



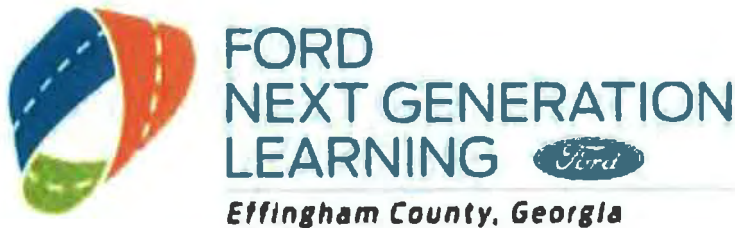
2013-2018 Master Plan

Effingham County School System
Career, Technical and Agricultural Education



FORD
NEXT GENERATION
LEARNING 

Effingham County, Georgia



In Effingham County, we have long held a strong value for excellence in education. Our local community leaders, our educators, our parents, our students and our elected officials believe that education excellence is the cornerstone for our future success and an integral part of the quality of life in our county. This belief guides many of the decisions we make and the endeavors we pursue.

We are excited to take yet another step in our journey in education excellence. Working together as a community, we will be building on the success of our school system's Career, Technical and Agricultural Education program by becoming a Ford Next Generation Learning (NGL) Community. This designation will allow us to incorporate the tools and processes of the Ford PAS NGL Community program into our school system's long-term planning efforts.

The following pages outline a five-year master plan for how we will continue to develop our programs, processes and partnerships to provide the level of excellence that our county has come to expect when it comes to our education system. This plan reflects a strong commitment and significant investment from the stakeholder group that was formed to lead this effort for our county. It also provides valuable information on our efforts and accomplishments to date. Our goals for building the roadmap for our five-year plan were as follows:

- To **integrate and enhance the programs offered** by Effingham County High School, South Effingham High School and the Effingham College and Career Academy to equip world-class students with world-class skills;
- To **continue to strengthen and enhance our partnerships** with our local business partners and community organizations so that our students can be successful both in the classroom and in the workplace;
- To **capitalize on the synergies between our school system, our business community and leaders from local organizations** who are actively engaged in investing in the future of our students, our local economy and the quality of life in our community; and
- To **support our school system vision** of providing rigorous and relevant instruction in a safe environment to enable all students to obtain a high school diploma as a foundation for post-secondary success.

Excellence in education and the positive impact that excellence provides are something our community values regardless of our different roles, experiences and backgrounds. Whether it is as teachers in the classroom, administrators in the schools, business leaders in the workplace, volunteers in community organizations or parents and family members of students, we all are committed to providing our students with an environment in which they can learn, grow and thrive. Our students are the workforce and leaders of the future, and they will help today's businesses meet the demands of the ever-expanding global marketplace.

When it comes to providing our students with a quality education, we have accomplished much as a community over the years. It has been a journey of growth, opportunities, challenges and successes. By working together as a Next Generation Learning Community, we can achieve even greater accomplishments as we move forward in that journey in the years ahead.

Dr. Randy Shearouse
Superintendent of Schools

Talbert Edenfield
2012-2013 Chamber of Commerce President

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(From left to right) Dr. Randy Shearouse, Superintendent, Effingham County Schools; Carrie Thompson, Community Relations Manager, Georgia-Pacific; Talbert Edenfield, 2012-2013 President, Effingham Chamber of Commerce; Travis Nesmith, CTAE Program Director, Effingham County Schools; and Dr. Barbara Prosser, CEO, Effingham College and Career Academy.



Continuing Our Success in Career, Technical and Agricultural Education (CTAE) Programs through the Ford NGL Community Master Planning Process



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Effingham County, Georgia

Continuing Our Success in Career, Technical and Agricultural Education (CTAE) Programs through the Ford NGL Community Master Planning Process

The primary purpose of the Career, Technical and Agricultural Education (CTAE) Ford Next Generation Learning (NGL) Community Master Plan is to provide students with the skills and abilities to make a successful transition from school to a career, whenever that transition might occur. The District's CTAE/Ford NGL Master Plan reflects eight key goals for the District:

1. Increase student enrollment in CTAE courses;
2. Increase dual enrollment opportunities;
3. Improve and increase CTAE Program awareness throughout the District;
4. Increase student opportunities to obtain Industry Certification and continue to improve processes and tools for existing certifications;
5. Implement CTAE Accountability Performance Measures;
6. Implement CTAE Graduate Follow-up Program;
7. Strengthen and increase partnership base; and
8. Strengthen and increase CTAE teacher development, support and retention.

The Effingham County School System's CTAE Ford NGL Community Master Plan incorporates the District's regional economy and employment by industry sector and occupation, and describes the alignment of the District's CTAE programs with the state standards and the District's CTAE program structures. Effingham College and Career Academy opened in 2010 and serves as a dynamic resource in the Effingham County school system's overall CTAE program. Current initiatives within the framework of CTAE include:

- Industry certifications;
- Rigorous assessment of student learning in career programs;
- Universal student access to pathway opportunities; and
- Professional development for CTAE teachers, counselors and administrators.

The Effingham County School System is committed to preparing students to transition successfully from school to life. A significant part of that transition is the realization that ultimately every person needs to earn a living. A student that is prepared for work is prepared for life.

In the past, CTAE has catered to those students whose primary goal was to transition directly from school to work. While the education and training provided met the needs at that time, the focus on very specific jobs was narrow. Today, CTAE provides broader education and training for career pathways as opposed to specific jobs, and, includes all students regardless of ethnicity, gender, socioeconomics and/or disabilities. Students are provided the skills they need for success in any number of jobs within board career pathways.

The CTAE program continuously evolves to meet the needs of potential employers. Employers view skills such as communication, critical thinking, problem solving and teamwork as essential prerequisites for work. The knowledge and experience gained from CTAE programs provide students with the solid foundation and transferable core employability skills that serve them for a lifetime of success in chosen careers.



Effingham County School System: Our Vision, Our Mission and Our Beliefs



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Effingham County, Georgia

Effingham County School System: Our Vision, Our Mission and Our Beliefs

The Effingham County school system made a significant investment in its efforts to achieve its vision for equipping students to compete in our global society as evidenced by opening Effingham College and Career Academy, and by providing extensive CTAE career pathways initiative within each school. By teaching world-class skills to world-class students, the school system can prepare its students for success in today's workplace and can meet the needs of employers in Effingham County and surrounding areas, including the Savannah Metropolitan Statistical Area. The Effingham County school system takes great pride in its efforts to continuously strive to deliver the quality of education that both its students and its community has come to expect. Our vision, mission and beliefs reflect this as outlined below.

Our Vision

The district will equip students to compete in our global society as evidenced by ranking in the top 15% of districts in the State of Georgia.

Our Mission

As a community of learners, in cooperation with stakeholders, our mission is:

To provide rigorous and relevant instruction in a safe environment to enable all students to obtain a high school diploma as a foundation for post-secondary success.

Our Beliefs

1. We believe all students should graduate with the knowledge and skills necessary to attain their career goals.
2. We believe in high expectations for all.
3. We believe data-informed decision making and research-based practices are key to improved performance.
4. We believe students learn best in a safe and well-maintained environment.
5. We believe in prompt and regular attendance.
6. We believe that continuous growth is a shared responsibility.
7. We believe in open stakeholder communication.
8. We believe in the power and the benefits of respectful, responsible choices.
9. We believe in maintaining qualified, positive, caring staff.
10. We believe that all people should be treated with dignity.

Effingham County: An Overview

Effingham County is located in southeast Georgia, just south of the South Carolina border and 20 miles northwest of the historic city of Savannah. Effingham County was established in 1777 from the colonial parishes of St. Mathew and St. Phillip as Georgia's 4th county.

First settled in 1734 by protestant German speaking exiles from the Salzburg region of present day Austria, Effingham County played a role in the development of the new American nation. The town of New Ebenezer, located at the confluence of Ebenezer Creek and the Savannah River, saw the development of many firsts: the first saw mill in Georgia on Ebenezer Creek (1735); the first orphanage in Georgia (1737); the first rice and grist mill in Georgia (1740); the first organized Sunday School (1734); and a successful silk industry (1741). The first governor of Georgia, John Adam Treutlen, was from New Ebenezer (1777) and was the town's first school master.



With approximately 53,000 residents, Effingham County is listed among the nation's top 100 fastest growing counties. Rincon is the largest city with more than 4,300 residents. It is also the largest retail center for the county. Springfield is the county seat and claims approximately 2,100 residents. Steeped in history, Guyton offers a friendly small town atmosphere that personifies the historic charm of the area. Newcomers are also attracted to Effingham County's family-oriented communities because of its reputation for providing excellent educational facilities and a quality education. As a result, the Effingham County School System is currently the 31st largest in Georgia out of 180 public school systems.

Effingham County School System: An Overview

The school district is **led by a Superintendent of schools and governed by a five-member Board of Education**. The Board of Education provides governance of the Effingham County School district and employs a Superintendent of schools to function as the system's Chief Executive Officer. The Board operates as a standards-based Board adhering to the standards of the Georgia School Boards Association.

The school district is organized into **14 schools**: eight elementary schools, three middle schools, two high schools, and one College and Career Academy. The two high schools are located regionally to serve each side of the relatively large geographic area of the district. The College and Career Academy is a specialized charter school established by a partnership which demonstrates a collaboration between business, industry and community stakeholders to advance workforce development between the Effingham Board of Education and one or more post-secondary institutions.

The Effingham County School system optimizes all available resources for maximized programming. Elementary schools use state Early Intervention Program (EIP) funds to provide early intervention programs at all elementary schools. These teachers work with specific groups of students based on the state's guidelines for EIP identification. A primary benefit of EIP is a reduced class size. The system has also utilized up to 15% of



(Top from left to right) Board of Education members Chairman Lamar Allen, Eddie Tomberlin, Dr. Randy Shearouse, and Vice Chairman Troy Alford. (Seated from left to right) Mose Mock and Vickie Decker.

Individuals with Disabilities Education Act (IDEA) funds to provide additional support for students in Student Support Team (SST) Tier 2 and Tier 3 of the Georgia Student Pyramid of Intervention. Students receive increasingly intense academic, speech and/or behavior intervention based on continuous progress monitoring. In addition to Tier 2 and Tier 3(SST) support, students are provided differentiated instruction in the general classroom.

Our Elementary Schools

Effingham's elementary schools serve as the gateway for our excellence in education efforts. Each elementary school has **computer labs** and **full-time technology teachers**. The elementary curriculum also includes art, music and physical education.

Depending upon a student's Individual Education Plan, special education students are served through **resource and inclusion models** with an emphasis placed on the least restrictive environment. Each elementary school has **gifted endorsed teachers** who provide gifted student services through a variety of state-approved delivery models including resource, cluster and collaborative classes.



Our Middle Schools

The middle grades embrace Georgia's Middle School Model. Schools are **organized into interdisciplinary teams** at the 6th, 7th and 8th grade levels. Connections classes include band, chorus, art, agricultural technology, business education, drama, family and consumer sciences, and physical education/health. Students are afforded two connections per nine weeks providing an exploratory option of eight courses per year. Band and chorus students are enrolled for the year. Effingham County Middle Schools also optimize Title I funds to provide reading and math lab classes during the connections time. Students in need of interventions and additional assistance are enrolled in these classes.



Competitive sports are available for middle school students each season. All middle schools also employ **creative schedules for club days** to provide extra-curricular involvement for students. **Gifted education services** are provided through advanced content, cluster and collaborative classes. **Enrichment classes** also are offered through extended learning times. A continuum of placement options is available to serve special education students through the least restrictive environment as determined by the Individual Education Program (IEP) for each student with an

identified disability.

Our High Schools

During the 2012-2013 school season, the Effingham County high schools converted from a 4 x4 block period schedule to a **seven-period schedule**. Currently, students can earn up to seven credits per year. Both of the system's high schools are comprehensive, providing a variety of Career, Technical and Agricultural courses. The **CTAE program** implements nine industry-certified career pathways.

Fine Arts programs in Effingham County are recognized across the state. Students have had opportunities to travel worldwide and compete as a part of chorus and band presentations. **Gifted education services** are provided through a variety of state approved delivery models including advanced content (Honors and AP courses), cluster, and collaborative classes. An extensive variety of athletics and other extra-curricular activities are also available for students.

The district K-12 enrollment as of October 2012 was 10,952 students. The school system is predominately white with 14.9 % African-American and 4.7% Hispanic students. The overall free and reduced lunch rate for the system is 45%, indicating a moderate number of students who live below middle class status. The district has approximately 16.1 % of the students identified as special education and 0.7 % identified as English Language Learners.



Career, Technical and Agricultural Education (CTAE) Programs and Effingham College and Career Academy

Career Pathways are designed by Georgia Department of Education (GaDOE) and provide a **wide spectrum of career choices for Georgia students** to make their education work for them as they achieve successful, profitable careers that support the Georgia economy. Career, Technical and Agricultural Education (CTAE) works to ensure that students:

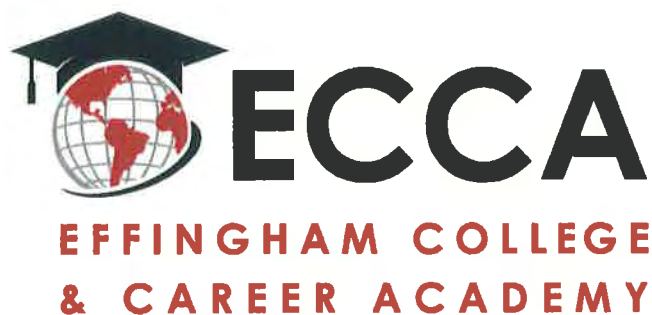
- Graduate from high school;
- Experience success in college and/or professional careers; and
- Are competitive with their peers throughout the United States and the world.

The state career and technical education system consists of programs offered at the middle and secondary school level by the Career, Technical and Agricultural Education (CTAE) Division of the Georgia Department of Education (GaDOE) and at the postsecondary level by the Technical College System of Georgia (TCSG) and Georgia Board of Regents. Locally, **the Effingham County School System offers 26 Career Pathways**. These pathways vary from Cosmetology to Law and Justice. Programs of study under CTAE are designed to work for each student's success by providing student classes and hands-on labs, Career Technical Student Organizations (CTSOs), college classes, and on-the-job experiences; delivering academic and CTAE content in a coordinated, non-duplicative progression of courses; incorporating and aligning secondary and postsecondary education which provides the opportunity for secondary students to acquire postsecondary credits or certificate; and identifying and addressing current or emerging occupational trends.

The 26 CTAE Career Pathways available for Effingham County students are designed and updated on an ongoing basis. **These Career Pathways are designed to develop a well-educated, technically trained, and highly competitive workforce that stimulates the economy.**

As part of our efforts to enhance and expand the CTAE programs, the Effingham County Board of Education opened Effingham College and Career Academy (ECCA) to further reinforce its efforts to prepare students for work and future education. From its support of the career pathways to its state-of-the-art classrooms, and its Charter, ECCA provides high school students with dynamic learning opportunities in their pursuit of further education and career opportunities.

The mission of Effingham College and Career Academy (ECCA) is to create **a high-tech career focus to better serve our students' needs for those entering directly into the workforce from high**



school and those planning further postsecondary options. In pursuit of this mission, ECCA strives to increase the level of students' motivations, aspirations, commitment, and academic achievement while in high school.

The ECCA team – made up of administrators, faculty, staff and fellow students – provides a supportive environment to **encourage each student to aim as high as they dream.** This approach includes:

- Administrators, faculty and staff who embrace the ECCA Mission with a **focus on careers and postsecondary education** to better prepare students for the workforce and for postsecondary transitions;
- The provision of an enabling approach that **encourages students to complete college entrance academic requirements;**
- An instructional program design that provides a **vertical segment of occupational courses within career fields;** and



- Initiation of a **rigorous and relevant curriculum** that allows for **industry-relevant credentialing and exposure to career and educational options** outside of high school.

ECCA at a Glance

ECCA is a **public charter school** serving the Effingham County schools. Students attend ECCA from **two home base high schools**, Effingham County High School and South Effingham High School. The ECCA charter start date was July 1, 2008. Due to construction impacts, ECCA classes began in August 2010. The **programs offered at ECCA were selected based on input**

from the representatives of the local business community, parents, civic leaders, teachers and other stakeholders.

Enrollment is open to all students. The initial name of the charter school was modified **from Effingham Career Academy to Effingham College and Career Academy.** The reason for the change was to align the school identity with the new legislation content in House Bill 186 regarding college and career academies in Georgia. The ECCA is a non-profit organization registered with Georgia's Secretary of State.

The governing Board of Directors of the ECCA is comprised of representatives from local major industries representative of the career classes offered at the ECCA, the Effingham County Chamber of Commerce, the Effingham County School System CTAE Coordinator, the Vice-President of Academic Affairs of the Savannah Technical College, the superintendent of the Effingham County School System, the ECCA CEO, a parent and student from each home high school, and an ECCA faculty representative.

The CEO of the ECCA participates on community boards and advisory committees, meets regularly with executives and managers from local industries and government entities, delivers presentations to civic and professional organizations, and works closely with technical and academic representatives from post-secondary institutions, the ECCA Director of High School Programs and the Effingham School System CTAE Coordinator. **ECCA's CEO's focus is to promote the career programs offered at ECCA to business and community stakeholders; to create ongoing job learning and work opportunities for students; and, to support post-secondary education options for all students.** The CEO, the Director of High School Programs and the ECCA teachers attend state and national meetings to stay current with career related topics and events.

The ECCA CEO works with local industries to develop opportunities for ECCA and other CTAE high school teachers to work in local industries. These opportunities allow teachers to personally experience the work activities within an industry and to maintain the relevance and rigor of the curriculum within the career classes. Most of the **introductory career classes are offered at each home high school,** and the **advanced classes are offered at the ECCA.** ECCA students also participate in Work-Based Learning positions and job shadowing opportunities with many local industries and government entities.



Numerous community and civic organizational meetings and **events are hosted at ECCA throughout the school year.** Annually, the Chamber of Commerce conducts the legislative Eggs & Issues Breakfast meeting, which includes members of the Chamber, local government executives, and state senators and representatives.

The CEO **actively promotes the value-added attributes of the ECCA throughout local businesses, post-secondary institutions, and various civic meetings and events.** Effingham County is included in the Savannah Metropolitan Statistical Area (SMSA), a region that includes many major industry employers affected by the operations of the Georgia Ports Authority. The CEO has formed partnerships with industry-supported education taskforce groups such as the Maritime Logistics Education Taskforce (MLET) to address the workforce needs of local logistics businesses operating within the SMSA. Partnerships of this nature strengthen the sustainability of the ECCA programs offered to Effingham County students.

ECCA CTAE Student Opportunities

Effingham County school system offers 26 CTAE career pathway options to its students. As part this effort, ECCA is in its third year of career pathway offerings for students. Since the ECCA's opening, administrators and faculty have actively recruited students within each high school to enroll in the career pathways offered

at ECCA, and have **encouraged and facilitated interaction with technical college and other post-secondary institution personnel** to promote **dual enrollments in college classes**. ECCA programs within the pathways feature skills for various industries including:

- Transportation;
- Culinary Arts;
- Logistics;
- Healthcare;
- Engineering;
- Drafting and Architecture;
- Graphic Design; and
- Graphic Communications.

Introductory classes are offered at each high school, except for the Culinary Arts and Logistics pathways.

Work-based learning opportunities within local industries and government organizations are promoted to ECCA students during assemblies that feature presentations from employers and students who are current participants in work-based learning positions. Employers visit classes to promote the relevant job opportunities available for students while they are attending the ECCA and after they graduate from high school.



