2017-2018: Lead-Principal/School of Fine Arts and Lead-CEO/School of Agriculture, Trade and Industry and Academy teachers.
 - For continued development of our students' positive work ethic and soft skills, advisement time will be allotted for all 10th-12th grade students to participate in advanced work ethics training. Timeline- 2017-2018: Lead-Principal/School of Fine Arts and Lead-CEO/School of Agriculture, Trade and Industry and Academy teachers.
 - Cascade our vision of the School of Fine Arts and the School of Agriculture, Trade and Industry throughout the school system as well as the community. Create a media campaign to spotlight the transformation of Cairo High School and what these academies will mean for our students, community, workforce, etc. Timeline-2017-2018: Lead-Principal/School of Fine Arts and Lead-CEO/School of Agriculture, Trade and Industry, academy teachers, and the editor of The Cairo Messenger.
 - Develop a media plan for the School of Fine Arts and the School of Agriculture, Trade and Industry in which faculty, staff, and district office offer input and are familiar

with. Timeline-2017-2018: Lead-Principal/School of Fine Arts and Lead-CEO/School of Agriculture, Trade and Industry and academy teachers.

- Develop a media plan for the School of Fine Arts and the School of Agriculture, Trade and Industry in which faculty, staff, and district office offer input and are familiar with. Timeline-2017-2018: Lead-Principal/School of Fine Arts and Lead-CEO/School of Agriculture, Trade and Industry and Academy teachers.

Measures of Success: Full implementation of a 9th Grade Academy at Cairo High School during the 2017-2018 school year. In our 2016-17 cohort of first time 9th grade students, data indicates 92.4% were promoted to the 10th grade. Our measure of success for our future cohorts will be an increase of 1% per year in our promotion rate of first time 9th grade students. Additional successes for this action step will be the implementation of the new academies, School of Fine Arts and the School of Agriculture, Trade and Industry. See Appendix for Implementation Timeline.

2.1.1-Rigorous academic expectations that prepare students for college-level studies: Schools offer a variety of academies with various characteristics including: high quality CTAE courses, active collaboration and joint planning by academic and CTAE teachers, and job shadowing opportunities.

Action Steps: Grade students through our Syrupmaker 101 class of the different opportunities offered through our College and Career Academy that would prepare them for college level studies. Timeline - 2017-2018 and on-going; Lead - Assistant Principal/9th Grade Academy and 9th Grade Academy teachers.

2. Raise awareness of academic expectations and clear path to graduation through parent and student meetings, and through the Syrupmaker 101 class. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal; 9th Grade Academy Teachers; 9th Grade Academy Counselor; CollegeMAKERS staff.
3. Raise awareness of the connection between academic coursework, postsecondary study, and careers by providing job shadowing opportunities and community/business related presentations conducted by business leaders for students in related academies, and business tours for teachers. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal/9th Grade Academy, 9th Grade Academy teachers, local business leaders.
4. Create media campaign to showcase the academic accomplishments of students reaching academic excellence. Timeline 2017-2018 and ongoing per semester; Lead - Assistant Principal/9th Grade Academy; 9th Grade Academy Counselor; 9th Grade Teachers; Editor/Cairo Messenger; Assistant Principal.
5. In the 2018-2019 school year, as the new academies unfold, the above action steps will be instituted in the new academies to ensure that rigorous academic expectations are maintained as the students progress through the 10th, 11th and 12th grades.

Measures of Success: Increase participation and successful completion of rigorous coursework that will support college-level studies and CTAE career pathways. Each student will have a personalized plan for selecting an academy and information concerning career and college choices before entering the 10th grade. Additionally, these students will be enrolled in the academy of their choice, based on their personalized plan. The students will successfully complete

the chosen pathway prior to graduation. The baseline data for pathway completion will be compiled at the end of the 2017-2018 school year. The successive years' goals for improvement will be determined at that time as well.

2.1.2--Personalized student planning: Each student should have the opportunity to develop a personalized plan for selecting an academy and identifying postsecondary options.

Action Steps:

1. As early as mid-February students are asked to review with their parents Career Clusters and Pathways in which they may be interested in. Timeline - 2017-2018; Lead - 9th Grade Academy Guidance Counselor
2. Students will conduct career interest inventory and relate those results to Career Clusters and Pathways during Syrupmaker 101 class.. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal/9th Grade Academy and 9th Grade Academy teachers
3. Create student career goals/plans with input from parents and make students and parents aware of updates concerning the progress of these plans. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal/9th Grade Academy and 9th Grade Guidance Counselor

Measures of Success: Beginning with the 9th grade class of 2017-2018 school year, each student will have a personalized plan for selecting an academy and information concerning career and college choices before entering the 10th grade. Success will have been achieved when 100% of the 9th grade students who participate in the 9th Grade Academy have a personalized plan and that plan is the basis of that student's 10th grade course assignments. Additional success will be achieved when that same student completes the chosen pathway.

2.1.3--Accelerated learning opportunities: Encourages students to participate in advanced learning and service opportunities.

Action Steps:

1. Students in the CHS/CCA will be offered Move on When Ready and Advanced Placement courses. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Academies and Guidance Counselors.
2. Academic teachers as well as CTAE teachers will work together to develop interdisciplinary lessons to our students. This will be accomplished through collaborative lesson planning session held monthly. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Academies and Guidance Counselors.
3. CHS/CCA students will be visit real workplace settings and participate in workplace tours so they are familiar with local internships and employment opportunities. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Academies and Guidance Counselors.
4. Students will complete service learning hours through clubs and academies. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Academies and Guidance Counselors and Club Advisors.

Measures of Success: College and Career Ready Performance Index percentage increase concerning Post High School readiness in the areas of MOWR and Advanced Placement

courses from 40.2% during the 2015-2016 school year to 42% during the 2017-18 school year. Similar gains will be expected throughout the future school years. Teacher collaboration throughout the 9th Grade Academy through the use of interdisciplinary lesson plans. This will become evident as the school year progresses and the TKEs evaluations are completed and white-board configurations are verified by the respective administrators.

2.1.4--Extra help for struggling students: Academies will be structured with a support system in place to help struggling students both academically and socially.

Action Steps

1. Develop a structured Response to Intervention program in which all students are monitored frequently. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Academies, Guidance Counselors and academy teachers.
2. Syrupmaker 101 will be provided to all 9th grade students to review Cairo High School's rules and procedures and provide career planning. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal/9th Grade Academy and 9th Grade Academy teachers

Measures of Success: The number of students who are successfully promoted to the next grade level. Baseline data for the 9th Grade students has been determined using the 2016-17 9th grade promotion rates. Additional data will be compiled for the academies implemented later at the end of the school year prior to academy implementation.

Essential Practice 2.2 – School Leadership and Instructional Staff share common vision and recognize and prioritize professional development opportunities: School leaders should focus on the implementation of high quality academies and professional development that is carefully planned, sustained, evaluated, and continually improved.

1. **Support from the Principal and High School Administration:** High School principal and other administrators should actively support the academy concept and support teachers throughout this process.

Action Steps:

1. The High School Principal and CEO will present a vision and mission for all academies with input from faculty, staff, stakeholders, and the academy steering committees. Timeline - 2017-18; Lead -High School Principal.
2. An Assistant Principal and counselor will be placed over the Academies with exclusive Academy responsibilities. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Academies and Academy Guidance Counselors.
3. Monthly Academy meetings will be held and data reviewed to check for student progress and achievement. Timeline - 2017-2018 and ongoing ; Lead - Assistant Principal of Academies and Academy teachers.

Measures of Success: Full implementation of a 9th Grade Academy at Cairo High School beginning in the 2017-2018 school year with full implementation continuing in the future. In our 2016-17 cohort of first time 9th grade students, data indicates 92.4% were promoted to the 10th grade. Our measure of success for our future cohorts will be an increase

of 1% per year in our promotion rate of first time 9th grade students. Additional successes for this action step will be the implementation of the new academies, School of Fine Arts and the School of Agriculture, Trade and Industry. The enrollment of students in their chosen academies based on their personalized plans.

2.2.4– Assessment of professional development needs-School leaders work collaboratively with instructional staff to determine the focus for professional development over an extended period of time.

Action Steps:

1. Principal will appoint a Professional Development Needs Assessment team to identify the professional development needs associated with transforming the comprehensive high school to a “ Wall-to-Wall” small learning community school. Timeline - 2017-2018 and ongoing; Lead- Principal, Assistant Principal of Academies; Guidance Counselors; Academy Teachers, Assistant Principal of Curriculum and Instruction
2. Professional Development will include but not be limited to:
 - Professional Development centered around Syrupmaker 101.
 - PD centered around poverty training.
 - PD centered around teaching strategies that are developmentally appropriate including classroom management.
 - Discipline expectations.
 - Technology implementation - Edmodo program.

Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Academies, Guidance Counselors, Assistant Principal of Curriculum and Instruction.

Measures of Success: Professional Development impact will be assessed through Teacher Keys Effectiveness System and student achievement. Success will be determined by increased ratings of teachers performance on Indicator #9, Professionalism. Teachers rated at Proficient will maintain or increase their rating to an Exemplary rating. Teachers currently rated less than Proficient will increase to the Proficient rating.

2.2.5--Ongoing, sustained, high Quality Professional development- All academy leadership team members, administrative staff, and teachers participate in ongoing professional development. This ongoing, sustained Professional development plan is fully developed and outlined under Strand 1.

