



Floyd County School System
Career, Technical and Agricultural Education
2014 – 2019 Master Plan





Floyd County has 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 programs by becoming a Ford Next Generation Learning (NGL) Community. This designation will allow us to incorporate the tools and processes of the Ford 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 Armuchee High School, Coosa High School, Model High School, Pepperell High School, and the Floyd County 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 provide 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 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. Jeff McDaniel
Floyd County Schools Superintendent

Al Hodge
Chamber of Commerce President

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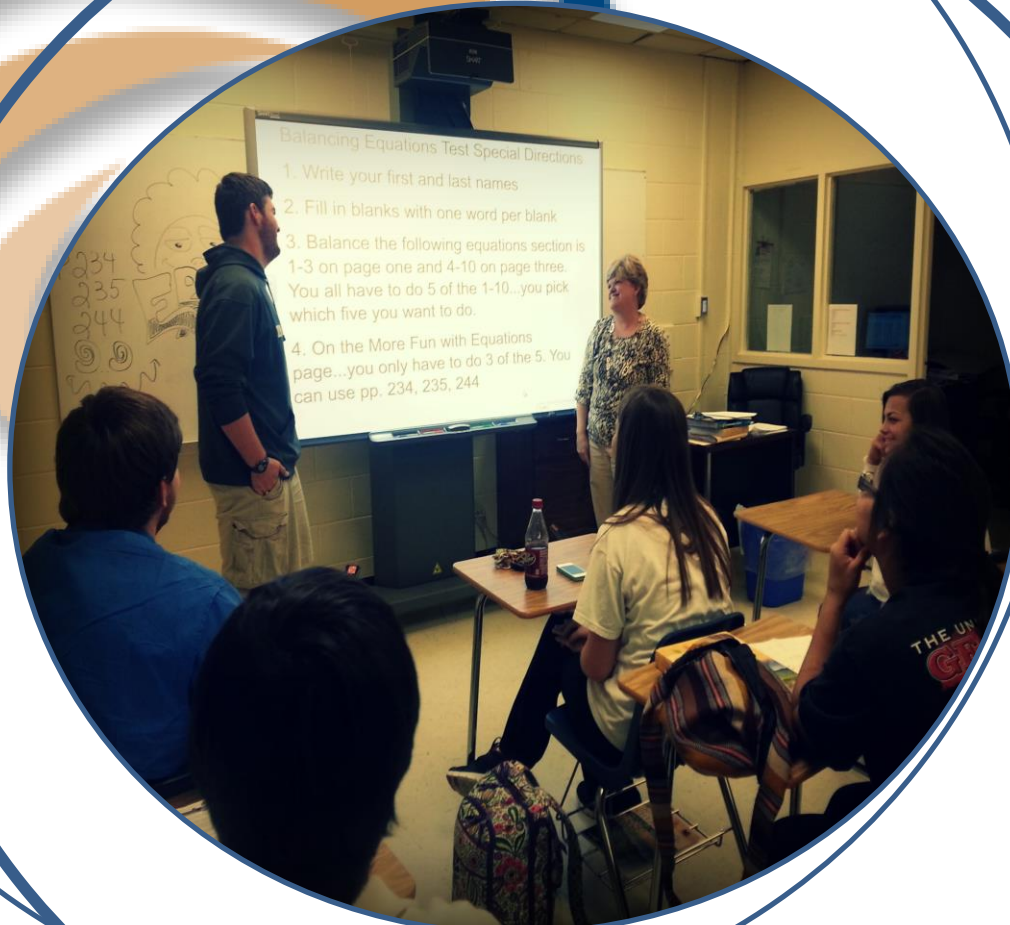
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Continuing Our Success in
Career, Technical and Agricultural Education
Through the Ford NGL Community Master Planning Process



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Floyd County Schools

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 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 college and/or a career, whenever that transition might occur. The District's CTAE/Ford NGL Master Plan reflects the following key goals for the District:

Internal Factors:

- Increase graduation rate and maintain at 90% or higher;
- Increase student enrollment in CTAE courses;
- Increase dual enrollment opportunities;
- Increase student success in End of Pathway Industry Certifications;
- Meet or exceed Perkins Core Indicators;
- Strengthen and increase CTAE teacher development, support and retention.

External Factors:

- Strengthen and increase partnership base;
- Improve and increase CTAE Program awareness throughout the District;

The Floyd 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 an alignment of the District's CTAE programs with the state standards and the District's CTAE program structures. Floyd College and Career Academy serves as a dynamic resource in the Floyd 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 Floyd 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 to 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 broad 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 transferrable core employability skills that serve them for a lifetime of success in a chosen field.



Floyd County Schools:
Our Vision, Our Mission and Our Beliefs



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Floyd County Schools: Our Vision, Our Mission and Our Beliefs

Floyd County Schools made a significant investment in its efforts to achieve its vision for equipping students to compete in our global society as evidenced by opening the Floyd County 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 Floyd County and surrounding areas. Floyd County Schools 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 Mission

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

To provide a rigorous, career-based curriculum which ensures the success of our students in a 21st century economy.

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.

Floyd County: An Overview

Floyd County is located in northwest Georgia. The county seat is the city of Rome. The county was established on December 3, 1832, by an act of the Georgia General Assembly and was created from land that was part of Cherokee County at the time. The county is named after US Congressman John Floyd. The county has a total area of 518.46 square miles. The 2000 census listed 90,565 people, 34,028 households, and 24,227 families' residing in the county. The racial makeup of the county is 81.34% white, 13.31% black/African American, .31% Native American, .93% Asian, .09% Pacific Islander, 2.88% from other races, and 1.14% from two or more races. 5.50% of the populations were Hispanic or Latino of any race. Of the 34,028 households 32.10% has children under the age of 18 living with them. 43.60% were married couples, 13% had a female household with no husband present, and 28.80% were non-families. The average household size was 2.55 and the average family size was 3.02. The median income for a household in the county was \$35,615, and the median income for a family was \$42,302. Males had a median income of \$31,659 versus \$23,244 for females. About 10.80% of families were below the poverty line. Floyd County is the home to Berry College, Shorter University, Georgia Highlands College, and Georgia Northwestern Technical College.



Floyd County School System: An Overview



Charter System status gives the Floyd County School system freedom from many state rules and regulations in exchange for the system's agreement to increase academic achievement by students. It is important to note that charter status

does not free the school system from all rules and regulations. We will still be required to observe any rule or regulation tied to the determination of federal AYP status. The system now enjoys many of the freedoms that have helped to make the system's new charter school, the Floyd County Schools College & Career Academy, a model of excellence for the state. The system is able to structure the local education program to meet the needs our students and our community instead of having to comply with rigid state mandates that may not be in the best interest of our children. Charter also focuses on local control and decision making at the local system and school level. Charter systems are required to include the community and schools in the decision making process. Floyd County does this through Local School Governance teams in each school community.

Floyd County Schools is a district of approximately 10,000 students in 20 facilities. We are a neighborhood-based school district serving tradition rich, well defined communities in Floyd County. The schools are divided into the four corners of Floyd County. The Armuchee District consists of Glenwood Primary, Armuchee Elementary, Armuchee Middle, and Armuchee High. The Coosa District consists of Alto Park Elementary, Cave Spring Elementary, Garden Lakes Elementary, Coosa Middle, and Coosa High. The Model District is made up of Johnson Elementary, Model Elementary, Model Middle, and Model

High. The fourth District is Pepperell which consists of McHenry Primary, Midway Primary, Pepperell Primary, Pepperell Elementary, Pepperell Middle, and Pepperell High.

The Quality Assurance Review team from AdvancED, the accreditation organization that includes the Southern Association of Colleges and Schools (SACS), completed an extensive review of Floyd County Schools in March 2011 and recommended the system receive District Accreditation. Floyd County Schools is the first school system to undergo a SACS review as a charter system. Floyd County is one of seven school systems in Georgia operating as a charter system and the largest charter system in the state.

Floyd County Schools record of success in state and national testing was recognized by Standard and Poor's last year. The school system has been named to Standard and Poor's "Outperformer" in Georgia. Only 20 Georgia school districts made the company's list of academic "outperformers." The "outperformers" recognition requires a school system to achieve higher percentages of students scoring at or above state standards on reading and math tests, achieve proficiency levels that are above the threshold for the expected performance of its student population, and achieve at this level on a consistent basis. The College and Career Academy was named one of the top five in the state in 2013. Floyd County students consistently exhibit academic excellence and experience academic success.

System Programs include:

- Special Education
- Section 504 Information
- Distance Learning Classes
- English to Speakers of Other Languages Program (ESOL Program)
- Self-paced Interactive Curriculum Education Program (SPICE Program)
- Credit Recovery Program
- Drivers Education
- Aftercare School Program
- Hospital / Homebound Program
- Arrowhead Environmental Education Center
- Advancement Programs

Advanced Programs include:

- Gifted Education Program
- Middle School Honors Program
- High School Honors Program
- Executive High School Internship Program

Work-based Learning Programs

- Youth Apprenticeship
- Internship
- Cooperative Education
- Employability Skill Development

Interscholastic & Extracurricular Programs

- Athletic Programs
- Fine Art Programs

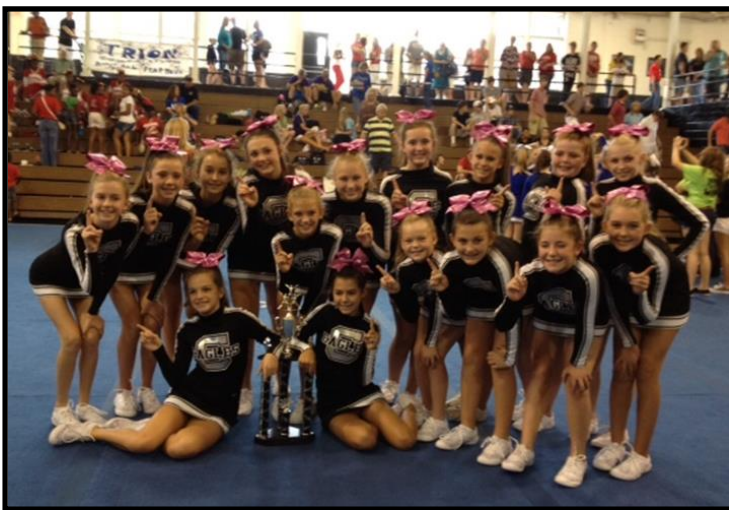
Our Primary and Elementary Schools:

Floyd County primary and elementary schools serve as the gateway for our excellence in education efforts. 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, career planning, 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. Title I funds provide reading and math support. Students in need of interventions and additional assistance are given help.



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

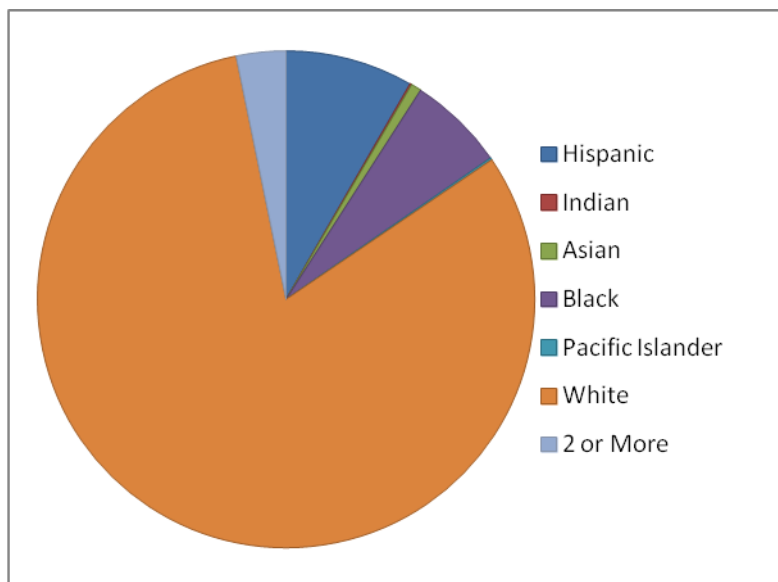
determined by the Individual Education Program OIEPP for each student with an identified disability.

Our High Schools:

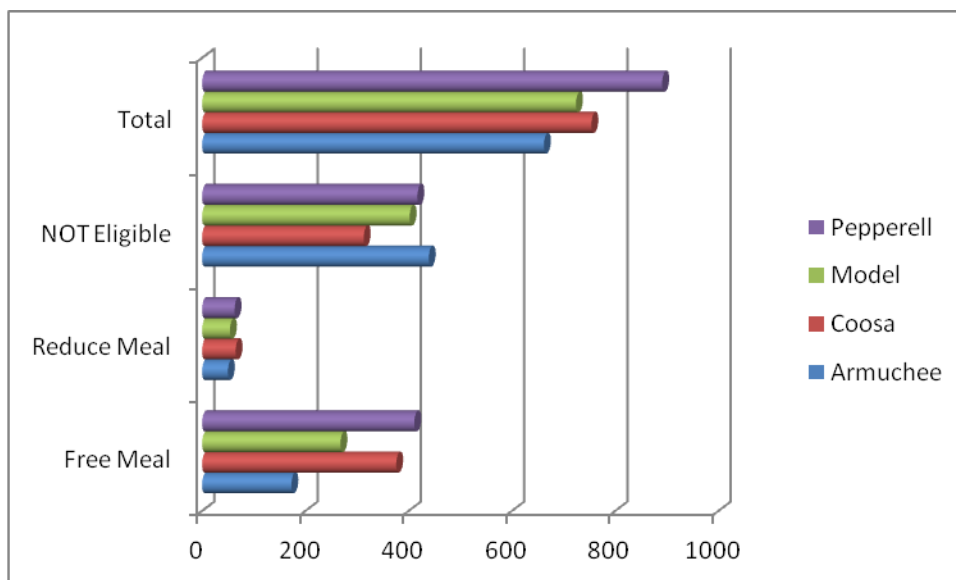
During the 2013-2014 school year, Floyd County high schools converted from a 4 x 4 block period schedule to a **seven-period schedule**. Students can currently earn up to seven credits per year. All of the high schools are comprehensive, providing a variety of Career, Technical, and Agricultural courses. The **CTAE program** implements twenty-two career pathways.