ECCA students are allowed to wear their work uniforms and attire in classes in their home high schools. This provides an opportunity for other students to inquire about the careers and the opportunities for enrollment into relevant career pathways offered at the ECCA. ECCA students also are allowed to wear attire with the ECCA logo that is consistent with the Effingham school system dress code.

Separate individualized grades for **Work Ethics** are earned by students in each ECCA class. This emphasis on earning an individual grade for Work Ethics provides as an **opportunity for students to learn and participate in real-world job performance expectations**, as well as to prepare students for the array of human interactions that they may experience when interviewing and working. The Work Ethics subjects include:

- Attitude;
- Teamwork;
- Productivity;
- Character;
- Appearance;
- Attendance;
- Respect;
- Organization;
- Communication; and
- Cooperation.



These subjects were selected during collaborative Strategic Planning meetings conducted with business and industry strategic partners prior and subsequent to the opening of the ECCA. Individualized grades for the Work Ethics subjects **reinforce efforts by ECCA to close the soft skills gaps** frequently described by prospective employers and reported in the news media. Subsequent to implementation of the ECCA Work Ethics rubric in each class, the Georgia Department of Labor has established a similar program for use by all

high schools in Georgia as a result of the input from employers throughout Georgia. Effingham County School District also has earned accreditation from AdvanceED. The ECCA is included in this critical and important quality assurance process and review.

Student enrollment options are supported by **collaboratively scheduled buses and travel time** for individual student drivers to and from the ECCA. This ensures that student schedules can be accommodated to meet the other academic requirements for graduation within each high school. Students also are allowed to drive to the ECCA to attend classes.



ECCA hosts **student and teacher tours for all students in the eighth grade** from each of the three middle schools. Visiting eighth grade students spend time in each ECCA classroom by sitting with the enrolled students and experiencing curriculum content and project assignments.

ECCA students **visit local industries** to see the types of work related to their career classes at least twice during the academic year. Managers and other professionals from transportation, culinary arts, healthcare, engineering and drafting, graphic design and production, and logistics visit and deliver presentations to the ECCA classes at least three times during the year.

Accreditations and Certifications

The ECCA does not grant Carnegie units, high school diplomas or completion credentials. **Carnegie units and high school diplomas are awarded by the home high school** for each student. The high school graduation requirements for Effingham County school system students, including ECCA students, allow students to complete more than one pathway to earn a high school diploma. ECCA teachers and students earn various **industry certification credentials** during the year. The post-secondary instructors follow their institution's established grading procedures for **dual enrollment classes** attended by ECCA students.

Students may earn technical college certificates, diplomas and/or associate degrees while enrolled in high school as established by the Technical College System of Georgia and the Board of Regents of the University System of Georgia. Materials are provided to all students and parents to promote dual enrollment. Numerous open house meetings are scheduled at ECCA throughout the year to inform students and parents of dual enrollment opportunities and to encourage participation.



**Continuing Our Journey in Educational Excellence:
Becoming a Ford Next Generation Learning (NGL) Community**



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Effingham County, Georgia

Continuing Our Journey in Educational Excellence: Becoming a Ford Next Generation Learning (NGL) Community

In January 2011, the Effingham College and Career Academy (ECCA) received a \$10,000 grant to support efforts to become a Next Generation Learning Community. The grant was made possible through funds raised by Lt. Governor Casey Cagle to support college and career academies across the state. With the opening of the Effingham College and Career Academy in the fall of 2010, efforts to coordinate the NGL Community were postponed until the Career Academy was opened and established within the Effingham County community.



Becoming a Ford Partnership Next Generation Learning (NGL) Community allows local employers, educators, and civic and community leaders to engage in conversations about collaborating, promoting and sustaining educational programs that prepare the future workforce for Effingham County. A Ford Next Generation Learning (NGL) Community is a community that is actively working to implement the essential practices within three strands:

- **Strand 1: Transforming Teaching and Learning:** Creating meaningful learning experiences that enable students to apply academic knowledge to real-world challenges;
- **Strand 2: Redesigning High Schools:** Creating and maintaining the career academies (and similar career- and interest-based programs) and the collaborative culture, structures, and practices necessary to transform teaching and learning and to facilitate community engagement; and
- **Strand 3: Sustaining Change Through Business and Civic Leadership:** Engaging employers, educators, and community leaders to collaborate in building and sustaining educational programs that promote community growth and prosperity by preparing students for future work and citizenship.

Our Ford Next Generation Learning (NGL) Community is a community that is actively working together to implement the essential practices of the three strands. The following process was utilized to develop the contents of this document and garner support and input from all stakeholders:

On August 28, 2012, a **Stakeholder Meeting** was held at the Effingham College and Career Academy. The objectives for this meeting were as follows:

- To develop strong familiarity with Effingham's education vision, current assets and initiatives, and challenges;
- To develop understanding of the Ford Next Generation Learning (NGL) Community model; and
- To identify timeframe and next steps for launching the NGL Community process.

On October 30, 2012, a **Master Plan Writing Institute** was held at the Effingham College and Career Academy. The objectives for this meeting were as follows:

- To deepen the understanding of the three stands of the Ford NGL framework and how it can support the transformation of teaching and learning;
- To deepen the understanding of the Ford NGL Essential Practices and how they are used to develop a master plan to drive and sustain transformation;
- To develop an understanding of how to begin the writing of the master plan; and
- To work in strand team groups to begin writing the master plan.

Between September 2012 and January 2013, several Strand Team meetings were held to review the essential practices, goals and action steps to develop this five-year NGL Community Master Plan and Career, Technical and Agricultural Education (CTAE) Plan.

Organization and Business Representatives

The Effingham County school system's efforts to continue to enhance its CTAE career pathway programs through the Ford NGL Community program involved a significant investment of time and resources from local employers, educators, and civic and community leaders from throughout the county. Our community's strong commitment and sense of pride in our local school system was evidenced by the high level of involvement from throughout business, education and local organizations in our area.

Members of Strand 1

Transforming Teaching and Learning

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Effingham County School System

LaMeisha Kelly
City of Rincon

David Crawley
Effingham County Commissioners

Sue Koopmann
Georgia-Pacific

Bonnie Dixon
United Way

Dr. Karl Manrodt
Georgia Southern University

Dora Dyer
Trillium Marine and Construction

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Amanda Flewallen
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Members of Strand 3

Sustaining Change through Business and Civic Leadership

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John Henry
Effingham Industrial Dev. Authority

Dinah King
Georgia Power

Kim Larson
Effingham County School System

Dan Pennings
Georgia-Pacific

Dr. Randy Shearouse
Effingham County School System

Angie Wood
Effingham County School System

Ford Partnership for Advanced Studies (PAS)

Over the past two decades, the Ford Motor Company Fund has developed and tested several educational initiatives to support education transformation. These initiatives have been embraced by both business and educational institutions throughout the United States. In addition to facilitating the writing of a Master Plan to become a Ford PAS Next Generation Learning Community, the Ford Motor Company also provides the Effingham County school system with an accessible and implementable curriculum referred to as ***Ford Partnerships for Advanced Studies (Ford PAS)*** that can be used in our academic and CTAE high school classrooms. The curriculum was designed with a focus on developing a project-based curriculum with an emphasis on teaching and learning (***known as the Ford PAS Learning and Teaching Pillars***). The Ford PAS Pillars are facilitated by curriculum and professional development.

Learning Pillars

The Ford PAS Learning Pillars articulate essential academic and career-related knowledge and skills that have been identified by employers and college faculty as necessary for young people to be fully prepared for success in both college and career.

- **Application of Academic Knowledge and Skills**: Students both acquire essential academic knowledge and skills, and develop flexibility in drawing on appropriate disciplinary knowledge and skills to address real-world challenges.
- **Problem Solving**: Students work with open-ended problems and issues that require them to learn and draw upon key academic knowledge to clarify and analyze situations, explore solutions, and evaluate results.
- **Critical Thinking**: Students analyze, synthesize, and evaluate information. They learn how to make reasoned judgments based on observation, experience, reflection, reasoning, and discussion.
- **Teamwork**: Students work in teams to conduct investigations, synthesize data and communicate results. They learn to give and receive feedback, negotiate agreements, facilitate meetings, and take on a variety of leadership roles. Students also work independently and are assessed for the individual contributions they make to team products.
- **Communication**: Students learn strategies for evaluating complex oral, written and multimedia communications, and create oral, written and multimedia material for a wide variety of purposes and audiences.
- **Creativity and Innovation**: Students learn to think creatively in response to a wide variety of challenges.
- **Global Awareness**: Students tackle issues that cross borders, and consider the perspectives of people and communities around the world. They explore potential solutions tailored to particular cultures, and learn to work and communicate effectively with others who have diverse views.

Teaching Pillars

The Ford PAS Teaching Pillars represent the ways that the Ford PAS curriculum structures and guides students' learning of essential knowledge and skills. These instructional strategies—based upon rigorous research and professional experience—help students meet and exceed state-established benchmarks for academic performance, succeed in college-level work, and meet employers' workplace expectations. Academically rigorous: Teachers facilitate learning of essential knowledge, skills, and ways of thinking particular to the core academic disciplines, meeting state and national academic standards and college-readiness expectations.

- **Integration of Academic and Career-Related Knowledge and Skills:** Teachers help students to develop career-related knowledge and skills in the context of academic courses and also to learn and apply academic knowledge and skills in the context of career-related courses.
- **Inquiry-Based:** Teachers organize learning around investigation of significant issues and problems. They structure these investigations, often through hands-on learning experiences, so that students acquire knowledge, skills, and understanding.
- **Project-Based:** Teachers guide students in carrying out in-depth, long-term projects which culminate in products or presentations of students' investigations and results.
- **Real-World:** Teachers use real-world situations—such as business and engineering challenges—to build academic knowledge and develop problem-solving, teamwork, and communication skills. Students have opportunities to interact with professionals in careers of interest to them, and venture into businesses, college campuses, and the community as part of their learning.
- **Performance-Based:** As students apply the knowledge, skills, and understandings they acquire through the curriculum's learning experiences, teachers use a variety of tools to assess students' progress toward meeting learning goals correlated with academic and (where appropriate) career technical education (CTE) standards.
- **Technology-Rich:** Teachers engage students in using technology and media tools to conduct research, organize and analyze data, simulate complex systems, and communicate ideas. Students master a variety of technology and media tools and make good choices about their use.
- **Career-Relevant:** Teachers and school staff structure learning so students understand a broad range of career paths, become aware of the knowledge and skills required to succeed in a variety of careers, and know what education and training are required for entry-level and more advanced positions.

The Learning and Teaching Pillars are the key principles in the design of the Ford PAS curriculum. The curriculum integrates academically rigorous, standards-based content with realistic applications in such areas as design and product development, information systems, environmental sustainability, global economics, business planning and personal finance. When teachers are trained on using the Ford PAS curriculum, the teachers learn to integrate the pillars and modules into their current curriculum.

Georgia Career, Technical and Agricultural Education (CTAE) Pathways

In mid 2013, the Georgia Department of Education will be releasing a new realignment of the Georgia Career Clusters/Pathways. **Georgia's 17 Career Cluster/Pathways will provide a structure for organizing and delivering quality Career, Technical and Agricultural Education (CTAE) programs.** The new Career Cluster/Pathways will be modeled after the National Career Clusters configuration utilized by most of the United States. Georgia's 17 Career Cluster Model **represents approximately 80 career pathways to help students navigate their way to greater success in college and career.**

As an organizing tool for curriculum design and instruction, the 17 Career Clusters **provide essential knowledge and skills for the students' career pathways.** The 17 Career Clusters knowledge and skills encompass both secondary and post-secondary education and will strengthen and improved the student transition from secondary to postsecondary education. Of the approximately 80 CTAE career pathways, the Effingham County School System will be offering 26 career pathways for the 2013-2014 school year.

2013-2014 CTAE Pathway Offerings

Agriculture and Natural Resources Industry Sector

Agricultural Mechanics Pathway
Animal Science Pathway
Forestry/Natural Resources Pathway
Plant Science/Horticulture Pathway

Architecture, Construction, Communications & Transportation Sector

Transportation Logistical Operations Pathway
Transportation Logistical Support Pathway
Graphics Communications Pathway
Graphics Design Pathway
Architectural Drawing & Design Pathway
Broadcast Video Production Pathway
Metals Technology Pathway

Engineering and Technology Sector

Engineering Graphics and Design Pathway

Business and Computer Science Sector

Small Business Development Pathway
Administrative/Information Support Pathway
Business Logistics Management Pathway

Education and Family Consumer Science Sector

Culinary Arts Pathway
Nutrition and Food Science Pathway
Early Childhood Education Pathway
Teaching as a Profession Pathway

Government and Public Safety Sector

Navy JROTC Pathway
Air Force JROTC Pathway
Law and Justice Pathway

Healthcare Science Sector

Health Informatics Pathway
Therapeutic Services – Medical Services Pathway
Therapeutic Services – Nursing Pathway
Personal Care Services – Cosmetology Pathway

Pathway and course descriptions may be found in Appendix A.



Pursuing Educational Excellence with a Customer Focus



**FORD
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Effingham County, Georgia

Pursuing Educational Excellence with a Customer Focus

The Effingham County School System is committed to **developing partnerships with post-secondary education providers and local employers** to successfully respond to the current demand for skilled labor in today’s workforce. As a result, **two career pathways have been identified for development and implementation** (see chart below), with a goal of 90 students participating each year within pathway upon full implementation. Employers in the Effingham County area are in great need for trained, skilled employees that are ready to enter the workforce and have the potential to learn additional skills and advance to other positions within the industry.

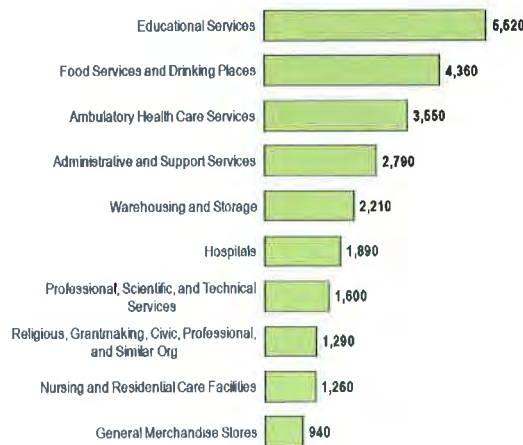
To ensure that the Effingham County school system is prepared to meet the future demand of specific labor markets, the following pathway programs will be implemented based on projected labor needs:

| Pathway Title | Course Offerings Available to Students | Students Participate in the Pathway Program |
|-------------------------------------|--|---|
| Metals Technology Pathway (Welding) | January 2012 | 2012-2013 |
| Logistics Pathway | January 2012 | 2012-2013 |
| Health Informatics Pathway | January 2013 | 2013-2014 |

The Georgia Department of Labor has classified Effingham County in Workforce Investment Area (WIA) #20 (Coastal Georgia). This area encompasses the nine-county region of southeast Georgia in and around the city of Savannah. It includes the following counties: *Bryan, Bulloch, Camden, Chatham, Effingham, Glynn, Liberty, Long and McIntosh.*

Based on current and anticipated labor market demands provided by the Georgia Department of Labor, the employment in the nine-county area is expected to grow from more than 271,000 jobs in 2008 to more than 302,000 by the year 2018, which equates to more than 3,000 new jobs added each year. This area is the home of a regional medical center and several military installations. It is also the home of a thriving tourist industry and one of the largest seaports in the southeastern United States. Principal industries include water transportation of freight, tourism and hospitality, educational services, health services, transportation equipment manufacturing, paper manufacturing, food manufacturing, and federal and state government employment.

The **top ten industries** in our nine-county region with the most expected job growth between 2008 and 2018 are listed below:



Source: Georgia Department of Labor Georgia Area Workforce Trends: Projections to 2018 WIA Area #20 – Coastal Georgia

The Effingham County School System currently provides 26 CTAE Pathways for students in most of these top industries. When reviewing the top industry job demands for the Effingham County area, it is important to understand the connection between Effingham and the Savannah Metropolitan Area. According to the U.S. Census Bureau – 2000 County-To-County Work Flow Files, approximately 9,965 Effingham residents commute to Chatham County for work. According to the Department of Labor 2010 Annual Averages, Effingham County has a labor force of 28,200 people. Neighboring Chatham County has a workforce of 129,340 people. The following chart illustrates the industry mix between Effingham and the Savannah Metropolitan Area.

| Industry Mix – 2011 | | | | | | | | | | |
|----------------------------|---|-----------------|--------------|--------------|-----------------|--------------|----------------|--------------|--------------|-------------|
| INDUSTRY | | NUMBER OF FIRMS | Effingham | | | WEEKLY WAGE | Savannah MSA | | | WEEKLY WAGE |
| | | | EMPLOYMENT | | NUMBER OF FIRMS | | EMPLOYMENT | | | |
| | | | NUMBER | PERCENT | | | NUMBER | PERCENT | | |
| Goods-Producing | | 141 | 2,109 | 23.2 | 1,066 | 1,069 | 20,032 | 13.8 | 1,217 | |
| | Agriculture, Forestry, Fishing & Hunting | 14 | 81 | 0.9 | 713 | 36 | 208 | .1 | 707 | |
| | Mining | 2 | * | * | * | 2 | * | * | * | |
| | Construction | 96 | 292 | 3.2 | 662 | 775 | 5,562 | 3.8 | 785 | |
| | Manufacturing | 29 | 1,731 | 19.0 | 1,152 | 256 | 14,257 | 9.8 | 1,393 | |
| Service-Providing | | 511 | 4,164 | 45.8 | 541 | 7,440 | 102,076 | 70.5 | 654 | |
| | Utilities | 4 | * | * | * | 20 | 482 | .3 | 1,443 | |
| | Wholesale Trade | 24 | 158 | 1.7 | 630 | 462 | 5,082 | 3.5 | 1,056 | |
| | Retail Trade | 99 | 1,129 | 12.4 | 448 | 1,339 | 17,517 | 21.1 | 494 | |
| | Transportation and Warehousing | 52 | 379 | 4.2 | 566 | 442 | 9,333 | 6.4 | 708 | |
| | Information | 5 | 21 | 0.2 | 883 | 123 | 1,464 | 1.0 | 918 | |
| | Finance and Insurance | 36 | 136 | 1.5 | 809 | 488 | 3,109 | 2.1 | 1,027 | |
| | Real Estate and Rental and Leasing | 26 | 90 | 1.0 | 669 | 416 | 1,835 | 1.3 | 599 | |
| | Professional, Scientific & Technical Svc | 61 | 312 | 3.4 | 934 | 875 | 4,442 | 3.1 | 1,002 | |
| | Management of Companies and Enterprises | | | | | 43 | 1,675 | 1.2 | 1,057 | |
| | Admin., Support, Waste Mgmt, Remediation | 40 | 374 | 4.1 | 531 | 559 | 10,240 | 7.1 | 541 | |
| | Education Services | 3 | * | * | * | 73 | 3,673 | 2.5 | 812 | |
| | Health Care and Social Assistance | 54 | 443 | 4.9 | 604 | 796 | 18,548 | 12.8 | 868 | |
| | Arts, Entertainment, and Recreation | 1 | * | * | * | 111 | 1,836 | 1.3 | 430 | |
| | Accommodation and Food Services | 61 | 706 | 7.8 | 254 | 971 | 18,562 | 12.8 | 313 | |
| | Other Services (except Public Admin.) | 45 | 266 | 2.9 | 396 | 722 | 4,279 | 3.0 | 564 | |
| | Unclassified - industry not assigned | 19 | 22 | 0.2 | 450 | 268 | 291 | .2 | 685 | |
| | Total - Private Sector | 671 | 6,295 | 69.2 | 717 | 8,777 | 122,399 | 84.5 | 747 | |
| | Total - Government | 51 | 2,801 | 30.8 | 667 | 238 | 22,419 | 15.5 | 850 | |
| | Federal Government | 10 | 66 | 0.7 | 847 | 90 | 3,186 | 2.2 | 1,302 | |
| | State Government | 16 | 112 | 1.2 | 536 | 91 | 5,000 | 3.5 | 857 | |
| | Local Government | 25 | 2,623 | 28.8 | 668 | 57 | 14,233 | 9.8 | 746 | |
| | ALL INDUSTRIES | 722 | 9,095 | 100.0 | 702 | 9,015 | 144,818 | 100.0 | 763 | |

Source: Georgia Department of Labor. These data represent jobs that are covered by unemployment insurance laws.

