Glynn County School System
The Golden Isles Career Academy
2015-2020 Master Plan

FORD
NEXT GENERATION
LEARNING *Ford*

As one of the original eight counties in the state of Georgia, Glynn County has a unique and storied history as interesting and diverse as the community that it has become 237 years after its inception. That history has always included a focus on the importance of education, as evidenced by the fact that Glynn County is home to the second-oldest public high school in the south and fifth-oldest in the nation – a school that is still in operation today.

County leaders in both education and business have understood over the years that education is a dynamic and ever-changing institution, seeking not only to preserve the past but also to help define the future. It is with that philosophy and vision that Glynn County has embarked on ambitious educational initiatives designed to benefit all students, from our youngest learners to those honing life skills in post-secondary institutions or career path settings. Examples of these community undertakings include the opening of the Golden Isles Career Academy to address 21st Century workforce needs and the expansion of the College of Coastal Georgia to a four-year institution of higher learning.

I am excited about another step that Glynn County has taken over the past 12 months – creating a partnership between the Golden Isles Career Academy, the Glynn County Board of Education and the Glynn County business community to complete the Ford Next Generation Learning strategic planning process. In this endeavor, business leaders, teachers, counselors and school administrators collaborated to develop a five-year plan that will positively impact both Glynn County students and the business community. The following pages outline how we will continue to utilize creative partnerships to achieve two important results – ensuring that students develop the skills needed to compete both locally and globally, and creating a workforce that meets local needs while enabling community leaders to attract new businesses and industries to Brunswick and the Golden Isles.

Recognizing that education is a key component to a thriving and diverse community, Glynn County has once again forged boldly ahead to ensure that the beauty and unique nature of this historic coastal locale will be enjoyed by generations to come. Working together as a Next Generation Learning Community, we can certainly achieve this lofty goal.

Howard S. Mann
Superintendent

BRUNSWICK-GOLDEN ISLES CHAMBER OF COMMERCE

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Dear Community Partners,

The Brunswick Golden Isles Chamber of Commerce is proud to be a long-standing partner with the Golden Isles Career Academy. The business community has been instrumental in guiding the growth of the Career Academy and is excited about the Ford Next Generation Learning Community strategic planning process that both business leaders and educators have participated in for the past 12 months.

This strategic plan will help Glynn County's workforce development efforts for the next 3-5 years. Over 25 leaders from the business sector and educational leaders that included teachers, counselors and administrators, developed this plan that will impact the entire community and reflects a strong commitment and significant investment from the stakeholder group.

The Ford NGL process has allowed the business community and school system to identify weaknesses and strategically plan and prioritize the weaknesses that are to be addressed as well as build on the efforts and accomplishments to date.

Our community values excellence in education and the positive impact that excellence provides, 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 are all committed to providing our students with an environment in which they can learn, grow, and thrive.

On behalf of the Brunswick-Golden Isles Chamber of Commerce, I appreciate the partnership, resources and commitment that the Ford NGL team has displayed in Glynn County. We look forward to continuing to work together to achieve even greater accomplishments as we move forward in the years ahead.

With kindest regards, I am

Sincerely,

M.H. "Woody" Woodside
President

FORD NEXT GENERATION LEARNING
Education Innovation

A collaborative community approach to transforming education for (1) increased high school graduation rates, (2) increased academic achievement, (3) improved preparation for college, careers, and life, (4) increased earning potential, and ultimately (5) greater community prosperity

What We Value

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

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

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

Our Mission

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

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

> # First and foremost, students are at the center of everything we do.
>
> *We help communities prepare the future scientists, inventors, public servants, and entrepreneurs who will apply their passion and expertise to improving the world for both their generation and those to come.*

Ford NGL Framework

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

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

Strand 1: Transforming Teaching and Learning

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

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Strand 2: Transforming the Secondary School Experience

Creating and maintaining the career and interest-themed academies and the collaborative culture, structures, and practices necessary to transform teaching and learning and to capitalize on community engagement

+

Strand 3: Transforming Business and Civic Engagement

Engaging employers, educators, and community leaders in building and sustaining transformed secondary schools that promote community growth and prosperity by preparing students for future work and citizenship

Career and Interest-Themed Academies

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

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

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

- The career or thematic program of study selected by the student leverages an **area of personal interest and integrates it with core academic knowledge.** This integrated program of study is offered within a small learning community.