Fine Arts programs are also an integral part of our high schools. Students have opportunities to travel 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 below demographics show the school district as outlined according to the student records reported to the Georgia Department of Education in March 2014.



Ethnicity Demographics of Floyd County Schools (TOTAL STUDENTS – 10,329)



Free/Reduced Lunch Eligibility High Schools

Career, Technical, and Agricultural Education Programs and Floyd County College and Career Academy:

Career Pathways are designed by the Georgia Department of Education 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 educational 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 and at the postsecondary level by the Technical



College System of Georgia (TCSG) and Georgia Board of Regents. Locally, **the Floyd County School System offers 22 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 certificates; and identifying and addressing current or emerging occupational trends.

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, Floyd County Schools opened the Floyd County College and Career Academy 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, the CCA provides high school students with dynamic learning opportunities in their pursuit of further education and career opportunities.

The mission of the Floyd County College and Career Academy is ***to provide a rigorous, career-based curriculum which ensures the success of our students in a 21st century economy.*** In pursuit of this mission, FCCCA strives to increase the level of student's motivations, aspirations, commitment, and academic achievement while in high school.

The FCCCA team – made up of administrators, faculty, staff, fellow students, and community members – 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 FCCCA 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.

Floyd County CCA at a Glance:

The College and Career Academy is a public charter school serving the Floyd County schools. Students attend the College and Career Academy from four home-based high schools (Armuchee, Coosa, Model, Pepperell). The building was originally built in 1970 and called the Coosa Valley Vocational High School. Since then we have progressed into what we are today. The name was changed to the Floyd County Schools College and Career Academy in 2008. The reason for the name change was to align the school identity with the new legislation content in House Bill 186 regarding college and career academies in Georgia. **The programs offered at the College and Career Academy were selected based on input from the representatives of the local business community, parents, civic leaders, teachers and other stakeholders.**

The governing Board of Directors of the FCSCCA is comprised of members from local major industries representative of the career classes offered at the College and Career Academy, the Floyd County Chamber of Commerce, the Floyd County School System, staff from Georgia Northwestern Technical College and Georgia Highlands College, the CEO and CTAE Director of the Floyd County Schools College and Career Academy, a parent representative from each home high school, and an FCSCCA faculty representative.

The CEO of the FCSCCA 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 focus is to promote the career programs offered at the Floyd County CCA** 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 also attends state and national meetings to stay current with career related topics and events.

The Floyd County CEO **works with local industries to develop opportunities** for FCSCCA 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. The Floyd county School College and Career Academy students also participate in Work-Based Learning positions and job shadowing opportunities



with many local industries and government entities. Numerous community and civic organized meetings and events are hosted at the FCSCCA throughout the school year as well.

The CEO actively promotes the value-added attributes of the FCSCCA throughout local business, post-secondary institutions, and various civic meetings and events. The CEO has formed partnerships with industry-supported education taskforce groups to address the workforce needs of local logistics businesses. Partnerships of this nature strengthen the sustainability of the programs offered to Floyd County students.

Floyd County Schools College and Career Academy CTAE Student Opportunities

Floyd County Schools offers CTAE career pathway options to its students. These Career Clusters and Pathways are in alignment with the Georgia Department of Education. Administrators and faculty have actively recruited students within each high school to enroll in the career pathways offered at the FCSCCA, and have **encouraged and facilitated interaction with the local technical college and other post-secondary institutions personnel to promote dual enrollment opportunities in college classes.** FCSCCA programs within the pathways feature skills for various industries including:

- Teaching
- Healthcare
- Engineering
- Sheet Metal
- Graphic Design
- Horticulture
- Construction and Welding
- Cisco Networking
- Law and Public Safety
- Cosmetology
- Certified Nursing Assistant

Work-based learning opportunities within local industries and government organizations are promoted to FCSCCA 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 FCSCCA and after they graduate from high school.



FCSCCA 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 FCSCCA. FCSCCA students also are allowed to wear attire with the FCSCCA that is consistent with the Floyd County School System dress code.

Work Ethics are strongly promoted by faculty and staff in each pathway class. This provides students with an opportunity 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.

These work ethics include:

- Attitude
- Teamwork
- Productivity
- Character
- Appearance
- Attendance
- Respect
- Organization
- Communication
- Cooperation

Promoting these work ethics reinforce efforts by the FCSCCA to **close the soft skills gaps** frequently described by prospective employers and reported in the news media. 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. The FCSCCA is currently using the DOL Georgia Best Soft Skills Program.

Student enrollment options are supported by **collaboratively scheduled buses and travel time** for individual student drivers to and from the FCSCCA. 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 FCSCCA to attend classes.



The College and Career Academy hosts **student and teacher tours for all students interested in attending**. Parents and students are all encouraged to schedule a tour and spend time in each Floyd County CCA classroom by sitting with the enrolled students and experiencing curriculum content and project assignments. The Floyd County CCA students are also available to visit with primary, elementary, and middle schools or at career fairs to present information regarding their pathway of choice. Younger students can learn a great deal from older students going through the program.

Floyd County 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, law and public safety, healthcare, engineering, graphic design and production, and logistics visit and deliver presentations to the Floyd County CCA classes at least three times during the year.

Accreditations and Certifications

The Floyd County CCA 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 Floyd County Schools allow students, including the College and Career Academy Students, to complete more than one pathway to earn a high school diploma. FCCCA 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 College and Career 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 the Floyd County Schools College and Career Academy 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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Floyd County Schools

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

Floyd County Schools College and Career Academy received a 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.

Becoming a Ford Partnership Next Generation Learning (NGL) Community allows local employers, educators, civic and community leaders to engage in conversations about collaborating, promoting, and sustaining educational programs that prepare the future workforce for Floyd 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: Transforming the Secondary School Experience:** 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: Transforming Business and Civic Engagement:** 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 February 27, 2014, a **Stakeholder Meeting** was held at the Floyd County Schools College and Career Academy. The objectives for this meeting were as follows:

- To develop strong familiarity with Floyd County'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 April 3, 2014 a **Master Plan Writing Institute** was held at the Floyd County Schools College and Career Academy. The objectives for this meeting were as follows:

- To deepen the understanding of the three strands 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.

Numerous strand meetings were held over the course of the next six months 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 Floyd 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)*

Mr. Martin Rhiner, Co-chair
Brugg Cable

Ms. Robina Gallagher, Co-chair
Floyd County CCA

Dr. Reneva Watterson,
Georgia Highlands College,

Ms. Carol Dugger, GNTC

Mr. Sam Echols, Advance Rehab

Ms. Anne Martin, AT & T

Mr. George Bevels, BOE

Mr. Terry Williamson, BOE

Mr. Darrell Sorrells,
Georgia Highlands

Mr. Lowell Pratt-,

Greater Rome Chamber

Ms. Joy Hatcher,

Redmond Regional Medical

Mr. David Newby,

Profile Extrusion

Ms. Patsy Adams,

Redmond Regional Medical

Mr. Will Pinson,

Will Pinson Incorporated

Brittany Wright, FCCCA Student

Maria Bucio, FCCCA Student

Members of Strand 2: *(Transforming the Secondary School Experience)*

Ms. Robin Seabolt, Co-Chair
Pepperell Elementary School

Mr. Dan Sweitzer, Co-Chair
Floyd Medical Center

Mr. Scott Savage,
Midway Elementary School

Dr. Todd Jones,

Georgia Highlands College

Mr. David Cox, BOE

Mr. Sam Sprewell,

FCS Chief of Operations

Mr. Wright Edge,

Floyd County CCA

Mr. Greg Smith,

Floyd County Schools

Dr. April Childers,

Floyd County Schools

Mr. Tom Caldwell,

Floyd County Sheriff's Dept.

Ms. Michelle Evans,

Floyd Medical Center

Dr. Paul Carter, GNTC

Mr. Ken Wright,

Greater Rome Chamber

Mr. Chris Carey,

Logical Systems

Mr. Richard Garland,

Rome Floyd Parks Recreation

Mr. Randy Quick, South 107

Mr. Michael McCary,

Watters & Associates

Ms. Alyson Lansdell, CCA

Ms. Paula Poulicek, CCA

Members of Strand 3: *(Transforming Business and Civic Engagement)*

Mr. Tony Bethune, Co-Chair
Floyd County Schools

Mr. Ashley Koby, Co-Chair
Georgia Power

Dr. Gary Downey, Bekaert

Mr. Brian Barcomb, BOE

Mr. J.R. Davis,

Boys and Girls Club

Mr. Tim Burkhalter,

Floyd County Sheriff's Dept.

Ms. Lisa DiPrima, GNTC

Mr. Jim Powell, GNTC

Mr. Al Hodge,

Greater Rome Chamber

Ms. Amy Hudgins,

Harbin Clinic

Mr. Julio Trujillo,

Oglethorpe Power

Mr. Matt Davis, The Ridge

Mr. Ken Guice,

United Community Bank

Mr. David Johnson,

United Community

Bank/BOE

Mr. Scott Savage,

Midway Elementary School

Dr. Todd Jones,

Georgia Highlands College

Ford Next Generation Learning Community

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 Next Generation Learning Community, the Ford Motor Company also provides the Floyd County School System with an accessible and implementable curriculum referred to as **Ford NGL** 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 Learning and Teaching Pillars**). The Ford Pillars are facilitated by curriculum and professional development.

Learning Pillars

The Ford 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. They invent, try out, and revise designs and solutions, and are encouraged to take risks, learn from failures as well as successes, and value diverse perspectives.
- **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 NGL Teaching Pillars represent the ways that the Ford NGL 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 NGL 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 Floyd County School System teachers are trained on using the Ford curriculum, the teachers learn to integrate the pillars and modules into their current curriculum therefore benefiting our students.



Pursuing Educational Excellence with a Customer Focus



Pursuing Educational Excellence with a Customer Focus

The Floyd County School System is committed to **developing partnerships with post-secondary educational providers and local employers** to successfully respond to the current demand for skilled labor in today's workforce. Employers in the Floyd 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 Floyd County Schools is prepared to meet the future demand of specific labor markets, the following pathway programs may be implemented based on projected labor needs:

Career Cluster	Pathway Title
Transportation, Distribution, and Logistics	Distribution and Logistics Pathway
Finance	Financial Services
Marketing	Marketing Communications and Promotions

Based on current and anticipated labor market demands provided by the Georgia Department of Labor's publication Georgia Workforce Trends – An Analysis of Long-term Employment Projections to 2020, produced by the Georgia Department of Labor's Workforce Statistics and Economic Research (WS&ER) Division, employment is expected to grow to more than 4.6 million in 2020, an increase of 11.7 percent from 2010 employment levels. The gain amounts to over 483,000 new jobs for the state.

Industry*	Firms**	# of Employment	% of Employment	Weekly Wage
Agriculture, Forestry, Fishing & Hunting	54	324	0%	\$788
Construction	555	2,698	3%	\$711
Manufacturing	428	26,903	31%	\$793
Wholesale Trade	366	3,415	4%	\$853
Retail Trade	1,056	11,548	13%	\$427
Transportation & Warehousing	196	3,327	4%	\$626
Finance & Insurance	329	2,095	2%	\$817
Real Estate, Rental & Leasing	231	765	1%	\$537
Professional, Scientific & Technical Service	465	2,476	3%	\$803
Health Care & Social Assistance	486	9,991	11%	\$581
Accommodation & Food Services	488	6,846	8%	\$373
Government (Includes federal, state and local)	340	14,661	17%	\$673
Education Services	108	2,313	3%	\$573

*Source: Georgia Department of Labor, Workforce Statistics & Economic Research, 1st Quarter, 2012

**All figures are from the five county region which include Floyd, Bartow, Chattooga, Gordon and Polk

Updated October 2012

According to the Greater Rome Chamber of Commerce the following are Floyd County’s major employers. This was updated in December of 2013.

Employer	Type	# of Employees
Floyd Medical Center	Healthcare	2,790
Floyd County Schools	Public	1,523
Harbin Clinic	Healthcare	1,226
Redmond Regional Medical Center	Healthcare	1,200
Floyd County Government	Public	1,126
Rome City Schools	Public	751
Lowe's RDC	Distribution	700
City of Rome	Public	614
Berry College	Private	557
Kellogg Company	Food Production	550

The Floyd County School system currently provides CTAE Pathways for students in most of these top industries. When reviewing the top industry job demands for the Floyd County area (Floyd, Bartow, Chattooga, Gordon, Polk, and Walker), it is important to consider the other counties. Many residents commute to other counties for work.