Action Steps:

1. Academy specific PD sustained. Timeline - 2017-2018; Lead - Assistant Principals of Academies and Guidance Counselors

Measures of Success: Professional Development logs with a minimum of 20 hrs of training will be completed by 100% of the certified staff every school year.

Essential Practice 2.4 – School districts and schools share responsibility for measuring success. Factors such as Academy implementation, evaluation of academy effectiveness and student success, and the use of data concerning overall academy performance will be reviewed on a quarterly basis and shared with faculty and district level leaders.

2.4.2—Evaluation of Academy effectiveness and student success- Using multiple measure of academy effectiveness and various forms of data the school and academy leaders monitor the quantitative impact of academy implementation on student success.

Action Steps:

1. Develop a balanced scorecard to show data in various forms from each academy and use the stop light tool to show areas of achievement and deficiency. Timeline - 2017-2018; Lead - Assistant Principal of Academy, Academy Guidance Counselor, and Academy teachers
2. Hold monthly academy meetings to determine overall effectiveness of each academy using data, student and parent surveys, and an academy checklist. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal of Academy, Academy Guidance Counselor, and Academy teachers

Measures of Success: Academy Data will be updated in respective Data Rooms and monthly meetings by teachers concerning leading and lagging data to inform instructional decisions and improve overall program effectiveness will be held.

2.4.3—Data use and analysis for instructional improvement

Action Steps:

1. All faculty will use student performance data, testing data, and grade distribution data to inform instructional practice and guide professional learning. Timeline - 2017-2018; Lead - Assistant Principal of Academies and Guidance Counselors.

Measures of Success: Functional use of the Academy Data Rooms and monthly meetings by teachers and administrative staff concerning leading and lagging data to improve instructional effectiveness. Data will be compiled, distributed, and reviewed by academy leadership and teachers every grading period. This data will be used to drive instructional improvement.

Essential Practice 2.5- School District supports and sets expectations for implementing and monitoring of Academies. The District supports and holds leaders accountable for high school transformation using this model.

2.5.5 –Transition from middle to high School: Middle and high school leaders, teachers, business sponsors, and US Department of Education TRiO Talent Search (CollegeMAKERS) staff collaborate in developing and carrying out a broad-based plan for recruiting middle school students

Action Steps:

1. Create awareness about the 9th grade academy by inviting parents and students to our 9th Grade Academy Parent meetings, 8th grade walkabout, Freshman summer Bootcamp. Timeline - 2017-2018 and annually thereafter; Lead - Assistant Principal/9th Grade Academy, 9th Grade Guidance Counselor, CollegeMAKERS staff.
2. Create awareness of student success resources offered at the Academy during 8th grade transition activities for both parents and students. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal/9th Grade Academy, 9th Grade Guidance Counselor.

3. Connect students to student success resources provided on the school level, within the community partnerships, and through US DOE (CollegeMAKERS) grant program. Timeline - 2017-2018 and ongoing; Lead - Assistant Principal/9th Grade Academy, 9th Grade Guidance Counselor, 9th Grade Academy teachers, CollegeMAKERS staff.

Measures of Success: Participation in awareness events and utilization of resources as documented by sign-in sheets and participation logs. Continuous growth at these meetings will be expected. The CCA's goal will be for a 1% increase in parental participation each year, based on baseline data collected this year for the 9th Grade Academy and subsequent years for future academies.

Essential Practice 2.6-School Districts and Postsecondary Institutions work collaboratively for the benefit of academy students: Partnerships within the community, postsecondary partners, and businesses are invaluable to this process.

2.6.1-Collaboration of postsecondary and secondary partners to promote opportunities for academy students: Post-secondary and secondary partners will collaborate, plan, and implement activities to raise awareness of and participation in postsecondary opportunities.

Action Steps:

1. Raise awareness of rigorous course of study (MOWR) as means to gain post-secondary credits while in high school through parents and student meetings, classroom presentations, and individualized counseling. Timeline - 2017-2018 and ongoing; Lead - Academy Counselors, Academy teachers, Postsecondary partners, CollegeMAKERS staff.
2. Track student enrollment in MOWR and diploma/certificate programs with the expectation of seeing upward trends in completion. Timeline - 2017-2018 and ongoing; Lead - Academy Counselors, Postsecondary partners, CollegeMAKERS staff.
3. Track college acceptance and/or Associate-level completion at HS graduation for MOWR students. Timeline - 2017-2018 and ongoing; Lead - Academy Counselors, Postsecondary partners, CollegeMAKERS staff.
4. The CCA and Post Secondary Partners will develop Memorandums of Understanding (MOUs) that will outline each partner's responsibilities within the partnership.

Measures of Success: Track student enrollment in and successful completion of MOWR courses, certificate programs, and degree level programs with the expectation of seeing upward trends.

2.6.2—Development and promotion of postsecondary career pathways: Strong partnerships will provide numerous opportunities for students to connect academics to postsecondary study and potential careers.

Action Steps:

1. Provide career interest inventories, job shadowing, and career presentations by professionals for increased awareness of career pathways. Timeline - 2017-2018 and annually; Lead - 9th Grade Academy Counselor, 9th Grade Academy Teachers, CollegeMAKERS staff, business leaders.

2. Provide college tours (virtual and on-site campus) to increase awareness of areas of study on post-secondary campuses. Timeline - 2017-2018 and annually; Lead - Assistant Principal of Academies, Academy Counselors, CollegeMAKERS staff, Postsecondary Partners.

Measures of Success: Track pathway completers with the expectation of seeing upward trends in completion. College and Career Ready Performance Index percentage increase concerning Post High School readiness in the areas of MOWR and Advanced Placement courses from 40.2% during the 2015-2016 school year to 42% during the 2017-18 school year.

2.6.4 Clear Understanding of postsecondary requirements: Through securing the US Department of Education TRiO funding and relationships with postsecondary institutions, parents and students will increase awareness and knowledge of post-secondary requirements.

Action Steps:

1. Raise awareness of postsecondary entrance requirements and deadlines through workshops and group advisement for students and parents. Timeline - 2017-2018 and ongoing; Lead - Academy Counselors, Academy Teachers, CollegeMAKERS staff, Postsecondary Partners.

2. Provide support to students through college entry test practice workshops and test score analysis. Timeline - 2017-2018 and ongoing; Lead - Academy Counselors, 9th Grade Academy Teachers, CollegeMAKERS staff, Postsecondary Partners.

4. Provide opportunities for parents and students to talk with college personnel through college career fairs and college recruiter events. Timeline - 2017-2018 and annually; Lead - Assistant Principal of Academies, Academy Counselors, CollegeMAKERS staff, Postsecondary Partners.

Measures of Success: Track participation in postsecondary entrance testing with the expectation of upward trends. College and Career Ready Performance Index percentage increase concerning Post High School readiness in the areas of MOWR and Advanced Placement courses from 40.2% during the 2015-2016 school year to 42% during the 2017-18 school year.

Cairo High School College & Career Academy Strategic Plan (Strand 3)

Transforming through Business & Industry Engagement

Strand 3 Team Members:

Chris Addleton, City of Cairo

TD David, Grady County Board of Commissioners

Todd Gainous, CEO, Cairo High School College & Career Academy

Kermit Gilliard, Ed.D., Superintendent, Grady County Schools,

Pamela Grigg, Roddenbery Memorial Library

Chadd Mathis, Cairo-Grady County Joint Development Authority

Betsy McGriff, University of Georgia Archway Partnership

Strand 3: Transforming Business and Civic Engagement

This strand seeks to engage employers, educators, and community leaders in building and sustaining transformed and secondary schools that promote community growth and prosperity by preparing students for future work and citizenship.

To achieve this goal, the CHS-CCA Chief Executive Officer will utilize developing community relationships to engage key business and industry stakeholders, helping them to see the value in partnering with the Academy to meet their workforce needs and facilitating the feedback loop from business to education to business. The Academy Board of Directors will take an active role in marketing and promoting the changes taking place at CHS-CCA, working through traditional and new media to educate the public on the importance of college and career readiness for all students in Grady County. Finally, teachers will become a fixture in local industry through externship programs and facility tours and human resource executives, plant managers, and line supervisors will be visible on campus, educating students and faculty about employment opportunities and workplace expectations.

Essential Practice 3.2 – Senior business, education, and civic leaders support, sustain, and advocate for the goals outlined in the community master plan. Once the master plan is in place, business, education, and civic leaders constitute an ongoing committee, which works with the Master Plan Partnership to align community support for transforming secondary schools.

3.2.1 Active senior-level participation: Prioritize regular attendance by senior management staff at the Education, Business, and Industry Issue Work Group Meeting.

Action Steps:

1. Appoint an existing member of the CHS-CCA Governing Board to serve as Business Engagement Coordinator. Timeline-August 2017; Lead - CCA Board Chair
2. Site visits by staff above and a CCA classroom teacher with top 10 employers. Fall 2017 to educate and garner commitment for participation. Timeline-September 2017/Ongoing; Lead - Academy CEO, JDA Executive, CCA Board Appointee

3. Kick off meeting with expanded Education, Business, & Industry (EBI) group to roll out action plans for 2018 school year. Timeline-4th Quarter 2017/Ongoing; Lead - Academy CEO, JDA Executive, CCA Board Appointee, Archway Professional
 - a. Identification of staff to serve on industry councils
 - b. Job shadowing/work based learning opportunities if not already in place
 - c. Identification of critical workforce needs (for individuals and area as a whole)
 - d. Plan for industry tours
4. EBI quarterly meetings. Timeline-Ongoing; Lead - Academy CEO, JDA Executive, CCA Board Appointee, Archway Professional

Measures of Success: Regular attendance by business and industry leaders at CCA board meetings, advisory councils, and other sanctioned events.