- The academies are not stand-alone "boutique" programs but are part of a district strategy to offer **a portfolio of approaches ("multiple pathways")** so that every student has the opportunity to choose a program that fits a personal interest.

- The programs offer **extensive real-world contact with adults** currently working in the field or area of interest, and they enable students to earn dual enrollment and/or articulated college-level credits while still in high school.

Essential Practices

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

- What teaching strategies not only engage students in developing essential knowledge, skills, and dispositions but also spark a passion for lifelong learning?

- How should high schools be organized to create and sustain high-quality career and interest-themed academies that put students on pathways to productive and exciting futures?

- What are the elements of successful collaborations among educators, employers, and community leaders that support the scaling and sustaining of highly effective academies?

The Essential Practices for each strand are drawn from the strategies shown to be effective by successful Ford NGL communities. They offer a foundation for a Ford NGL Master Plan for other communities to follow in scaling and sustaining their own career and interest-themed academy networks.
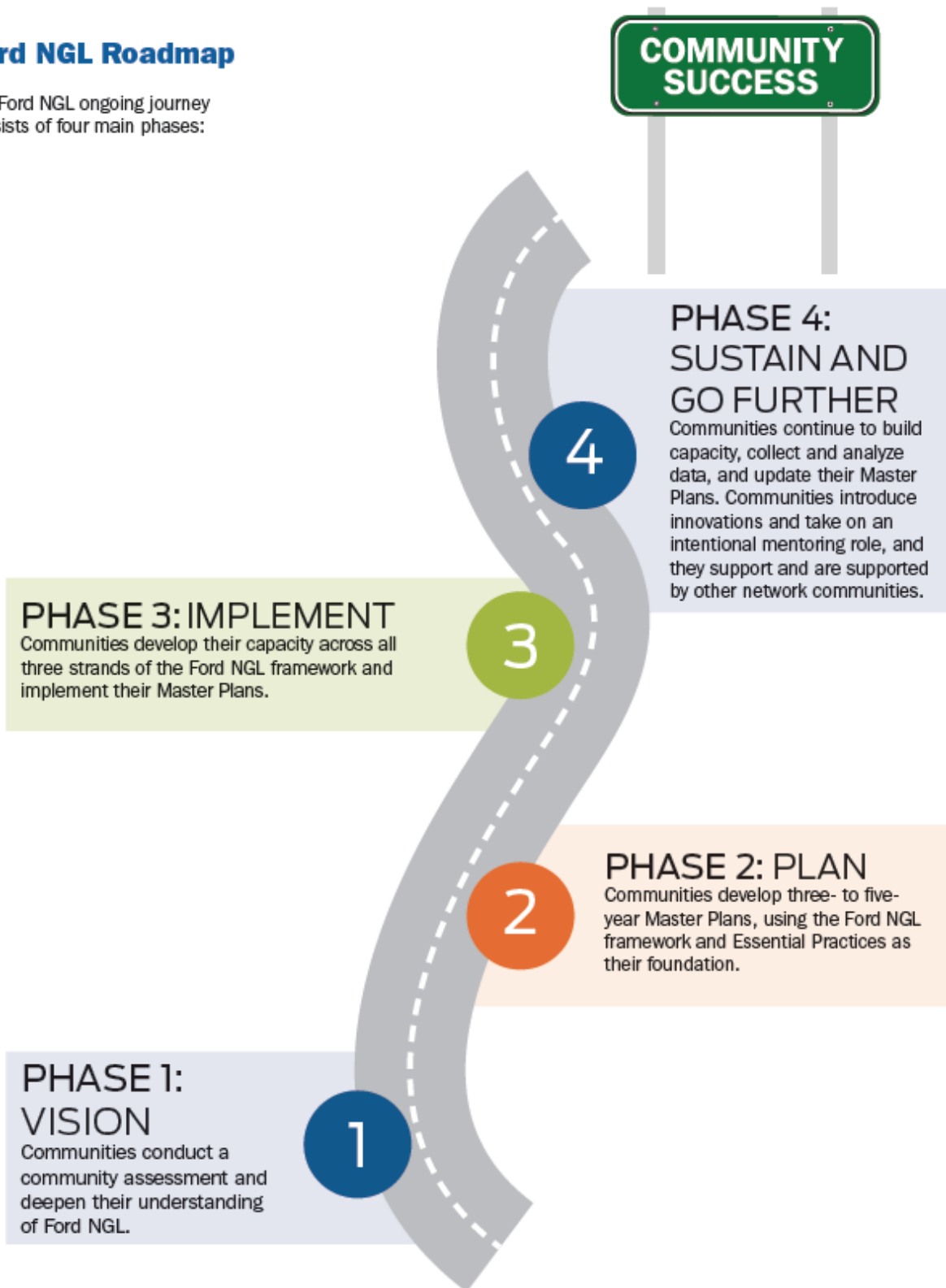
The Ford NGL framework outlines a process that involves all stakeholders in school reform. When the Ford NGL framework is implemented with fidelity, everyone has a voice and responsibility in educating our children. The results of the process lead to a community blueprint for reform, community ownership of educating children, and a new accountability structure that transcends the school district.