Commuting Patterns

EMPLOYED RESIDENTS OF			PERSONS WORKING IN		
Floyd			Floyd		
COUNTY WHERE EMPLOYED	NUMBER	PERCENT OF TOTAL	COUNTY OF RESIDENCE	NUMBER	PERCENT OF TOTAL
Floyd, GA	32,774	81.5	Floyd, GA	32,774	74.2
Bartow, GA	1,900	4.7	Polk, GA	2,772	6.3
Polk, GA	1,602	4.0	Chattooga, GA	1,957	4.4
Gordon, GA	999	2.5	Cherokee, AL	1,590	3.6
Fulton, GA	629	1.6	Gordon, GA	1,521	3.4
Cobb, GA	626	1.6	Bartow, GA	1,478	3.3
Whitfield, GA	247	0.6	Paulding, GA	301	0.7
Chattooga, GA	190	0.5	Cobb, GA	201	0.5
Other	1,262	3.1	Other	1,583	3.6
Total Residents:	40,229	100.0	Total Residents:	44,177	100.0

Note: Other category represents employment from U.S. counties only.
 Source: U.S. Census Bureau - 2010 County-To-County Worker Flow Files.

The following chart illustrates the industry mix of Floyd County and the Floyd County Area (Floyd, Bartow, Chattooga, Gordon, and Polk, and Walker)

Industry Mix - 2nd Quarter of 2013

INDUSTRY	Floyd				Floyd Area			
	NUMBER OF FIRMS	EMPLOYMENT NUMBER	PERCENT	WEEKLY WAGE	NUMBER OF FIRMS	EMPLOYMENT NUMBER	PERCENT	WEEKLY WAGE
Goods-Producing	254	6,393	17.3	911	1,111	35,615	30.1	826
Agriculture, Forestry, Fishing and Hunting	14	81	0.2	694	57	385	0.3	626
Mining, Quarrying, and Oil and Gas Extraction	2	*	*	*	12	127	0.1	1,096
Construction	124	688	1.9	747	557	3,156	2.7	731
Manufacturing	114	5,614	15.2	934	485	31,949	27.0	836
Food	8	1,218	3.3	959	26	2,469	2.1	774
Beverage and Tobacco Product	1	*	*	*	5	*	*	*
Textile Mills	4	637	1.7	630	40	6,902	5.8	698
Textile Product Mills	8	40	0.1	786	62	6,558	5.5	814
Wood Product	8	119	0.3	826	22	375	0.3	667
Paper	3	644	1.7	1,469	9	877	0.7	1,340
Printing and Related Support Activities	6	124	0.3	745	24	363	0.3	527
Petroleum and Coal Products	1	*	*	*	4	39	0.0	824
Chemical	6	209	0.6	772	39	1,601	1.4	1,017
Plastics and Rubber Products	5	101	0.3	746	29	2,405	2.0	803
Nonmetallic Mineral Product	5	68	0.2	890	28	328	0.3	923
Primary Metal	5	458	1.2	936	11	960	0.8	1,206
Fabricated Metal Product	14	373	1.0	1,291	65	1,078	0.9	928
Machinery	11	334	0.9	759	33	1,026	0.9	913
Computer and Electronic Product	2	*	*	*	6	303	0.3	784
Electrical Equipment, Appliance, and Component	2	*	*	*	4	*	*	*
Transportation Equipment	5	851	2.3	842	18	2,921	2.5	856
Furniture and Related Product	9	326	0.9	661	32	1,194	1.0	745
Miscellaneous	11	47	0.1	879	27	464	0.4	662
Apparel	0	0	0.0	0	1	*	*	*
Service-Providing	1,717	24,652	66.7	684	5,273	62,798	53.0	623
Utilities	5	221	0.6	2,758	14	716	0.6	2,042
Wholesale Trade	107	1,589	4.3	1,109	413	4,173	3.5	969
Retail Trade	377	4,442	12.0	443	1,217	13,341	11.3	441
Transportation and Warehousing	51	541	1.5	728	208	3,209	2.7	746
Information	27	906	2.5	1,018	83	1,878	1.6	910
Finance and Insurance	119	933	2.5	940	377	2,551	2.2	912
Real Estate and Rental and Leasing	76	266	0.7	586	246	783	0.7	555
Professional, Scientific, and Technical Services	182	780	2.1	841	509	2,513	2.1	850
Management of Companies and Enterprises	7	65	0.2	1,111	17	124	0.1	1,025
Administrative and Support and Waste Management and Remediation Services	120	1,546	4.2	476	383	4,979	4.2	486
Educational Services	21	1,316	3.6	757	54	1,470	1.2	787
Health Care and Social Assistance	278	7,846	21.2	825	623	13,673	11.5	784
Arts, Entertainment, and Recreation	25	231	0.6	295	77	1,039	0.9	390
Accommodation and Food Services	174	3,252	8.8	267	577	10,095	8.5	266
Other Services (except Public Administration)	148	718	1.9	437	475	2,253	1.9	550
Unclassified - Industry not assigned	63	52	0.1	804	251	198	0.2	737
Total - Private Sector	2,034	31,097	84.1	731	6,635	98,611	83.3	697
Total - Government	109	5,878	15.9	678	389	19,771	16.7	679
Federal Government	21	211	0.6	1,175	74	677	0.6	1,036
State Government	43	1,541	4.2	596	130	3,992	3.4	640
Local Government	45	4,126	11.2	683	185	15,102	12.8	673
ALL INDUSTRIES	2,143	36,977	100.0	723	7,024	118,382	100.0	694
ALL INDUSTRIES - Georgia					274,628	3,920,413		867

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 figures are 2nd Quarter of 2013.

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

In our region, the Georgia Department of Labor has outlined the ten fastest growing industries for our area.

#	Occupations	2010 Base Employment	2020 Projected Employment	Total Change in Employment	Percent Change in Employment	Annual Growth Rate
1	Home Health Aides	760	1,180	420	54.33%	4.43%
2	Meeting and Convention Planners	180	260	80	48.30%	4.02%
3	Personal and Home Care Aides	660	940	280	42.92%	3.64%
4	Diagnostic Medical Sonographers	70	90	20	41.54%	3.54%
5	Medical Secretaries	820	1,110	290	35.40%	3.08%
6	Physical Therapist Assistants	60	80	20	33.87%	2.96%
7	Tour Guides and Escorts	40	50	10	31.71%	2.79%
8	Interpreters and Translators	70	100	30	31.08%	2.74%
9	Veterinary Technologists and Technicians	30	40	10	30.30%	2.68%
10	Respiratory Therapists	210	270	60	30.10%	2.67%
11	Physical Therapists	190	250	60	29.17%	2.59%
12	Credit Analysts	90	120	30	29.03%	2.58%
13	Physical Therapist Aides	30	40	10	29.03%	2.58%
14	Dental Hygienists	360	460	100	28.89%	2.57%
15	Health Educators	100	130	30	28.87%	2.57%

Registered nurses 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 above are in the area of healthcare or education. Floyd County Schools experienced a tremendous growth in the Healthcare Pathways during the past five years.

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 June 27, 2014 the Floyd County 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 action steps for the Master Plan, the strand teams focused on the key components required to increase our workforce competitiveness in Floyd 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
- Partnership between school systems, 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
- 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

Floyd County Schools 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 Floyd County must complete a pathway in CTAE, foreign language or fine arts.

With the opening of the Floyd County College and Career Academy (FCSCCA), the courses for the following Career Pathways were moved to the FCSCCA. These include Cisco Networking Academy, Construction Technology, Healthcare Science, Horticulture, Robotics and Engineering, Cosmetology, Teacher Academy, Metals Technology, Law Enforcement, and Graphic Communications. Cosmetology and Law Enforcement are in conjunction with Georgia Northwestern Technical College.

Floyd County College and Career Academy

Existing Pathways	Number of Students in Pathway 2012-13	Number of Student Pathway Completers 2012-13	Number of Students in Pathway 2013-14	Number of Student Pathway Completers 2013-14
Cisco	60	24	57	28
Construction Technology	70	23	55	27
CNA	42	41	56	56
Healthcare Science	255	127	185	125
Horticulture	59	24	61	30
Robotics and Engineering	60	28	70	34
Cosmetology	35	16	30	12
Teacher Academy	50	23	51	27
Metals Technology	65	37	57	29
Law Enforcement	35	16	37	14
Graphic Communications	72	36	51	23
TOTAL	803	358	710	405

There are four high schools in the Floyd County School System (Armuchee, Coosa, Model, and Pepperell). Pathways are also offered at each of the high schools.

 **Armuchee High School**

Existing Pathways	Number of Students in Pathway 2012-13	Number of Student Pathway Completers 2012-13	Number of Students in Pathway 2014-15	Number of Student Pathway Completers 2014-15
Intro to Business and Technology	23	15	19	10

 **COOSA HIGH SCHOOL**

Existing Pathways	Number of Students in Pathway 2012-13	Number of Student Pathway Completers 2012-13	Number of Students in Pathway 2014-15	Number of Student Pathway Completers 2014-15
Intro to Business and Technology	36	3	20	7
Family and Consumer Science	21	5	18	3

 **MODEL HIGH SCHOOL**

Existing Pathways	Number of Students in Pathway 2012-13	Number of Student Pathway Completers 2012-13	Number of Students in Pathway 2014-15	Number of Student Pathway Completers 2014-15
Sports and Entertainment Marketing	23	11	27	1
Intro to Business and Technology	24	15	28	5

 **PEPPERELL HIGH SCHOOL**

Existing Pathways	Number of Students in Pathway 2012-13	Number of Student Pathway Completers 2012-13	Number of Students in Pathway 2014-15	Number of Student Pathway Completers 2014-15
Agriculture	20	15	25	3
Intro to Business and Technology	35	15	41	2



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



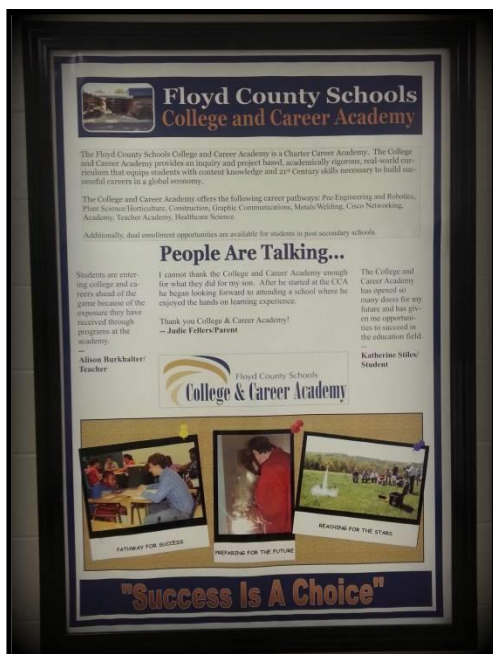
College and Career Ready: Recent Changes in Georgia's Education Policy

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 school.

Georgia's new College and Career Readiness Performance index (CCRPI), 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 Floyd 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 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. 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 Floyd County school system have worked to implement career awareness lessons into classroom guidance lessons.



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

Floyd County Schools have 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** for 6th and 7th graders by utilizing interest inventories and an introduction to career readiness activities, 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 course 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 are rather 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 can also 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.

During middle school students use the Georgia College 411 website as a resource and introduction to CTAE programs. The use of the website continues throughout high school and helps with both high school and college/career planning. Each year home schools offer a **Rising Ninth Grade Orientation Night** for students and parents. The counselors and teachers are present and answer questions. Career, Technical, and Agricultural Education (CTAE) teachers provide booths and also allow students and parents to tour the facilities. During the orientation, representatives from the College and Career Academy present and promote the career pathways available to Floyd County School students.

Transition from High School to Post-Secondary Institutions in Floyd County Schools

Each year, Pepperell High School and Coosa High School host a **GCollege411.org Student/Parent Information Night**. Information regarding how to navigate the website is given to all students and parents in attendance. 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 GCollege411.org account. In addition, information on financial aid and scholarships are made available. The counselors also discuss the Free Application for Federal Student Aid (FAFSA) and encourage students and parents to begin the process.

Periodically, college recruiters schedule visits to home high schools and the Floyd County Schools College and Career Academy. 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, 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, SAT scoring as it relates to all post-secondary institutions, the use of GCollege411.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**. Shorter University, Berry College, Georgia Northwestern Technical College, and Georgia Highlands College schedule several campus tours throughout the year.

In an effort to make taking college entrance exams more accessible for all students, all home schools administer the SAT/ACT several times a year. This team effort between the home high schools ensures



The Art Institute of Atlanta recruiter talks to students about available programs.

all students are offered equal testing opportunities. The ASSET and COMPASS are also available. Students at the FCSCCA can take the ASSET free of charge.

Floyd County Schools also encourages dual enrollment. Counselors team with students and their parents to complete college admission applications and the Floyd 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 Floyd County Schools

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**. This test is administered by the testing coordinator for Floyd County Schools. Students can be tested at the College and Career Academy or their home school depending on their pathway. Students are recognized at spring awards ceremonies.

A Work-Based Learning Coordinator also works with students to provide **work-based learning opportunities** at various sites throughout Floyd County. The high school counselors provide consultation to students and the work-based learning coordinator regarding requirements to graduate.