Note: *Denotes confidential data relating to individual employers and cannot be released. These data use the North American Industrial Classification System (NAICS) categories. Average weekly wage is derived by dividing gross payroll dollars paid to all employees - both hourly and salaried - by the average number of employees who had earnings; average earnings are then divided by the number of weeks in a reporting period to obtain weekly figures. Figures in other columns may not sum accurately due to rounding. All data represent the Annual 2011.

According to the Georgia Department of Labor, the Savannah Metropolitan Area consists of Bryan, Chatham and Effingham County. The unique geographical location of Coastal Georgia is well positioned to ride the recovery wave of the current economy. The area's waterways, ports, manufacturing and tourism will likely benefit from an expanding global economy. The Georgia Department of Labor has projected that the economic growth in the area is projected to match national projections (1.0%), which are slightly lower than the state's (1.2%) growth rate.

In our nine-county region (*Bryan, Bulloch, Camden, Chatham, Effingham, Glynn, Liberty, Long and McIntosh County*), the Georgia Department of Labor has outlined the ***ten fastest growing industries*** for our area between 2008 and 2018.



Source: Georgia Department of Labor Georgia Area Workforce Trends: Projections to 2018 WIA Area #20 – Coastal Georgia

Warehousing/Storage and Air Transportation are directly related to our new Logistics Pathway. The Logistics Pathway started in the fall of 2012. Currently, 24 students are enrolled in the first course of the Logistics Pathway. In addition to these industry needs, the Georgia Department of Labor has outlined 15 occupations out of more than 700 that are projected to add almost 10,000 jobs over the next 10 years, which totals more than 30 percent of all projected job growth in this nine-county area. Six of these occupations require short-term, on-the-job training.

1. Registered Nurses – 1,500 jobs
2. Retail Salespersons – 1,000 jobs
3. Child Care Workers – 940 jobs
4. Customer Service Representatives – 770 jobs
5. Elementary School Teachers (excludes Special Ed) – 700 jobs
6. Nursing Aides, Orderlies and Attendants – 700 jobs
7. Office Clerks, General – 670 jobs
8. Laborers and Freight, Stock, and Material Movers, Hand – 520 jobs
9. Teacher Assistants – 460 jobs
10. Bookkeeping, Accounting and Auditing Clerks – 420 jobs
11. Supervisors of Food Prep and Serving Workers – 410 jobs
12. Home Health Aides – 390 jobs
13. Executive Secretaries and Admin Assistants – 380 jobs
14. Middle School Teachers (excludes Special and Voc Ed) – 370 jobs
15. Licensed Practical and Licensed Voc Nurses – 370 jobs

Registered nurses, elementary school teachers and middle school teachers are among the top three job occupations that made the list of Georgia's Careers to 2018 as a result of their fast job growth, high wages and plentiful job openings over the period 2008-2018. Seven of the 15 occupations listed above are in the area of healthcare or education. The Effingham County school system has experienced a tremendous growth in the Healthcare Pathways during the past five years. In order to accommodate the growth of the Healthcare Pathways, a new healthcare teacher was hired at the Effingham College and Career Academy for the 2012-2013 school year. As part of the Effingham County school system planning efforts, the school system does plan for future growth in specific job growth areas.

The Georgia Department of Labor reports that by 2018, combined food preparation workers, registered nurses, elementary school teachers, management analysts and teacher assistants will be among the 20 occupations with the most annual job openings. Although the majority of the openings in these five occupations will come from job growth, most of the openings in Georgia, as well as nationally, will result from the need to replace workers who terminate employment. Combined food prep workers, registered nurses, retail salespersons and customer service representatives will gain the most new jobs—approximately 27,000, 24,000, 22,000, and 19,000 respectively.

On August 28, 2012, the Effingham Next Generation Learning (NGL) Community Stakeholder Group developed a list of key components that needed to be in place to increase workforce competitiveness and improve community prosperity. When developing the actions steps for the Master Plan, the strand teams focused on the key components required to increase our workforce competitiveness in Effingham County:

Fundamental Employability Skills

- Applicable technology skill set
- Computer literacy skills
- Verbal and non-verbal communication skills
- Problem-solving skills
- Workplace ethics and integrity

Shared Community Vision

- Buy-in from throughout the community
- Collective future vision
- Partnerships between school system, employers and community
- Community that embraces business/industry
- Community collaboration
- Goals that are realistic
- Clear understanding of community needs

Quantifying Workforce Needs

- Effective matching of readiness and opportunity based on market-driven needs
- Survey businesses on workforce needs
- Promote knowledge of the quality of our workforce
- Identify the skills gaps, both present and future

Ongoing Workforce Support

- Job fairs
- Online community job board
- Transportation for workforce
- Educational opportunities for all – creating qualified workforce

CTAE Pathway Completion Requirements: Setting the Standard for Excellence

The Effingham County school system recognizes that it is important for students to be able to complete pathways that will assist them with obtaining jobs after graduation. Career pathway completers are students who have completed the three required courses in Georgia's Career Pathways. To graduate from high school, students in Effingham County must complete a pathway in CTAE, foreign language or fine arts. The Effingham County school system is often recognized by other school systems for having a high number of students complete Career Pathways (*see charts below*).

With the opening of Effingham College and Career Academy (ECCA) in August 2010, the upper level courses for the following Career Pathways were moved to ECCA. These include: Graphic Design, Graphic Communications, Therapeutic Services-Nursing and Medical Services, Transportation Logistical Support and Logistical Operations, and Engineering. This resulted in those programs not having completers at Effingham County High School and South Effingham High School. There were no completers for Culinary Arts nor Travel, Marketing and Lodging Management because those pathways were in the first year of implementation at ECCA.

Effingham College and Career Academy

| Existing Pathways | Number of Students in Pathway 2010-2011 | Number of Students in Pathway 2011-2012 | Number of Students that have completed the Pathway 2010-2011 | Number of Students that have completed the Pathway 2011-2012 |
|--|---|---|--|--|
| 1. Architectural Drawing and Design | 34 | 31 | 11 | 17 |
| 2. Graphic Communications | 54 | 59 | 24 | 53 |
| 3. Graphic Design | 67 | 41 | 28 | 41 |
| 4. Transportation Logistical Operations | 34 | 36 | 13 | 16 |
| 5. Transportation Logistical Support | 36 | 16 | 21 | 25 |
| 6. Culinary Arts | 134 | 124 | 0 | 28 |
| 7. Engineering Graphics and Design | 31 | 39 | 10 | 29 |
| 8. Therapeutic Services – Medical Services | 74 | 93 | 70 | 100 |
| 9. Therapeutic Services – Nursing | 42 | 98 | 37 | 100 |
| 10. Travel Marketing & Lodging Management | 0 | 72 | 0 | 7 |
| Total | 506 | 609 | 214 | 416 |

Effingham County High School

| Existing Pathways | Number of Students in Pathway 2010-2011 | Number of Students in Pathway 2011-2012 | Number of Students that have completed the Pathway 2010-2011 | Number of Students that have completed the Pathway 2011-2012 |
|---|--|--|---|---|
| 1. Transportation Logistical Support | 47 | 78 | 0 | 0 |
| 2. Construction | 62 | 48 | 7 | 13 |
| 3. Graphic Communications | 35 | 47 | 0 | 0 |
| 4. Architectural Drawing & Design | 39 | 65 | 0 | 0 |
| 5. Graphic Design | 107 | 36 | 0 | 0 |
| 6. Small Business Development | 54 | 48 | 20 | 26 |
| 7. Financial Management – Services | 19 | 31 | 9 | 9 |
| 8. Nutrition & Food Science | 76 | 53 | 23 | 22 |
| 9. Therapeutic Services – Nursing | 72 | 61 | 0 | 0 |
| 10. Therapeutic Services – Medical Services | 69 | 61 | 0 | 0 |
| 11. Forestry/Natural Resources | 37 | 52 | 9 | 27 |
| 12. Plant Science/Horticulture | 43 | 72 | 0 | 7 |
| 13. Agricultural Mechanics | 36 | 37 | 7 | 13 |
| 14. Animal Science | 65 | 34 | 15 | 17 |
| 15. Law & Justice | 95 | 86 | 24 | 20 |
| 16. JROTC -- Air Force | 115 | 182 | 17 | 38 |
| 17. Early Childhood Education | 132 | 143 | 47 | 36 |
| 18. Teaching as a Profession | 17 | 11 | 2 | 0 |
| Total | 1120 | 1119 | 192 | 230 |

South Effingham High School

| Existing Pathways | Number of Students in Pathway 2010-2011 | Number of Students in Pathway 2011-2012 | Number of Students that have completed the Pathway 2010-2011 | Number of Students that have completed the Pathway 2011-2012 |
|---|--|--|---|---|
| 1. Administrative/ Information Support | 29 | 20 | 3 | 1 |
| 2. Transportation Logistical Support | 51 | 51 | 0 | 0 |
| 3. Construction | 46 | 60 | 16 | 14 |
| 4. Broadcast/Video Production | 62 | 57 | 7 | 11 |
| 5. Graphic Communication | 24 | 34 | 0 | 0 |
| 6. Graphic Design | 25 | 33 | 0 | 0 |
| 7. Engineering | 35 | 46 | 0 | 0 |
| 8. Small Business Development | 94 | 93 | 44 | 38 |
| 9. Nutrition & Food Science | 74 | 99 | 20 | 13 |
| 10. Therapeutic Services – Nursing | 72 | 65 | 0 | 0 |
| 11. Therapeutic Services – Medical Services | 72 | 65 | 0 | 0 |
| 12. Health Informatics | 0 | 34 | 0 | 21 |
| 13. Forestry/Natural Resources | 39 | 50 | 20 | 25 |
| 14. Plant Science | 53 | 34 | 14 | 20 |
| 15. Agricultural Mechanics | 24 | 37 | 23 | 16 |
| 16. Animal Science | 41 | 55 | 22 | 15 |
| 17. JROTC – Navy | 154 | 242 | 34 | 33 |
| 18. Teaching as a Profession | 137 | 210 | 49 | 51 |
| Total | 1032 | 1285 | 252 | 258 |

CTAE End of Pathway Assessments

All Career, Technical and Agricultural Education programs in the Effingham County school system are designed to provide participating students with the skills and knowledge needed to earn industry-validated certifications in their chosen field. For example, students that complete the Therapeutic Services – Nursing Pathway and satisfy the requirements set by Georgia Medical Care Foundation (GMCF) are eligible to take the Certified Nursing Assistant (CNA) exam. During the 2011-2012 school year, the Effingham County school system had 36 students take the CNA exam. Of these 36 students, 83.3% of the students passed and earned the industry credential of having their Certified Nursing Assistant licensure. The licensure allows students to join the healthcare profession directly out of high school.





College and Career Ready: Recent Changes in Georgia's Education Policy



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Effingham County, Georgia

College and Career Ready: Recent Changes in Georgia's Education Policy

Some of the current trends in economic development and partnership with education include Georgia's House Bill 186 that passed in 2011 by the Georgia General Assembly. HB 186 mandated career pathways for ALL public high school students beginning in the 2013-2014 school year. In 2010, the legislature passed House Bill 400, the "*Building Resourceful Individuals for Georgia's Economy*" (BRIDGE) legislation. The BRIDGE Bill also requires career pathways and establishes that ALL students, beginning in 8th grade, must develop a graduation plan focused on career interest and CTAE courses offered in the high schools.

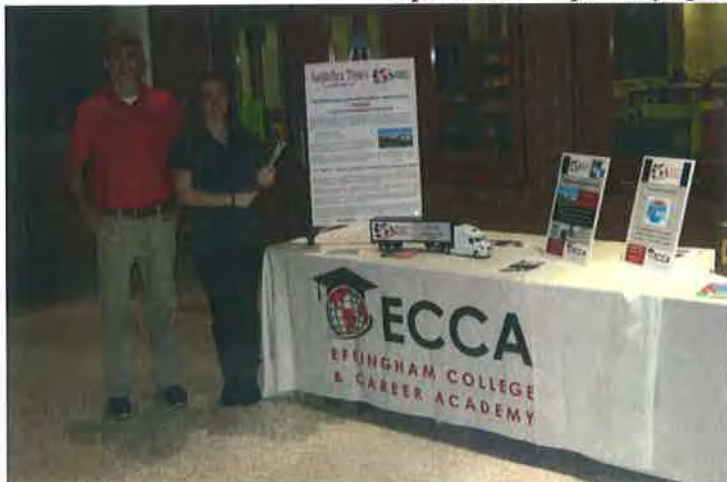
Georgia's new College and Career Readiness Performance Index (CCPRI), which is part of the Georgia's waiver to the "No Child Left Behind" Act (AYP), takes into consideration CTAE pathway "completers" in all school systems. This Index was recently approved by the U.S. Department of Education, and State Superintendent Barge has worked diligently to require the addition of CTAE as a performance measurement. In January 2012, Governor Nathan Deal announced his new "Go Build" program, which is a public awareness campaign designed to educate high school students on the value of learning a trade, dispel their misconceptions about the skill trade industry, and inspire them to consider their future careers.

Transition from Elementary to Middle School in the Effingham County School System

Georgia's House Bill 713, which became effective July 1, 2012, mandates a minimum course of study in career education in grades K-12. To support elementary schools in fulfilling these requirements, the Georgia Department of Education (GaDOE) has prepared **grade-specific career awareness activities**. Students' completion of career awareness activities serve as an indicator on the College and Career Readiness Performance Index (CCRPI). The GaDOE has developed 17 elementary career awareness activities for local school systems to use as a guide to assist with the implementation of the CCRPI appropriate for the career awareness and career development indices. Elementary school counselors in the Effingham County school system have worked to implement career awareness lessons into classroom guidance lessons.

Transition from Middle to High School in the Effingham County School System

For several years now, the Effingham County school system has provided an excellent transition plan for middle school students on career exploration and pathway options. The middle school counselors work to



provide **career exploration opportunities** in sixth and seventh grade with interests' inventories and an introduction to career readiness, which prepares them for their eighth grade Individual Graduation Plan (IGP). In addition, the middle school provides **exploratory courses** that introduce various aspects of career pathways. Students use the information learned in these courses to choose the pathway that they begin in the ninth grade.

With careful planning, students may have the opportunity to complete two pathways,

thus increasing the extent of their exposure to potential career opportunities. It's important to note that while students' plans do determine course selections, they are not intended to force them to choose their life

careers but rather are intended to expose them to potential careers that align with their interests. Not only do students increase their self awareness about their interests and skills, but they often also determine what career types are not of interest to them as well. This knowledge also can be gained through their involvement in Career Technical Student Organizations (CTSOs), such as Future Farmers of America, Future Business Leaders of America, Health Occupation Student Association (HOSA) and others.

In late January and early February, eighth grade students from Ebenezer Middle School, Effingham County Middle School and South Effingham Middle School will experience an **Effingham College and Career Academy Tour**. Before the registration process starts at the middle schools, the high school instructional supervisors, retention specialists and the Ninth Grade Academy counselors go to the three middle schools to speak with the eighth graders about the various CTAE programs. High school student representatives also attend these meetings in an effort to promote all CTAE programs, to share real life experiences and workforce testimonials, and to answer questions from the eighth grade students.

As a follow-up to this effort, scheduling worksheets are then provided to parents and students prior to ninth grade orientation. Parents may schedule appointments with the eighth grade teachers, the retention specialist, or the Ninth Grade Academy counselor regarding any concerns. Once students complete eighth grade, the rising ninth grade students are able to participate in a **Summer Bridge Program** at each high school. This Bridge Program is an opportunity for upcoming ninth graders to attend a three-day summer program that promotes high school readiness as well as academic enrichment. Students may be recommended as “at-risk” or as an advanced student. The instructional supervisors, retention specialists and the Ninth Grade Academy Counselor choose the course presentations and appropriate staffing based on the selected students’ needs. An optional college visit is provided at the conclusion of this program.

Each year, Effingham County High School and South Effingham High School offer a **Rising Ninth Grade Orientation Night** for students and parents. All counselors are present and answer questions. Career, Technical, and Agricultural Education (CTAE) teachers provide booths and also allow students and parents to tour CTAE lab facilities. During the orientation, CTAE instructors from the Effingham College and Career Academy also present and promote the career pathways available at the Effingham College and Career academy.



Transition from High School to Post-Secondary Institutions in the Effingham County School System

Each year, Effingham County High School and South Effingham High School host a **PROBE College Fair** through the Georgia Education Articulation Committee. Since October 2011, this special event has been hosted at the Effingham College and Career Academy. ECCA is centrally located in the county so that all students and parents from both Effingham County High School and South Effingham High School have equal

access to the opportunity and the information provided by the institutions. Approximately 60 post-secondary institutions are on site. Institutions vary from technical colleges to four-year research universities.

In addition to hosting the PROBE College Fair, juniors and seniors have the opportunity to visit and tour various post-secondary institutions. These college visits are scheduled and sponsored by each of the high schools. Students are given the opportunity to visit some of the post-secondary institutions in our geographical area. Seniors are permitted to register for the tours in the fall, and juniors register for the opportunity in the spring. All visits, transportation and lunch are provided for free to all students in attendance. Visits are coordinated with the admissions office at the post-secondary institutions.

During the school year, Effingham County High School and South Effingham High School host a **GAcollge411.org Student/Parent Information Night**. A representative from the Georgia Student Finance Commission explains how to navigate the GAcollge411 website. This website program is the primary means for applying for the HOPE scholarship or the Zell Miller Scholar Program and for researching Georgia post-secondary institutions. All students must have a GAcollge411.org accounts. In addition, each high school offers a **Financial Aid Student/Parent Night**. A representative from the Georgia Student Finance Commission explains the Free Application for Federal Student Aid (FAFSA) in January of each year.

Periodically, colleges and recruiters schedule visits to the two high schools during student lunchtime. Students interested in attending the various post-secondary institutions and/or the Armed Services are invited to speak with the representatives to learn more about the opportunities available.

During the school year, counselors attend several **college luncheons and information sessions**. Various post-secondary institutions, the College Board Fall Counselor Workshop and the Georgia Student Finance Commission offer information sessions free of charge for counselors to attend. Many topics are discussed, including post-secondary institution programs and, admission criteria, tuition and post-secondary trends. The College Board also offers the latest program developments, tools and resources available to counselors and students. Topics discussed are the latest trends in Advanced Placement, International Baccalaureate and SAT scoring as it relates to college admission. The Georgia Student Finance Commission offers specialized training for counselors and administrators in regard to changes in HOPE and admission standards as they relate to all post-secondary institutions, the use of GAcollge411.org by school personnel, and an overview of the financial aid process.

Students are encouraged to explore their occupational interests through participation in **career days offered by post-secondary institutions**. Examples include Vet School for a Day at the University of Georgia, Mercer's School of Engineering Scholarship Challenge, Savannah College of Art and Design (SCAD) Day, and the Georgia Institute of Technology Engineering Career Conference for High School Girls.