3.2.2 Ensuring participation by mid-level managers: Senior management supports their functional department leaders in engaging in and/or creating advisory councils for educational pathways.

Action Steps:

1. Site meetings with departmental leaders at top 10 sites. CEO and/or WBL Coordinator will arrange to accompany JDA Executive Director, Georgia Department of Economic Development Regional Representative, and Southern Regional Technical College Vice President of Economic Development on quarterly visits to existing industry. Timeline-September 2017/Ongoing; Lead - Academy CEO, JDA Executive, CCA Board Appointee, Archway Professional
2. Review senior management commitments for employees to attend advisory and committee meetings as needed. Timeline-Ongoing; Lead - Academy CEO, JDA Executive.

Measures of Success: Formation of industry advisory councils and regular attendance at meetings thereof by departmental leaders as identified by senior management.

3.2.3 Local advocacy: both groups above must advocate for additional firms to engage and support the work of the academy.

Action Steps:

1. Senior managers and selected departmental leaders present their involvement to firms who aren't currently engaged. Also to civic clubs, Chamber of Commerce meetings, Board of Education meetings, etc. Timeline-2018/Ongoing; Lead - Academy CEO, JDA Executive, CCA Board Appointee, Archway Professional
2. BOE and/or industry partners to fund membership for Academy CEO and Work Based Learning (WBL) Coordinator in local civic clubs if not already a member. These members should commit to bringing classroom teachers to the clubs as guests as often as possible to help integrate the faces of the Academy with the local business and civic community. Timeline-2018/Ongoing; Lead - Academy CEO, Superintendent of Schools

Measures of Success: Academy CEO is a consistent presence in the local business community and is able to leverage relationships to strengthen the Academy. Regular attendance by Academy CEO and WBL Coordinator at civic club meetings, chamber and JDA board meetings. Annual presentations on academic achievements to organizations mentioned.

Essential Practice 3.6 – The broader community is aware and actively engaged in the transformational process. The Master Plan Partnership makes it an ongoing priority to raise awareness and engage students, family members, employers, postsecondary educators, and political leaders in actively supporting the district’s secondary school transformation. At the same time, the Partnership supports activities that bring the business community into direct contact with students and educators through externships, work-based learning, and classroom visits.

3.6.1 – Local Marketing Plan: The existing post-secondary partners for the Cairo High School College and Career Academy, Bainbridge State College, Southern Regional Technical College, and Thomas University, are currently working with the Grady County Archway Partnership to develop marketing materials that can be used by all to promote the new, exciting, local, and low-cost options for obtaining real world skills and educational endorsements.

Action Steps:

1. The marketing departments at the post-secondary institutions will produce short videos of students currently participating in Move On When Ready programming at each institution. These videos could be used on local access television stations, through social media, and quotes/transcripts could be pulled for traditional media outlets. Timeline-2018/Ongoing; Lead - Academy CEO, CCA Board Appointee, Archway Professional, Higher Ed Partners
2. The CEO and CCA Governing Board will work with Cairo Messenger to produce a series highlighting the transformation of Cairo High School and what that means for our students, community, workforce, etc. Timeline-August 2017/Ongoing; Lead - Academy CEO, CCA Board Appointee, Archway Professional
3. The system web developer will work with post-secondary partners, Academy CEO, JDA Executive Director, and other stakeholders to develop a media rich CHS-CCA website that is interwoven with that of the JDA to highlight efforts to grow our own quality workforce. Tell the motocross pathway story – we are nimble! Timeline-2019/Ongoing; Lead - Academy CEO, CCA Board Appointee
4. The marketing departments at the post-secondary institutions will create infographics highlighting pathways (Academy/HS -> postsecondary -> career) to include potential local/regional jobs and salaries. Timeline-2018/Ongoing; Lead - Academy CEO, CCA Board Appointee, Archway Professional, Higher Ed Partners.

3.6.3 – Teacher Externships

1. The School District will host a session during 2018 post-planning for ALL Grady County School District faculty to review CCA goals/process/strategic plan. This session would be followed by industry tours for Academy and Middle School faculty. A tour of the newly completed CCA building will be offered to other faculty. Timeline-2018/Ongoing; Lead - Academy CEO, School Principals

2. CollegeMAKERS Project Director will build relationships between Academy instructors and higher education faculty, such that there is an open door on both sides for development and collaboration. Timeline-Ongoing; Lead - Academy CEO, Higher Ed Partners

3.6.4 – Real World Learning Opportunities

1. Work with identified business and industry leaders from EBI to determine capacity for experiential learning, whether full apprenticeships, internships, or work based learning. Timeline-2019/Ongoing; Lead - Academy CEO, WBL Coordinator
2. Develop a series of business and industry tours aligned with pathways such that students spend time exploring careers in their field of interest/CTAE pathways and matching their expressed interest with local career opportunities. For students in Advanced Academic and Fine Arts Academies, experiential opportunities will be centered around meaningful on-campus experiences at partner academic institutions.

Measures of Success: The community at large is aware of the transformation of Cairo High School and of the focus on college and career readiness for all students. Videos and print articles are regularly shared by Academy leaders, CHS-CCA faculty and other community partners. Academic successes are regularly reported in the local newspaper and to businesses who are partnering with the Academy. Academy students and faculty are regular fixtures in business and industry and business and industry partners are regular fixtures on the CCA campus.

Essential Practice 3.8 – Business and civic leaders promote the benefits of postsecondary education and/or technical training for students. The lifelong benefits of postsecondary education and/or technical training to both the individual and the community are well documented. Business and civic leaders can have significant influence with students in making the decision to take the "next steps" after graduating from a high school academy.

3.8.4 – High expectations and measures of improvement in college attendance and completion.

Action Steps:

1. Track student enrollment in MOWR and diploma/certificate programs with the expectation of seeing upward trends in completion. Timeline-Ongoing; Lead - Guidance Department Chair, CollegeMAKERS Program Coordinator, Higher Ed Partners
2. Track pathway completers with the expectation of seeing upward trends in completion. Timeline-Ongoing; Lead - Academy CEO
3. Track college acceptance and/or Associate-level completion at HS graduation for MOWR students. Timeline-Ongoing; Lead - Academy CEO, Higher Ed Partners, CollegeMAKERS Program Coordinator
4. Coordinate with TRiO program to track enrolled students. Timeline-Ongoing; Lead - CollegeMAKERS Program Coordinator

Measures of Success: Increase in the percentage of CHS-CCA graduates completing pathways, MOWR courses, and certificates/diplomas.

Sustainability and Support Structures

Part 1: Implementation structure support

CHS-CCA will implement the tactics in the Ford NGL Master Plan using the Technical College System of Georgia College & Career Academy Certification Standards & Assurances (CCA Cert) . Using the CCA Cert, will have a significant impact on the college-going culture, twenty-first-century learning for the workplace, and public engagement.

The implementation of the plan will be driven by the tactics; measures; and short, intermediate, and long-term outcomes outlined in the tactical plan. Several stakeholders will be leading the sustainability of the plan. The Ford NGL Master Plan Implementation Team, CHS-CCA leadership, and the Academy CEO will be monitoring the plan and regularly working with key stakeholders to ensure that the plan is being monitored for continuous improvement and sustainability.

Part 2: Sustaining the Plan Post-Implementation

The support of the community has had a positive impact on the foundation for success that the CHS-CCA has already achieved. The following groups provide support structures that facilitate the implementation of the Ford NGL model: Cairo- Grady Chamber of Commerce and Joint Development Authority, Bainbridge State College, Southern Regional Technical College, Thomas University, and the University of Georgia Archway Partnership. These stakeholders, along with business and industry leaders will continue to drive the direction and foster the success of the Cairo High School College & Career Academy.

Appendices

Cairo High School College and Career Academy Timeline of Wall-to-Wall Academy Implementation

Stage I -
2017-2018

- 9th Grade Academy Start-up
- Planning for School of Fine Arts
- Planning for School of Agriculture, Trade and Industry

Stage II -
2018-2019

- School of Fine Arts Start-up
- School of Agriculture, Trade and Industry Start-up
- Planning for School of Science, Technology and Healthcare

Stage III -
2019-2020

- School of Science, Technology and Healthcare Start-up
- Wall-to-Wall Academy Full Implementation Achieved

Georgia College and Career Academy (GCCA) Certification

Report of the External Review Team

Cairo High School College and Career Academy

Cairo, GA

March 22-23, 2017

Todd Gainous, CEO

TECHNICAL COLLEGE
TCSG
SYSTEM OF GEORGIA

**Georgia College &
Career Academies**

Description of Cairo High School College and Career Academy

Cairo High School College and Career Academy is located Grady County in southwest Georgia and is a part of the Grady County School system. The mission of the Academy is to prepare all students to graduate and be fully prepared for post-secondary education and/or careers, as well as for their roles as responsible citizens. In addition to receiving a high school education, students can also earn college credits through dual programs with postsecondary partners Southern Regional Technical College, Bainbridge State, and Thomas University.