Internships are also available for students directly related to the student's career pathway. High School counselors and administration provide information about internship opportunities. Attendance and behavior records are also considered before students are placed in internships.

For several years, Floyd County Schools has allowed 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** 
Floyd County Schools

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 spring of 2013, Floyd County educators along with 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 Floyd County 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 global competitive marketplace.

Below is a detailed assessment of how the Strand Team Stakeholder Community rates in the Floyd NGL Community Essential Practice Area requirements.

Summary of NGL Essential Practices – Fall 2014

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

Strand 1: Transforming Teaching and Learning			
Essential Practice:	Strand Description:	Rating:	Current Level of Implementation:
1.1	Teaching Pillars – Educators employ teaching strategies that develop students' knowledge and skills for college and readiness.	12 out of 21 points	Proficient Implementation
1.2	Learning Pillars – Students develop essential knowledge and skills for college and career readiness.	13.5 out of 24 points	Proficient Implementation
1.3	Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars	13.5 out of 21 points	Proficient Implementation

Strand 2: Transforming Secondary School Experience			
Essential Practice:	Strand Description:	Rating:	Current Level of Implementation:
2.1	School district(s) develop a timeline for phasing in high-quality academies in order to reach a significant portion of students.	9 out of 12 points	Distinguished Implementation
2.2	School leadership and instructional staff recognize and prioritize professional development and form communities of practice committed to shared learning to support the school's academies and transform everyone's practice.	16 out of 21 points	Proficient Implementation
2.3	Student leaders have flexible use of resources.	9 out of 12 points	Proficient Implementation
2.4	Adults and students are accountable for results.	8 out of 12 points	Distinguished Implementation

2.5	School District supports and sets expectations for high school redesign.	8 out of 15 points	Proficient Implementation
2.6	School district and post-secondary institutions work collaboratively for the benefit of academy students.	9 out of 15 points	Proficient Implementation

Strand 3: Transforming Business and Civic Engagement			
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.	12.5 out of 24 points	Accelerating Implementation
3.2	Senior business, education, and civic leaders support, sustain, and advocate for the goals outlined in the community master plan.	6.5 out of 24 points	Proficient Implementation
3.3	Industry councils are formed for each prioritized career pathway to develop and support academies in these pathways.	10 out of 12 points	Distinguished Implementation
3.4	Community aligns employer and civic support through dedicated staff who facilitate industry council meetings (see Essential Practice 3.3) and coordinate support for academies in their respective pathways.	7.5 out of 15 points	Proficient Implementation
3.5	Parents, guardians, and key family members are actively engaged on behalf of student success.	7 out of 12 points	Proficient Implementation
3.6	The broader community is aware and actively engaged in the transformational process.	6 out of 15 points	Accelerating Implementation
3.7	Stakeholders are mutually accountable and develop skills for effective implementation of the master plan.	8.5 out of 15 points	Accelerating Implementation
3.8	Business and civic leaders promote the benefits of postsecondary education and/or technical training for students.	10 out of 21 points	Proficient Implementation

Summary of NGL Master Plan Goals

Year 1: Fall 2015 – Spring 2016

Year 2: Fall 2016 – Spring 2017

Year 3: Fall 2017 – Spring 2018

Year 4: Fall 2018 – Spring 2019

Year 5: Fall 2019 – Spring 2020

Strand 1: Transforming Teaching and Learning	
Goal 1.1	Goal 1.1: Establish an active employer guidance advisory committee.
Goal 1.2	Goal 1.2: Establish Teacher Communities of Practice to participate in externships and share experiences.
Goal 1.3	Goal 1.3: Establish internal and external awareness programs to broaden scope and publicity of cooperation between business community and CCA.
Goal 1.4	Goal 1.4: Administrators develop and facilitate orientation/training for faculty promoting understanding of the use of problem based learning (PBL) in the classroom.
Goal 1.5	Goal 1.5 Establish teacher learning communities providing necessary support for teachers in the use of problem based learning, and developing problem based learning (PBL) activities stemming from externships.
Strand 2: Transforming Secondary School Experience	
Goal 2.1	School district(s) develop a timeline for phasing in high-quality academies in order to reach a significant portion of students.
Goal 2.2	School leadership and instructional staff recognize and prioritize professional development and form communities of practice committed to shared learning to support the school's academies and transform everyone's practice.
Goal 2.3	Student leaders have flexible use of resources.
Goal 2.4	Adults and students are accountable for results.
Goal 2.5	School District supports and sets expectations for high school redesign.
Goal 2.6	School district and post-secondary institutions work collaboratively for the benefit of academy students.
Strand 3: Transforming Business and Civic Engagement	
Goal 3.1	Establish an active employer guidance advisory committee.
Goal 3.2	Establish funding to support teacher externships
Goal 3.3	Continued collaboration with Communities in Schools (CIS). CIS is the nation's leading dropout prevention organization. A few of the current CIS programs include Floyd County Performance learning Center (PLC), Rome-Floyd mentor Program, and Student Ambassadors.
Goal 3.4	Collaborate with Rome Chamber of Commerce to strategically focus on dropout prevention programs, build ongoing sustainable resources and volunteer commitments.
Goal 3.5	Participate in the Work Ready Grad career development tool.
Goal 3.6	Establish internal and external awareness programs to broaden scope and publicity of cooperation between business community and CCA.

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, FCSCCA CEO and CTAE Program Director will take implementation responsibility for the Floyd County 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 Floyd 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. Changes made be made if needed. 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 Floyd County Schools 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 groups to develop long-term collaboration opportunities and to ensure new businesses in the community become engaged in the Floyd County 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.

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
- Strategic Partnerships/Planning



Strand 1: Transforming Teaching and Learning



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Floyd County Schools

Organization and Business Representatives

The Floyd 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*)

Mr. Martin Rhiner, Co-chair
Brugg Cable

Ms. Robina Gallagher, Co-chair
Floyd County CCA

Dr. Reneva Watterson,
Georgia Highlands College,

Ms. Carol Dugger, GNTC

Mr. Sam Echols, Advance Rehab

Ms. Anne Martin, AT & T

Mr. George Bevels, BOE

Mr. Terry Williamson, BOE

Mr. Darrell Sorrells,

Georgia Highlands

Mr. Lowell Pratt,

Greater Rome Chamber

Ms. Joy Hatcher,

Redmond Regional Medical

Mr. David Newby,

Profile Extrusion

Ms. Patsy Adams,

Redmond Regional Medical

Mr. Will Pinson,

Will Pinson Incorporated

Brittany Wright, FCCCA Student

Maria Bucio, FCCCA Student

The members of Strand 1 worked diligently to provide a comprehensive and working Strategic Plan that would provide focus for student achievement at the CCA. While it is felt that all Essential Practices are important the utilization of the FORD NGL Self-Assessment led to a more specific focus.

Narrative Strand One

The major outline of strand one action plan centers around teacher externships, problem based learning and professional development supporting the first two goals. Externship opportunities extended to teachers will provide experiences will serve as inspiration for investigations of significant issues and problems that can be aligned to the state standards. Externships will help bridge an understanding among the teachers that problem based learning as an avenue to teach standards bringing real world scenarios to the student while providing the business partners with college and career ready students.

Teacher Externships – Support from an active employer guidance advisory committee comprised of leaders from business, civic, and educational sectors that will steer the overall reaching goal of developing teacher externship opportunities for professional development and to help provide inspiration for real world performance based learning projects into the classroom will be needed. The goals of the employer guidance advisory committee will include:

1. Establish externship positions within the local business partners with the support of Rome Chamber of Commerce.

2. Establish funding for teacher summer stipends – perhaps become involved with Rome Chamber of Commerce 20/20 goal 1.1.3
3. Collaborate with Teacher Communities to create benchmark to evaluate the success and usefulness of program designed to adjust and improve program design based on need. Evaluate program growth based on benchmark – business feedback quantified and modifications to plan are adjusted to remedy any issues

Problem Based Learning - Teacher communities focused on the redelivery of externship experiences and the collaboration required to develop real world learning projects to be incorporated within the class room will be required. Teachers must see problem based learning as a means to teaching standards as opposed to distractions. Successful implementation of problem based learning will include the following:

1. Provide learning communities for faculty for discussion, collaboration and development of problem based learning projects.
2. Provide time for the teacher communities to meet with advisory committee to create benchmark to evaluate success, usefulness of program designed to adjust and improve program design based on need

Professional Development - It is critical for the success of the externships and performance based learning objectives for the development and sharing of best practices disseminated by teachers to support classroom implementation of problem based learning. Administrators will develop and facilitate orientation/training for faculty promoting understanding of the use of problem based learning (PBL) in the classroom. Training meeting for faculty promoting specific methodology of PBL including: performance based tasks, inquiry learning, real world scenarios such as case studies, project analysis, design and/or engineer solutions to real world scenarios. Emphasis on team work and collaboration skills utilized during the process as well as the importance of the written and oral component of the project demonstrating student reflection. Support teachers and students working with open-ended problems and issues that require student to identify problems, clarify, and analyze situations, explore solutions, and evaluate results.

Internal and External Awareness - To fully utilize and capitalize on externship experiences and the unique opportunities provided by the CCA to tie student learning to specific career paths an awareness of the programs need to be shared with the Floyd County community including but not limited to: students, parents, business partners, home schools, and other educational institutions.

1. Provide additional career focused opportunity days to build upon internships, job shadowing, etc. presented to Floyd County students. CCA students provide a career fair for the sophomores at the home schools – showcasing the career specific PBL projects accomplished during the school year.
2. Provide a Parent Involvement Day at the CCA. CCA students provide a career fair for their parents – showcasing the career specific PBL projects accomplished during the school year.

Below please find hyperlinks to Tactical Plans:

[Strand 1 Tactical Plan Externships](#)

[Strand 1 Tactical Plan PBL](#)

Strand 1: Transforming Teaching and Learning

Goal	Strand 1 Essential Practice
<p>Goal 1.1: Establish an active employer guidance advisory committee.</p> <p>Goal 1.2: Establish Teacher Communities of Practice to participate in externships and share experiences. Communities of Practice will include all faculties on CCA campus, each group representing CTAE teachers, academic teachers, special education teachers, and administrators.</p> <p>Goal 1.3: Establish internal and external awareness programs to broaden scope and publicity of cooperation between business community and CCA.</p>	<p>1.3.1 Professional development aligned with goals for teaching and learning</p> <p>1.3.3 Engagement of teachers in active learning experiences that model the Teaching and Learning Pillars</p> <p>1.3.4 Real-world context provided by business and community partners.</p> <p>1.3.5 Participation of teachers in sustained inquire and reflection on their practice</p> <p>1.3.7 Development of teachers' leadership skills</p>
<p>Goal 1.4: Administrators develop and facilitate orientation/training for faculty promoting understanding of the use of problem based learning (PBL) in the classroom.</p> <p>Goal 1.5 Establish teacher learning communities providing necessary support for teachers in the use of problem based learning, and developing problem based learning (PBL) activities stemming from externships.</p>	<p>1.1.1 Integration of rigorous academic and career-relevant learning.</p> <p>1.1.2 Inquiry based</p> <p>1.1.4 Collaborative</p> <p>1.1.5 Performance-based assessment</p> <p>1.2.1 Flexible use of academic knowledge and skills</p> <p>1.2.2 Problem solving</p> <p>1.2.3 Critical thinking</p> <p>1.2.4 Teamwork</p> <p>1.2.5 Communication</p> <p>1.2.6 Creativity and innovation</p>

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

Appraisal: Self-Rating 1.2: 13.5 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: Establish an active employer guidance advisory committee.

Action Steps

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Processes/Programs	Identify business partners willing to provide externship opportunities for CCA teachers	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Business Partners 	Year 1
Processes/Programs	Establish funding for teacher summer stipends – collaborate with Rome Chamber of Commerce 20/20 goal 1.1.3	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Business Partners • Rome Chamber of Commerce 	Year 1
Processes/Programs	Implement 3-4 teacher externships	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Business Partners • Rome Chamber of Commerce 	Year 1
Processes/Programs	Collaborate with Teacher Communities to create benchmark to evaluate success, usefulness of program designed to adjust and improve program design based on need	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Business Partners • Teachers • CTAE Coordinator • CTAE School Supervisors 	Year 2

Goal 1.2: Establish Teacher Communities of Practice to participate in externships and share experiences. Communities of Practice will include all faculties on CCA campus, each group representing CTAE teachers, academic teachers, special education teachers, and administrators.

Action Steps

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Processes/Programs	Subdivide into focus groups based on interest. Discuss best practices and possibilities of bringing real world problem based learning to the classroom.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1
Processes/Programs	Establish protocol for redelivery to faculty body post externship.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1
Processes/Programs	Meet with advisory committee to create benchmark to evaluate success, usefulness of program designed to adjust and improve program design based on need	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1
Processes/Programs	Survey to determine percentage of faculty currently using PBL in classroom as documented by lesson plans and student work.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 2

1.3 Establish internal and external awareness programs to broaden scope and publicity of cooperation between business community and CCA.

Action Steps

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Processes/Programs	Provide additional career focused opportunity days to build upon internships, job shadowing, etc. presented to Floyd County students. CCA students provide a career fair for the sophomores at the home schools – showcasing the career specific PBL projects accomplished during the school year.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers • Counselors • Students • Business Leaders 	Year 2
Processes/Programs	Provide a Parent Involvement Day at the CCA. CCA students provide a career fair for their parents – showcasing the career specific PBL projects accomplished during the school year.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers • Counselors • Students • Parent • Business Leaders 	Year 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)

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

Appraisal: Self-Rating 1.2: 13.5 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 1.4: Administrators develop and facilitate orientation/training for faculty promoting understanding of the use of problem based learning (PBL) in the classroom.