In an effort to make taking college entrance exams more accessible for all students, South Effingham High School administers the ACT standardized test twice a school year. Both South Effingham High School and Effingham County High School administer one or more of the SAT/ACT several times a school year. This team effort between the county high schools ensures all students are offered equal testing opportunities. Each school year, Savannah Technical College is invited to each high school to administer the COMPASS exam during a couple of evenings to interested students.

South Effingham High School has several students dually enrolled in college institutions this year (Savannah Technical College, Armstrong Atlantic State University, Georgia Southern University, the Advanced Academy at West Georgia, and G.A.M.E.S. at Middle Georgia College). Counselors team with students and their parents to complete college admission applications and Effingham County Dual Enrollment paperwork.

Counselors also work closely with students, their parents, and the college admissions office to ensure that all students are taking courses to meet their graduation requirements.

Transition from High School to the Workplace in the Effingham County School System

Students who are entering the workforce immediately following graduation prepare for their transitions through a blend of certification and employer/workplace placement initiatives. Counselors, teachers and local employers each play an important part in the success of these efforts. Students must demonstrate the skills and work ethics necessary to be successful in their transition to the workplace.

For the past couple of years, the Georgia Department of Education has been promoting the administration of the **End of Pathway Tests**. For Effingham County High School and South Effingham High School, the Work-Based Learning (WBL) Coordinator administers the CTAE End of Pathway Assessments. The WBL coordinator teams with the high school counselors to identify and administer the appropriate tests. High school counselors recognize students that pass these assessments at the spring award ceremonies. The Effingham County school system recently received a \$15,000 federal grant to supplement the costs associated with students taking the end of pathway assessments and earning their industry credentials.

When it comes to on-the-job learning opportunities, the high school counselors work with the WBL coordinators to schedule students for **internships** directly related to the student's career pathway. The ninth grade counselor provides instruction and information during classroom guidance sessions related to internship opportunities and requirements. The counselors stress the importance of being on track for graduation in order to take advantage of internship opportunities. High school counselors also provide information about internship opportunities during parent/student information nights. The counselors advise students that attendance and behavior records will be considered before students are placed in internships. Internships are made available on-site at SEHS (i.e. Stang Zone, Rebel Country Store and Georgia Pre-K program), Effingham College and Career Academy (i.e. Culinary Arts) and numerous sites throughout the community.

Effingham County High School and South Effingham High School provides **work-based learning opportunities** at various sites, including several Effingham schools, Gulfstream and other community businesses. The high school counselors provide consultation to students and the work-based learning coordinator regarding requirements to graduate and whether or not work-based learning is an option for students. Furthermore, a counselor from each of the high schools serves on the **Work-Based Learning/Education and Career Partnership Advisory Committee**, which meets twice a year. This committee is designed to improve our program, curriculum and facilities and also to discuss placement for students in the current economy.

For several years, the Effingham County School System has allowed several teachers and administrators to attend the **Georgia Association for Career and Technical Education (GACTE) Summer Conference** in Atlanta. This conference is instrumental in receiving updates from the Georgia Department of Education regarding job market trends, CTAE counseling resources and requirements for graduation.



**Continuing Our Journey in Educational Excellence:
Our Ford Next Generation Learning (NGL) Community Master Plan**



**FORD
NEXT GENERATION
LEARNING** 

Effingham County, Georgia

Continuing Our Journey in Educational Excellence: Our Ford Next Generation Learning (NGL) Community Master Plan

The primary purpose of the Career, Technical and Agricultural Education (CTAE) Ford Next Generation Learning (NGL) Community Master Plan is to provide students with the skills and abilities to make a successful transition from school to a career, whenever that transition might occur. In fall 2012, Effingham County educators, business and community representatives came together to develop strand teams to assess the current status of each essential practice. The resulting efforts combined the strengths of initiatives and programs that were already delivering positive results for Effingham Schools with the structure and proven processes of the Ford NGL Community to create a clear path forward for delivering a world-class workforce that is ready to meet the demands and challenges of today's globally competitive marketplace.

Below is a detailed assessment of how the Effingham County school system currently rates in the Ford NGL Community Essential Practice Area requirements.

Summary of NGL Essential Practices – Fall 2012

| Strand 1: Transforming Teaching and Learning | | | |
|--|--|---------------------|---|
| Essential Practice: | Strand Description: | Rating: | Current Level of Implementation: |
| 1.1 | Learning Pillars – the essential knowledge and skills for college and career readiness | 12 out of 21 points | Proficient |
| 1.2 | Teaching Pillars – teaching principles that develop students' knowledge and skills for college and career readiness | 16 out of 24 points | Proficient |
| Strand 2: Redesigning High Schools | | | |
| Essential Practice: | Strand Description: | Rating: | Current Level of Implementation: |
| 2.1 | Students have choices among high-quality career academies and similar career- and interested-themed programs. | 31 out of 42 points | Proficient |
| 2.2 | School staff form a learning community committed to transforming their practice | 8 out of 15 points | Proficient |
| 2.3 | School leaders have flexible use of resources | 9 out of 12 points | Proficient |
| 2.4 | Adults and students are accountable for results | 5 out of 9 points | Proficient |
| 2.5 | School district supports and sets expectations for high school redesign | 15 out of 15 points | Distinguished |
| Strand 3: Sustaining Change Through Business and Civic Leadership | | | |
| Essential Practice: | Strand Description: | Rating: | Current Level of Implementation: |
| 3.1 | Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation | 15 out of 24 points | Proficient |
| 3.2 | Business and civic leaders support and sustain the master plan | 10 out of 12 points | Distinguished |
| 3.3 | Career academies address skilled workforce priorities | 5 out of 12 points | Accelerating |
| Essential Practice: | Strand Description: | Rating: | Current Level of Implementation: |

| | | | |
|-----|---|---------------------|--------------|
| 3.5 | Parents, guardians, and key family members are actively engaged on behalf of student success | 7 out of 12 points | Proficient |
| 3.4 | Community aligns employer and civic support through dedicated staff; employers are actively engaged by these staff in guiding and support career academies and similar career- and interest-themed programs | 9 out of 15 points | Proficient |
| 3.6 | The broader community is aware and actively engaged | 7 out of 15 points | Accelerating |
| 3.7 | Stakeholders are mutually accountable for implementation of the master plan and regularly collect data to assess progress | 10 out of 15 points | Proficient |

The rating scale categories: Exploring Implementation, Accelerating Implementation, Proficient Implementation, Distinguished Implementation

Summary of NGL Master Plan Goals– Winter 2013

Year 1: Fall 2013-Spring 2014

Year 2: Fall 2014-Spring 2015

Year 3: Fall 2015-Spring 2016

Year 4: Fall 2016-Spring 2017

Year 5: Fall 2017-Spring 2018

| Strand 1: Transforming Teaching and Learning | |
|---|--|
| Goal 1.1 | To provide all high school students with access to learning in small groups settings that emphasizes the Ford PAS Learning Pillars of critical thinking, problem solving, teamwork and communication |
| Goal 1.2 | To promote and advertise college and career readiness to all high school students |
| Goal 1.3 | To promote and advertise college and career readiness to all middle school students |
| Goal 1.4 | To promote and advertise college and career readiness to all elementary students |
| Goal 1.5 | To promote student awareness of industry certifications and to make students aware of the importance and value of industry certifications |
| Goal 1.6 | To enhance and expand professional development opportunities for teachers, counselors, and administrators |
| Strand 2: Redesigning High Schools | |
| Goal 2.1 | To strengthen efforts to increase the number of students who are participating in CTAE and the Effingham College and Career Academy |
| Goal 2.2 | To increase the number of opportunities for students to observe and learn in real workplace settings |
| Goal 2.3 | To strengthen and increase linkages between secondary and postsecondary institutions |
| Goal 2.4 | To implement a CTAE graduate follow-up program |
| Goal 2.5 | Academic and CTAE teachers will come together to collaborate and enhance the content of various disciplines |
| Goal 2.6 | To implement a CTAE/career academy data evaluation process |
| Strand 3: Sustaining Change through Alignment of Business and Civic Leadership | |
| Goal 3.1 | To strengthen and increase our partnership base |

Each of the goals outlined above has specific, measurable action steps that correlate to the achievement of the goal and to the execution of the overall master plan. Four major initiative types were identified to provide a cohesive, integrated perspective of each strand's efforts relative to the master plan. These initiatives are outlined below, and each strand's goals and/or action steps are related to each of the Ford NGL Community Essential Practices within their areas of responsibility. Initiative types include:

- Awareness (Internal and External);
- Knowledge/Data;
- Processes/Programs; and
- Strategic Partnerships/Planning.



Strand 1: Transforming Teaching and Learning



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Effingham County, Georgia

Strand 1: Transforming Teaching and Learning

| <u>Goal</u> | <u>Strand 1 Essential Practice</u> |
|--|------------------------------------|
| <p><u>Goal #1.1:</u> To provide all high school students with access to learning in small group settings that emphasize the Ford PAS Learning Pillars of critical thinking, problem solving, teamwork and communication</p> <p><u>Goal #1.2:</u> To promote and advertise college and career readiness to all high school students</p> <p><u>Goal #1.3:</u> To promote and advertise college and career readiness to all middle school students</p> <p><u>Goal #1.4:</u> To promote and advertise college and career readiness to all elementary students</p> <p><u>Goal #1.5:</u> To promote student awareness of industry certifications and to make students aware of the importance and value of industry certifications</p> | Essential Practice 1.1 |
| <p><u>Goal #1.6:</u> To enhance and expand professional development for teachers, counselors and administrators</p> | Essential Practice 1.2 |

Essential Practice 1.1: The essential knowledge and skills for college and career readiness

Appraisal: Self-Rating 1.1: 12 of 21 points = **Proficient Implementation**

Total of 21 points possible, 0-5: Exploring Implementation, 6-11: Accelerating Implementation, 12-17: Proficient Implementation, 18-21: Distinguished Implementation

Goal #1.1: To provide all high school students with access to learning in small group settings that emphasize the Ford PAS Learning Pillars of critical thinking, problem solving, teamwork and communication

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|---|--|------------------|
| Processes/Programs | Career Technical Student Organizations (CTSO) meetings and competitions | <ul style="list-style-type: none"> • CTAE Supervisors • CTSO Advisors • CTAE Teachers • ECCA CEO • CTAE System Coordinator • Parents | Underway |
| Processes/Programs | CTAE live work projects (e.g. the Habitat for Humanity project) | <ul style="list-style-type: none"> • CTAE Supervisors • CTAE Teachers • CTAE System Coordinator | Underway |

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|--|--|------------------|
| | | <ul style="list-style-type: none"> • ECCA CEO • Business Leaders | |
| Processes/Programs | ECCA business partner projects (ex: Georgia-Pacific Day t-shirt project, Georgia Power safety t-shirt project; Effingham Health System Cancer Fundraiser Luncheon) | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Business Leaders • ECCA Teachers | Underway |
| Processes/Programs | ECCA Work Ethic Grade | <ul style="list-style-type: none"> • CTAE System Coordinator • ECCA Teachers • ECCA CEO • ECCA Students • Business Leaders • Parents | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|---|---|------------------|
| Process/Programs | Continue to conduct Ford PAS curriculum module trainings | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE Supervisors • Teachers | Year 1 |
| Process/Programs | Share the Ford PAS curriculum modules through the EffTech Conference (Effingham School System Technology Day) | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE Supervisors • Teachers | Year 1 |
| Process/Programs | Investigate offering other Ford PAS training opportunities (STEM, project based learning, Ford PAS curriculum aligned with the Common Core) | <ul style="list-style-type: none"> • CTAE System Coordinator | Year 2 |

Goal #1.2: To promote and advertise college and career readiness to all high school students

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|--|---|------------------|
| Processes/Programs | ECCA Work Ethics Program | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • ECCA Teachers • Business Leaders • Students • Parents | Underway |
| Knowledge/Data | Career Pathway Opportunities (26 offered for the 2013-2014 school year) | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO • Business Leaders • Students • Parents | Underway |
| Knowledge/Data | CCRPI: College & Career Readiness Performance Index from the Georgia Department of Education | <ul style="list-style-type: none"> • CTAE System Coordinator • System Curriculum Coordinator • Teachers | Underway |
| Knowledge/Data | Common Core Georgia Performance Standards (CCGPS) | <ul style="list-style-type: none"> • CTAE System Coordinator • System Curriculum Coordinator • Teachers | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|---|---|------------------|
| Awareness (Internal and External) | Develop and implement a marketing plan to “ get the word out ” about college and career readiness (participating in career pathways) | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO • Teachers • Business Leaders • Parents • Students | Year 1 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|---|--|------------------|
| Awareness (Internal and External) | Promote the integration of live-work projects to help students develop career-related knowledge and skills | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO • CTAE Teachers • Business Leaders | Year 1 |
| Awareness (Internal and External) | Develop and implement a plan to increase number of participants in career awareness activities (coordination of career day dates between schools, creation of a master calendar for business community awareness, others) | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • College Leaders • CTAE Teachers • Counselors • ECCA CEO • Business Leaders | Year 1 |
| Awareness (Internal and External) | Develop an information video to be shown in classrooms prior to course selections to explain the CTAE pathways and courses which support the integration of academic and career-related knowledge and skills into the CTAE curriculum | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • Teachers • ECCA CEO • Students • Business Leaders | Year 2 |
| Awareness (Internal and External) | Initiate classroom “ quick visits ” to discuss targeted CTAE pathways for recruitment purposes | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO • Teachers • Business Leaders • Graduates • High School Students • Parents • College Leaders and Students | Year 2 |
| Process/Programs | Utilize guest speakers on a regular basis as a resource to help build student interest in specific courses | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO • Business Leaders • College Leaders • High School CTAE Students | Year 2 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|--|------------------|
| Awareness (Internal and External) | Create CTAE announcements for students to visit the CTAE supervisor for pathway or course guidance | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • Counselors | Year 3 |
| Awareness (Internal and External) | Designate February as Career Awareness Month (Association for Career & Technical Education utilizes the month of February) and present career awareness month activities | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • CTAE Teachers • CTAE Students | Year 3 |

Goal #1.3: To promote and advertise college and career readiness to all middle school students

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|---|--|------------------|
| Awareness (Internal and External) | Middle school exposure opportunities (ex: Science Olympiad, Junior Achievement, Aviation Day, Ebenezer Alive!, GP Day, Career Days) | <ul style="list-style-type: none"> • MS Principals • MS Instructional Supervisors • Business Leaders • MS Career Teachers • CTAE System Coordinator • PTSO Leaders | Underway |
| Awareness (Internal and External) | ECCA Parent Open House Night for middle and high school | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • ECCA Teachers • ECCA Students • PTSO Leaders | Underway |
| Process/Programs | Eighth grade (1 hour and 30 minute) visitation to ECCA for pathway overview and ECCA tour | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • ECCA Teachers • ECCA Students • MS Teachers • MS Counselors • PTSO Leaders | Underway |

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|---|--|------------------|
| Process/Programs | High school representatives visit and present to incoming 8 th grade students | <ul style="list-style-type: none"> • Middle School Instructional Supervisors • High School Instructional Supervisors • CTAE Teachers • CTAE Students • PTSO Leaders | Underway |
| Process/Programs | High school students speaking in middle school | <ul style="list-style-type: none"> • Middle School Instructional Supervisors • High School Instructional Supervisors • CTAE Students | Underway |
| Process/Programs | Individual Graduation Plans (IGP) will be completed by the end of eighth grade (as required by the Georgia Department of Education) | <ul style="list-style-type: none"> • CTAE System Coordinator • MS Principals & Instructional Supervisors • MS Counselors • Parents • Students | Underway |
| Knowledge/Data | CCRPI: College & Career Readiness Performance Index from the Georgia Department of Education | <ul style="list-style-type: none"> • CTAE System Coordinator • Teachers • MS Instructional Supervisors | Underway |
| Knowledge/Data | Common Core Georgia Performance Standards (CCGPS) | <ul style="list-style-type: none"> • CTAE System Coordinator • MS Instructional Supervisors • Teachers | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|---|------------------|
| Awareness (Internal and External) | Initiate CTAE Pathway Spotlight of the Month | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • MS Teachers | Year 1 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|---|--|------------------|
| Awareness (Internal and External) | Promote CTAE at Math and Science Nights | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • MS Instructional Supervisors • MS Counselors • MS Teachers • PTSO Leaders | Year 2 |
| Knowledge/Data | Analyze results from students completing the Georgia411 interest assessment | <ul style="list-style-type: none"> • CTAE System Coordinator • MS Instructional Supervisors • MS Counselors • PTSO Leaders | Year 3 |
| Strategic Partnerships/Planning | Expand Local industry/business site visits | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • MS Teachers • PTSO Leaders • Business Leaders | Year 3 |

Goal #1.4: To promote and advertise college and career readiness to all elementary students

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|--|---|------------------|
| Knowledge/Data | CCRPI: College & Career Readiness Performance Index from the Georgia Department of Education | <ul style="list-style-type: none"> • CTAE System Coordinator • System Curriculum Supervisor • Teachers | Underway |
| Knowledge/Data | Common Core Georgia Performance Standards | <ul style="list-style-type: none"> • CTAE System Coordinator • System Curriculum Supervisor • Teachers | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|---|-------------------------|
| Awareness (Internal and External) | Initiate elementary career guidance based on career cluster activities outlined by the Georgia Department of Education | <ul style="list-style-type: none"> • Elementary School Counselors • CTAE System Coordinator • Elementary School Teachers • Elementary School Counselors • PTSO Leaders | N/A |
| Awareness (Internal and External) | Identify personal strengths/talents and careers which would be of interest to elementary school students | <ul style="list-style-type: none"> • CTAE System Coordinator • Elementary School Teachers • Elementary School Counselors | Year 1 |
| Awareness (Internal and External) | Initiate a mini-career day at the elementary schools | <ul style="list-style-type: none"> • CTAE System Coordinator • Elementary School Teachers • Elementary School Counselors | Year 2 |

Goal #1.5: To promote student awareness of industry certifications and to make students aware of the importance and value of industry certifications

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|--|-------------------------|
| Awareness (Internal and External) | Students acknowledged at Class/Awards Night with a graduation medallions and cords | <ul style="list-style-type: none"> • CTAE School Supervisors • CTAE System Coordinator • ECCA CEO • CTAE Teachers • Business Leaders • Parents | Underway |

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|--|------------------|
| Awareness (Internal and External) | Students acknowledged with a classroom celebration sponsored by the school | <ul style="list-style-type: none"> • CTAE School Supervisors • CTAE System Coordinator • ECCA CEO • CTAE Teachers • Business Leaders • Parents | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|--|------------------|
| Awareness (Internal and External) | Develop and implement a marketing plan to “ get the word out ” about industry certification opportunities | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO • Business Leaders • Students • Parents | Year 1 |
| Awareness (Internal and External) | Promote recognition for students who successfully earned certifications (publicize students’ success by emails, district website, newspaper and newsletters) | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO • Business Leaders • Parents | Year 1 |
| Awareness (Internal and External) | Incorporate students researching certification areas of interest | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • Teachers • Counselors • Students • Business Leaders | Year 2 |
| Awareness (Internal and External) | Share CTAE student certification opportunities to middle and high school teachers | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • College Leaders | Year 3 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|--|---|------------------|
| Strategic Partnerships/Planning | Identify opportunities for colleges and business representatives to come into schools to talk about the importance of certifications | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO • College Leaders • College Students • Business Leaders | Year 3 |

Essential Practice 1.2: Teaching principles that develop students' knowledge and skills for college and career readiness

Appraisal: Self-Rating 1.2: 16 of 24 points = **Proficient Implementation**

Total of 24 points possible, 0-6: Exploring Implementation, 7-12: Accelerating Implementation, 13-18: Proficient Implementation, 19-24: Distinguished Implementation

Goal #1.6: To enhance and expand professional development for teachers, counselors and administrators

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|---|---|------------------|
| Processes/Programs | Teachers participation in career-related professional organizations | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • CTAE Teachers • ECCA CEO • Business Leaders | Underway |
| Processes/Programs | Teachers participation in Career, Technical Student Organizations (CTSO) | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • ECCA CEO | Underway |
| Processes/Programs | Teachers, Counselors and Administrators are trained by the CTAE School Supervisors on understanding the CTAE Pathways | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|--|--|-------------------------|
| Processes/Programs | Expand learning opportunities for first-year CTAE teachers (provide CTAE mentor, observation of quality CTAE teachers) to enable them to be successful with high school and middle school students | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • Teachers | Year 2 |
| Processes/Programs | Recruit experienced and specialized industry and business workers to co-teach with CTAE and academic teachers | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Business Leaders • Teachers | Year 2 |
| Strategic Partnerships/Planning | Initiate an Industry updating (Summer Teachers in Industry Program) | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • CTAE School Supervisors • Business Leaders • Teachers | Year 1 |
| Strategic Partnerships/Planning | Establish a process for teachers to learn more about the needs of the business community and about the post-secondary opportunities | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • CTAE School Supervisors • Business Leaders • Parents | Year 3 |



Strand 2: Redesigning High Schools



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Effingham County, Georgia

Strand 2: Redesigning High Schools

| <u>Goal</u> | <u>Strand 2 Essential Practice</u> |
|--|------------------------------------|
| <p><u>Goal #2.1:</u> To strengthen efforts to increase the number of students who are participating in CTAE and the Effingham College and Career Academy (to 17% from 13.6% by year 5)</p> <p><u>Goal #2.2:</u> To increase the number of opportunities for students to observe and learn in real workplace settings</p> <p><u>Goal #2.3:</u> To strengthen and increase linkages between secondary and postsecondary institutions</p> <p><u>Goal #2.4:</u> To implement a CTAE graduate follow-up program</p> | Essential Practice 2.1 |
| <u>Goal #2.5:</u> Academic and CTAE teachers will come together to collaborate and enhance the content of various disciplines | Essential Practice 2.2 |
| ECCA faces challenges in budget funding, state mandates and state assessments, as is the case with many other school districts. However, because of its central mission, ECCA can continue to focus its resources on career pathway development | Essential Practice 2.3 |
| <u>Goal #2.6:</u> To implement a CTAE/career academy data evaluation process | Essential Practice 2.4 |
| <u>Completed</u> | Essential Practice 2.5 |

Essential Practice 2.1: Students have choices among high-quality career academies and similar career- and interested-themed programs.