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

Ford NGL Roadmap

The Ford NGL ongoing journey consists of four main phases:

COMMUNITY SUCCESS

PHASE 4: SUSTAIN AND GO FURTHER

Communities continue to build capacity, collect and analyze data, and update their Master Plans. Communities introduce innovations and take on an intentional mentoring role, and they support and are supported by other network communities.

4

PHASE 3: IMPLEMENT

Communities develop their capacity across all three strands of the Ford NGL framework and implement their Master Plans.

3

PHASE 2: PLAN

Communities develop three- to five-year Master Plans, using the Ford NGL framework and Essential Practices as their foundation.

2

PHASE 1: VISION

Communities conduct a community assessment and deepen their understanding of Ford NGL.

1

Ford NGL Communities Are Seeing Results

Increased high school graduation rates

Increased academic achievement

Improved preparation for college, careers, and life

Development of students' 21st century skills

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

Increased earning potential

Strengthened talent pipeline

Benefits of the Ford NGL Network

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

Specific support includes the following:

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

Please visit www.fordngl.com
for more information.

Glynn County, one of the original eight counties in the state of Georgia, was created on February 5, 1777 from 423 square miles of land formerly held by Creek Indians. It is named for John Glynn, a member of the British House of Commons who defended the cause of the American colonies before the American Revolution. Located midway between Savannah, Ga., and Jacksonville, Fla., Glynn County consists of the historic port city of Brunswick – the county's only municipality that serves as the county seat – and the famed Golden Isles – St. Simons Island, Sea Island and Jekyll Island. The county also includes the privately owned Little St. Simons Island and Blythe Island, an inland residential community with a regional park. Glynn County is bordered on the north by McIntosh County, on the west by Wayne and Brantley counties, on the south by Camden County and on the east by the mighty Atlantic Ocean.

The 2010 Census reported Glynn County's population at 79,626, up 18 percent from 67,568 in the 2000 Census. Of that population, 6.6 percent are under age 5, nearly 20 percent are of primary school age (6-19), 58 percent are between the ages of 20-64 and 15.3 percent are age 65 and older. The racial makeup of Glynn County in 2010 was 64.3 percent white, 26.5 percent African American, 6.5 percent Hispanic or Latino, 1.4 percent Asian, 0.5 percent American Indian and Alaska native, 0.2 percent native Hawaiian and other Pacific Islander, and 1.7 percent two or more races. The estimated median household income in Glynn County was $49,986, essentially equal to the Georgia median of $49,604. About 13.9 percent of families and 17.7 percent of the population were classified as living below the poverty level, including 28.3 percent under 18 years of age. County unemployment was listed at 10.5 percent.