Action Steps

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Processes/Programs	Support teachers and students working with open-ended problems and issues that require student to identify problems, clarify, and analyze situations, explore solutions, and evaluate results	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1
Processes/Programs	Provide necessary support for teachers in the use of problem based learning, and developing problem based learning (PBL) activities stemming from externships.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1

Goal 1.5 Establish teacher learning communities providing necessary support for teachers in the use of problem based learning, and developing problem based learning (PBL) activities stemming from externships.

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Processes/Programs	Resulting in an increased use of problem based learning in the classroom including the use of the following: performance based tasks, inquiry learning, and real world scenarios such as case studies, project analysis, and design and/or engineer solutions to real world scenarios.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers • Students 	Year 2



Strand 2: Transforming the Secondary School Experience



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Organization and Business Representatives

The Floyd 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 2: *(Redesigning High Schools)*

Ms. Robin Seabolt, Co-Chair Pepperell Elementary School
Mr. Dan Sweitzer, Co-Chair Floyd Medical Center
Mr. Scott Savage, Midway Elementary School
Dr. Todd Jones, Georgia Highlands College
Mr. David Cox, BOE
Mr. Sam Sprewell, FCS Chief of Operations
Mr. Wright Edge, Floyd County CCA
Mr. Greg Smith, Floyd County Schools
Dr. April Childers, Floyd County Schools

Mr. Tom Caldwell, Floyd County Sheriff's Dept.
Ms. Michelle Evans, Floyd Medical Center
Dr. Paul Carter, GNTC
Mr. Ken Wright, Greater Rome Chamber
Mr. Chris Carey, Logical Systems
Mr. Richard Garland, Rome Floyd Parks Recreation
Mr. Randy Quick, South 107
Mr. Michael McCary, Watters & Associates
Ms. Alyson Lansdell, CCA
Ms. Paula Poulicek, CCA

The members of Strand 2 worked diligently to provide a comprehensive and working Strategic Plan that would provide focus for student achievement at the CCA. While it is felt that all Essential Practices are important the utilization of the FORD NGL Self-Assessment led to a more specific focus.

Narrative Strand Two

The major focus of strand two concerns the cooperation, collaboration, and partnership between students, their families, FCCCA professional community, local business community, and post-secondary institutions. Coming together in a positive and innovative manner ultimately allows for a successful and viable community. Strand two members have targeted several tactics that will lead to a more focused and successful educational experience for each student. Members have recommended students with their families develop and continually revisit the student's personalized plan for their chosen pathway, collaboration among FCCCA professional community, and partnering with our post-secondary institutions and community businesses in order to graduate the most competent and work ready individuals. The work of the Strand 2 Essential Practices represents tactics that support an innovative and more personal secondary school experience.

Partnering with Floyd County elementary, middle, and high schools to develop a comprehensive program throughout the year with students and their families will enable a higher awareness and community excitement of FCCCA opportunities. Furthermore, the collaboration among CCA teachers for cross curricular professional development will allow for a more cohesive and professional learning environment. Utilizing the Work Ready Grad program will provide much desired data as to how we can improve and continue developing a program 'preparing a new generation of young people who will graduate from high school ready for college, career, and life.'

Personalized Student Planning - Starting in the 4th Grade students and families will visit the Floyd County College and Career Academy to become familiar with career opportunities. 8th Graders will participate in a presentation informing them of the various pathways available to them. 10th Grade students will visit the CCA before their preregistration. 5th-7th, and 9th grade students/families will also be involved in activities to reinforce visits and presentations. We believe involving families with these visits and presentations early will build more awareness of the pathway requirements and make choosing a pathway more meaningful for each student.

Professional Community - Providing professional development for cross curricular collaboration between core academic teachers and pathway teacher will streamline our pathway programs for our students and allow opportunities to apply the Ford NGL Teaching and Learning Pillars. Professional development among and for teachers fosters the growth of a professional community uniting teachers around a shared responsibility for their students' successes.

Data Sharing and Reporting - By implementing the Work Ready Grad program (BETA TESTING 2014) and partnering with post-secondary institutions and local businesses FCCCA will gain much needed data about the specific successes and challenges our students face as they enter colleges, technical schools, and careers. This data will help FCCCA's professional Community continue to develop current curriculum needed within our community.

Below please find hyperlinks to Tactical Plans:

[Strand 2 Tactical Plan 1](#)

[Strand 2 Tactical Plan 2](#)

[Strand 2 Tactical Plan 3](#)

Strand 2: Transforming Secondary School Experience

Goal	Strand 1 Essential Practice
Goal 2.1: To strengthen efforts to increase the number of students who are participating in CTAE and the Floyd County College and Career Academy	Essential Practice 2.1
Goal 2.2: Teachers of core academics and pathways will collaborate together through common planning and will apply the Ford Learning Pillars.	Essential Practice 2.2
Goal 2.6: To implement a college and career development tool.	Essential Practice 2.6

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

Appraisal: Self-Rating 2.1: 8 of 12 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 Floyd County College and Career Academy

Current Activities

Initiative Type	Current Activity	Champion Organization/Team Member	Timeframe
Awareness (Internal and External)	Student tours – 4 th grade and 10 th grade	<ul style="list-style-type: none"> • CCA Faculty, Staff, Students 	Underway
Processes/Programs	Career Pathway sequence in place	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE Teachers 	Underway
Processes/Programs	Current Floyd County Board of Education Graduation Policy concerning pathway completion	<ul style="list-style-type: none"> • Curriculum Coordinator • CTAE Coordinator 	Underway
Processes/Programs	Counselors and advisors facilitate pathway integration to meet students' needs through one-on-one meetings	<ul style="list-style-type: none"> • High School Instructional Principals • High School Counselors 	Underway
Processes/Programs	On-site recourse at FCSCCA for students needing additional assistance	<ul style="list-style-type: none"> • FCSCCA Teachers 	Underway
Strategic Partnerships/Planning	FCSCCA Charter Renewal	<ul style="list-style-type: none"> • FCSCCA CEO • CTAE Coordinator • CCA Board 	Underway
Strategic Partnerships/Planning	CTAE Advisory Councils	<ul style="list-style-type: none"> • CTAE Teachers 	Underway
Awareness (Internal and External)	Maintain and update School website	<ul style="list-style-type: none"> • CTAE Teachers 	Underway

Action Steps

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Awareness (Internal and External)	CCA representatives present to FCS 8 th grade	<ul style="list-style-type: none"> • CCA Faculty and Staff • Middle School Faculty and Staff 	Year 1
Awareness (Internal and External)	Additional opportunities will be developed for students in 5 th – 7 th and 9 th in order to reinforce CCA Tours and Presentations	<ul style="list-style-type: none"> • Elementary, Middle School, High School Counselors and Teachers 	Year 2
Awareness (Internal and External)	Create an event to be held at FCCCA raising awareness of benefits of attending CCA	<ul style="list-style-type: none"> • CCA School Improvements Committee • CCA Teachers 	Year 5

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

Current Activities

Initiative Type	Current Activity	Champion Organization/Team Member	Timeframe
Professional Development/Planning	CTAE Teachers attending GACTE Summer Conference and CTSO Activities	<ul style="list-style-type: none"> • CTAE Teachers 	Underway
Professional Development/Planning	Common planning time scheduled	<ul style="list-style-type: none"> • CTAE Teachers 	Underway

Action Steps

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Professional Development/Planning	Core Academics and CTAE Teachers will participate in monthly cross curricular collaborative meetings	<ul style="list-style-type: none"> • CCA Teachers 	Year 1
Professional Develop/Planning	CCA Teachers will participate in cross-curricular professional development activities.	<ul style="list-style-type: none"> • CCA Teachers 	Year 2

Goal 2.6: To implement a college and career development tool

Action Steps

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
College and Career Development	CCA Faculty/Staff, Local College and Business representatives will meet with Work Ready Grad representative.	<ul style="list-style-type: none"> • CCA Faculty/Staff • Local College Representatives • Local Business Representatives 	Year 1
College and Career Development	CCA Students will develop digital resumes through Work Ready Grad and will use the website to investigate prospective college and careers.	<ul style="list-style-type: none"> • CCA Students 	Year 3

Essential Practice 2.6: School district and post-secondary institutions work collaboratively for the benefit of academy students.

Appraisal: Self-Rating 2.6: 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)

Current Status: The College and Career Academy partners with post-secondary institutions (Georgia Northwestern Technical College, Georgia Highlands and Berry College).



Strand 3: Transforming Business and Civic Engagement



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Organization and Business Representatives

The Floyd 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 3: *(Sustaining Change through Business and Civic Leadership)*

Mr. Tony Bethune, Co-Chair
Floyd County Schools
Mr. Ashley Koby, Co-Chair
Georgia Power
Dr. Gary Downey, Bekaert
Mr. Brian Barcomb, BOE
Mr. J.R. Davis,
Boys and Girls Club
Mr. Tim Burkhalter,
Floyd County Sheriff's Dept.

Ms. Lisa DiPrima, GNTC
Mr. Jim Powell, GNTC
Mr. Al Hodge,
Greater Rome Chamber
Ms. Amy Hudgins,
Harbin Clinic
Mr. Julio Trujillo,
Oglethorpe Power
Mr. Matt Davis, The Ridge

Mr. Ken Guice,
United Community Bank
Mr. David Johnson,
United Community
Bank/BOE
Mr. Scott Savage,
Midway Elementary School
Dr. Todd Jones,
Georgia Highlands College

The members of Strand 3 worked diligently to provide a comprehensive and working Strategic Plan that would provide focus for student achievement at the CCA. While it is felt that all Essential Practices are important the utilization of the FORD NGL Self-Assessment led to a more specific focus.

Narrative Strand 3

The major focus of strand three concerns partnerships with employers, community groups, and higher educational facilities to enhance the quality of education and subsequently local economic development. Our local community leaders, our educators, our parents, our students, and our elected officials believe that education is the cornerstone for our future success and an integral part of the quality of life in our region. Strand three members have identified multiple tactics that lead to enhanced educational opportunities for students and the community. Also, strand three recommended that integrated curriculum development leading to real-world career opportunities for students and teachers would also increase postsecondary attainment and scholarship opportunities. The work of the Strand 3 Essential Practices represents tactics that support broad community involvement.

Additionally an Advisory Board would review and respond to progress made toward Master Plan goals on an annual basis. Industry and school advisory councils would bring business leaders into the schools with the goals of providing opportunities for students to interact with representatives of the working world and to advise on curriculum content helping create the employees of the future. Given that the Ford NGL model represents a new way of doing things for our community, the Master Plan outlines a multifaceted communications plan helping to build awareness, support, and active participation in this effort.

Teacher Externships – Externship opportunities extended to teachers will provide experiences that will serve as inspiration for investigations of significant issues and problems aligning to the state standards.

Externships will help bridge an understanding among the teachers that problem based learning is an avenue to teach standards bringing real world scenarios to the student while providing the business partners with college and career ready students.

The committee will be comprised of leaders from businesses, civic and educational sectors steering the overall goal of developing teacher externship opportunities. This will in turn provide inspiration for real work performance based learning projects into the classroom. The goals of the employer guidance committee will include:

1. Establish 2-4 business partners willing to provide summer externships opportunities.
2. Create a benchmark, with the intention of utilizing feedback to modify and improve externship experiences and what is brought back to the classroom.
3. Identify and establish funding sources for externships beginning summer 2016.

Tutoring and Career Awareness – Provide tutoring programs and career awareness activities offering support and knowledge for students to obtain postsecondary career pathways. The proposed activities provide effective and adaptable programs meeting the student’s individual needs. Bringing Greater Rome’s diverse businesses, educators and communities together provides the basis for successful implementation of the programs. The goals include:

1. Continue using Communities in Schools for mentoring and PLC expansion.
2. Implement the Work Ready Grad program (BETA TESTING 2014)
- 3.

Advisory Committees and Externships – Committees will be comprised of leaders from business, civic, and educational sectors steering the overall curriculum and giving guidance as to community need. These committees will also be instrumental in developing teacher externship opportunities by providing real world performance based learning projects in the classroom. Goals include:

1. Identify 2 – 4 business partners willing to provide summer externship opportunities.
2. Formalize advisory committees for two pathways by midyear 2015.
3. Establish funding for teacher summer stipends – perhaps with the Rome Chamber of Commerce 20/20 Goal.

Below please find hyperlinks to Tactical Plans:

[Strand 3 Tactical Plan Adv Comm and Externships](#)

[Strand 3 Tactical Plan Externship](#)

[Strand 3 Tactical Plan Tutoring](#)

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: 12.5 of 24 points = Accelerating 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: Senior Business, civic, and education leaders' support, and advocate for the goals outlined in the community master plan.

Appraisal: Self-Rating 3.2: 6.5 of 9 points = Proficient Implementation

Total of 9 points possible:

(0-2 Exploring Implementation; 3-5 Accelerating Implementation; 6-8 Proficient Implementation; 9-12 Distinguished implementation)

Essential Practice 3.3: Industry Councils are formed for each prioritized career pathway to develop and support academies in these pathways.