Appraisal: Self-Rating 2.1: 31 of 42 points = **Proficient Implementation**

Total of 42 points possible, 0-10: Exploring Implementation, 11-21: Accelerating Implementation, 22-33: Proficient Implementation, 34-42: Distinguished Implementation

Goal #2.1: To strengthen efforts to increase the number of students who are participating in CTAE and the Effingham College and Career Academy (to 17% from 13.6% by year 5)

NOTE: This goal requires development of CTAE Accountability Performance Measures. Following the establishment of these performance measures, ECCA will be able to better create future targets for student enrollment.

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|--|-------------------------|
| Awareness (Internal and External) | Utilize Parent University to promote career awareness | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Underway |
| Processes/Programs | Career Pathway sequence in place | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Underway |
| Processes/Programs | Current Effingham County Board of Education Graduation Policy concerning pathway completion | <ul style="list-style-type: none"> • Curriculum Coordinator • CTAE System Coordinator | Underway |
| Processes/Programs | Alignment of Career Pathways between the two high schools and ECCA | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Underway |
| Processes/Programs | Counselors and advisors facilitate pathway integration to meet students' needs through one-on-one meetings | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • High School Counselors | Underway |
| Processes/Programs | Teachers-As-Advisors Program | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • High School Counselors | Underway |
| Processes/Programs | On-site resources at ECCA for students needing additional assistance | <ul style="list-style-type: none"> • ECCA Teachers | Underway |
| Strategic Partnerships/Planning | ECCA Five-year Charter | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Business Representatives | Underway |
| Strategic Partnerships/Planning | CTAE Advisory Councils | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|---|---|------------------|
| Awareness (Internal and External) | Develop a CTAE Pathway website | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Year 1 |
| Awareness (Internal and External) | Create a middle school night to be held at ECCA specializing on specific programs | <ul style="list-style-type: none"> • CTAE System Coordinator • Middle School Instructional Supervisor | Year 2 |
| Strategic Partnerships/Planning | Incorporation of labor data (ex: Department of Labor, Manpower, etc.) into pathway promotion information and planning | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator | N/A |

Goal #2.2: To increase the number of opportunities for students to observe and learn in real workplace settings

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|--|---|------------------|
| Strategic Partnerships/Planning | Work-Based Learning (WBL) Program | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • CTAE School Supervisors • Work-Based Learning Coordinator | Underway |
| Strategic Partnerships/Planning | ECCA Healthcare Career Pathway clinicals | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors • Work-Based Learning Coordinator | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|--|---|------------------|
| Strategic Partnerships/Planning | Pursue a logistics internship with the Maritime Logistics Education Taskforce (MLET) | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator | Year 2 |
| Strategic Partnerships/Planning | Evaluate and utilize the Chamber membership for possible workplace | <ul style="list-style-type: none"> • CTAE System Coordinator | Year 3 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|--|---|------------------|
| | placements | <ul style="list-style-type: none"> • Chamber Director • Business Representatives | |
| Strategic Partnerships/Planning | Implement a job shadowing program on a small scale | <ul style="list-style-type: none"> • CTAE System Coordinator • Business Representatives | Year 3 |

Goal #2.3: To strengthen and increase linkages between secondary and postsecondary institutions

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|---|--|------------------|
| Processes/Programs | Dual Enrollment program with Savannah Technical College | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Savannah Technical College Representative | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|--|--|------------------|
| Processes/Programs | Develop a support mechanism to assist students that elect to participate in dual enrollment programs | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Savannah Technical College | Year 1 |
| Strategic Partnerships/Planning | Expand dual enrollment opportunities with Savannah Technical College | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Savannah Technical College Representative | Year 1 |
| Strategic Partnerships/Planning | Provide college level courses on the high school campus from Savannah Technical College | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Savannah Technical College Representative | Year 1 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|---|--|------------------|
| Strategic Partnerships/Planning | Increase awareness of counselors of the vocational opportunities offered through Savannah Technical College | <ul style="list-style-type: none"> ECCA CEO CTAE System Coordinator Savannah Technical College Representative | Year 2 |

Goal #2.4: To implement a CTAE graduate follow-up program

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|--|---|------------------|
| Processes/Programs | CTAE teachers are sometimes required to follow graduates for the purpose of Industry Certification | <ul style="list-style-type: none"> CTAE Teachers | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|---|--|------------------|
| Knowledge/Data | Collect and analyze data regarding Career, Technical and Agricultural Education courses and correlation with entering those occupational fields | <ul style="list-style-type: none"> CTAE System Coordinator CTAE School Supervisors | Year 2 |
| Knowledge/Data | Develop a data form to collect high school senior information | <ul style="list-style-type: none"> CTAE System Coordinator CTAE School Supervisors | Year 2 |
| Knowledge/Data | Create a networking website for CTAE Alumni | <ul style="list-style-type: none"> CTAE System Coordinator CTAE School Supervisors | Year 3 |
| Knowledge/Data | Promote awareness for high school seniors to be aware of the CTAE Alumni website | <ul style="list-style-type: none"> CTAE System Coordinator CTAE School Supervisors | Year 3 |

Essential Practice 2.2: School staff form a learning community committed to transforming their practice

Appraisal: Self-Rating 2.2: 8 of 15 points = Proficient Implementation

Total of 15 points possible, 0-3: Exploring Implementation, 4-7: Accelerating Implementation, 8-11: Proficient Implementation, 12-15 Distinguished Implementation

Goal #2.5: Academic and CTAE teachers will come together to collaborate and enhance the content of various disciplines

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|---|---|------------------|
| | No plan is currently in place for requiring academic and CTAE teachers to collaborate | | |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|------------------------|--|--|------------------|
| Processes/Programs | Implement a teacher peer observation program (ex: CTAE teachers would observe a Math or English teacher) | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Year 1 |
| Processes/Programs | Implement a “Writing Across the Curriculum” program | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Year 2 |
| Processes/Programs | Assign CTAE teachers to work with an academic teacher on a student project (across the curriculum) | <ul style="list-style-type: none"> • CTAE System Coordinator • CTAE School Supervisors | Year 3 |

Essential Practice 2.3: School leaders have flexible use of resources

Appraisal: Self-Rating 2.3: 9 of 12 points = **Proficient Implementation**

Total of 12 points possible, 0-2: Exploring Implementation, 3-5: Accelerating Implementation, 6-9: Proficient Implementation, 10-12: Distinguished Implementation

Current Status: Limited flexibility because of state assessments, budget funding, state mandates

Essential Practice 2.4: Adults and students are accountable for results

Appraisal: Self-Rating 2.4: 5 of 9 points = **Proficient Implementation**

Total of 9 points possible, 0-1: Exploring Implementation, 2-3: Accelerating Implementation, 4-6: Proficient Implementation, 7-9 Distinguished Implementation

Goal #2.6: To implement a CTAE/career academy data evaluation process

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-------------------------------|---|---|-------------------------|
| Knowledge/Data | Data reported as required by the ECCA Charter | <ul style="list-style-type: none"> ECCA CEO CTAE System Coordinator | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-------------------------------|--|--|-------------------------|
| Knowledge/Data | Collect and analyze State End-of-Course (SEOCT) data for Career Academy versus Non-Career Academy students | <ul style="list-style-type: none"> CTAE System Coordinator CTAE School Supervisors | Year 1 |
| Knowledge/Data | Collect and analyze End-of-Pathway Assessment (EOPA) data | <ul style="list-style-type: none"> CTAE System Coordinator CTAE School Supervisors | Year 2 |
| Knowledge/Data | Collect and analyze COMPASS data (admissions exam for two-year technical schools) | <ul style="list-style-type: none"> CTAE System Coordinator CTAE School Supervisors | Year 2 |
| Knowledge/Data | Collect and analyze Work-Based Learning data | <ul style="list-style-type: none"> CTAE System Coordinator CTAE School Supervisors | Year 2 |

Essential Practice 2.5: School district supports and sets expectations for high school redesign

Appraisal: Self-Rating 2.5: 15 of 15 points = **Distinguished Implementation**

Total of 15 points possible, 0-3: Exploring Implementation, 4-7: Accelerating Implementation, 8-11: Proficient Implementation, 12-15 Distinguished Implementation

Current Status: The Effingham County Board of Education and School Superintendent are very supportive of the CTAE programs and the College and Career Academy concept.



Strand 3: Sustaining Change through Business and Civic Leadership



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Effingham County, Georgia

Strand 3: Sustaining Change through Business and Civic Leadership

Essential Practice 3.1: Business, civic, and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation

Appraisal: Self-Rating 3.1: 15 of 24 points = **Proficient Implementation**

Total of 24 points possible, 0-6: Exploring Implementation, 7-12: Accelerating Implementation, 13-18: Proficient Implementation, 19-24: Distinguished Implementation

Essential Practice 3.2: Business and civic leaders support and sustain the master plan

Appraisal: Self-Rating 3.2: 10 of 12 points = **Distinguished Implementation**

Total of 12 points possible, 0-2: Exploring Implementation, 3-5: Accelerating Implementation, 6-8: Proficient Implementation, 9-12: Distinguished Implementation

Essential Practice 3.3: Career academies address skilled workforce priorities

Appraisal: Self-Rating 3.3: 5 of 12 points = **Accelerating Implementation**

Total of 12 points possible, 0-2: Exploring Implementation, 3-5: Accelerating Implementation, 6-8: Proficient Implementation, 9-12: Distinguished Implementation

Essential Practice 3.4: Community aligns employer and civic support through dedicated staff; employers are actively engaged by these staff in guiding and supporting career academies and similar career- and interest-themed programs

Appraisal: Self-Rating 3.4: 9 of 15 points = **Proficient Implementation**

Total of 15 points possible, 0-3: Exploring Implementation, 4-7: Accelerating Implementation, 8-11: Proficient Implementation, 12-15: Distinguished Implementation

Essential Practice 3.5: Parents, guardians, and key family members are actively engaged on behalf of student success

Appraisal: Self-Rating 3.5: 7 of 12 points = **Proficient Implementation**

Total of 12 points possible, 0-2: Exploring Implementation, 3-5: Accelerating Implementation, 6-8: Proficient Implementation, 9-12: Distinguished Implementation

Essential Practice 3.6: The broader community is aware and actively engaged

Appraisal: Self-Rating 3.6: 7 of 15 points = **Accelerating Implementation**

Total of 15 points possible, 0-3: Exploring Implementation, 4-7: Accelerating Implementation, 8-11: Proficient Implementation, 12-15: Distinguished Implementation

Essential Practice 3.7: Stakeholders are mutually accountable for implementation of the master plan and regularly collect data to assess progress

Appraisal: Self-Rating 3.7: 10 of 15 points = **Proficient Implementation**

Total of 15 points possible, 0-3: Exploring Implementation, 4-7: Accelerating Implementation, 8-11: Proficient Implementation, 12-15: Distinguished Implementation

Goal #3.1: To strengthen and increase our partnership base

Current Status:

- ECCA staff dedicated to meet goals and requirements
- CEO position within ECCA staff to ensure community alignment and support with the business community as well as workforce and economic development
- High level of involvement from current business and industry and ongoing interaction between the business and education communities
- Strategic initiatives underway through current Effingham College and Career Academy plans and programs
- Strong level of leadership and commitment from the Effingham County school superintendent
- Budget currently supports staff dedicated to ECCA and CTAE objectives
- ECCA Board members provide feedback from the civic and business community, guidance regarding field trip, job-shadowing, mentoring opportunities and community service opportunities for teachers and students

| Initiative Type | Strand 3 Essential Practice |
|-----------------------------------|--|
| Awareness (Internal and External) | Essential Practice 3.5 Essential Practice 3.6 |
| Knowledge/Data | Essential Practice 3.3 Essential Practice 3.7 |
| Processes/Programs | Essential Practice 3.1 Essential Practice 3.2 Essential Practice 3.3 Essential Practice 3.5 Essential Practice 3.7 |
| Strategic Partnerships/Planning | Essential Practice 3.1 Essential Practice 3.2 Essential Practice 3.3 Essential Practice 3.4 Essential Practice 3.5 |

Current Activities

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|---|---|-------------------------|
| Awareness (Internal and External) | Open Houses (ECHS and SEHS) | <ul style="list-style-type: none"> High school administrators | Underway |
| Awareness (Internal and External) | Registration Nights (rising 9 th /9 th , 10 th and 11 th graders) | <ul style="list-style-type: none"> High school administrators Middle school instructional supervisors High school counselors | Underway |
| Awareness (Internal and External) | College PROBE Fair | <ul style="list-style-type: none"> High school counselors | Underway |
| Awareness (Internal and External) | Georgia College 411 | <ul style="list-style-type: none"> High school counselors | Underway |
| Awareness (Internal and External) | Promotion of opportunities on school district website and individual school websites | <ul style="list-style-type: none"> School system webmaster School webmaster Principals | Underway |
| Awareness (Internal and External) | Promotion of opportunities using Parent Teacher Organizations (PTO) resources and during PTO meetings | <ul style="list-style-type: none"> Principals PTO officers | Underway |
| Awareness (Internal and External) | Rotary presentations by school superintendent | <ul style="list-style-type: none"> School superintendent | Underway |
| Awareness (Internal and External) | Leadership Effingham presentation by school superintendent | <ul style="list-style-type: none"> School superintendent | Underway |
| Awareness (Internal and External) | Annual Community Retreat presentation by school superintendent | <ul style="list-style-type: none"> School superintendent | Underway |
| Awareness (Internal and External) | Community presentations about Effingham College and Career Academy | <ul style="list-style-type: none"> ECCA CEO | Underway |
| Processes/Programs | Savannah Technical College CTAE Dual Enrollment (currently welding lab, cosmetology, academics; plans in progress to evaluate/develop other career focus areas) | <ul style="list-style-type: none"> ECCA staff Savannah Technical College staff | Underway |
| Processes/Programs | CTAE Pathway/Program Advisory Councils for each program area | <ul style="list-style-type: none"> Teachers | Underway |
| Processes/Programs | Classroom enrichment programs sponsored by local industry (i.e., Junior Achievement and Science Olympiad program partnership with Georgia-Pacific) | <ul style="list-style-type: none"> Business representatives School superintendent School staff members | Underway |
| Processes/Programs | Work-Based Learning Advisory Council (Transition and Career Partnership) | <ul style="list-style-type: none"> Work-Based Learning coordinators | Underway |

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|----------------------------------|--|---|------------------|
| | | <ul style="list-style-type: none"> • Business representatives | |
| Processes/Programs | Industry Certification for CTAE Programs | <ul style="list-style-type: none"> • Teachers | Underway |
| Processes/Programs | Local business guest speakers in the classroom | <ul style="list-style-type: none"> • Teachers • Business representatives | Underway |
| Processes/Programs | Teachers-as-Advisors for high school advisement | <ul style="list-style-type: none"> • High school administrators • High school counselors | Underway |
| Processes/Programs | Establishment of CTAE System Coordinator and ECHS/SEHS CTAE Supervisors | <ul style="list-style-type: none"> • School superintendent | Underway |
| Processes/Programs | Field trips to local businesses/industries (i.e., Georgia-Pacific, CST Covers, Virginia College, Georgia Ports Authority and military installations) | <ul style="list-style-type: none"> • Teachers • Business representatives | Underway |
| Knowledge/Data | Overall system success metrics (graduation rate, College and Career Ready Performance Index (CCRPI)) | <ul style="list-style-type: none"> • Georgia Department of Education • School superintendent • CTAE System Coordinator | Underway |
| Knowledge/Data | Annual Georgia College and Career Academy Network Conference | <ul style="list-style-type: none"> • ECCA CEO • Business representatives | Underway |
| Knowledge/Data | Annual Georgia CTAE Conference | <ul style="list-style-type: none"> • CTAE System Coordinator • ECCA CEO • Teachers | Underway |
| Strategic Partnerships/ Planning | Partnerships with Georgia Southern University, Armstrong Atlantic State University and Savannah Technical College | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator | Underway |
| Strategic Partnerships/ Planning | College dual enrollment | <ul style="list-style-type: none"> • CTAE System Coordinator | Underway |
| Strategic Partnerships/ Planning | School councils | <ul style="list-style-type: none"> • Principals | Underway |
| Strategic Partnerships/ Planning | Ford NGL Community Stakeholder Meeting | <ul style="list-style-type: none"> • ECCA CEO • Community co-chairs • Georgia Ford Hub representatives | Underway |

| <u>Initiative Type</u> | <u>Current Activity</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|----------------------------------|---|---|------------------|
| Strategic Partnerships/ Planning | Existing business partnerships (Georgia-Pacific, Georgia Power) | <ul style="list-style-type: none"> ECCA CEO CTAE System Coordinator | Underway |
| Strategic Partnerships/ Planning | School-initiated business inquiries regarding correlation of career pathway focus/workforce needs for planning purposes | <ul style="list-style-type: none"> ECCA CEO CTAE System Coordinator Work-Based Learning Coordinators | Underway |