Glynn County has a long and storied tradition of public education, having been chartered shortly after the American Revolution by an act that gave five commissioners the power to sell public land for the purpose of generating monies to build an "academy." That school – Glynn Academy, chartered by the General Assembly on February 1, 1788 and now the second-oldest public high school in the American south and fifth-oldest in the nation – is still in operation today with historic and architecturally stunning buildings dating back to the late 1800s. With that backdrop, the Glynn County School System set its sights on the 21st century and beyond with the opening of a new Brunswick High School in January 2014 to replace the original facility that was constructed in 1967. Located directly across the street from the College of Coastal Georgia, the majestic new facility is the crown jewel of Brunswick's rapidly developing "education corridor." This strategic collaboration between the college, which recently attained four-year status, and the public school system is designed to showcase education as a key component of a thriving community. The proximity of the high school and the post-secondary institution provides opportunities for partnerships and programs that benefit both high school and college students and the community as a whole.

In addition to the two public high schools, the Glynn County School System partnered with the community to open the Golden Isles Career Academy at the start of the 2009-10 school year. Offering 17 career pathways ranging from agriculture, to business management, hospitality, information technology, manufacturing and more, the Career Academy seeks to provide a viable, skilled workforce that meets the critical needs of area businesses and industries. The school system also includes four middle schools, 10 elementary schools, a prekindergarten center and a behavior-oriented alternative

education program. The Glynn County School System provides educational, staff and operational support to a RESA psycho-educational facility and a state residential treatment facility.

The Glynn County School System employs 1,793 full- and part-time employees, of which 991 are certified. Of the certified employees, 247 hold bachelor's degrees, 479 hold master's degrees, 205 hold education specialist degrees and 43 have earned doctorate degrees. One hundred percent of the certified teaching staff is Highly Qualified. Of the 1,793 total employees, 1,105 have 10 or more years of experience in their respective fields.

Total student enrollment as of March 6, 2014 was 12,780 in grades prekindergarten through 12. There were 6,478 male students and 6,302 female students. The demographic breakdown was 49 percent white, 36 percent African American, 10 percent Hispanic, 2 percent Asian/Pacific Islander, less than 1 percent American Indian/Alaskan Native and 4 percent multiracial. Of the enrollment total, 8,172 students (64 percent) were classified as Economically Disadvantaged (receiving Free or Reduced Lunch Program benefits), 1,579 (12 percent) were identified as Students with Disabilities and 556 (4 percent) were classified as English Learners (ELs). Over the past five years, the number of Free and Reduced Lunch Program students has increased by 10 percent. The number of Total Active Students (as reported to the Georgia Department of Education at the end of each school year) has increased 7 percent over the past 10 years, from 11,722 in 2004 to 12,638 in 2013. Only once during that period did the active student count decline (from a peak of 12,852 in 2011 to 12,587 in 2012). Of the district's 10 elementary schools, four middle schools and two high schools, all but three (the two high schools and an elementary school) are classified as Title I Schools.

With a local economy heavily dependent on the real estate market and home values, Glynn County was hit tremendously hard by the "Great Recession." The Fiscal Year 2010 Consolidated Budget reflected General Fund revenues of more than $123 million, a figure that dropped steadily each year through 2012-13 ($98,623,200, roughly $25 million less than in 2009-10). The 2013-14 budget reflects General Fund revenues of $99,354,700. In 2001, state funds accounted for 51 percent of General Fund revenue while local funds made up 47 percent. In 2013, the percentages were 37 percent state funds and 63 percent local funds, placing a much larger burden on funding education at the local level. Since 2003, Glynn County has lost nearly $48 million in revenues due to state austerity reductions. In addition, local legislation instituted in FY10 that exempts those 65 or older with a net income of $40,000 or less from paying ad valorem taxes has resulted in more than $12 million in lost revenues.