Appraisal: Self-Rating 3.3: 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 3.4: Community aligns employer and civic support through dedicated staff who facilitate industry meetings and coordinate support for academies in their respective pathways.

Appraisal: Self-Rating 3.4: 7.5 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: 6 of 12 points = Accelerating Implementation

Total of 12 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 and develop skills for effective implementation of the master plan.

Appraisal: Self-Rating 3.7: 8.5 of 21 points = Proficient Implementation

Total of 21 points possible:

(0-3 Exploring Implementation; 4-7 Accelerating Implementation; 8-11 Proficient Implementation; 12-15 Distinguished implementation)

Essential Practice 3.8: Business and civic leaders promote the benefits of postsecondary education and/or technical training for students.

Appraisal: Self-Rating 3.8: 10 of 21 points = Proficient Implementation

Total of 21 points possible:

(0-3 Exploring Implementation; 4-7 Accelerating Implementation; 8-11 Proficient Implementation; 12-15 Distinguished implementation)

Stand 3: Transforming Business & Civic Engagement

Current Status:

- FCSCCA staff dedicated to meet goals and requirements.
- CEO position within FCSCCA 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 business and education communities.
- Strategic initiatives underway through current Floyd County Schools College and Career Academy plans and programs.
- Strong level of leadership and commitment from the Floyd County School Superintendent.
- Budget currently supports staff dedication to FCSCCA and CTAE objectives.
- FCSCCA Board members provide feedback from the civic and business community, guidance regarding field trips, job-shadowing, mentoring opportunities and community service opportunities for teachers and students

Initiative Type	Strand 3 Essential Practice
Awareness (Internal and External)	<ul style="list-style-type: none"> • Essential Practice 3.5 • Essential Practice 3.6
Knowledge/Data	<ul style="list-style-type: none"> • Essential Practice 3.3 • Essential Practice 3.7
Processes/Programs	<ul style="list-style-type: none"> • Essential Practice 3.1 • Essential Practice 3.2 • Essential Practice 3.3

	<ul style="list-style-type: none"> • Essential Practice 3.5 • Essential Practice 3.7
Strategic Partnerships/Planning	<ul style="list-style-type: none"> • Essential Practice 3.1 • Essential Practice 3.2 • Essential Practice 3.3 • Essential Practice 3.4 • Essential Practice 3.5

Current Activities

Initiative Type	Current Activity	Champion Organization/Team Member	Timeframe
Awareness (Internal and External)	Open Houses at base high schools	<ul style="list-style-type: none"> • High School Administrators 	Underway
Awareness (Internal and External)	Registration Nights (rising 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 webmasters • Principals 	Underway
Awareness (Internal and External)	Civic presentations by school superintendent	<ul style="list-style-type: none"> • School Superintendent or designee 	Underway
Awareness (Internal and External)	High School Leadership Rome presentation by school superintendent	<ul style="list-style-type: none"> • School Superintendent or designee 	Underway
Awareness (Internal and External)	Annual Community Retreat presentation by school superintendent	<ul style="list-style-type: none"> • School Superintendent or designee 	Underway
Awareness (Internal and External)	Community presentations about Floyd County College and Career Academy	<ul style="list-style-type: none"> • FCSCCA CEO 	Underway
Process/Programs	CTAE Dual Enrollment	<ul style="list-style-type: none"> • FCSCCA staff • GNTC staff • GHC staff 	Underway
Process/Programs	CTAE Pathway/Program Advisory Councils for each program area	<ul style="list-style-type: none"> • Teachers 	Underway
Process/Programs	Classroom enrichment programs sponsors by local industry	<ul style="list-style-type: none"> • Business Representatives • School Superintendent • School Staff members 	Underway
Process/Programs	Work-Based Learning Advisory Council	<ul style="list-style-type: none"> • Work-Based Learning Coordinator • Business Representatives 	Underway
Process/Programs	Industry Certification for CTAE Programs	<ul style="list-style-type: none"> • Teachers 	Underway
Process/Programs	Local business guest speakers in the classroom	<ul style="list-style-type: none"> • Teachers • Business 	Underway

Current Activities

Initiative Type	Current Activity	Champion Organization/Team Member	Timeframe
Process/Programs	Establishment of CTAE System Coordinator and CTAE base high school Supervisors	<ul style="list-style-type: none"> • School Superintendent 	Underway
Process/Programs	Field trips to local businesses/industries	<ul style="list-style-type: none"> • Teachers • Business Representatives 	Underway
Processes/Programs	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 Coordinator 	Underway
Knowledge/Data	Annual Georgia College and Career Academy Network Conference	<ul style="list-style-type: none"> • FCSCCA CEO • Business Representatives 	Underway
Knowledge/Data	Annual Georgia CTAE Conference	<ul style="list-style-type: none"> • CTAE Coordinator • FCSCCA CEO • Teachers 	Underway
Strategic Partnerships/Planning	Partnerships with Georgia Highlands, Shorter University, Berry College, Georgia School for the Deaf and GA Northwestern Technical College	<ul style="list-style-type: none"> • FCSCCA CEO • CTAE Coordinator 	Underway
Strategic Partnerships/Planning	College dual enrollment	<ul style="list-style-type: none"> • CTAE Coordinator 	Underway
Strategic Partnerships/Planning	School councils, Local School Governance Teams, CCA Board, Advisory Councils	<ul style="list-style-type: none"> • Principals 	Underway
Strategic Partnerships/Planning	Ford NGL Community Stakeholder Meeting	<ul style="list-style-type: none"> • FCSCCA CEO • Community Co-chairs • Georgia Ford Hub Representatives 	Underway
Strategic Partnerships/Planning	Existing business partnerships	<ul style="list-style-type: none"> • FCSCCA CEO • CTAE 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"> • FCSCCA CEO • CTAE Coordinator • Work-Based Learning Coordinator 	Underway

Action Steps

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Strategic Partnerships/Planning	Continue to conduct Ford NGL Community Stakeholder Meetings	<ul style="list-style-type: none"> • FCSCCA CEO 	Year 1
Awareness (Internal and External)	Share master plan with teachers and administrators at all schools	<ul style="list-style-type: none"> • FCSCCA CEO • CTAE System Coordinator 	Year 1
Awareness (Internal and External)	Promotion of FCSCCA/CTAE presentations during parent nights at base high schools	<ul style="list-style-type: none"> • School Superintendent • FCSCCA CEO • CTAE Coordinator 	Year 1
Awareness (Internal and External)	Promote/provide visibility of FCSCCA and CTAE pathways at Chamber community events	<ul style="list-style-type: none"> • CTAE Coordinator • FCSCCA CEO • Chamber Director 	Year 1
Knowledge/Data	Incorporation of labor data into pathway promotion information and planning	<ul style="list-style-type: none"> • CTAE System Coordinator 	Year 1
Knowledge/Data	Host recurring meetings with Human Resource Directors and Business Executives and Managers to stay current with workforce needs	<ul style="list-style-type: none"> • FCSCCA CEO • Chamber Director 	Year 1
Processes/Programs	Expand focus on and develop consistent tools for teaching Work Ethic	<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	<ul style="list-style-type: none"> • CTAE System Coordinator 	Year 1
Processes/Programs	Conduct tours 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"> • FCSCCA CEO • CTAE System Coordinator • Principals 	Year 1

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
Processes/Programs	Conduct tour of local businesses/industries for Regional Work-Based Learning Professionals	<ul style="list-style-type: none"> • FCSCCA CEO • Work Based Learning 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"> • FCSCCA 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 Coordinator • Chamber Director • Industrial Development Authority 	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"> • FCSCCA CEO • Chamber of Commerce 	Year 1
Strategic Partnerships/Planning	Identify partnership opportunities between Chamber membership areas/business sectors and career pathway areas	<ul style="list-style-type: none"> • CTAE System Coordinator • FCSCCA CEO 	Year 1
Strategic Partnerships/Planning	Develop recurring opportunities for school system and business partners to share information about existing partnership activities	<ul style="list-style-type: none"> • FCSCCA CEO • CTAE 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.	<ul style="list-style-type: none"> • School Superintendent • Chamber CEO 	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"> • FCSCCA CEO • CTAE System Coordinator 	Year 2

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe
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"> • FCSCCA CEO • CTAE System Coordinator • Principals 	Year 2
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 and high schools	<ul style="list-style-type: none"> • CTAE System Coordinator 	Year 3
Processes/Programs	Explore opportunities to incorporate Science, Technology, Engineering, and Mathematics (STEM) academies into the school system	<ul style="list-style-type: none"> • CTAE System Coordinator • FCSCCA CEO 	Year 3
Strategic Partnerships/Planning	Identify potential business partnerships for external funding	<ul style="list-style-type: none"> • FCSCCA CEO 	Year 3
Processes/Programs	Expand opportunities for student job shadowing	<ul style="list-style-type: none"> • Work-Based Learning Coordinator 	Year 4



Appendix A: CTAE Pathway and Course Descriptions



In 2013, the Georgia Department of Education released 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.** These Career Cluster/Pathways are 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 improve the student transition from secondary to postsecondary education. Of the approximately 80 CTAE career pathways, the Floyd County School System will offer 22 career pathways for the 2014-2015 school year.

Agriculture, Food and Natural Resource Career Cluster Pathway

Plant and Landscape Systems Pathway	Agricultural Mechanics Systems
02.471 Basic Ag Science 01.461 General Horticulture 01.470 Nursery & Landscape	02.471 Basic Ag Science 01.422 Ag Mechanics I 01.422 Ag Mechanics II
Horticulture Mechanical Pathway	
02.471 Basic Ag Science 01.461 General Horticulture 01.421 Agriculture Mechanics I	

Agriculture, Food & Natural Resources Career Cluster

This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The 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.

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.

Agricultural Mechanics I

This laboratory course is designed to provide students with introductory level experiences in selected major areas of agricultural mechanics technology which may include wood working, agricultural structures, electrical wiring, electric arc welding, oxy/fuel cutting and welding processes, and power equipment operation and maintenance. Learning activities include information, skill development, and problem solving

Agricultural Mechanics II

The goal of this laboratory course is designed to offer students intermediate level experiences in selected major areas of agricultural mechanics technology which may include small engine maintenance and repair, metal fabrication, concrete construction, building construction, plumbing, electrical wiring, maintenance of agricultural machinery, equipment and tractors and soil, and water conservation.

Architecture & Construction Career Cluster

Carpentry Pathway
46.44500 Industry Fundamentals and Occupational Safety
46.44600 Introduction to Construction
46.45000 Carpentry I
Electrical Pathway
46.44500 Industry Fundamentals and Occupational Safety
46.44600 Introduction to Construction
46.46000 Electrical 1

Industry Fundamentals and Occupational Safety

This course is designed as the foundational course to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core.

Introduction to Construction

This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history, learn and apply knowledge of the care and safe use of hand and power tools, and be introduced to and develop skills to differentiate between blueprints related to each individual craft area.

Carpentry I

This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsman.

Electrical I

This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in electrical skills and knowledge. As the third step in gaining a Level One Industry Certification in Electrical, the course builds on the concepts of electrical safety introduced in Occupational Safety and provides knowledge and basic skills of the hardware and systems used by an electrician. The course incorporates general knowledge of the National Electrical Code and electrical systems, including series, parallel, and series-parallel circuits. In addition, students will be provided an introduction to the skills and knowledge of conduit bending and installation.

Arts, AV/Technology and Communications Career Cluster

Graphics Communications Pathway
48.46100 Introduction to Graphics and Design
48.46200 Graphic Design and Production
48.46900 Advanced Graphic Output Processes
Graphics Design Pathway
48.46100 Introduction to Graphics and Design
48.46200 Graphic Design and Production
48.42800 Advanced Graphic Design

Introduction to Graphics and Design

This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. Pre-requisite for this course is adviser approval.

Graphic Design and Production

As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications. The prerequisite for this course is Introduction to Graphics and Design.

Advanced Graphic Output Processes

As the third course in the Graphics Communication Pathway, students will gain more advanced levels of experience to complete 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 will continue to 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 educational environment where self-motivation and a high level of skill are expected. This is the final course in the Graphic Communication Pathway. The prerequisite for this course is Graphic Design and Production

Advanced Graphic Design

Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. 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. This is the final course in the Graphic Design pathway.

Education and Training Career Cluster

Teaching As A Profession

13.01100 Examining the Teaching Profession 13.01200 Contemporary Issues in Education 13.01300 Teaching as a Profession Practicum 70.01104 Advanced Mentorship (GHC Course EDU 2130) OR 70.01100 Mentorship (continue with internship)
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Examining the Teaching Profession

The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Pre-requisite for this course is adviser approval.

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. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training).

Teaching as a Profession Practicum

The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

Mastery of standards through project-based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) or Family, Career, & Community Leaders of America (FCCLA) will provide students with a competitive edge for entry into the education global marketplace.

Health Science Career Cluster

Therapeutic Services/Patient Care
25.42100 Introduction to Healthcare Science
25.44000 Essentials of Healthcare
25.43600 Patient Care Fundamentals
Therapeutic Services/Allied Health and Medicine
25.42100 Introduction to Healthcare Science
25.44000 Essentials of Healthcare
25.43700 Allied Health and Medicine
Therapeutic Services/ Sports Medicine
25.42100 Introduction to Healthcare Science
25.44000 Essentials of Healthcare
25.44600 Sports Medicine

Introduction to Healthcare Science

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. The pre-requisite for this course is advisor approval.