Action Steps

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|--|------------------|
| Strategic Partnerships/Planning | Continue to conduct Ford NGL Community Stakeholder Meetings | <ul style="list-style-type: none"> ECCA CEO | N/A |
| Awareness (Internal and External) | Share master plan with teachers and administrators at all schools | <ul style="list-style-type: none"> ECCA CEO CTAE System Coordinator | Year 1 |
| Awareness (Internal and External) | Promotion of ECCA/CTAE presentations during Parent University (initiated in 2012-2013 school year; currently biannual) | <ul style="list-style-type: none"> School superintendent ECCA CEO CTAE System Coordinator | Year 1 |
| Awareness (Internal and External) | Promote/provide visibility of ECCA and CTAE pathways at annual Chamber community events (Holiday Classic & Business Expo, Annual Meeting, Taste of Effingham) | <ul style="list-style-type: none"> CTAE System Coordinator ECCA CEO Chamber director | Year 1 |
| Knowledge/Data | Incorporation of labor data into pathway promotion information and planning (i.e., Department of Labor, Hot Jobs, job market data) | <ul style="list-style-type: none"> CTAE System Coordinator | Year 1 |
| Knowledge/Data | Host recurring breakfast and luncheon meetings with Human Resource Directors and Business Executives and Managers to stay current with workforce needs | <ul style="list-style-type: none"> ECCA CEO Effingham IDA CEO | Year 1 |
| Processes/Programs | Expand focus on and develop consistent tools for teaching Work Ethic (i.e., Project BEST & Habitudes) and sharing information concerning school system's efforts | <ul style="list-style-type: none"> CTAE System Coordinator | Year 1 |
| Processes/Programs | Set up a teacher internship for CTAE teachers in a business/industry related to their subject matter (summer) | <ul style="list-style-type: none"> CTAE System Coordinator | Year 1 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|--|---|-------------------------|
| Processes/Programs | Identify annual business/industry interaction opportunities for system-wide planning purposes (Career Days, Career/Job Fairs, Math/Science Nights, etc.) | <ul style="list-style-type: none"> • School principals | Year 1 |
| Processes/Programs | Conduct tour of local businesses/industries for Regional Work-Based Learning Professionals (initiated winter 2013) | <ul style="list-style-type: none"> • ECCA CEO | Year 1 |
| Processes/Programs | Conduct tour of local businesses/industry for teachers and administrators to foster better understanding of workforce needs and to provide the basis for relating classroom knowledge to workplace skills | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator | Year 1 |
| Processes/Programs | Provide local business leaders and Chamber education/workforce collaborative group with tours of school facilities | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Principals | Year 1 |
| Processes/Programs | Explore opportunities to host job fairs on-site at school locations | <ul style="list-style-type: none"> • CTAE System Coordinator • Chamber Director • Industrial Development Authority CEO | Year 1 |
| Strategic Partnerships/Planning | Initiate group within Chamber organization for long-term coordination and planning efforts regarding educational and workforce needs | <ul style="list-style-type: none"> • ECCA CEO • Chamber of Commerce | Year 1 |
| Strategic Partnerships/Planning | Identify partnership opportunities between Chamber membership areas/business sectors and career pathway areas (ex: graphic arts at a business partner adopts the ECCA Graphic Arts Program; accounting firm adopts business pathway; EHS adopts nursing program) | <ul style="list-style-type: none"> • CTAE System Coordinator • Community co-chair | Year 1 |
| Strategic Partnerships/Planning | Identify members to serve as resources for the stakeholder group to collect and measure data to measure progress | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator • Community co-chair | Year 1 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|-----------------------------------|--|---|------------------|
| Strategic Partnerships/Planning | Develop recurring opportunities for school system and business partners to share information about existing partnership activities (i.e., GP Day t-shirt design project process; student site visits; Gulfstream work-based learning programs) | <ul style="list-style-type: none"> ECCA CEO CTAE System Coordinator | Year 1 |
| Awareness (Internal and External) | Sharing the CTAE Plan/Ford Master Plan on the Chamber website and on the school system website with updates, notifications and accomplishments shared through "Chamber Chat" and other school system communication tools | <ul style="list-style-type: none"> School superintendent Chamber director | Year 2 |
| Awareness (Internal and External) | Enhance effectiveness of Business Advisory Council Meetings by sharing information regarding school system pathway efforts | <ul style="list-style-type: none"> ECCA CEO CTAE System Coordinator | Year 2 |
| Awareness (Internal and External) | Provide information regarding ECCA and CTAE pathways in Newcomer's Packets and IDA site selection materials as needed | <ul style="list-style-type: none"> ECCA CEO Chamber staff IDA CEO | Year 2 |
| Processes/Programs | Schedule, at least monthly, an industry expert to participate in classes in the pathway in which they are teaching | <ul style="list-style-type: none"> CTAE System Coordinator | Year 2 |
| Processes/Programs | Invite employers to speak at student group meetings to share information about their company, their employee expectations and potential career opportunities | <ul style="list-style-type: none"> ECCA CEO CTAE System Coordinator Principals | Year 2 |
| Strategic Partnerships/Planning | Incorporate our current employment rate into strategic plan as part of success indicators | <ul style="list-style-type: none"> ECCA CEO | Year 2 |
| Awareness (Internal and External) | Promote ECCA and CTAE career program/pathways on a billboard and through other communication mediums with a business partner | <ul style="list-style-type: none"> ECCA CEO | Year 3 |
| Processes/Programs | Identify additional opportunities for teachers to attend industry/business sector conferences/workshops | <ul style="list-style-type: none"> CTAE System Coordinator | Year 3 |
| Processes/Programs | Evaluate potential for CTAE Career Academies in the middle schools and high schools | <ul style="list-style-type: none"> CTAE System Coordinator | Year 3 |

| <u>Initiative Type</u> | <u>Action Steps</u> | <u>Champion Organization/ Team Member</u> | <u>Timeframe</u> |
|---------------------------------|--|--|-------------------------|
| Processes/Programs | Explore opportunities to incorporate Science, Technology, Engineering and Mathematics (STEM) academies into Effingham County school system | <ul style="list-style-type: none"> • CTAE System Coordinator | Year 3 |
| Processes/Programs | Conduct Career Planning evening events with major businesses in the school district on topics such as correct completion of job applications, dressing for interviews, work ethics/soft skills so that students are more aware and better prepared for post-graduation employment activities | <ul style="list-style-type: none"> • CTAE System Coordinator • ECCA CEO | Year 3 |
| Strategic Partnerships/Planning | Identify potential business partnerships for external funding | <ul style="list-style-type: none"> • ECCA CEO | Year 3 |
| Processes/Programs | Expand opportunities for student job shadowing | <ul style="list-style-type: none"> • Work-Based Learning Coordinators • Junior Achievement staff | Year 4 |
| Strategic Partnerships/Planning | Explore opportunities to provide transportation for parents to attend career planning events and tour school facilities | <ul style="list-style-type: none"> • ECCA CEO • CTAE System Coordinator | Year 4 |



Moving Forward Together



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Effingham County, Georgia

Moving Forward Together

As a Next Generation Learning Community, we will continue working together to strengthen our existing partnerships and build on the new relationships that have been formed through our master planning efforts. The excitement and momentum we have built throughout our planning process will enable us to continue moving forward in our journey in education excellence.

Our community’s collective value for excellence in education provides us with a dynamic foundation to begin to share our five-year master plan. The superintendent, Board of Education, ECCA CEO and CTAE Program Director will take implementation responsibility for the Effingham Next Generation Learning Community Master Plan. Our initial efforts in Year 1 will include:

| | |
|---|---|
| <p>Awareness (Internal and External)</p> <ul style="list-style-type: none"> To share information and build understanding to capitalize on the synergies between our school system, our business community and leaders from local organizations who are actively engaged in investing in the future of our students, our local economy and the quality of life in our community | <p>We will begin to initially share the plan with the target audiences listed below:</p> <ul style="list-style-type: none"> NGL Community stakeholders group; Board of Education; Chamber and Industrial Development Authority leadership; School staff; Business and industry partners; Parents; Community organizations; and Local media representatives. |
| <p>Processes/Programs</p> <ul style="list-style-type: none"> To build processes and programs to support our school system vision of providing rigorous and relevant instruction in a safe environment to enable all students to obtain a high school diploma as a foundation for post-secondary success. | <p>The Effingham County School System CTAE administrators and representatives from the NGL Community Stakeholder group will annually review the Master Plan goals and action steps and outcomes. This process will be used to determine the effectiveness of the plan in improving student achievement and success for lifelong learning.</p> |
| <p>Knowledge/Data</p> <ul style="list-style-type: none"> To identify resources for relevant data to ensure that the programs offered by Effingham County High School, South Effingham High School and the Effingham College and Career Academy to equip world-class students with world-class skills | <p>The stakeholders will annually review labor market growth to determine the most “in demand” occupations in the region. CTAE Pathway opportunities will be identified using this data.</p> |
| <p>Strategic Partnerships/Planning</p> <ul style="list-style-type: none"> To continue to strengthen and enhance our partnerships with our local business partners and community organizations so that our students can be successful both in the classroom and in the workplace | <p>We will work with the Chamber education and workforce collaborative group to develop long-term collaboration opportunities and to ensure new businesses in the community become engaged in the Effingham Next Generation Learning Community efforts.</p> |

We will continue in our commitment to providing our students with an environment in which they can learn, grow and thrive, and to investing in their efforts to become the future workforce that will help our business community succeed. As a Next Generation Learning Community, we will be well prepared for the opportunities, challenges and successes as we move forward together.



Appendix A: CTAE Pathway and Course Descriptions



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Effingham County, Georgia

AGRICULTURE AND NATURAL RESOURCES INDUSTRY SECTOR

| Pathway | Courses Offered |
|---|--|
| Agricultural Mechanics Pathway | <ul style="list-style-type: none"> • Basic Ag Science and Technology • Ag Mechanics I • Ag Mechanics II • Ag Mechanics III |
| Animal Science Pathway | <ul style="list-style-type: none"> • Basic Ag Science and Technology • Animal Science Tech/BioTech • Ag Animal Production and Mngmt |
| Forestry/Natural Resources Pathway | <ul style="list-style-type: none"> • Basic Ag Science and Technology • Forest Science • Wildlife Management |
| Plant Science Pathway | <ul style="list-style-type: none"> • Basic Ag Science and Technology • General Horticulture and Plant Science • Nursery and Landscape |

Course Summary**BASIC AGRICULTURAL SCIENCE AND TECHNOLOGY**

This course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

AGRICULTURAL MECHANICS TECHNOLOGY I

This course is designed to provide students with introductory level experiences in small engine maintenance and repair, metal fabrication, woodworking, electrical wiring, and maintenance of agricultural machinery, equipment, and tractors.

AGRICULTURAL MECHANICS TECHNOLOGY II

This course offers students intermediate level experiences in small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, soil and water conservation, and maintenance of agricultural machinery, equipment and tractors.

ANIMAL SCIENCE TECHNOLOGY/BIOTECHNOLOGY

This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Animal Science introduces principles as applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and

laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

AGRICULTURAL ANIMAL PRODUCTION AND MANAGEMENT

The goal of this course is to provide all students instruction in establishing and managing agricultural animal enterprises; includes instruction in selecting, breeding, feeding, caring for, and marketing beef and dairy cattle, horses, swine, sheep, and poultry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

FOREST SCIENCE

This course provides entry-level skills for employment in the forest industry and for further study. The course covers establishing forests by natural and artificial means, maintaining and surveying forests, identifying and protecting trees, practicing silviculture, measuring trees and land, mapping, preparing for timber sales and harvest, employing multiple-use resource management, keeping records, and figuring taxes. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

WILDLIFE MANAGEMENT

This course introduces students to the principles of wildlife management and conservation and to opportunities for further education and careers in the field of wildlife biology. The course includes instruction in the history of wildlife management, ecological concepts, habitat assessment, habitat management techniques for wildlife, population dynamics, predator-prey relationships, wildlife species biology and identification, human-wildlife conflict resolution, the role of hunting in conservation, game and fish laws and regulations, hunters safety, and the application of scientific principles to managing wildlife habitat and populations. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

GENERAL HORTICULTURE AND PLANT SCIENCE

This course is designed as an introduction for the Horticulture/Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

NURSERY AND LANDSCAPE

This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

ARCHITECTURE, CONSTRUCTION, COMMUNICATIONS & TRANSPORTATION SECTOR

| Pathway | Courses Offered |
|---|--|
| Transportation Logistical Support Pathway | <ul style="list-style-type: none"> • Foundations of Transportation and Log. • Electrical Systems and Design • Chassis Systems and Design • Engine Performance Concepts |
| Transportation Logistical Operations Pathway | <ul style="list-style-type: none"> • Foundations of Transportation and Log. • Electrical Systems and Design • HVAC Concepts • Engine Performance Concepts |
| Graphic Design Pathway | <ul style="list-style-type: none"> • Introduction to Graphics and Design • Graphic Design and Production • Advanced Graphic Design and Prod. |
| Graphic Communications Pathway | <ul style="list-style-type: none"> • Introduction to Graphics and Design • Graphic Design and Production • Graphic Output Processes |
| Architectural Drawing and Design Pathway | <ul style="list-style-type: none"> • Introduction to Engineering Drawing & Design • Architectural Drawing and Design I • Architectural Drawing and Design II |
| Broadcast/Video Production Pathway | <ul style="list-style-type: none"> • Broadcast/Video Production I • Broadcast/Video Production II • Broadcast/Video Production III |
| Metals Technology | <ul style="list-style-type: none"> • Occupational Safety and Fundamentals • Introduction to Metals • Welding I • Welding II |

Course Summary**FOUNDATIONS OF TRANSPORTATION AND LOGISTICS**

Foundations of Transportation and Logistics is the beginning course for the Transportation Logistical Pathways. The course is also appropriate for students enrolled in any career pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop skills related to logistics in the transportation sector. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the transportation logistics marketplace. This is the required introductory course in this career pathway.

ELECTRICAL / ELECTRONIC SYSTEMS

Electrical/ Electronic Systems and Design is the second course in the Transportation Logistical Pathways. The course will help students build a strong scientific knowledge base and develop skills related to electrical and electronics in the logistics and transportation sector.

CHASSIS SYSTEM AND DESIGN

This course will help students build a strong scientific knowledge base and develop skills related to vehicle chassis systems in the logistics and transportation sector.

ENGINE PERFORMANCE CONCEPTS

The course will help students build a strong scientific knowledge base and develop skills related to vehicle engine performance in the logistics and transportation sector.

HEATING, VENTILATION & AIR CONDITIONING CONCEPTS

The course will help students build a strong scientific knowledge base and develop skills related to Heating, Ventilation, Air Conditioning, and Refrigeration in the diesel logistics sector.

INTRODUCTION TO GRAPHICS AND DESIGN

This course provides students with an introduction to the principles of graphic communications and design and its place in the world. This course will help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society.

Graphic Design is the process of communicating visually using typography and images to present information. Graphic design practice embraces a range of cognitive skills, aesthetics, and crafts, including typography, visual arts, and page layout. Like other forms of design, graphic design often refers to both the process (designing) by which the communication is created and the products (designs) which are generated.

GRAPHIC DESIGN AND PRODUCTION

This course focuses on the procedures commonly used in the graphic communication and design industries. Students will gain experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic communications. Students will also understand and manipulate color to achieve various outcomes required by job specifications.

ADVANCED GRAPHIC DESIGN

Students will continue to explore the principles of design and layout procedures as they relate to graphic design. Course content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities. Students will also explore and develop the graphic design portfolio and resume in electronic, print, and photographic form.

GRAPHIC OUTPUT PROCESSES

Students gain experience in successfully completing the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary education environment where self-motivation and a high level of skill are expected.

INTRODUCTION TO ENGINEERING DRAWING & DESIGN

Introduction to Engineering Drawing and Design is a foundation course that serves as an introduction to the drafting and design field and is a prerequisite to all other courses in the Engineering Drawing and Design program. Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. This is the required introductory course in this career pathway.

ARCHITECTURAL DRAWING AND DESIGN I

Architectural Drawing and Design I is a course designed to introduce students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof designs, elevations (interior and exterior), schedules, and foundations. The standards are aligned with the drafting and design standards in Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the postsecondary level.

ARCHITECTURAL DRAWING AND DESIGN II

Architectural Drawing and Design II is a course that builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. Students who successfully complete this and other drafting courses should be prepared to take the Apprentice Drafter Certification Examination from the ADDA.

BROADCAST/VIDEO PRODUCTION I

This course prepares students for employment or entry into a postsecondary education program in the Broadcast/Video Production career field. Topics covered include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production, and professional ethics. All material covered in BVP1 will be utilized in subsequent courses.

BROADCAST/VIDEO PRODUCTION II

This second course prepares students for a career in Broadcast/Video production and/or prepares students to transfer to a postsecondary program for further study. Topics include: Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. All material covered in BVP1 and BVP2 will be utilized in subsequent courses.

BROADCAST/VIDEO PRODUCTION III

This transition course is designed to facilitate student led broadcasts/videos under the guidance of the instructor. Students work cooperatively and independently in all phases of broadcast/video production.

OCCUPATIONAL SAFETY AND FUNDAMENTALS

This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general. It provides the student with the option for an Industry Certification in the Construction Core. This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety.

INTRODUCTION TO METALS/WELDING I/WELDING II

The metals technology curriculum, Introduction to Metals, is designed to acquaint participants with the three major technical occupations (welding, sheet metal, and machining) that are available in the metal forming, manufacturing, and metals/construction industries. The various activities equip high school students with the skills needed to select a metal industry occupation, enter the work force, and continue to advance in one of these specialized metals occupations. Experiences include an introduction to the basic requirements of each of these fields, exposure to the structure and nature of career opportunities, and an introduction to types of training and skills required and the use of specialized tools, equipment, and materials. Approximately one-third of students' time is invested in the technical aspects of the occupation with the majority of their time (two-thirds) committed to performance-based, metals-related lab activities. This course is designed to familiarize students with fundamentals of various metal occupations for the purpose of preparing them to select either welding, sheet metal, or machining for more highly specialized training in subsequent courses. Minimum performance requirements for this course are based on successful student completion according to the National Center for Construction Education and Research Center (NCCER) Occupation Standards. Students who successfully complete the course in accordance with NCCER standards are eligible for registration with the NCCER National Craft Worker Registry.

ENGINEERING AND TECHNOLOGY SECTOR

| Pathway | Courses Offered |
|--|---|
| Engineering Graphics and Design Pathway | <ul style="list-style-type: none"> • Introduction to Engineering Drawing & Design • Survey of Engineering Graphics • 3D Model & Analysis |

Course Summary

INTRODUCTION TO ENGINEERING DRAWING & DESIGN

Introduction to Engineering Drawing and Design is a foundation course that serves as an introduction to the drafting and design field and is a prerequisite to all other courses in the Engineering Drawing and Design program. Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. This is the required introductory course in this career pathway.

SURVEY OF ENGINEERING GRAPHICS

Survey of Engineering Graphics is designed to further the development of student knowledge and skills in the Engineering Drawing and Design field. Students learn to illustrate more complex objects using the Computer-Aided Drafting (CAD) system and develop skills in dimensioning, tolerancing, pictorials, sections, auxiliary views, and intersection and developments.

3D MODELING AND ANALYSIS

3D Modeling and Analysis is designed to further the development of student knowledge and skills in engineering and related mechanical design drafting areas. Emphasis is placed on 3-D working and assembly drawings including rendering and animation. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course. Students who successfully complete this and other drafting courses should be prepared to take the Apprentice Drafter Certification Examination from the ADDA.