Correspondingly, the school system instituted drastic budget cutting measures to account for the revenue decreases. Non-school (or district-level) administrative positions were reduced from a high of 29 in 2009 to a low of 20.5 in 2012. School-level administrative positions were also cut from 82 in 2010 to 69 in 2012. A total of 213.5 positions have been eliminated since 2010, with 125 of those being teaching positions. Cost per pupil spending has been reduced from a high of $10,188 in FY10 to its current low of $8,780 in FY13, a reduction of $1,408 per student. All school system employees (except bus drivers) have experienced furloughs, and budgets for nearly every non-mandated program have been cut entirely or drastically reduced since 2009. Yet, throughout these tumultuous economic circumstances, the millage rate remained the same at 15.230 mils from 2007 through 2012, until being

raised by one mil to 16.230 in 2013. The Board of Education and district administration have also made a commitment to continue programs of art and music instruction at all grade levels.

Glynn County has perhaps one of the most unique makeups in all of Georgia. The western portion of the county, encompassing roughly two-thirds of the county's land area, is rural and sparsely populated. Large tracts of land house farms and pine plantations for harvesting. Interstate 95 bisects the county from north to south, creating a dividing line between western Glynn County and the developed eastern portion, which includes the city of Brunswick. Named for Braunsweig, Germany, the ancestral home of King George II, Brunswick features a historic downtown and residential areas that reflect its English heritage. The city was laid out during the colonization of Georgia with squares and street names such as Gloucester, Norwich, Newcastle, Halifax and London that honor English royalty. With its coastal location, the Port of Brunswick forms a vital part of the county's economy and is recognized as one of the most productive ports on the east coast. Also located east of I-95 are the Federal Law Enforcement Training Center that trains 90 U.S. government law enforcement agencies, and two large industrial plants operated by Georgia-Pacific and Pinova, Inc. Tourism dominates the eastern portion of Glynn County, with St. Simons Island and Jekyll Island serving as popular vacation destinations that feature beautiful beaches, numerous golf courses, bicycle paths, restaurants, hotels and other vacation pursuits. Sea Island is home to some of the most exclusive coastal property on the entire east coast, featuring luxury mansions owned by the nation's top business, entertainment and sports icons. The Cloister at Sea Island is consistently rated as one of the top resorts in the world and hosted the 30th G8 Summit in 2004 that was attended by world leaders including U.S. President George W. Bush, Russian President Vladimir Putin, U.K. Prime Minister Tony Blair, Germany's Chancellor Gerhard Schroder and Japanese Prime Minister Junichiro Koizumi, among others.

The Glynn County School System's student population is as diverse as the county itself. Many students come from backgrounds that support and value education; others face the challenges associated with families that are struggling, especially during the tough economic times of the past several years. Many of Glynn County's students are highly mobile within the county. During the current school year, more than 500 students have transferred to a different school within the county. The school system has addressed this problem over the past few years by standardizing curriculum and instruction by grade level throughout the county to ensure that students encounter familiar subjects, terminology and curriculum pacing when entering a new school.

A recent study by the a research center at the College of Coastal Georgia (CCGA) in Brunswick examined the challenges that southeast Georgia faces in providing an educated workforce that meets the area's employment needs. Titled "Human Capital and Labor Force Participation on the South Georgia Coast," the study gathered Census and Department of Labor data to characterize the workforce in the six-county region of Glynn, Camden, Brantley, McIntosh, Charlton and Wayne counties. The study concluded that there is a lack of higher education in coastal Georgia, that workers here earn less money, that the percentage of the population in the region's labor force is steadily decreasing and that being a popular retirement destination is no excuse. Don Matthews, a CCGA economics professor, said that a lack of what economists call "human capital" and what others call "workers" is restraining the area's ability to grow and thrive. "In general, the standard of living in our coastal region is below the standard

of living in Georgia and well below the standard of living in the nation," he said. Brunswick and Glynn County Development Authority Executive Director Chuck Scragg said that "one of the most important factors in (industry) selection is not only the labor force availability, but also the skill of the labor force. The less available and the less skilled, which the survey indicates both, makes it more difficult for us to attract skilled positions and industry here."