Essentials of Healthcare

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare.

Patient Care Fundamentals

This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. 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), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon

completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation.

Allied Health and Medicine

This 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 various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame, but may be adjusted according to local system schedules. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.

Sports Medicine

Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.

Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization, HOSA (Health Occupations Students of America), will provide students with a competitive edge for entry into either the healthcare global marketplace or a post-secondary institution to pursue further education and training.

Information Technology Career Cluster**Networking**

11.41500 Introduction to Digital Technology
11.46100 Networking Fundamentals
11.46200 Network Systems and Support
11.42000 Information Technology Support

Introduction to Digital Technology

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

Networking Fundamentals

This course is designed to provide students with the background necessary to understand the local area networking information on workstations and networking. Students will learn the processes involved in designing, implementing, upgrading, managing, and otherwise working with networks and network technologies. Various forms of technologies will be used to expose students to resources, software, and applications of networking. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Networking Systems and Support

Students will apply a variety of fundamental skills utilized in entry-level computer network systems administration positions. Exposure to various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems and segments of network systems will allow students to develop a strong knowledge base for networking systems and support. Students will be involved in designing, implementing, upgrading, managing, and working with networks and network technologies. Various forms of technologies will be used to expose students to resources, software, and applications of networking. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Information Technology Support

How do you make the device work? Students will apply Information Technology Essentials skills to diagnose and correct computer problems. By building knowledge and skill, students will install, build, upgrade, repair, configure, troubleshoot, and perform preventative maintenance on computer hardware, operating systems, laptops and portable devices. Various forms of technologies will be used to expose students to resources, software, and applications of computer repair.

Science, Technology, Engineering, and Math Career Cluster

Engineering and Technology
21.42500 Foundations of Engineering & Technology
21.47100 Engineering Concepts
21.47200 Engineering Applications
21.44500 Robotics and Automated Systems
Mechatronics
21.46200 Introduction to Mechatronics - DC Theory, Pneumatic Systems, and Programmable Logic Controllers
21.46300 AC Theory, Electric motors, and Hydraulic Systems
21.46400 Semiconductors, Mechanical Systems, and Pump and Piping Systems

Foundations of Engineering and Technology

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM.

Engineering Concepts

Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment.

Engineering Applications

Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering.

Robotics and Automated Systems

Upon completing this course, students will be able to apply their knowledge of computer aided design (CAD), computer numerical control (CNC), robotics, computer assisted manufacturing (CAM), programmable logic controllers, automated guided vehicles (AGV), and computer integrated manufacturing (CIM).

Introduction to Mechatronics - DC Theory, Pneumatic Systems, and Programmable Logic Controllers

By completing this course, students will be introduced to direct current concepts and applications, pneumatic system fundamentals, and programmable logic controllers (PLCs). Topics include, but are not limited to, electrical laws and principles, magnetism, series, parallel, and simple combination DC circuits, pneumatic system principles and components, and PLC installation and programming. Theory and practical application concepts are discussed and illustrated through labs. Furthermore, this course introduces students to the operational theory, systems terminology, installation, and programming procedures for PLCs. Emphasis is placed on PLC programming, connections, installation, and start-up procedures. Other topics include timers and counters, relay logic instructions, and hardware and software applications.

AC Theory, Electric motors, and Hydraulic Systems

This course further expands the student's knowledge and understanding of Mechatronics through introducing students to: alternating current theory and applications of varying sine wave voltages and current, inductance and capacitance, motor theory and operating principles, control devices, symbols and schematic diagrams, preventative maintenance and troubleshooting, and hydraulic system principles and components. Theory and practical application concepts are discussed and illustrated through labs.

Semiconductors, Mechanical Systems, and Pump and Piping Systems

By completing this course, students will be introduced to electronics theory, mechanical systems, and pump and piping systems. Topics include, but are not limited to, diodes and amplifiers, semiconductor fundamentals, mechanical drives, measurement processes and techniques, maintenance tools, manufacturing processes, bearing design and application, and pump and piping systems. Theory and practical application concepts are discussed and illustrated through labs.

Human Services-Personal Care Services Career Cluster

Personal Care Services-Cosmetology
12.44400 Introduction to Personal Care Services
12.44500 Cosmetology Services 2
12.41100 Cosmetology Services 3

Introduction to Personal Care Services

This course introduces both fundamental theory and practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Areas addressed in this course include: state rules and regulations, professional image, bacteriology, decontamination and infection control, chemistry fundamentals, safety, Hazardous Duty Standards Act compliance, and anatomy and physiology. Students will experience basic hands on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician.

Cosmetology Services II

After exploring the different areas of Personal Care Services in the introduction course, students may choose to pursue further training in cosmetology services. This course as well as additional advanced cosmetology courses is aligned with the Georgia State Board of Cosmetology requirements and licensure, and with the Technical College System of Georgia. This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standard.

Cosmetology Services III

This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology.

Law, Public Safety, Corrections and Security Career Cluster

Law Enforcement Services/Forensic Science
43.45000 Introduction to Law, Public Safety, Corrections & Security
43.45100 Criminal Justice Essentials
43.43300 Forensic Science and Criminal Investigations

Introduction to Law, Public Safety, Corrections and Security

This course examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

Criminal Justice Essentials

Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular

Forensic Science and Criminal Investigations

Forensic Science and Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. The course will utilize scientific equipment; therefore, instructors should have access to a science lab if their Career and Technical Education lab is not equipped. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation, and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills through the lens of the scientific method. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security and Criminal Justice Essentials.

Business, Management & Administration Career Cluster

Business & Technology
07.44130 Introduction to Business & Technology
07.44100 Business & Technology
07.45100 Business Communications
Entrepreneurship
07.44130 Introduction to Business & Technology
06.41500 Legal Environment of Business
06.41600 Entrepreneurship
Human Resources Management
07.44130 Introduction to Business & Technology
06.41500 Legal Environment of Business
06.41800 Human Resources Principles

Introduction to Business & Technology

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

Business and Technology

How is technology used to solve business problems and communicate solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.

Business Communications

What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course.

Legal Environment of Business

Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.

Entrepreneurship

Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, and business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.

Human Resources Principles

HIRE or FIRE? Students will analyze the primary functions of human resources management which include recruitment, selection, training, development, compensation, and evaluation. The course is designed to equip students with operational knowledge of hiring, managing, and firing employees. Throughout this course students will be introduced to the Human Resource Management role by following the life cycle of an employee from organizational entry to exit.

Human Services – Foods and Nutrition Career Cluster

Nutrition & Food Science
20.41610 Food, Nutrition & Wellness
20.41400 Food for Life
20.41810 Food Science

Food, Nutrition & Wellness

Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health.

Food for Life

Food for Life 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 elderly. 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. Related careers will be explored.

Hospitality and Tourism Career Cluster

Sports & Entertainment Marketing
08.47400 Marketing Principles
08.47800 Introduction to Sports & Entertainment Marketing
08.48500 Advanced Sports & Entertainment Marketing

Marketing Principles

Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.

Introduction to Sports and Entertainment Marketing

This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact the industry has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skill, Selling, Marketing, Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization.

Advanced Sports and Entertainment Marketing

This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing Information Management, Selling, Publicity/Public Relations, Sales Promotion, and Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning.



Appendix B: Progress Monitoring Plan



**FORD
NEXT GENERATION
LEARNING** 
Floyd County Schools

The progress toward goal achievement will be monitored by an annual review by the stakeholder team and CCA Board of Directors utilizing the following document:

STRAND 1

Initiative Type	Current Activity	Champion Organization/Team Member	Timeframe	Progress
Processes/Programs	Identify business partners willing to provide externship opportunities for CCA teachers	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Business Partners 	Year 1	
Processes/Programs	Establish funding for teacher summer stipends – collaborate with Rome Chamber of Commerce 20/20 goal 1.1.3	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Business Partners • Rome Chamber of Commerce 	Year 1	
Processes/Programs	Implement 3-4 teacher externships	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Business Partners • Rome Chamber of Commerce 	Year 1	
Processes/Programs	Subdivide into focus groups based on interest. Discuss best practices and possibilities of bringing real world problem based learning to the classroom.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1	
Processes/Programs	Establish protocol for redelivery to faculty body post externship.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1	
Processes/Programs	Meet with advisory committee to create benchmark to evaluate success, usefulness of program designed to	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1	

	adjust and improve program design based on need			
Processes/Programs	Support teachers and students working with open-ended problems and issues that require student to identify problems, clarify, and analyze situations, explore solutions, and evaluate results	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1	
Processes/Programs	Provide necessary support for teachers in the use of problem based learning, and developing problem based learning (PBL) activities stemming from externships.	<ul style="list-style-type: none"> • CTAE Coordinator • CTAE School Supervisors • Teachers 	Year 1	

STRAND 2

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe	Progress
Awareness (Internal and External)	CCA representatives present to FCS 8 th grade	<ul style="list-style-type: none"> • CCA Faculty and Staff • Middle School Faculty and Staff 	Year 1	
Professional Development/Planning	Core Academics and CTAE Teachers will participate in monthly cross curricular collaborative meetings	<ul style="list-style-type: none"> • CCA Teachers 	Year 1	
College and Career Development	CCA Faculty/Staff, Local College and Business representatives will meet with Work Ready Grad	<ul style="list-style-type: none"> • CCA Faculty/Staff • Local College Representatives • Local Business Representatives 	Year 1	

	representative.			
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STRAND 3

Initiative Type	Proposed Activity	Champion Organization/Team Member	Timeframe	Progress
Strategic Partnerships/Planning	Continue to conduct Ford NGL Community Stakeholder Meetings	<ul style="list-style-type: none"> • FCSCCA CEO 	Year 1	
Awareness (Internal and External)	Share master plan with teachers and administrators at all schools	<ul style="list-style-type: none"> • FCSCCA CEO • CTAE System Coordinator 	Year 1	
Awareness (Internal and External)	Promotion of FCSCCA/CTAE presentations during parent nights at base high schools	<ul style="list-style-type: none"> • School Superintendent • FCSCCA CEO • CTAE Coordinator 	Year 1	
Awareness (Internal and External)	Promote/provide visibility of FCSCCA and CTAE pathways at Chamber community events	<ul style="list-style-type: none"> • CTAE Coordinator • FCSCCA CEO • Chamber Director 	Year 1	
Knowledge/Data	Incorporation of labor data into pathway promotion information and planning	<ul style="list-style-type: none"> • CTAE System Coordinator 	Year 1	
Knowledge/Data	Host recurring meetings with Human Resource Directors and Business Executives and Managers to stay current with workforce needs	<ul style="list-style-type: none"> • FCSCCA CEO • Chamber Director 	Year 1	
Processes/Programs	Expand focus on and develop consistent tools for teaching Work Ethic	<ul style="list-style-type: none"> • CTAE System Coordinator 	Year 1	
Processes/Programs	Set up a teacher	<ul style="list-style-type: none"> • CTAE System 	Year 1	

	internship for CTAE teachers in a business/industry related to their subject matter	Coordinator		
Processes/Programs	Conduct tours 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"> • FCSCCA CEO • CTAE System Coordinator • Principals 	Year 1	

Initiative Type	Current Activity	Champion Organization/Team Member	Timeframe
Processes/Programs	Conduct tour of local businesses/industries for Regional Work-Based Learning Professionals	<ul style="list-style-type: none"> • FCSCCA CEO • Work Based Learning 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"> • FCSCCA 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 Coordinator • Chamber Director • Industrial Development Authority 	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"> • FCSCCA CEO • Chamber of Commerce 	Year 1
Strategic Partnerships/Planning	Identify partnership opportunities between	<ul style="list-style-type: none"> • CTAE System Coordinator 	Year 1

	Chamber membership areas/business sectors and career pathway areas	<ul style="list-style-type: none"> • FCSCCA CEO 	
Strategic Partnerships/Planning	Develop recurring opportunities for school system and business partners to share information about existing partnership activities	<ul style="list-style-type: none"> • FCSCCA CEO • CTAE Coordinator 	Year 1



Appendix C: Media Releases



Handel tours Floyd County College and Career Academy

Story Comments

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Posted: Tuesday, February 11, 2014 11:00 am | Updated: 6:37 pm, Tue Feb 25, 2014.

Posted on Feb 11, 2014 by Doug Walker Republican U.S. Senate candidate **Karen Handel** said she wanted to see the Floyd

County College and Career Academy on Monday because it's one of the innovative ways Georgia is using to better prepare its workforce.

Handel, who is seeking to replace retiring Sen. Saxby Chambliss, R-Ga., also met with local business leaders at the Greater Rome Chamber of Commerce.

"It's not any longer just about having a four-year college degree," she said. "We have to make sure our young people are prepared with the right kinds of skills to meet the jobs that are going to be available," Handel said.

She said there are so many workforce training programs at the federal level that can be handled better by the individual states.

"Each state can model their own and align with the right workforce for that state," she said. "Georgia's economy is different from Ohio's and et cetera."

Does that mean she'd push to have some of the programs funded by the federal government trickle down to the state?

"I think you do it in cooperation and collaboration with the state. One thing I talk about a lot is that at the federal level we do need to cut spending," Handel said. "We cannot keep going with a \$17 trillion debt, but we have to do it in a diligent way, in partnership with our states — recognizing that, for Georgia, almost 50 percent of the budget for the state is federal dollars."