The Academy has 11 career clusters which include 17 CTAE programs. Career clusters are Architectural Drawing and Design, Agriculture, Business Management & Administration, Early Childhood Education, Engineering Drafting and Design, Healthcare Sciences, Information Technology, Manufacturing (Mechatronics – SRCT), Nutrition and Food Science, and Welding. Navy JROTC is also offered. Currently, 866 students are enrolled in CTAE classes.

CTSOs available for students include FBLA, FCCLA, Skills USA, HOSA, and FFA. These organizations provide students opportunities to develop leadership skills and to further explore career opportunities related to their chosen pathways. The Academy also provides work-based learning and youth apprenticeship opportunities for students. Participating students earned more than \$35,000 last year and worked over 10,000 hours.

While current facilities were mostly built in the 1960s and renovated as needed, the Academy is experiencing both new construction and renovation of the older buildings. A state-of-the-art 25,000 square-foot college and career academy building, funded partially with grant money, is scheduled for completion in August 2017. The current 25,000 square-foot vocational center will be completely renovated in 2018-19.

Current High School initiatives include a Ninth Grade Academy scheduled for implementation in 2017-2018, Thematic Academies planned for 2018 and forward, Credit Recovery, Ninth Grade Boot Camp, and CAFÉ – Caring Adults Fostering Education.

Introduction to the External Review Process

Certification of Georgia's college and career academies was mandated in Senate Bill 161 passed in May 2011. This Senate Bill requires that to be certified the GCCA must demonstrate how it does the following:

1. Increases student achievement
2. Provides for dual credit and dual enrollment opportunities
3. Addresses workforce development needs
4. Demonstrates local governance and autonomy
5. Increases work based learning opportunities
6. Articulates how collaboration between business, industry, and community stakeholders will advance workforce development.

The GCCA Certification Project is designed to provide a high quality external validation of the implementation of GCCA programs across Georgia and substantive feedback for continuous improvement from a broad spectrum of trained professionals.

GCCA Certification

The GCCA Certification process provides Academies (schools) with:

- A comprehensive framework for continually improving student learning and school effectiveness,
- A particular emphasis on preparing students for both college and careers,
- A particular focus on preparing students to meet key workforce priorities in the region served by the individual GCCA

To earn and maintain GCCA Certification, the Academy (school) must:

- Meet the GCCA Certification standards and assurances,
- Engage in a continuous process of improvement, including efforts to improve student learning and school effectiveness,
- Demonstrate quality assurance through the internal review (self-assessment) and an external review visit

The certification criteria (i.e., GCCA assurances) focus on conditions and processes within the GCCA that impact student performance and organizational effectiveness. Through internal review and external review, the GCCA must demonstrate performance in these areas to become certified by the Technical College System of Georgia and renew Performance Contract status.

Basic to the certification protocol is that the GCCA must participate in an External Review by a team of highly qualified evaluators who examine its adherence and commitment to the certification criteria. The External Review is the hallmark of the process as it energizes and equips the leadership and stakeholders of the GCCA to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels.

The External Review is a rigorous process that includes examination of evidence such as documentation of relevant stakeholder surveys and student performance data and interviews with stakeholders. The External Review Team uses evaluative criteria (GCCA Assurances) to guide its work. The External Review Team looks not only for adherence to these criteria, but also for how the GCCA functions as a whole and embodies the practices and characteristics of quality. Using the evidence at their disposal, the External Review Team arrives at a set of findings upon which TCSG Certification is based.

The GCCA assurances are organized into five categories for school/Academy self- assessment and external team evaluation purposes. These five categories are the following:

1. Governance and Leadership
2. Strategic Planning and Sustainability
3. Teaching and Assessing for Learning
4. Economic and Workforce Development
5. Performance Contract

The External Review Team for Cairo High School College and Career Academy was composed of four educators and one business representative with a wide variety of professional, school, district, and agency

experience. An additional team member represented the DOE Charter Division and reviewed the Assurances in Standard 5. The person who served as team leader has extensive knowledge of technical education and experience with AdvancEd, Commission on Colleges (COC), and the Council on Occupational Education (COE). Two TCSG staff were on site as observers. Based on the five categories noted above, team members were paired to review and develop consensus findings on each of the five categories. To add to the evidence provided by the Academy and to corroborate findings, interviews were held with the following GICA stakeholders:

Total Stakeholder Interviews: 34

| | |
|---|---|
| 4 | Leadership Staff |
| 9 | Teachers and Administrators not on Leadership Team |
| 4 | Students |
| 4 | Parents |
| 7 | Business, Industry, and Postsecondary Partners |
| 6 | FCCA Board Members and Local Board of Education Members |

Findings

The Findings section of this report presents the results of the External Review Team’s evaluation of the GCCA. Assurances are evaluated individually using Met, Not Met, and Not Applicable. The **Findings** section also includes other types of evaluative comments intended to acknowledge outstanding practices found (**Commendations**), to suggest areas of opportunity for continued improvement (**Suggestions**), and to identify actions (**Recommendations**) that must be addressed by the Academy within a given time frame.

Commendations describe practices that the Academy has initiated, or performs at a high level. These practices make a positive difference in terms of attaining its purpose and are supported by multiple sources of evidence.

All institutions can improve. Suggestions for improvement describe practices or actions that the Academy needs to take to improve as supported by multiple sources of evidence. They are important because they hold the power to help the Academy during its journey of attaining its purpose and supporting its students. **Suggestions** are key tools for continuous school improvement.

Recommendations describe practices required by the Technical College System of Georgia, the Department of Education, and/or the District Flexibility, Charter Schools, and College and Career Academy Division, which were found at a low level of performance or to be nonexistent. The Academy must address them as soon as possible to meet GCCA certification specifications.

GCCA CERTIFICATION STANDARDS AND ASSURANCES

Standard 1: Governance and Leadership—37 Assurances; 36 Met

The GCCA operates under shared governance and leadership that support the Academy's Performance Contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.

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| S1-A1 Ensure the GCCA has a written mission statement that is focused on workforce development and student success and represents stakeholder needs as defined in the Performance Contract. |
| S1-A2 Comply with Performance Contract requirements, including tracking of annual performance goals; flexibility waiver utilization; governing board training (including any required LSGT training for GCCAs within a charter system), and (where applicable) fiscal management and administration; and credentials of financial officer. |
| S1-A3 Ensure the majority of the GCCA's governing board members represent business and industry. |
| S1-A4 Implement a consistent process to ensure its activities avoid conflicts of interests. |
| S1-A5 Work in concert with applicable established school processes and procedures consistent with the Performance Contract. |
| S1-A6 Adopt and change by-laws as needed to support the Performance Contract and to define processes required of the GCCA Board. |
| S1-A7 Participate in annual training and take responsibility for governance, position development, and visionary focus and may have fiduciary responsibilities. |
| S1-A 8 Support the autonomy of school leadership to carry out its responsibilities for meeting achievement and instructional goals without micro-managing. |

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| <p>S1-A9 Encourage a culture of collaborative learning with business partners, CTAE, core academics, and postsecondary institutions by creating expectations and opportunities for collaboration with and across disciplines.</p> |
| <p>S1-A10 Conduct on a regular basis an in-depth review of program expenditures to ensure effective use of resources and materials.</p> |
| <p>S1-A11 Collaborate with postsecondary institutions to ensure that students receive college credits.</p> |
| <p>S1-A12 Ensure the CEO of the GCCA has knowledge and training related to workforce and economic development.</p> |
| <p>S1-A13 Ensure the GCCA Roles and Responsibilities Chart reflects any Memoranda of Understanding (MOU) and other agreements among the GCCA, district, the local technical college partner, and other higher education, business, and community partners, and that all partners fully execute their roles and fulfill their responsibilities.</p> |
| <p>S1-A14 In the event that the parties disagree, the parties will pursue a resolution that considers that the district's LBOE retains control and management over the GCCA while considering the spirit of the GCCA partnership. In the event that the GCCA governing board cannot resolve an issue, the final resolution will come from the district's LBOE chair, and the resolution of the conflict will ensure that the mission of the GCCA is not compromised nor does it prevent any of the parties from operating according to legal obligations or the individual policies of any party.</p> |
| <p>S1-A15 Select, evaluate, transfer, promote, demote, and/or terminate the CEO.</p> |
| <p>S1-A16 Select, evaluate, retain, transfer, promote, demote, and/or terminate the principal, faculty, and all other staff.</p> |
| <p>S1-A17 Utilize flexibility, including the teacher certification waiver where needed, to provide the best instructors possible.</p> |
| <p>S1-A18 Align budget priorities with the strategic integrated workforce development operations plan, including personnel, curriculum, supply, equipment, maintenance, and operations costs.</p> |

S1-A19

Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated).

Personnel Decisions**S1-A20**

Ensure the CEO is fully supported in the ongoing efforts at work force development.

S1-A21

Evaluate the principal (LKES), teachers (TKES) and all other staff.

S1-A22

Manage day-to-day human resources.

S1-A23

Manage HR processing, including employment contracts and benefits administration.

Financial Decisions and Resource Allocation**S1-A24**

Adopt a budget to fund the implementation of the strategic integrated work force development operations plan.