BUSINESS AND COMPUTER SCIENCE SECTOR

| Pathway | Courses Offered |
|---|---|
| Small Business Development Pathway | <ul style="list-style-type: none"> • Business Essentials • Legal Environment of Business • Entrepreneurial Ventures |
| Administrative/Information Support Pathway | <ul style="list-style-type: none"> • Computer Applications I • Computer Applications II • Business Communications and Presentation |
| Business Logistics Management Pathway | <ul style="list-style-type: none"> • Fundamentals of Logistics • Business Logistics Operations • Logistics Materials Management |

Course Summary**BUSINESS ESSENTIALS**

Business Essentials is a foundations course for the Small Business Development Career Pathway. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. This is the required introductory course in this career pathway.

LEGAL ENVIRONMENT OF BUSINESS

Legal Environment of Business is the second course in the Small Business Development Career Pathway. This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, and government effects on business.

ENTREPRENEURIAL VENTURES

Entrepreneurial Ventures is the third course in the Small Business Development Career Pathway. This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner.

COMPUTER APPLICATIONS I

This course will provide an understanding and application of social, ethical, and human issues related to technology. The course will provide an introduction to computer technology, decision-making, productivity, communications, and problem-solving skills. Areas of instruction include computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software as well as use of emerging technologies. Students will acquire skills required to create, edit, and publish industry appropriate documents. Areas of study will also include oral and written communications and information research for reporting purposes.

COMPUTER APPLICATIONS II

This course provides students with opportunities to enhance their computer technology, decision-making, productivity, communications, and problem solving skills. Areas of instruction include advanced computer applications and integration of word processing, desktop publishing, spreadsheet, database, and presentation software, as well as the use of emerging technologies. Students will acquire advanced skills required to create, edit, and publish industry appropriate documents.

BUSINESS COMMUNICATION AND PRESENTATION

This course provides students with an understanding of communication skills and current and upcoming technology and its impact personally and professionally. Competency will be developed in the areas of oral and written communication, interpersonal skills, and the use of current technology.

Fundamentals of Logistics

Supply Chain Management is the first course in the Business Logistics Management program of study and designed to prepare students for employment in the field of business logistics. This course will introduce students to supply chain management, e-commerce, Occupational Safety and Health Administration (OSHA) safety standards, and Environmental Protection Agency (EPA) standards for hazardous materials handling. In addition, Supply Chain Management will provide an overview of the process from receipt of inventory to the delivery of the product to the consumer.

Business Logistics Operation

Business Logistics Operations is the second course in the Business Logistics Management program of study. Successful completion of this course along with Supply Chain Management will prepare students for the Certified Logistics Associate (CLA) exam. This course will introduce students to global supply logistics covering topics, such as the global logistics environment, the importance of planning and logistics strategies, customer service, material handling safety and operations, global supply chain operations, and quality control.

Logistics Materials Management

Logistics Materials Management is the third course in the Business Logistics Management program of study. Materials Management is concerned with planning, organizing, and control flow of materials from their initial purchase to destination. Topics include product receiving, proper materials storage, order processing in relation to warehouse operations, packaging materials, inventory control, safe handling of hazardous materials, transportation modes, dispatch, routing and tracking operations. Successful completion of this course will prepare students for the Certified Logistics Technician (CLT) exam. Students must complete Supply Chain Management and Business Logistics Operations courses and pass the Certified Logistics Associate exam in order to be eligible to take the CLT exam.

EDUCATION/FAMILY AND CONSUMER SCIENCE SECTOR

| Pathway | Courses Offered |
|---|--|
| Culinary Arts Pathway | <ul style="list-style-type: none"> • Introduction to Culinary Arts • Culinary Arts I • Culinary Arts II |
| Nutrition & Food Science Pathway | <ul style="list-style-type: none"> • Food, Nutrition and Wellness • Food and Nutrition Through the Lifespan • Food Science |
| Early Childhood Education Pathway | <ul style="list-style-type: none"> • Introduction to Early Childhood Education • Human Growth and Development • Health, Safety and Nutrition of Young Child |
| Teaching as a Profession Pathway | <ul style="list-style-type: none"> • Examining Teaching as a Profession • Contemporary Issues in Education • Teaching as a Profession Internship |

Course Summary**INTRODUCTION TO CULINARY ARTS**

Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

CULINARY ARTS I

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts.

CULINARY ARTS II

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post-secondary level or enter the foodservice industry as a proficient and well rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.

FOOD, NUTRITION, AND WELLNESS

Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety. This is the required introductory course in this career pathway.

FOOD AND NUTRITION THROUGH THE LIFESPAN

Food and Nutrition through the Lifespan is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including old age. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.

FOOD SCIENCE

Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world.

INTRODUCTION TO EARLY CHILDHOOD CARE AND EDUCATION

Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This is the required introductory course in this career pathway.

HUMAN GROWTH AND DEVELOPMENT FOR EARLY CHILDHOOD

Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children.

HEALTH, SAFETY AND NUTRITION FOR THE YOUNG CHILD

Health, Safety and Nutrition for the Young Child introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education is required.

EXAMINING THE TEACHING PROFESSION

Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, and the creation of an effective learning environment. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites.

CONTEMPORARY ISSUES IN EDUCATION

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school.

TEACHING AS A PROFESSION INTERNSHIP

The internship offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of the Work-Based Learning Coordinator.

GOVERNMENT AND PUBLIC SAFETY SECTOR

| Pathway | Courses Offered |
|---------------------------------------|--|
| Navy JROTC Pathway (SEHS) | <ul style="list-style-type: none"> • Naval Science I: Intro to NJROTC • Naval Science II: Nautical Science • Naval Science III: Naval Orientation & Skills • Naval Science IV: Naval Leadership & Ethics |
| Air Force JROTC Pathway (ECHS) | <ul style="list-style-type: none"> • Aerospace Science: Leadership I • Aerospace Science :Leadership II • Aerospace Science: Leadership III • Aerospace Science: Leadership IV |
| Law and Justice Pathway | <ul style="list-style-type: none"> • Introduction to Law and Justice • Law, Community Response and Policing • Criminal Investigations and Forensics |

Course Summary**NAVAL SCIENCE I: INTRODUCTION TO NJROTC**

The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

NAVAL SCIENCE II: NAUTICAL SCIENCE

The purpose of this course is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens.

NAVAL SCIENCE III: NAVAL ORIENTATION AND SKILLS

The purpose of this course is to build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to the maritime history of the world and the United States from the American Revolution through the present time. The material includes Bosnia, the demise of the Soviet Union, and the September 11, 2001 terrorists' attack upon the United States.

NAVAL SCIENCE IV: NAVAL LEADERSHIP AND ETHICS

The purpose of this course is to introduce the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather.

AEROSPACE SCIENCE: A JOURNEY INTO AVIATION HISTORY & LEADERSHIP I

The aviation history course provides focuses on the development of flight throughout the centuries. Emphasis is on civilian and military contributions to aviation, including WW I, WW II, and Desert Shield/Desert Storm. The leadership course introduces cadets to the AFJROTC program, providing a basis for progression through the rest of the program while instilling elements of good citizenship. It includes organization structure, uniform wear, customs, courtesies, military traditions, self-control, integrity, and service before self. Successful completion of at least 3 units of credit (one per year minimum) of the AFJROTC classes will qualify the students for advanced placement in a college ROTC program or accelerated promotion as an enlisted member in the military services.

AEROSPACE SCIENCE: SCIENCE OF FLIGHT AND LEADERSHIP II

This is a science course designed to acquaint second year students with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. The leadership course stresses communications skills and cadet corps activities. Emphasis is on communicating effectively, understanding groups and teams, and preparing for leadership.

AEROSPACE SCIENCE: WORLD GEOGRAPHY AND LEADERSHIP III/IV

World Geography is designed to allow third and fourth year students the opportunity to explore and discover the processes that shape the earth, the relationships between people and environment, and the links between people and places. The leadership course, Principles of Management, provides exposure to the fundamentals of management.

INTRODUCTION TO LAW AND JUSTICE

Students will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections.

LAW, COMMUNITY RESPONSE AND POLICING

This course emphasizes the structure of the American legal system while examining constitutional legal issues. Students will explore the difference between common and statutory law in the context of how legal precedent is established. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution.

CRIMINAL INVESTIGATION AND FORENSICS

This course will provide students with an opportunity to explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter. Students will also learn of the role of the criminal investigator.

HEALTHCARE SCIENCE SECTOR

| Pathway | Courses Offered |
|--|--|
| Health Informatics Pathway | <ul style="list-style-type: none"> • Introduction to Healthcare Science • Medical Terminology in Healthcare Systems • Applications of Health Informatics |
| Therapeutic Services – Nursing Pathway | <ul style="list-style-type: none"> • Introduction to Healthcare Science • Application of Therapeutic Services • Nursing Essentials |
| Therapeutic Services – Medical Services Pathway | <ul style="list-style-type: none"> • Introduction to Healthcare Science • Application of Therapeutic Services • General Medicine |
| Personal Care Services – Cosmetology Pathway | <ul style="list-style-type: none"> • Cosmetology Services Core I • Cosmetology Services Core II • Cosmetology Services Core III • Cosmetology Services Core IV |

Course Summary**INTRODUCTION TO HEALTHCARE SCIENCE**

Introduction to Healthcare Science is a first course for all Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support.

Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

MEDICAL TERMINOLOGY IN HEALTHCARE SYSTEMS

This course is the second course of the Health Informatics Pathway. It provides students with further development of the fundamentals of medical terminology as it relates to health informatics. Included in this course is a basic study of the disease process with emphasis on diagnosis and treatment in which students are able to enrich the medical terminology study in an applied manner. The knowledge and skills gained this course will provide students entering many aspects of healthcare with a deeper understanding of the application of the language of health and medicine.

The course concludes with students demonstrating their abilities to accurately locate and interpret information on clients' health record, as well as interpreting and transcribing medical orders/reports.

APPLICATIONS OF HEALTH INFORMATICS

In this course, health data content and structure are analyzed in a variety of major healthcare delivery systems. The purpose, utilization, ownership, and evolution of clients' medical records are analyzed. Medicolegal issues surrounding the management, storage, retrieval, and release of medical records are examined including new legal issues surrounding current electronic and imaging technology developments and trends in health information records management. Health information technology professional accrediting agencies are discussed as students initiate and enhance their professional growth by participating in leadership development activities provided by Health Occupations Students of America (HOSA) which are integrated throughout the course.

Students will develop health information management career skills utilized within health unit coordination, patient access/admissions, and medical coding. Upon successful completion of this course, students will be eligible to apply skills in a healthcare facility setting.

APPLICATION OF THERAPEUTIC SERVICES

Applications of Therapeutic Services is the second course for the Therapeutic Services Career Pathways and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and fundamental pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally such as the American Red Cross, American Heart Association, Health Occupations Students of America (HOSA), and the National Consortium on Health Science and Technology Education (NCHSTE). Upon completion of this course and pre-requisites students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).

NURSING ESSENTIALS

This course is designed to provide students interested in the Therapeutic Services Pathway's Career Specialty Nursing with entry level skills most commonly associated with the entry level career title Nursing Assistant. Twenty-four (24) hours of clinical experience under the supervision of the instructor (s) in a nursing home are required. Clinicals will be scheduled in eight-hour shifts on weekends. Students not successfully completing the clinical will not be eligible to take the state exam mentioned on the next page. The students are required to meet both national and intrastate professional guidelines as designated by applicable

regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nursing Assistant. Students passing the Georgia Registry's Examination will receive the certification when they reach the age of 18.

GENERAL MEDICINE

The course is designed to offer students (preferably upper classmen -juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of each of the major departments of the average acute care setting/hospital, including but not limited to: Orthopedics, Cardiology, Diagnostic Imaging, MedSurg, Gastroenterology, Urology, and Customer Care Services. Students focusing on a career path in medicine (Pre-Med) or on a career in one of the ancillary departments noted above will apply classroom/lab knowledge and skills in the clinical setting as they participate in direct client care. The work-based learning strategy appropriate for this course is a minimum 40-hour clinical practicum. Clinicals will be scheduled in eight-hour shifts on weekends.

COSMETOLOGY SERVICES CORE I-IV

These courses are designed to provide the student with an opportunity to become familiar with the cosmetology profession, Georgia State Board of Cosmetology requirements, laws, and rules and regulations. In addition, the student is introduced to the fundamental theory and practices of the cosmetology profession.



Appendix B: Media Releases



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LEARNING 

Effingham County, Georgia

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EFFINGHAM HERALD

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Page 91

BoE to renew petition for ECCA's charter

By Paul Prosser

EFFINGHAM HERALD

The Effingham County Board of Education is continuing its commitment to having a public school district funded charter school in the county.

The school board unanimously approved renewing the charter petition for the Effingham College and Career Academy, a program that is renewed every five years.

"Once you're granted a charter, you're not (automatically) a charter school forever," said Superintendent Randy Shearouse. "You do have to renew and show results and show progress and also set new goals for the future."

The petition now goes to the Georgia Department of Education's Charter Schools Division for final approval. The ECCA's current charter doesn't expire until the end of this year, but school officials wanted to submit the renewal as soon as possible to avoid a logjam with others from around the state seeking approval, and assistant superintendent Greg Arnsdorff



Shearouse

"I feel like it will be a smooth acceptance, quite honestly," said Barbara Prosser, CEO of Effingham College and Career Academy. "I'm learning more about charter schools throughout the state, and we're pretty good."

Prosser's optimism stems from the ECCA's successful track record since opening its doors in August 2010. The College and Career Academy has expanded its course offerings and community partnerships while offering students career pathways in areas such as transportation, culinary arts, health care, engineering, graphic design and drafting and architecture.

One of the ECCA's goals in its charter renewal is to continue to develop and maintain partnerships with businesses, post-secondary schools and other organizations to provide hands-on learning opportunities for students. In its three years, ECCA has teamed with Georgia Power, Georgia Pacific,

SEP 12, 2013

ECCA

FROM PAGE 1

Gulfstream, the Georgia Ports Authority, Effingham Health System, CST Covers and Freightliner, to name a few.

Students tour local industries during the school year, and business leaders visit ECCA to make presentations. Some even involve ECCA students in projects, such as a T-shirt design contest Georgia-Pacific sponsored last year.

"To me," Shearouse said, "that's what it's all about, is making sure that we establish that relationship with our businesses and industry in the area."

The Effingham College and Career Academy began the current school year by establishing itself as a state leader in the rapidly-growing logistics industry. ECCA is the first school of its kind in Georgia to offer a logistics management program.

ECCA added the program in response to concerns from local industries about a lack of skilled logistics workers in this region. Logistics instructor Ashley Kieffer is leading the state

ECCA students earn ServSafe certification



ECCA introductory culinary arts students who earned their ServSafe certification from left, Kristina Ballou, Kiley Hester, Melissa Smith and Cole Kelly. Standing back row, William Hester, Timothy Burnett, Sara Taylor and Cole Kelly.



ECCA advanced culinary arts students who earned their ServSafe certification from left, Shelby Lewis, Emily Chapman, James Lamb and John Palmer. Back row, Chad Clark, Michael Walker, Alex Shusterfeld, Andrew Plough and Miguel Santiago.

Step could help students in future career path

Students in the Effingham County Culinary Arts program recently earned their ServSafe certification. The program is the first in the state to offer this certification to students. The program is the first in the state to offer this certification to students. The program is the first in the state to offer this certification to students.



ECCA introductory culinary arts students who earned their ServSafe certification from left, Cassie Swain, Jeffrey Garrison, Clara Bentley Taylor Johnson, Victoria Pearson, Malachi Pinsky and culinary arts teacher Kristin Shuman. Back row, Bob Price, Christopher Pittman, Brenna Lynn, James Houston and Shelby Jordan.



SEHS means business with CTAE month event

By Calli Arnold
Effingham Herald

South Effingham High School is celebrating its career, technical, agricultural education students by declaring February CTAE Month.

"What are we preparing kids for?" said Cheryl Howell, an early childhood education teacher at SEHS who spearheaded CTAE Month. "For the real world. We're teaching leadership to these kids, we're teaching responsibility to these kids, life skills, work ethic."

Students from CTAE

classes and organizations have been celebrating their professional pathways and bringing CTAE awareness to other students and faculty through a variety of school wide initiatives. They had a professional dress down day where CTAE students could set aside school uniforms for a day to dress in the attire of the careers they hope to start.

They also passed out candy to each other, academic faculty and other students to inform them about CTAE courses, goals and to recruit other students to

SEE CTAE, PAGE 6

CTAE

FROM PAGE 1

celebrate CTAE Month. "It's really good to do something with business when you get into the 21st Century. Business leaders of America probably don't have a high school CTAE class. It doesn't get into the curriculum close to what we have here."

"It's prepared work force what we need to expect whatever we get into the 21st century and SEHS Career Educators of America provided business programs. "We are going to the elementary schools and see what we like to be a teacher."

"To align with the state of standards, CTAE students will move from career pathways to career clusters such as hospitality and agriculture. It's making business and health that had teachers about these changes."

High Sen. Brady Clark of Effingham County in SEHS and work on an official proclamation including all CTAE students at SEHS career fair work round hearing boards from area high schools working in the pharmacy to gain career experience and had to see



Early childhood education teacher Cheryl Howell, left, who spearheaded the CTAE activities at SEHS, watches over state Sen. Buddy Carter's shoulder as he signs a proclamation declaring a CTAE Month at SEHS. With them are, from left, Cary Woreddy — president of FFA, Connor Hines — president of FFA, Shelby Spence — vice president of FFA, Elizabeth Huggins — president of FFA, Leslie Lamb — president of FFA and family and consumer science teacher Megan Pevley.

the vision of each program. "So that's the really why we do it is to get that people see that when they looking to our job skills. Howell said that. "We're teaching the kids work ethic and responsibility."

During the event, representatives from the SEHS

"We're teaching life skills, work ethic and responsibility."
CHERYL HOWELL

FFA, Future Farmers of America; FFA, Family and Consumer Science

Second Parent University coming to ECMS on Saturday

Organizers are hoping for another strong crowd at the second Parent University.

Parent University will be held Saturday at Effingham County Middle School, with registration beginning at 7:30 a.m. Effingham's Parent University is scheduled after Chatham County's Parent University, according to Dr. Franklin Goldwire.

"We have an aggressive agenda targeting our young people. We want to help them be more productive members of our community," Goldwire said. "We try to create outside the lines."

The last Parent University also featured a session on new laws. There was a session on new drivers' licenses and how those changes affected the community. The national "Air Assault" the participation we saw in Chatham County," Goldwire

and Saturday's session includes an update on the new curriculum with Georgia performance standards, how to protect yourself on the Internet, CPR, health, safety

in schools and programs and services at the Effingham College and Career Academy. "One of the most popular sessions we had was on CPR." SEE PARENT, PAGE 3



Photo by AJL Photography

Rep. Ann Parcell, right, greets Magistrate Court Judge Scott Hinson after Hinson presented her with a plaque honoring her 10 years as a state legislator.

Lawmakers cook up Eggs and Issues

By Patrick Donohue
Staff Writer
EFFINGHAM HERALD

Through his usual hot coffee called a vision of destiny, state Sen. Jack Hill believes the state's economy is on the upswing.

Speaking at the Effingham Chamber of Commerce's

annual Eggs and Issues breakfast Thursday at the Effingham College and Career Academy, Hill said there is "more energy and excitement in our state in any year that I can remember."

Hill, the chairman of the Senate Appropriations

Committee, praised Gov. Nathan Deal's efforts to boost economic development in the state, including his push for an additional \$90 million to fund Savannah harbor expansion projects. If that money is approved and included in the state's efforts, Georgia will put more than \$200 million toward the pro-

jected \$652 million needed to deepen Savannah's channel.

"We certainly have done our part," Hill said. "We're looking at the federal government to do its part."