Handel was given a tour of the robotics and information technology labs at the Floyd College and Career Academy. She told students they're in a great position to see how classroom and lab training can be put to use in business and industry.

In addition to Handel, there are seven other announced GOP senate candidates. Three seated congressmen — Paul Broun, Jack Kingston and Phil Gingrey — are in the race along with Jack Perdue, Eugene Yu, Art Gardener and Demick Grayson.

Democratic candidates announced so far are Michelle Nunn, Steen Miles and Todd Robinson.

Qualifying is in March and the party primaries are in

Karen Handel at College and Career Academy

Karen Handel (second from left) toured the Floyd County College and Career Academy on Monday. Instructor Greg Smith (from left), Handel, Ryley Mobbs, Blake Vinson and Jade Hunter look over some of the equipment. (Doug Walker, RN-T)

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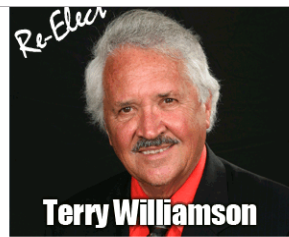
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Posted in Education, Local on Tuesday, February 11, 2014 11:00 am. Updated: 6:37 pm.

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Local Events

Monday	MAY 5
Red Bud Cardinal Alumni Association ... Sonoraville Recreation Dep...	7:00 pm
Drama Comedy Night Rome High School	7:00 pm
Tuesday	MAY 6
Wednesday	MAY 7
Thursday	MAY 8

Home » Rome » News » Education

Scholarships awarded to College and Career Academy seniors

Story Comments Image (3)

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Posted: Friday, May 16, 2014 4:50 pm

Press release



Kevin Smith

Kevin Smith



The end of a school year and graduation closes one chapter for students but it is also a bright, new beginning. That is especially true for students earning scholarships to continue their education.

The Floyd County Schools College and Career Academy held its annual awards night recently at Georgia Northwestern Technical College to honor student accomplishment and present scholarship awards.

Eleven students received scholarships totaling \$5500.00. Community partners with the College and Career Academy also stepped-up to reward seniors who have distinguished themselves in programs at the school. Georgia Power awarded a \$500 scholarship to Kevin Smith, Oglethorpe Power provided a \$500 scholarship to Brennen Baird, and Carla Ramirez received a \$500 from Floyd Medical Center.

The College and Career Academy Foundation awarded \$500 scholarships in program areas. Receiving scholarships were: Jessie Bradshaw, Cosmetology; Rebecca Jackson, Criminal Justice; Tyler Thompson, Graphic Communications; Tyler Watkins, Horticulture; Jamie Hughes, Metals Technology; Emily Ashmore and Kevante Drew, Teacher Academy; and Mikaela Ball, Work Based Learning.

The College and Career Academy recognized a large number of students earning industry certification, competition awards during the year, and for participation in dual enrollment college courses during high school. Certified Nursing Assistant (CNA) dual enrollment recognized more than 70 students; Cosmetology dual enrollment honored 11, Criminal Justice dual enrollment, 13; and Teacher Education dual enrollment, 4. Students will be able to use these experiences and certifications to give them an advantage when seeking employment or applying to colleges and technical programs.

The school also recognized students for excellence in core academic programs of math and science. This is the first year math and science courses have been available at the College and Career Academy.

Dan Sweitzer, outgoing President of the College and Career Academy Board of Directors, was also recognized for his contributions to the school. He will be leaving the board at the end of this school year. Sweitzer has served on the CCA Board of Directors in a leadership capacity since the beginning of the College and Career Academy Charter.

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College and Career Academy teacher wins innovation award

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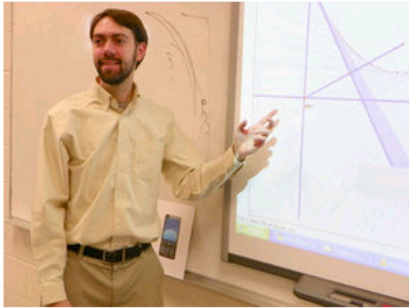
Posted: Saturday, February 8, 2014 8:30 am

From staff reports

A Floyd County teacher is a winner in the Innovation in Teaching Competition.

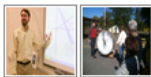
Math teacher Brian Swanagan's project to build a parabola to illustrate application of math concepts has been selected a winner in the third round of Gov. Nathan Deal's Innovation in Teaching Competition.

Swanagan was one of seven winners from across the state. Swanagan teamed with metals teacher Chesley Chambers at the College and Career Academy to make the math project real for students.



Brian Swanagan

Floyd County Schools College and Career Academy math teacher Brian Swanagan says the parabola project "allows math to come to life for my students." (contributed photo)



A parabola is shaped similar to a satellite dish. The parabola's mathematical dimensions were determined by Swanagan's students and then built by the students in Chamber's metals class.

Students were able to use the parabola as a heat source by focusing light. They also found that it would capture sound and allow the student's music on a cell phone to be heard at great distances. The group was even able to construct a hot dog cooker that roasted hot dogs with just the use of the sun's rays.



"This allows math to come to life for my students," said Swanagan. "The parabola project lets students see how you can actually use math concepts instead of just working with numbers or equations on paper." Chambers added, "This also brings to light the importance of taking higher level math for my students and shows them the necessity of being focused in their academic classes."



Helping students to see a practical application of what they learn in class was one of the objectives to adding academic classes this year at the College and Career Academy.



"This is helping students to see how concepts they learn in the classroom will be used in their lives after graduation," said Eric Waters, principal of the College and Career Academy.

For being named an Innovation in Teaching winner, Swanagan will receive a \$2,000 stipend, and the College and Career Academy will receive a \$5,000 grant for implementation of Georgia's instructional standards. In addition, Georgia Public Broadcasting will film at the College and Career Academy before the end of the school year to capture the innovation leading the

way in educating children at the school on tape. Swanagan's class, teaching and team approach with technical programs at the school will be made available through the GPB video to educators, parents and institutions of higher learning across the state.

This is Swanagan's first year teaching math at the College and Career Academy. He previously taught math at Model High School.

Floyd County College and Career Academy benefit plant sale to launch season

Story Comments Image (3)

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Posted: Thursday, March 20, 2014 9:00 am | Updated: 10:11 am, Thu Mar 20, 2014.



Posted on Mar 20, 2014 by Kristina Wilder

Get ready to find some beautiful plants for your gardens at local plant sales in Rome and Floyd County.

The first sale of the season will be at the Floyd County College and Career Academy. Troy Fitzpatrick, horticulture teacher at the academy, said it begins March 31 and continues through the week, or until the school runs out of plants.

"We had a line wrapping around the building last year, so people should come out in their truck and fill it up," he said, smiling.

Floyd County Schools College and Career Academy plant sale

Braylen Scoggins, 11th grader at Amuchee High (left) and Tyler Watkins, 12th grader at Amuchee High, work to get the pepper plants ready for the upcoming Floyd County Schools College and Career Academy plant sale. The sale starts Monday, March 31. (Kristina Wilder / Rome News-Tribune)



The academy boasts 400 Boston ferns, hundreds of geraniums, begonias, marigolds, petunias and lantana. Also, you can choose from 10 different varieties of tomato plants and seven different varieties of pepper plants.

The prices are right, too. It's \$10 for a fern or a flat of plants in which you can mix and match flowers and vegetables, and \$5 for a hanging basket.

Proceeds go toward the school's Future Farmers of America field trips and projects.

"A lot of it goes back into buying supplies for next year, too," Fitzpatrick said. "But last year, we had enough money to buy a zero-turn lawn mower for the school." The lawn mower is part of the equipment the school uses to train students for FFA competitions. The program, which has been going for 30-plus years, pays for almost all of the materials it uses with the proceeds from the plant sale, Fitzpatrick said.

"The county system pays our utilities, but other than that, we pay for things using the sale, so our customers are making a great contribution to the school," he said.

Fitzpatrick said the program teaches the students many agriculture and organization skills but, "I think the best thing they get out of this is the work ethic and learning to finish what they start."

Students have ideas about this too.

"It teaches you to not be afraid to get dirty," laughed Tyler Watkins, a senior at Amuchee High who has participated in the program for three years.

Watkins, president of his FFA chapter, has a justified amount of pride in the product as well.

"People told us last year that we had the best ferns in the county," he said, proudly.

The students began working on the ferns, which are indeed beautifully green and full and are ready to make any front porch look better, in August.

"They come in, they are about four inches tall with three little fronds," said Fitzpatrick. "They've changed a little."

Vegetables are grown from seeds and the students start on those at the first of February, along with flowers grown from cuttings.

"We have instruction in the classroom about the plants and they come into the greenhouse and use that knowledge practically," Fitzpatrick said. "They are taught all about the best ways to take care of the plants so they can help the customers when they come."

The students will be at the sale, helping customers pick and load up their purchases. The sale begins March 31 at the College and Career Academy at 100 Tom Poe Drive. The greenhouse is at the back of the campus.

Sale hours are from 8:30 a.m. to 3 p.m. Monday through Friday, although Fitzpatrick said plans are to remain open until 5 p.m. on Monday and Wednesday. For more information, email him at tfitzpatrick@floydboe.net or call



Location



the academy at 706-236-1860.

College and Career Academy Healthcare Science students compete at state

Story Comments

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Posted: Friday, March 7, 2014 9:43 am





Floyd County Schools
A Georgia Charter System

Floyd County Schools

Nine Healthcare Science students from Floyd County Schools College and Career Academy have qualified for the Health Occupation Students of America (HOSA) state competition currently underway in Athens, Georgia. The competition started yesterday and will run through Saturday at the University of Georgia Conference Center.

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Students competing are: Jamilljah Dammond, a junior at Model High competing in Medical Law and Ethics; Allie Early, a junior at Model High, in Medical Reading; Austin Fednander, a junior at Pepperell High, in Medical Math; Katelyn Flemister, a junior at Coosa High, in Medical Spelling; Layton Hayes, a senior at Coosa High, in Medical Terminology; Thor Martin, a junior at Model High, in Medical Terminology; Nathan Meadows, a junior at Coosa High, in Medical Law and Ethics; Joanna Mullenax, a senior at Coosa High, in Medical Spelling; and, Halle Hanks, a junior at Pepperell High in Extemporaneous Healthcare Poster.



**Ask any
builder in Rome**

To qualifying for the state competition, students were required to place in the top 10 percent of exam scores compiled across the Northwest Georgia region in a variety of health-related categories.

Robots, test labs wow 4th-graders touring Floyd County College and Career Academy

Story Comments Image (5)

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Posted: Thursday, May 1, 2014 11:00 am



Fourth-graders get excited about robots, and building things, and amazing ways to cut metal, and watching someone get hauled up in a harness. However, these things usually don't happen in their classroom.

This week has changed all that.

Floyd County's [College and Career Academy](#) hosted excited groups of fourth-graders from across the county this week. Students got to visit the robotics, construction technology, metals and graphic arts departments at the academy.

The first visit was to the robotics lab, which held large robotic arms that can pick up plastic bottles. Fourth-graders watched high school students operate the robots with hand-held controls and have the robots not only manipulate objects, but answer questions.

"A lot of people do not know about our programs and how much we can do here and how respected the students who take classes here are," said robotics teacher Greg Smith.

The young visitors also toured the lab where the fighting robots are. Remote-controlled robots, built by academy students, can fight it out in a little ring on the floor. Every fourth-grader wanted a turn at controlling the feisty fighters.

4th-graders tour Floyd County College and Career Academy

Emmaline Ratledge, a fourth-grader at Armuchee Elementary, controls one of the robots in the robotics lab at the Floyd County College and Career Academy. (Kristina Wilder / Rome News)



"When you first start talking to them about the college and career academy, I don't think they understand exactly what it is," said Misty Gann, a teacher at Armuchee Elementary. "When they get in here, they get very excited about it. They can see all the different options."

Gann thinks this is the best way to get the students thinking about their future.

"As they get older they can see what they might be interested in doing for a career," she said. "Most children this age haven't thought about it, but visits to the college and career academy gets them excited and interested."

After the robot lab, the students moved over to construction technology, where teacher Joe Carter showed them building techniques and talked about how expert his students become.

Gesturing toward a wall built to resemble a wall on a house, he said that's where his students learn to lay bricks. "After a while, my students get to where they can lay all the brick down properly and then take it back down within two hours," he said. "They get pretty fast."

Next, the visitors got to see how a harness works as students from Pepperell High demonstrated on a scaffolding rig. Many of the fourth-graders wanted to try, but hopes were dashed.

"You aren't trained," said Pepperell High junior Colin Combs, laughing as he unhooked the straps and began removing his harness.

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Carter has a lot of pride in what the college and career academy does.

"It is a huge deal for me," he said. "We have a nationally accredited program here. When our students leave this school they have their own resume ready. This is what employers look for. They want people they don't have to pay to train. The academy offers real experience doing these things."

Other instructors at the school agree.

"Trips like this are so beneficial because the kids need to start to think at a young age what they might want as a career," said Paula Pouliceck, CTI coordinator at the academy. "A school like this offers things they may not think about at first. Sometimes, I think we take it for granted that everyone knows about all the job or career options out there, but a lot of times, they do not."