The Glynn County School System is working to change this dynamic through career pathway instruction and work-based learning programs offered at the Golden Isles Career Academy. These programs help students to develop career skills that will enable them to enter the local workforce upon graduation from high school. The school system is also working to establish strategic partnerships with local business such as Gulfstream Aerospace, which designs, manufactures and services high-end business jet aircraft. Gulfstream is currently looking to implement its highly successful Student Leadership Program (SLP) in Glynn County to encourage high school students to explore the many diverse careers in the aviation field. The program builds leadership and personal skills that will support the corporation's future workforce needs. In addition, the school system is working collaboratively with area colleges to expand dual enrollment opportunities that allow students to get a head start on their college careers. The school system is also working closely with CCGA's School of Education and Teacher Preparation to develop local teacher candidates that may one day occupy classrooms within the system. CCGA students in this program of study are garnering practical experience by working with students and faculty across the street at Brunswick High School.

From district administrators and support personnel, to school-level principals, teachers, specialists, paraprofessionals and staff members, the Glynn County School System is working tirelessly to achieve its goal of "shaping the future, one student at a time."

The Glynn County School System' mission and vision statements are comprehensive and optimistic, providing a clear summary of what the district expects to accomplish. The statements are:

Our Mission

The Glynn County Board of Education will provide a rigorous and relevant education leading to graduation and further life successes.

Our Vision

The Glynn County Board of Education will adopt policies, provide fiscal responsibility and make decisions in the best interest of children. School environments will be places of consistent learning, caring and compassion, and will maintain a resolute belief that each child will be safe and find numerous places of success. Everyone will feel welcomed and encouraged to be a vital part of the school community.

Glynn County Schools will be places in which children become confident, responsible and full of imagination for a future full of life-enhancing goals.

The Charter School represents a cooperative partnership among local business and industry as represented by the Brunswick-Golden Isles Chamber of Commerce and the Brunswick-Glynn County Development Authority; the Glynn County School System, Glynn County Board of Commissioners, City of Brunswick and the Coastal Pines Technical College.

As evidence of public interest, since February 2005, business leaders, educators and community volunteers in Glynn County have cooperated to develop a charter technical school for our community. More than 200 stakeholders from Glynn County took the time to visit Central Educational Center in Newnan, Georgia which led to the decision to plan our charter school using CEC as our model. In September 2005, the stakeholders signed a joint proclamation issued by the Glynn County's Board of Commissioners to authorize our formal planning effort. In the spirit of that initial agreement, the community hired a consultant, appointed a volunteer steering committee of seventy members and advisors, created a non-profit corporation, conducted a community needs assessment and wrote the charter for the local and state Boards of Education to approve. In addition, the voters of Glynn County took the unusual step of approving $6 million through a special local option sales tax for the construction of a facility.

The local Board of Education also asked voters to support $5 million in an educational special local option sales tax for the same purpose, which the voters approved on March 20, 2007. Both public bodies added an additional $2 million each to their respective totals in July 2007, for a total amount of $15 million in local facility funding. Our partnership has also been awarded $3.2 million from the Technical College System of Georgia, which was conditional on the approval of the charter.

To support the steering committee's planning, to help purchase equipment, and to be sure the school opened in 2009 which it did, our non-profit has raised over $1,000,000 in in-kind and cash contributions in from businesses and individuals. In February 2007, the stakeholders agreed that the Brunswick-Glynn County Development Authority may act as the fiscal agent during the design and construction of the facility to be occupied by the charter school and signed an intergovernmental agreement between the Board of Education, the Development Authority and the Board of Commissioners to make this arrangement legal. The same bodies signed a second intergovernmental agreement on September 14, 2007 to cover the bidding process and the blending of public funds. We believe the Golden Isles Career Academy has involved more community volunteers working more hours than the founders of any charter school in Georgia. Including our organizational survey meetings, monthly steering committee meetings, meetings of eight different subcommittees, sixteen curriculum working groups, 101 respondents to our online needs assessment, eight delegations sent to CEC, and numerous

public and private presentations on the charter school, we estimate that thousands of different parents, educators, business and government leaders and volunteers have actively participated in drafting and approving the original charter.

The Golden Isles Career Academy foundation which is a 501 (c) (3) supports the Golden Isles Career Academy which is a public charter school.