Gov. Deal also has bolstered the state's deal-making

SEE ISSUES, PAGE 11

Parent FROM PAGE 1

from Effingham Hospital," Goldwire said. "People were looking how to handle emergency cases."

The day starts at 7:45 a.m. with breakfast, and lunch also will be provided. There also will be door prizes and vendors.

All activities at Parent University-Effingham are free, and chances will be provided for children ages 4-17. Parent University is sponsored by several entities, including the Effingham County Board of Education and the Springfield Central High School Association.

For more information, call 754-5680, 772-3885 or 754-3835.



PHOTO BY TIA D'AMICO

Promoting this year's theme of "Mission: Possible," United Way "secret agents" urged this year's fundraising goal — \$302,007, the most ambitious ever for Effingham County. Below, Vicky Little of Effingham Health System reads a "ransom note" in the skit that rounded up the "secret agents." The Effingham Community Orchestra provided music throughout the event, playing such selections as "Secret Agent Man" and "The Pink Panther Theme." The United Way campaign continues through Nov. 16.

United Way sets lofty goal

Annual fundraising campaign dedicated to memory of Connie Burns

By Paul Heccher
Staff Writer for the
 EFFINGHAM HERALD

Exactly one month to the day after community advocate Connie Burns died unexpectedly at the age of 43, the United Way of Effingham County dedicated its 2013 fundraising campaign to her.

"If you had the privilege to know Connie, you would agree that she lived her life to its fullest. She truly enjoyed every moment of every day," campaign vice chair John Kiedler said at Wednesday's kickoff luncheon at the Effingham College and Career Academy.

With a photo of Burns projected on the wall behind him, Kiedler encouraged the packed house of United Way supporters to follow her lead and give back to the community.

"We believe her light has not been extinguished because we have many beautiful, unforgettable memories of her," he said. "She is in a place that is so bright, so warm, so loving

and so cheerful. She has received her reward."

Burns was involved in a number of community efforts, but had been on the Effingham United Way board only since March. However, she made a big impact in a short time.

A video shown at the campaign kickoff told the story of Ed Young, a military veteran who was out of work and facing foreclosure on his home. He, his wife and their four children were in danger of losing everything.

Without a car, Young walked door-to-door, asking to wash people's cars. The money he made paid his cell phone bill so he could continue looking for a job.

When Burns learned of Young's situation, she contacted him with a Georgia Pacific sub-contractor looking for heavy equipment operators. Young had experience doing that in the Army, and he got the job on the spot.

"There wasn't a dry eye in our office that afternoon. It was unbelievable," said United



SEE GOAL, PAGE 14

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UNITED WAY CAMPAIGN KICKOFF



Top left, Effingham College and Career Academy principal Travis Moanath accepts the Carling Cup Award for BOCA having the Effingham County School System's highest per-capita pledge to the United Way this year; top right, Marine Staff Sgt. (Ret.) Neal Corbin leads the Pledge of Allegiance; right, "secret agents" lay out the plan to unveil this year's campaign goal.



Goal FROM PAGE 1

Way Effingham Area Director Ronnie Dixon:

"Thanks to people with hearts like this, now I can give back to people less fortunate than I am." Young said in the video.

Sgt. SAC Roberts, the chairman of this year's United Way of the Coastal Empire campaign, stated a corner stone he had with Burns shortly before his death. He told her that this year's campaign video would spotlight Young's story.

"Her only comment was, she saw only the message," McEachern said. "(She said) she was just a neighbor who helped a neighbor who needed some help. I think that tells a lot about what we're doing

today." Dixon said this year's campaign theme of "Money. Possible." United Way board members and volunteers exceeded this year's fundraising goal of \$302,000, the highest ever for Effingham County.

The Effingham campaign is part of this year's \$4.7 million fundraising goal for the United Way of the Coastal Empire, which serves Effingham, Chatham, Bryan and Liberty counties. Programs through the Effingham Service Center include food pantries, a clothing closet, the first-time home buyers program, and the new Center for Working Families.

"We're confident the community will once again support us," Dixon said. "The community believes in us. They see the outcomes we have. They know we are committed to

making Effingham County stronger and a better place for our families."

The campaign is off to a strong start, thanks to three corporate "presenters" that conducted their United Way campaigns prior to the official kickoff. With pledges of \$16,850 from Georgia Power, \$17,480 from Effingham Health System and a whopping \$80,000 from Effingham County Schools, the Effingham campaign is already 38 percent of the way toward its goal.

"That's unheard of. It is above and beyond," Dixon said of the school district's pledge.

"They see the needs because of the students they work with," Dixon continued. "We get so many referrals and calls from teachers and counselors and principals telling us, 'We have a family and this is their situation. What can we do to help

them?'"

The Effingham College and Career Academy was recognized with the Carling Cup Award as the school with the highest per-capita contribution, \$131 per staff member.

For the second year in a row, Effingham County High School received the Chairman's Award as the school that received its credit bonus the most from the press on year. This year's pledge from UCHS is \$10,900.

"It's all about the faculty and the staff and their commitment to our community. They always put service above themselves," said UCHS principal Yancy Ford.

The United Way campaign runs through Nov. 18. For more information about the United Way campaign, call the Effingham Service Center at #26-5300 or visit www.uwc.org.

Students get an application process to their lessons

By Paul Hooper
Staff Writer for the
EFFINGHAM HERALD

Effingham County native Jason Lovett remembers when, not too long ago, students didn't have many opportunities to tour local industries.

Lovett, now the vice president of the CST Covert plant in the Effingham Industrial Park, has seen the area grow from "a community with no industry whatsoever — just a gas station in Rincon — to a community with quite a bit of industry."

To provide students an up-close look at the workings of its facility, CST Covert gave a tour last week to 14 students in the logistics management pathway at the Effingham College and Career Academy.

"We didn't have the opportunities growing up that these kids have," Lovett said, "and I feel like, as a community partner, we should provide them at least the ability to come in and see what we do."

The logistics management program is a new addition this year to the College and Career Academy's curriculum. The ECCAA's board decides which programs to offer based on the jobs it expects to be available when students graduate.

The U.S. logistics industry will have more than one million job openings between 2013 and 2016 just to keep pace with projected industry growth, according to a report by the Savannah-based Georgia Center of Innovation for Logistics. That projected

SEE STATEMENTS, PAGE 5

Department of Education's effort to expand and modernize the curriculum.

"We are the model for the business pathway offering in the state now," Driscoll said. "We're modeling it in what we think business needs."

ECCAA's goals for the next 100 years also include increasing its numbers in three key categories: Effingham County graduates

who've earned high school diplomas, who've earned career pathway and an academic baccalaureate, students who've enrolled in technical college programs, and high school juniors and seniors in work-based learning programs.

Another plan is to establish a 501(c)(3) foundation to receive grant funds and endorsements for scholarships for ECCAA students to continue their

education after high school.

The College and Career Academy's leadership structure will remain the same as in its original charter.

ECCAA is under the umbrella of Effingham County public schools, but is governed by a board of directors made up of local business and education representatives and ECCAA teachers, parents and students.

Shannon attends all ECCAA board of directors meetings as an observer, monitor and provides feedback to the board of education.

When Georgia voted on a charter school amendment in November 2001, one concern opponents had was that for-profit companies would become too involved in the management of charter schools. However, ECCAA

charter specifies that it has no relationship with an educational management association.

Although ECCAA has been in operation for three years, it is due to renew its charter at the end of this year. ECCAA charter was granted five years ago to give the school district time to secure funding and construct the school by a 2010 opening, Shannon said.

Leadership class wants to open new doors to county

By Paul Hershkov
 Contributing Writer
 LEADERSHIP EFFINGHAM

Considering several months of leadership training, the Leadership Effingham class of 2012 offered input to the Effingham Chamber of Commerce on three local issues.

To complete Leadership Effingham, the 21 participants were divided into three group projects. This year's campaign were to expand the county's tourism efforts, design an entrance-way welcoming travelers to Effingham County, and advocate for the proposed 1-cent sales tax for transportation improvements (T-SPLIST) Georgians will vote on next month.

"Every year, the ultimate hope is that, beyond the experience the class members get, the projects become a reality in the community," said Rick Loft, executive director of the Effingham Chamber of Commerce.

The participants in the tourism group project developed a "Destination Effingham" website centered specifically to tourists highlighting Effingham County's heritage, shopping, dining, outdoor recreation, personal services lodging and events.

Diana Hicklin, Marcin Hajdu, Lisa Scarborough, Lula Scarborough, Rhonda Setton, Mike Wills and Erin Woodcock secured the domain name, designed the Web site, created its content and developed the slogan "Effingham County - our future is our community." The tourism group

destination.

The T-SPLIST team of June Arnold, John Crosby, Joe Mardone, Matt Morris, Tom Moore, Bobby Solomon and Melissa Willey suggested spending as much as possible and getting up and signs or billboards to "build support and persuade residents to overwhelmingly pass T-SPLIST in Effingham County on July 31."

If approved, the penny sales tax for transportation is projected to raise \$1.5 billion for Effingham and the nine surrounding counties in the Department of Transportation's Coastal Region. The projects would include building the Effingham Parkway and an interchange at Interstate 16 and Old River Road.

The gateway group of Jill Allen, Elizabeth Christina, Victor Gayford, Jennifer King, Barbara Prosser, Mary Ann Thornton and Lyle Wood was tasked to design a prominent entrance to the county, similar to the one that used to be on the south end of Highway 21 as traffic entered Rincón. However, that sign was torn down because it was on a DOT right-of-way.

The team designed a welcome sign and identified potential locations for it. If the property owners gave their permission, Prosser, CEO of the Effingham College and Career Academy, presented a sign students in the ECCA Engineering, Drafting and Architecture Career Pathway designed using the motto "Effingham

County - a first place to live, work and learn."

Since tourism promotion is an ongoing effort and the T-SPLIST vote will be decided next month, Loft said the gateway project is "the one that you really hope 'can go the distance' and 'give the county a nice zing away' again. Hopefully it will become a reality."

Sponsored by the Effingham Chamber of Commerce, Leadership Effingham educates a select group of citizens in all facets of Effingham County. In return, the trained pool of candidates will be ready to serve when a vacancy arises on various boards, committees and committees.

"You get to see behind the scenes in the whole community, which I think is the real value," Loft said. "The idea is that we're helping to train the next group of potential leaders for the county."

The Chamber of Commerce will take nominations soon for the next Leadership Effingham class which will begin in September. For more information, call the Effingham Chamber at 768-3341.

A new perk for the class (4/20/13) will be that with their participation in Leadership Effingham, they will become associate members of the Chamber of Commerce.

"Of course, the hope is that you will want to continue that membership with the Chamber after the class is done for you," Loft said.

THINK LOCALLY. COMPETE GLOBALLY



Dr. Richard Prosser, CEO of the Effingham College and Career Academy, speaks to the Effingham Service Rotary Club on the increasing competition for jobs in Effingham County from the global economy such as China and India. She also announced a new course on coding that would be starting soon. She said that they also were addressing the need for program assistants in the workplace, such as accountability coding to allow staff, showing up on time, and getting out phone messages. Dr. Prosser also discussed the growing need for non-tenure personal communication skills that are needed for job interviews, and is the workplace. She said the ECCA has partnered with several employers in the area to better prepare students to their chosen career through mentoring and intern programs, and by evaluating teaching their competencies and setting forth what is needed from prospective employees. The information on how **your company can get involved**, call the ECCA at 768-3341. Effingham Service Rotary meets every Tuesday morning at 7:30 a.m. at Gordon Christian Church in historic Sebring. For more information about the club, call Chris Smith at 768-3341.

RoadLink to hold job fair at ECCA

RoadLink Intermodal Logistics of Port Wentworth will host a job fair on Aug. 8 from 9 a.m.-4 p.m. at the Effingham College and Career Academy on Highway 21 South in Rincón.

RoadLink has more than 60 positions available — full- and part-time — for freight handlers at its four distribution centers in the Savannah region.

Job candidates will complete employment applications and be interviewed on the spot at the job fair.

Freight handlers are responsible for the hand loading and unloading of freight for RoadLink's clients. The job involves extensive walking, bending and lifting, and candidates must be able to lift 20-50 pounds regularly. Previous warehouse experience is a plus.

First- and second-shift positions are available, and overtime and weekend work is required. Candidates must be able to work at least 10-20 hours of overtime per week through the end of the year.

The starting pay rate is \$8 per hour and benefits are available after 30 days of employment. Applicants must pass a pre-employment drug screen and criminal background check.



Barbara Prosser shows off a potential gateway sign for Effingham County, one of the projects Leadership Effingham's most recent class undertook.



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Career Academy will propel Effingham economy

Education, business, industry officials all agree county's newest school will have a big payoff

Posted: July 21, 2010 - 12:19am | Updated: August 1, 2010 - 3:19am

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By Wayne Hodgen

RDYCON - When the Effingham Career Academy opens its doors to the public for the first time Thursday, it will be a number of firsts for the county and the school system.

- It'll be the first "green" building in Effingham County, certified by the U.S. Green Building Council in Leadership in Energy and Environmental Design.
- It'll also be the first LEED-certified school in the Coastal Empire.
- It'll be the first completely energy-efficient building not only in the school system, but also in the county.
- It'll be the first time a culinary arts program will be offered to Effingham County students.
- It'll be the county's first charter school.
- And it'll be the first career academy of its kind in the Savannah area.

Evonne Mobley, formerly the director of Career, Technical and Agricultural Education at Effingham County High School, will serve as the CEO of the Effingham Career Academy.

Leadership, director of administration in the Effingham County school system, shared her excitement for the school's green building and program. This will be the first ever course in culinary arts will be offered for Effingham County high school students. (Continued on Effingham Now.)



Home / Effingham Now

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Chamber to host Cagle at meet-and-greet

11 governors will greet public at reception after Career Academy dedication

Posted: August 4, 2010 - 12:19pm | Updated: August 4, 2010 - 5:08pm



By Effingham Now

SARASOTA, Fla. — The Effingham County Chamber of Commerce will host Lt. Gov. Casey Cagle for a public meet-and-greet Thursday after the opening of the Effingham Career Academy.

Cagle will be the keynote speaker when the Career Academy was partly funded through a grant he helped secure through the Technical College System of Georgia.

The dedication ceremony will be from 7-9 p.m. at the Career Academy, 2940 Ga. 21 N. Road, on the Savannah Technical College Effingham Campus.

Afterward, Cagle will meet and greet the public at the Chamber office, 525 W. Third St., starting from 5 p.m.

Both events are free and open to the public.

For information on the Chamber, call 754-3371.

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Effingham Career Academy lauded as economic boon

Officials herald Effingham school's opening as kickstart to local economy

Posted: August 6, 2010 - 12:19pm | Updated: August 6, 2010 - 11:42am

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By Wayne Hodgin

The much-anticipated opening of the Effingham Career Academy was made a reality Thursday afternoon and heralded as an educational and economic development boon for the Savannah area.

The Career Academy — one of 21 across the state and the only such in the Savannah area — will serve as the educational hub for the Effingham County school system's Career, Technical and Agricultural Education programs.

The new school will provide students from both Effingham County and South Effingham high schools in the advanced career and technical education program a wealth of opportunities in the form of 15 different career pathway options including business and marketing, engineering, graphic design, architecture, health care, transportation and culinary arts.



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Effingham Career Academy receives major grant money

Funding will make county second Next Generation Learning Community in state

Posted: January 26, 2011 - 1:19pm | Updated: January 26, 2011 - 4:18am

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Effingham County school leaders, along with Lt. Gov. Casey Cagle and Lt. Gov. Ron Jackson, commissioner of the Technical College System of Georgia, in conjunction with Effingham Day at the Capitol in Atlanta. The funding will be used to help educate today's students for tomorrow's work force. (Photo: Heidi Savarich/Atlanta Journal-Constitution)

By Wayne Hodgins

ATLANTA - The Effingham Career Academy has received a \$10,000 grant that will go a long way in preparing today's high school students for tomorrow's work force.

The announcement was made Tuesday at the Capitol by Lt. Gov. Casey Cagle and Ron Jackson, commissioner of the Technical College System of Georgia, in conjunction with Effingham Day at the Capitol.

The grant comes from the Ford Motor Co. Fund and AT&T and will designate Effingham County as the second in the state to become a Ford PAS Next Generation Learning Community.

The state's career academy program is the brainchild of Cagle, who said Tuesday's announcement was testament to the hard work and leadership of many Effingham County community partners.



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Effingham Career Academy board selects first chairwoman

Posted: January 31, 2011 11:08am | Updated: January 31, 2011 8:25am



By Wayne Hodgh

The newly installed board of directors for the Effingham Career Academy has elected its first chairwoman.

Barbara Prosser, corporate compliance officer for Effingham Hospital, now holds the position.

"I'm honored to serve," Prosser said. "I look forward to it."

Members of the board of directors were confirmed in December by the Effingham County Board of Education, which serves as the governing body for the ECA board.

The board comprises a wide range of community members, including parents, students, business owners and industry leaders from the education, health care and industrial sectors.

The Effingham Career Academy is the county's only charter school as designated by the state. The academy opened for the fall semester and serves as the educational hub for most of the system's upper-level career, technical and agricultural education programs.

MEMORIAL DAY

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ECA to host open house for students, parents

Posted: February 5, 2011 11:08am | Updated: February 6, 2011 4:14pm



By Effingham Now

Public: The Effingham Career Academy will host a career exploration Tuesday for students interested in the clinical and career pathways offered at the school.

The event will be from 6 to 8 p.m. Tuesday at the Career Academy, 2540 Ga. 21 S., Orcon, behind the Savannah Technical College Effingham Campus.

Event Mobbly, interim CEO and principal of the Career Academy, said students and parents, too, are invited for the open house.

The ECA opened this past fall and is the hub of the Effingham County school system's Career, Technical and Agricultural Education programs.

Career pathways offered include transportation, culinary arts, marketing, health care, architectural drawing and design, energy systems, graphic arts and business.

"Every 30 minutes or so, a short presentation will be made to the parents and students in the commons area, followed by a tour of the labs and discussions with the teachers," Mobbly said.

For information, call the school at 754-5611 or e-mail Mobbly at mmobbly@effingham.k12.ga.us.

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Comment 0 | Like 2 | Recommend 0

Career Academy receives LEED gold status

Solar power system will allow big savings for taxpayers.

Posted: Nov 17, 2011 - 9:25am

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By Wayne Hodgin

SPRINGFIELD — The Effingham Career Academy has been awarded a gold rating by the U.S. Green Building Council, the second highest Leadership in Energy and Environmental Design certification.

The facility is the first school in the Coastal Empire to be LEED certified and the second facility in the county, coming about a week after Effingham's historic courthouse received its gold rating.

The designation recognizes the building was designed and constructed using materials, systems and operations that reduce its impact on the environment and improve energy efficiency.

"The school includes some neat stuff," said Wade Henny, director of administrative services for the school system. "Including something called light harvesting. Sensors throughout the school will detect the amount of light (sun) being emitted, and when the level of sun is too high, some lights will be automatically turned off."


Home / Effingham Now

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Breast cancer awareness gets a boost

Posted: November 3, 2011 - 12:13am

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Pink hats, gloves, dresses and shoes filled the commons area of the Effingham Career Academy last week as a large group of women — along with a few men — gathered for a Lunch, Laugh and Learn hosted by Effingham Hospital and Care Center.

The Lunch, Laugh and Learn was held as a fundraiser for breast cancer awareness and featured humorist and motivational speaker, Deb Gaultin.

After a lunch prepared by the academy's culinary arts class, that also included a wide array of pink desserts, guests of the event heard Gaultin tell several humor-filled stories followed by presentation of pink roses to all breast cancer survivors in attendance.