S1-A25

Determine the number and type of personnel positions budgeted, including qualifications, roles, and job descriptions.

S1-A26

Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds.

S1-A27

Establish financial policies and standard operating procedures.

S1-A28

Maintain a reserve fund.

S1-A29

Ensure sound fiscal management and monitor budget implementation.

S1-A30

Ensure GCCA receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent) and GCCA partners, including funds for payment of CEO; costs related to facilit(y)(ies), equipment, and furnishings owned by the district for use by the GCCA, including for renovation, maintenance, equipment and furnishings; costs related to the internet connections and networking for the GCCA; and any other agreed upon continuing or one-time revenue.

S1-A31

Hold the CEO accountable for implementing the strategic integrated workforce development operations plan on schedule and within budget.

Operational Decisions

S1-A32

Provide input into school operations that is consistent with the strategic integrated workforce development operations plan and performance contract goals, including adopting human resources policies, procedures, and handbooks.

S1-A33

Establish school partnerships for CCA growth.

S1-A34

Develop communications strategies, including stakeholder surveys, parent involvement, and volunteer support.

S1-A35

Manage transportation decisions, including authority to contract for transportation service.

S1-A36

Manage the facility or facilities that are owned and operated by the school system for use of the GCCA.

S1-A37

Maximize the use of the facility among all Academy partners.

Recommendation:**S1-A1**

Finding: The team finds the CCA has a written mission statement focused on student success; however, the mission statement is not focused on workforce development.

Recommendation: The team recommends the Academy revise its mission statement to include the role it plays in workforce development and publicize this revised mission statement.

S1-A3

Finding: The team finds that the CCA’s Board of Directors does not have a majority of members that represent business and industry.

Suggestion: The team suggests that the by-laws be amended to increase the number of members on the Board with the additional members representing business and industry.

Standard 2: Strategic Planning and Sustainability --11 Assurances; 8 Met

The GCCA maintains and communicates a purpose and direction that fully utilizes flexibility to support a commitment to high expectations for learning as well as shared values and beliefs about teaching and learning.

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| <p>S2-A1 Adopt a strategic plan that addresses specific interim and long-term goals, regularly reviews progress against its goals, identifies strategies to improve its results, and holds itself accountable for implementing improvement strategies and determining impact.</p> |
| <p>S2-A2 Provide pathway options that meet employment needs of the region and state and take into account students’ interests.</p> |
| <p>S2-A3 Adopt policies, processes, and procedures to guide the GCCA’s efforts to hire, place, and retain qualified professional and support staff.</p> |
| <p>S2-A4 Publicize programs addressing high priority career fields and encourage students to enroll in these programs.</p> |
| <p>S2-A5 Monitor comprehensive information about student learning and conditions that support learning.</p> |
| <p>S2-A6 Regularly communicate student and school performance data to stakeholders including data on GCCA students vs. general population students.</p> |
| <p>S2-A7 Implement a process to receive input from students to increase institutional effectiveness.</p> |
| <p>S2-A8 Ensure the GCCA actively participates in the Georgia College and Career Academy Network (GCCAN).</p> |
| <p>S2-A9</p> |

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| Create dual enrollment agreements and maximize dual credit/articulated opportunities with post-secondary partners. |
| S2-A10 Establish a process to ensure a high degree of collaboration between the GCCA Governing Board and the local board of education. |
| S2-A11 Adopt and implement a marketing plan that is inclusive in recruitment and retention of all students. |

Recommendations:

S2-A7

Finding: The team finds the CCA does not have a formal process for receiving input from students to create buy in and increase institutional effectiveness.

Recommendation: The team recommends the CCA develop a process to collect input from students to increase institutional effectiveness. Furthermore, this process should include all students.

S2-A9

Finding: The team finds that the CCA does not have an MOU in place with its postsecondary partners that ensures the partnership has binding, clearly defined roles and responsibilities.

Recommendation: The team recommends the CCA and postsecondary partners develop MOUS to define roles and responsibilities to ensure the success of the partnerships.

Suggestions:

S2-A1

Finding: The team finds that the Academy does not currently have a strategic plan or a marketing plan that supports the growth and sustainability of a Charter culture in which the CCA concept is the guiding principle for all aspects of the Cairo High School College and Career Academy.

Suggestion: The team suggests that as the Academy develops its strategic plan, consideration should be given to structuring the various academies that reside under the CCA umbrella to reflect that they are “schools” or learning communities” that are components of the Cairo High School College and Career Academy. For example: The School of Health Occupations or the Health Occupations Learning Community.

S2-A2

Finding: The team finds that the CCA has maintained many of the original programs that were in place prior to becoming a college and career academy.

Suggestion: The team suggests that a regional /local workforce development survey be completed to determine local need for pathways. Furthermore, student interest surveys should be conducted to provide insight into student interest in these pathways.

Standard 3: Teaching and Assessing for Learning--20 Assurances; 20 Met

The GCCA's curriculum, instructional design, and assessment practices fully utilize flexibility to support and ensure teacher effectiveness and student learning.

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| S3-A1 Establish and maintain a culture with innovative practices that ensures students are college and career ready with coursework aligned to these expectations. |
| S3-A2 Instruct and evaluate students on work ethics and employability skills through programs of study, including application of academic knowledge and skills, problem solving, work behavior, critical thinking, teamwork, communications, creativity and innovation, and awareness of the global marketplace. |
| S3-A3 Use data that goes beyond standardized test scores to identify student learning needs. |
| S3-A4 Encourage student participation in career and technical student organizations (CTSOs) and other professional organizations. |
| S3-A5 Ensure the GCCA has a strong commitment to instructional practices that includes active student engagement, a focus on depth of understanding, and the application of knowledge and skills. |
| S3-A6 Establish shared accountability for student learning between the school and all stakeholders. |
| S3-A7 Collaborate with stakeholders to improve teaching and learning. |
| S3-A8 Ensure all professional growth opportunities are targeted to specific instructor needs. |
| S3-A9 Ensure high quality and rigorous course descriptions and course syllabi, align with TCSG and Career Pathways standards where applicable, and with industry standards in all cases. |
| S3-A10 Ensure access to support to address the physical, social, financial and emotional needs of students in the school. |
| S3-A11 Implement a process to provide career development planning for students. |

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| <p>S3-A12 Ensure close coordination with students' home high schools and with technical colleges to address other student needs such as counseling, assessment, referral, and educational planning</p> |
| <p>S3-A13 Adopt and implement a plan to increase student enrollment and success in courses that offer dual and concurrent enrollment credits.</p> |
| <p>S3-A14 Ensure all requirements for delivery of services for English Learner (EL), special education (SPED), gifted, and remedial programs are met.</p> |
| <p>S3-A15 Establish curriculum and activities that promote the success of students in the work force, including soft skills and employability skills.</p> |
| <p>S3-A16 Establish assessments to determine the success of the work force development provided by the Academy.</p> |
| <p>S3-A17 Establish methods for monitoring the implementation with fidelity of the work force development curriculum and activities.</p> |
| <p>S3-A18 Select instructional delivery models, including Work Based Learning and online learning platforms (e.g., Georgia Virtual School).</p> |
| <p>S3-A19 Create and maintain a school culture that mirrors the culture of the work force in the community.</p> |
| <p>S3-A20 Establish school climate goals and manage plan to ensure goals are met.</p> |

Suggestion:

S3-A20

Finding: The team finds Cairo High School has a long and proud tradition of athletic achievement which is well-publicized; however, the team finds minimal evidence that academic achievement is as well publicized.

Suggestion: The team suggests the Cairo CCA recognize, celebrate, and publicize academic achievement of students.

Standard 4: Economic and Workforce Development—15 Assurances; 14 Met

The GCCA's Career Pathways, Dual Enrollment, and Postsecondary Certifications fully utilize flexibility to support an alignment to the economic and workforce needs of the community and are driven and evaluated by its business partners.

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| S4-A1 Involve community stakeholders in development of the GCCA. (The development of the GCCA is an on-going process). |
| S4-A2 Actively solicit community and stakeholder input. |
| S4-A3 Ensure stakeholders provide fund-raising support or donated equipment and in-kind services to the GCCA. |
| S4-A4 Promote work-based learning activities and use data to continuously improve the program. |
| S4-A5 Collaborate with employers to develop work-based learning opportunities for students and GCCA faculty and staff. |
| S4-A6 Utilize data collected from business partners to assure appropriate technical, work ethic, and employability skills are embedded in the curriculum. |
| S4-A7 Participate in economic development of the region and state to assure that a trained workforce is available. |
| S4-A8 Ensure the GCCA attracts and welcomes visitors as a function of its role in economic development. |
| S4-A9 Ensure the GCCA governing board and management collaborate to develop career pathways, dual enrollment, and postsecondary certifications which fully utilize flexibility to support an alignment to the economic and workforce needs of the community and are driven and evaluated by its business partners. |
| S4-A10 Ensure that an industry presence is reflected throughout in all aspects of the GCCA. |
| S4-A11 Select technology, instructional materials, and other resources aligned with community workforce development needs. |

S4-A12

Ensure staff remains current in its ability to meet workforce development needs through high-quality professional development and externships.

S4-A13

Recommend/select curricula aligned to the Pathways, Dual Enrollment, and Post-Secondary Certifications, including any changes in curriculum as needed to improve student achievement, and with the assistance of the school system, to define community work force needs precisely, including connecting the GCCA with local businesses and assisting in the collection and analysis of jobs-related information that can be used in developing and/or refining the curriculum.

S4-A14

Create and adopt a strategic integrated work force development operations plan (including performance goals and measures, and milestones and timelines) that will yield a high quality GCCA that manifests the vision and achieves the mission of the school, including a focus on preparing students to meet work force needs while integrating academics and advanced career/technical education programs in the school system.

S4-A15

Ensure Pathways are aligned with dual enrollment and postsecondary options through post-secondary partners.

Standard 5: Performance Contract—All Assurances Met

The GCCA fully utilizes flexibility provided by a performance contract and can meet annual state academic accountability goals by fulfilling state and federal accountability requirements. Specifically, GCCAs must meet applicable state performance targets. Likewise, GCCAs must fully utilize flexibility to meet innovations, fiscal, and governing board requirements established in its performance contract.

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| <p>S5-A1 Meets state performance accountability goals including:</p> <ul style="list-style-type: none">• Increase the percentage of students earning college credits via dual enrollment by <u>X%</u> by the end of the contract term.• Increase the number of students in work-based learning programs by <u>X%</u> during each year of the contract term.• Exceed graduation rate of the district and/or state by <u>X%</u> during each year of the contract term after a baseline is established in Year 1 of the Performance Contract.• Increase the percentage of students who earn technical certificates by <u>X%</u> by the end of the contract term after a baseline is established in Year 1 of the Performance Contract.• Increase the percentage of students who are employed in a job directly related to technical certificates received or enrolled in post-secondary education within six months of graduation from high school by <u>X%</u> by the end of the contract term after a baseline is established in Year 1 of the Performance Contract. |
| <p>S5-A2 Implement the innovations outlined in the initial Performance Contract</p> |

S5-A3

Maintains fiscal integrity, as applicable, including:

- Working Capital Ratio: current assets divided by current liabilities
 - Covers short term financial obligations
- Unrestricted cash days: unrestricted cash/ (total expenses/365)
 - Maintains adequate cash on hand
- Enrollment variance: (actual FTE- projected FTE)/ projected FTE
 - Adequately predicts FTE to allow budgeting
- Does not default on loans
- Efficiency Margin: Change in net assets/ total revenue
- Debt to Asset Ratio: Total liabilities/ total assets
- Presents no evidence of fraud
- Submits annual audit report on time, conducted by a third party, and in accordance with GAGAS
- Meets all financial reporting guidelines including those related to grants

S5-A4

Implements governing board autonomy with integrity, which includes:

- Makes decisions at the school governing board level as indicated in the school's governance matrix (part of the charter contract)
- Utilizes the autonomy of the Governing Board as it is guaranteed by law regarding personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals and school operations.
- Follows governance best practices, which are also incorporated into the school's written policies
- Complies with Governing Board Training Requirements
- Adheres to Open and Public Meetings and Records laws
- Ensures employees and Board Members sign and comply with conflict of interest policies

Required Documentation: *Notices of Governance Board Meetings, Governance Board Meeting Agendas & Minutes, Governance Board Training Agenda & Surveys, Charter Annual Report*

S5-A5

Meets Beating the Odds and CCRPI accountability goals as applicable.

Findings

Part II: Conclusion Final Team Report and Outcomes

Summary of the External Review

In on-site review sessions, the Certification External Review Team toured the facilities, examined documentation and other evidence provided by the Academy, conducted stakeholder interviews, and observed the day-to-day operation of the Academy. The Team then engaged in dialogue and deliberations concerning the degree to which the institution met the GCCA Certification Assurances.

As a result of the External Review, the team found the following noteworthy achievements. The team, believes the Academy has many positive attributes that will promote excellence in the future.

Commendations

1. The team commends Cairo High School College and Career Academy for its commitment to engage and communicate with parents, students, and the community at large through initiatives such as Makers Moments.
2. The team commends Cairo High School College and Career Academy for its support of ninth graders as evidenced in the Syrup Makers 101 course and the CAFÉ program.
3. The team commends the Academy for maximizing the use of Charter flexibility as evidenced by unique innovations such as awarding dual course credit for Medical Terminology and Spanish III, interdisciplinary collaboration as exemplified in the art/welding partnership, credit recovery, and ninth grade Boot Camp.

Recommendations:

S1-A1--Recommendation: The team recommends the Academy revise its mission statement to include the role it plays in workforce development and publicize this revised mission statement.

S2-A7--Recommendation: The team recommends the CCA develop a process to collect input from students to increase institutional effectiveness. Furthermore, this process should include all students.

S2-A9--Recommendation: The team recommends the CCA and postsecondary partners develop MOUS to define roles and responsibilities to ensure the success of the partnerships.

Suggestions:

S1-A3-- Suggestion: The team suggests that the by-laws be amended to increase the number of members on the Board with the additional members representing business and industry.

S2-A1--Suggestion: The team suggests that as the Academy develops its strategic plan, consideration should be given to structuring the various academies that reside under the CCA umbrella to reflect that they are “schools” or learning communities” that are components of the Cairo High School College and Career Academy. For example: The School of Health Occupations or the Health Occupations Learning Community.

S2-A2--Suggestion: The team suggests that a regional /local workforce development survey be completed to determine local need for pathways. Furthermore, student interest surveys should be conducted to provide insight into student interest in these pathways.

S3-A20

Suggestion: The team suggests the Cairo CCA recognize, celebrate, and publicize academic achievement of students.

Next Steps

The CCA should:

- Review and discuss the findings from this report with all stakeholders.
- Ensure that plans are in place to embed and sustain the strengths noted in the Commendations
- Address or develop a plan to implement the recommendation made by the team. CCAs are required to respond to all recommendations noted in this report.
- Consider the suggestions made by the Team to strengthen GICA’s efforts to improve student performance and academy effectiveness.

The team

As soon as possible, typically within 30 working days following the on-site review, the team leader sends the final report to the CEO of the reviewed institution. The CEO receives the report and acknowledges it by preparing an institutional response to return to the team leader within 30 working days. The institutional response is a clarification or commentary written by the CEO. It may include further information, plans for corrective action, descriptions of changes already made, reactions to the team visit, or whatever response is appropriate to the findings of the team.

Reviews and Recommendations

The team leader prepares a composite report (including a cover letter and both the final team report and the institutional response) and quickly submits it to the Office of College and Career Transitions (OCCT) representative to be reviewed.

OCCT will evaluate the report as follows:

- If the Certification review produces negative findings, an Academy may be asked to **complete** a specific corrective action or to **prepare a plan** for corrective action before being recommended for Certification. Since negative findings may vary from numerous problems to a single minor omission, OCCT recommendations will depend on the apparent extent of the omission or problem and, in part, on comments and clarifications provided in the institutional response.
- If the review produces no negative findings, OCCT will approve the report and send it to the TCSG Board for approval.
- These reviews of the composite report, including the CEO’s response, should be completed no more than 60 working days after the external visit.

OCCT recommendations will emphasize continuous improvement. Accordingly, the Academy should work to ensure that negative findings are corrected within one year of the Certification review or the time frame required by OCCT. When the OCCT reviews and determines that the Academy has adequately met all Standards and Assurances, Certification recommendation will be sent to the Technical College System State Board for approval of GCCA Certification.

The External Review Team challenges the GCCA's leaders, professional staff, and its Board of Directors to continue to support and strengthen the progress that is clearly evident at Cairo.

External Review Team

Team Leader:

Diane Blair, Retired, Georgia Northwestern Technical College, Rome, GA

Team Members:

Tim Buchanan, Chattahoochee Valley College and Career Academy, Cussetta

Katy Griffin, Griffin Regional College and Career Academy, Griffin

Matthew Lindsey, Hapeville Career Academy, Union City

Melanie Thornton, Columbus Technical College, Columbus

Lynn Plunkett, DOE Charter Division Representative

Observers:

Frank Pinson, Technical College System of Georgia, Program Manager

Jenny Williams, Technical College System of Georgia, Director of College and Career Transitions

Top Detailed Occupations

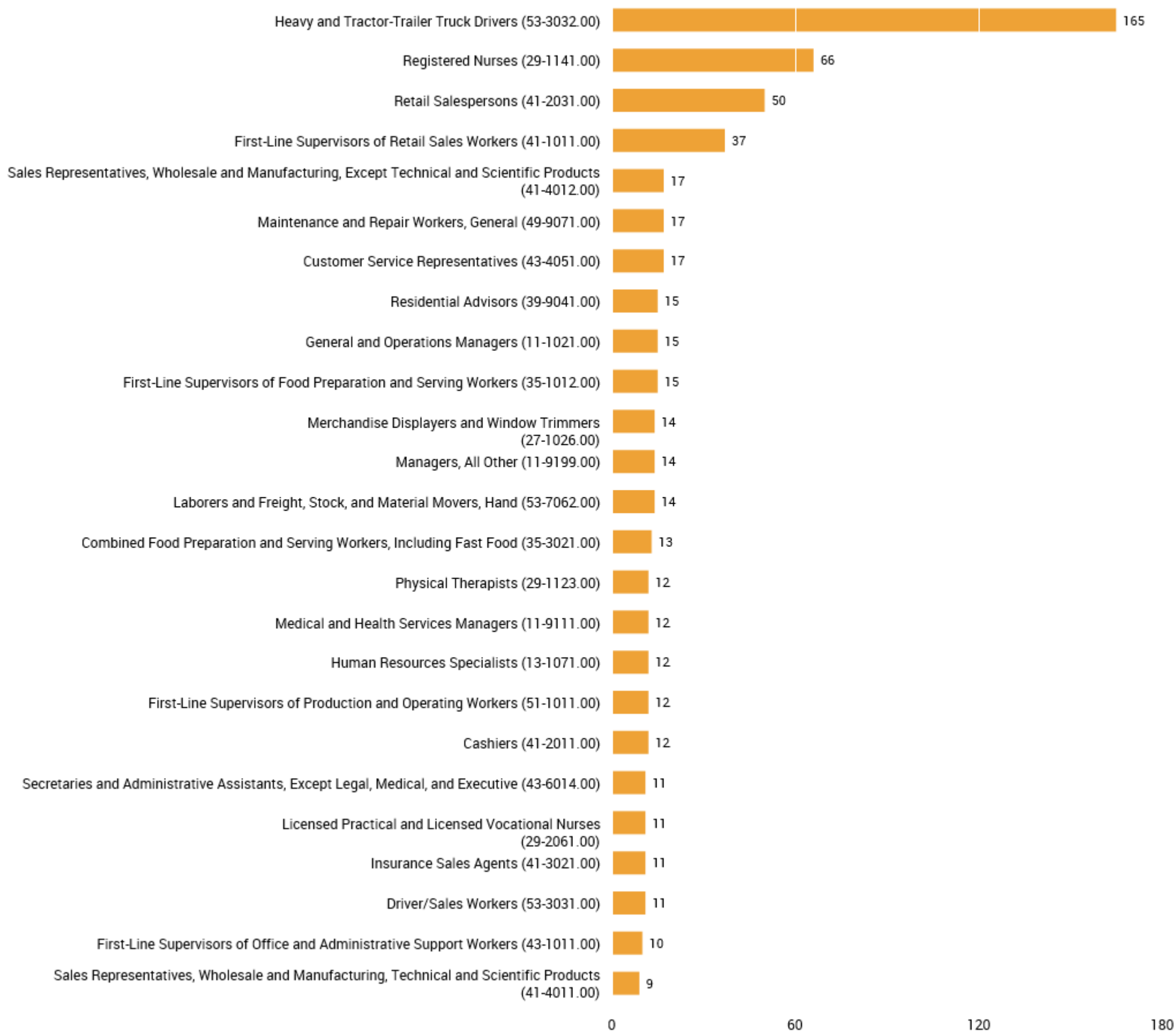
Mar. 04, 2016 - Jun. 01, 2016 (Data not available after May 30, 2016)

There are 1,094 postings available with the current filters applied.

There are 25 unspecified or unclassified postings.

Active Selections

Last 90 days AND (County : Thomas, GA OR County : Grady, GA OR County : Decatur, GA OR County : Mitchell, GA)



LONG-TERM INDUSTRY PROJECTIONS
WIA#017 Southwest Georgia
2012 to 2022

| NAICS CODE | INDUSTRY TITLE | 2012 BASE YEAR EMPLOYMENT | 2022 PROJ. YEAR EMPLOYMENT | TOTAL CHANGE IN EMPLOYMENT | PERCENT CHANGE IN EMPLOYMENT | PROJ. ANNUAL GROWTH RATE |
|-------------|--|---------------------------------|----------------------------------|----------------------------------|------------------------------------|--------------------------------|
| 0000 | Total All Industries | 136,860 | 146,430 | 9,570 | 7.00% | 0.68% |
| 0671 | Total Self Employed and Unpaid Family Workers | 10,880 | 11,040 | 160 | 1.46% | 0.15% |
| 1100 | Agriculture, Forestry, Fishing and Hunting | 4,480 | 3,560 | -920 | -20.63% | -2.28% |
| 1110 | Crop Production | 3,470 | 2,690 | -780 | -22.60% | -2.53% |
| 1130 | Forestry and Logging | * | * | * | * | * |
| 1140 | Fishing, Hunting and Trapping | * | * | * | * | * |
| 1150 | Support Activities for Agriculture and Forestry | 660 | 570 | -90 | -13.28% | -1.42% |
| 2100 | Mining | 350 | 260 | -90 | -26.74% | -3.06% |
| 2120 | Mining (except Oil and Gas) | * | * | * | * | * |
| 2130 | Support Activities for Mining | * | * | * | * | * |
| 2200 | Utilities | 440 | 430 | -10 | -2.06% | -0.21% |
| 2210 | Utilities | 440 | 430 | -10 | -2.06% | -0.21% |
| 2300 | Construction | 3,980 | 4,940 | 960 | 23.79% | 2.16% |
| 2360 | Construction of Buildings | 670 | 940 | 270 | 39.32% | 3.37% |
| 2370 | Heavy and Civil Engineering Construction | 650 | 660 | 10 | 1.53% | 0.15% |
| 2380 | Specialty Trade Contractors | 2,660 | 3,340 | 680 | 25.31% | 2.28% |
| 3100 | Manufacturing | 14,980 | 13,590 | -1,390 | -9.03% | -0.94% |
| 3110 | Food Manufacturing | 6,090 | 5,800 | -290 | -4.68% | -0.48% |
| 3120 | Beverage and Tobacco Product Manufacturing | * | * | * | * | * |
| 3130 | Textile Mills | * | * | * | * | * |
| 3140 | Textile Product Mills | 130 | 80 | -50 | -39.84% | -4.96% |
| 3150 | Apparel Manufacturing | * | * | * | * | * |
| 3210 | Wood Product Manufacturing | 1,350 | 1,430 | 80 | 6.16% | 0.60% |
| 3220 | Paper Manufacturing | * | * | * | * | * |
| 3230 | Printing and Related Support Activities | 150 | 150 | 0 | 0.69% | 0.07% |
| 3240 | Petroleum and Coal Products Manufacturing | 10 | 10 | 0 | -28.57% | -3.31% |
| 3250 | Chemical Manufacturing | 270 | 240 | -30 | -7.92% | -0.82% |

| | | | | | | |
|-------------|--|---------------|---------------|------------|---------------|--------------|
| 3260 | Plastics and Rubber Products Manufacturing | * | * | * | * | * |
| 3270 | Nonmetallic Mineral Product Manufacturing | 210 | 280 | 70 | 35.44% | 3.08% |
| 3310 | Primary Metal Manufacturing | * | * | * | * | * |
| 3320 | Fabricated Metal Product Manufacturing | 1,190 | 1,220 | 30 | 3.03% | 0.30% |
| 3330 | Machinery Manufacturing | 460 | 460 | 0 | -0.22% | -0.02% |
| 3340 | Computer and Electronic Product Manufacturing | * | * | * | * | * |
| 3350 | Electrical Equipment, Appliance, and Component M | * | * | * | * | * |
| 3360 | Transportation Equipment Manufacturing | 620 | 720 | 100 | 16.32% | 1.52% |
| 3370 | Furniture and Related Product Manufacturing | 130 | 150 | 20 | 19.38% | 1.79% |
| 3390 | Miscellaneous Manufacturing | 110 | 80 | -30 | -20.95% | -2.32% |
| | | | | | | |
| 4200 | Wholesale Trade | 5,440 | 6,410 | 970 | 17.83% | 1.65% |
| 4230 | Merchant Wholesalers, Durable Goods | 2,200 | 2,250 | 50 | 2.23% | 0.22% |
| 4240 | Merchant Wholesalers, Nondurable Goods | 2,640 | 3,060 | 420 | 15.98% | 1.49% |
| 4250 | Wholesale Electronic Markets and Agents and Brok | 600 | 1,100 | 500 | 83.42% | 6.25% |
| | | | | | | |
| 4400 | Retail Trade | 15,280 | 15,530 | 250 | 1.60% | 0.16% |
| 4410 | Motor Vehicle and Parts Dealers | 1,920 | 2,070 | 150 | 7.38% | 0.71% |
| 4420 | Furniture and Home Furnishings Stores | 390 | 390 | 0 | 1.82% | 0.18% |
| 4430 | Electronics and Appliance Stores | 230 | 220 | -10 | -0.88% | -0.09% |
| 4440 | Building Material and Garden Equipment and Supp | 1,400 | 1,380 | -20 | -1.71% | -0.17% |
| 4450 | Food and Beverage Stores | 2,970 | 3,070 | 100 | 3.30% | 0.33% |
| 4460 | Health and Personal Care Stores | 1,150 | 1,250 | 100 | 8.41% | 0.81% |
| 4470 | Gasoline Stations | 1,230 | 1,080 | -150 | -11.82% | -1.25% |
| 4480 | Clothing and Clothing Accessories Stores | 850 | 690 | -160 | -18.77% | -2.06% |
| 4510 | Sporting Goods, Hobby, Book, and Music Stores | 340 | 340 | 0 | -2.62% | -0.26% |
| 4520 | General Merchandise Stores | 3,950 | 4,080 | 130 | 3.19% | 0.31% |
| 4530 | Miscellaneous Store Retailers | 510 | 440 | -70 | -14.09% | -1.51% |
| 4540 | Nonstore Retailers | 340 | 520 | 180 | 55.22% | 4.50% |
| | | | | | | |
| 4800 | Transportation and Warehousing | 3,840 | 3,970 | 130 | 5.01% | 0.49% |
| 4810 | Air Transportation | * | * | * | * | * |
| 4820 | Rail Transportation | 230 | 250 | 20 | 8.30% | 0.80% |
| 4830 | Water Transportation | 0 | 0 | 0 | 0.00% | 0.00% |
| 4840 | Truck Transportation | 1,330 | 1,320 | -10 | -0.98% | -0.10% |
| 4850 | Transit and Ground Passenger Transportation | 310 | 400 | 90 | 29.41% | 2.61% |
| 4860 | Pipeline Transportation | * | * | * | * | * |
| 4880 | Support Activities for Transportation | 210 | 250 | 40 | 19.81% | 1.82% |
| 4911 | Postal Service | 560 | 510 | -50 | -9.79% | -1.02% |
| 4920 | Couriers and Messengers | 350 | 320 | -30 | -8.96% | -0.93% |

| | | | | | | |
|-------------|---|---------------|---------------|--------------|---------------|---------------|
| 4930 | Warehousing and Storage | 830 | 900 | 70 | 7.57% | 0.73% |
| 5100 | Information | 1,120 | 1,160 | 40 | 4.79% | 0.47% |
| 5110 | Publishing Industries (except Internet) | 230 | 190 | -40 | -19.57% | -2.15% |
| 5120 | Motion Picture and Sound Recording Industries | * | * | * | * | * |
| 5150 | Broadcasting (except Internet) | 280 | 280 | 0 | 1.45% | 0.14% |
| 5170 | Telecommunications | 420 | 440 | 20 | 6.73% | 0.65% |
| 5180 | Data Processing, Hosting and Related Services | * | * | * | * | * |
| 5190 | Other Information Services | * | * | * | * | * |
| 5200 | Finance and Insurance | 3,330 | 3,550 | 220 | 6.01% | 0.59% |
| 5220 | Credit Intermediation and Related Activities | 2,300 | 2,370 | 70 | 2.69% | 0.27% |
| 5230 | Securities, Commodity Contracts, and Other Financial Investments | * | * | * | * | * |
| 5240 | Insurance Carriers and Related Activities | 870 | 950 | 80 | 8.60% | 0.83% |
| 5250 | Funds, Trusts, and Other Financial Vehicles | * | * | * | * | * |
| 5300 | Real Estate and Rental and Leasing | 1,550 | 1,740 | 190 | 11.98% | 1.14% |
| 5310 | Real Estate | 570 | 720 | 150 | 24.74% | 2.24% |
| 5320 | Rental and Leasing Services | 980 | 1,020 | 40 | 4.49% | 0.44% |
| 5400 | Professional, Scientific, and Technical Services | 3,830 | 4,990 | 1,160 | 30.24% | 2.68% |
| 5410 | Professional, Scientific, and Technical Services | 3,830 | 4,990 | 1,160 | 30.24% | 2.68% |
| 5500 | Management of Companies and Enterprises | 410 | 410 | 0 | -0.97% | -0.10% |
| 5510 | Management of Companies and Enterprises | 410 | 410 | 0 | -0.97% | -0.10% |
| 5600 | Administrative and Support and Waste Management and Remediation Services | 7,780 | 10,640 | 2,860 | 36.89% | 3.19% |
| 5610 | Administrative and Support Services | * | * | * | * | * |
| 5620 | Waste Management and Remediation Services | * | * | * | * | * |
| 6100 | Educational Services | 13,640 | 16,240 | 2,600 | 19.09% | 1.76% |
| 6110 | Educational Services | 13,640 | 16,240 | 2,600 | 19.09% | 1.76% |
| 6200 | Health Care and Social Assistance | 18,610 | 22,020 | 3,410 | 18.37% | 1.70% |
| 6210 | Ambulatory Health Care Services | 5,470 | 7,820 | 2,350 | 43.00% | 3.64% |
| 6220 | Hospitals | 8,690 | 8,800 | 110 | 1.35% | 0.13% |
| 6230 | Nursing and Residential Care Facilities | 2,210 | 2,510 | 300 | 13.60% | 1.28% |
| 6240 | Social Assistance | 2,240 | 2,890 | 650 | 28.99% | 2.58% |
| 7100 | Arts, Entertainment, and Recreation | 670 | 780 | 110 | 16.04% | 1.50% |

| | | | | | | |
|-------------|---|---------------|---------------|---------------|----------------|---------------|
| 7110 | Performing Arts, Spectator Sports, and Related Ind | 30 | 40 | 10 | 20.69% | 1.90% |
| 7120 | Museums, Historical Sites, and Similar Institution | 100 | 120 | 20 | 28.42% | 2.53% |
| 7130 | Amusement, Gambling, and Recreation Industries | 540 | 620 | 80 | 13.63% | 1.29% |
| 7200 | Accommodation and Food Services | 8,620 | 8,750 | 130 | 1.60% | 0.16% |
| 7210 | Accommodation, including Hotels and Motels | 630 | 620 | -10 | -1.43% | -0.14% |
| 7220 | Food Services and Drinking Places | 7,990 | 8,130 | 140 | 1.84% | 0.18% |
| 8100 | Other Services (except Government) | 4,420 | 4,800 | 380 | 8.84% | 0.85% |
| 8110 | Repair and Maintenance | 1,100 | 1,270 | 170 | 15.29% | 1.43% |
| 8120 | Personal and Laundry Services | 810 | 780 | -30 | -2.98% | -0.30% |
| 8130 | Religious, Grantmaking, Civic, Professional, and Si | 2,080 | 2,260 | 180 | 8.79% | 0.85% |
| 8140 | Private Households | 430 | 490 | 60 | 14.69% | 1.38% |
| 9000 | Government | 13,210 | 11,620 | -1,590 | -11.96% | -1.27% |
| 9991 | Federal Government, Excluding Post Office | 3,200 | 2,400 | -800 | -24.98% | -2.83% |
| 9992 | State Government, Excluding Education and Hospi | 3,300 | 2,550 | -750 | -22.87% | -2.56% |
| 9993 | Local Government, Excluding Education and Hospi | 6,710 | 6,670 | -40 | -0.57% | -0.06% |

Source: Georgia Department of Labor, Workforce Statistics and Economic Research

LONG-TERM INDUSTRY PROJECTIONS
WIA#017 Southwest Georgia
2012 to 2022

| # | NAICS CODE | INDUSTRY TITLE | 2012 BASE YEAR EMPLOYMENT | 2022 PROJ. YEAR EMPLOYMENT | TOTAL CHANGE IN EMPLOYMENT | PERCENT CHANGE IN EMPLOYMENT | PROJ. ANNUAL GROWTH RATE |
|----|------------|---|---------------------------------|----------------------------------|----------------------------------|------------------------------------|--------------------------------|
| 1 | 6110 | Educational Services | 13,640 | 16,240 | 2,600 | 19.09% | 1.76% |
| 2 | 6210 | Ambulatory Health Care Services | 5,470 | 7,820 | 2,350 | 43.00% | 3.64% |
| 3 | 5410 | Professional, Scientific, and Technical Services | 3,830 | 4,990 | 1,160 | 30.24% | 2.68% |
| 4 | 2380 | Specialty Trade Contractors | 2,660 | 3,340 | 680 | 25.31% | 2.28% |
| 5 | 6240 | Social Assistance | 2,240 | 2,890 | 650 | 28.99% | 2.58% |
| 6 | 4250 | Wholesale Electronic Markets and Agents and Brokers | 600 | 1,100 | 500 | 83.42% | 6.25% |
| 7 | 4240 | Merchant Wholesalers, Nondurable Goods | 2,640 | 3,060 | 420 | 15.98% | 1.49% |
| 8 | 6230 | Nursing and Residential Care Facilities | 2,210 | 2,510 | 300 | 13.60% | 1.28% |
| 9 | 2360 | Construction of Buildings | 670 | 940 | 270 | 39.32% | 3.37% |
| 10 | 4540 | Nonstore Retailers | 340 | 520 | 180 | 55.22% | 4.50% |
| 11 | 8130 | Religious, Grantmaking, Civic, Professional, and Similar Activities | 2,080 | 2,260 | 180 | 8.79% | 0.85% |
| 12 | 8110 | Repair and Maintenance | 1,100 | 1,270 | 170 | 15.29% | 1.43% |
| 13 | 4410 | Motor Vehicle and Parts Dealers | 1,920 | 2,070 | 150 | 7.38% | 0.71% |
| 14 | 5310 | Real Estate | 570 | 720 | 150 | 24.74% | 2.24% |
| 15 | 7220 | Food Services and Drinking Places | 7,990 | 8,130 | 140 | 1.84% | 0.18% |
| 16 | 4520 | General Merchandise Stores | 3,950 | 4,080 | 130 | 3.19% | 0.31% |
| 17 | 6220 | Hospitals | 8,690 | 8,800 | 110 | 1.35% | 0.13% |
| 18 | 3360 | Transportation Equipment Manufacturing | 620 | 720 | 100 | 16.32% | 1.52% |
| 19 | 4450 | Food and Beverage Stores | 2,970 | 3,070 | 100 | 3.30% | 0.33% |
| 20 | 4460 | Health and Personal Care Stores | 1,150 | 1,250 | 100 | 8.41% | 0.81% |

Source: Georgia Department of Labor, Workforce Statistics and Economic Research