The Career Academy was created to build a growing partnership between the Glynn County School System and the regional business and industrial communities of southeast coastal Georgia. Career Academy graduates provide a viable skilled workforce to businesses in a variety of occupational disciplines.

The foundation also supports the Academy's effort in increasing the graduation rate. A major reason the Career Academy and foundation was founded was to address the abysmal Graduation Rate in Glynn County.

- Glynn County's graduation rate before the Career Academy was between 50 -55%
- According to Editorial Projects in Education Research Center (2007), 1.3 million students drop out of high school annually
- According to the Alliance for Excellence in Education, in 2008, dropouts in GA will cost over $15.6 billion over their lifetime

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The Graduation Rate for the Career Academy the past year was 91% based on students attending at least two semesters. The rate was determined by using the state cohort model that Georgia high schools use has to use across the state. Students take the core academic courses at either Glynn Academy or Brunswick High School. Most students because of the schedule are able to attend two-three semesters during their four years in high school.

The Career Academy is not a vocational school, although our core initiative is to provide hands-on career-driven learning and guidance. The Career Academy's Career Pathways Programs have been uniquely designed to provide essential learning tracks to 18 distinctive career curriculums – some of which are college preparatory focused through the Dual Enrollment Program, where students can actually earn college credit while still in high school.

The foundation has four major initiatives include supporting co-curricular competitions by sending students to compete on a regional, state, national, and international level. The other initiatives include awarding scholarships, providing service learning opportunities for students, and paying one-third of the CEO's salary to run the foundation and the school. The CEO reports directly to a Board of Directors consisting of business leaders, parents and educational representatives.

The Career Academy has hosted the regional SkillsUSA regional contests the past six years. Over the past five years, the foundation has contributed over $25,000 for students to compete at the state and national level in areas such as Collision Repair, Precision Machining, Broadcast Video, Welding, Electrical, Automotive Service and HVAC. Our robotics team also has competed and qualified for national and international competitions.

The Foundation has awarded over $20,000 since the inception of the scholarship program in 2012. Students have used their award to attend such institutions as University of Georgia, University of Missouri, Georgia Southern, Georgia Regents University, Savannah State, Coastal Pines Technical College and Georgia State University.

The Career Academy worked with numerous nonprofits through our service learning program which is project based and one of the six nationally recognized models. Students in the Graphic Arts program created a character figure/mascot for AED Alliance, a national nonprofit with the goal to have an AED in every school and at every ball field in the United States. The nonprofit is based in Camden County. We helped nonprofits such as Goodwill, Kiwanis, Boys and Girls Club, Glynn County Humane Society and the Junior League. We had one student to win a state award for her poster on anti-sex trafficking. The construction class built gazebos for some of our business partners including GP Cellulose with the profits going to the Career Academy foundation.

After four years of opening the Career Academy, a community needs assessment was developed and implemented. Then a strategic planning committee was created with volunteers from the business and education community to follow the Ford Next Generation Learning Community model of creating a master plan for the school for the next five years.

The Glynn County School System received a grant from the Ford Next Generation Learning Community that funds the costs of NGL facilitators who worked with the GICA Strategic Planning Team. This team was assembled for the purpose of exploring the following 3 strands:

Strand 1: Transforming Teaching and Learning
Strand 2: Transforming the Secondary School Experience, and
Strand 3: Transforming Business and Civic Engagement.

Indivuduals from througout the community were invited to participate, and the following interested community leaders signed on:

Michael	Callaway	Rich Products
Al	Cunningham	Coastal Pines Technical College
Clayton	Daniels	College of Coastal Georgia
Patrick	Ebri	Southeast Georgia Health System
Audrey	Gibbons	Financial / C-OKAY and Associates
Senetra	Haywood	Glynn County Schools CTAE Director
Cindy	Jacobs	King and Prince Seafood
Steve	Kirk	GP Cellulose
Shauntia	Lewis	Goodwill Industries
Jerry	Mancil	Coastline Electric / BOE Member
James	McCarter	Golden Isles Career Academy / Principal
Mario	Pacella	Attorney
Kevin	Pullen	Golden Isles Career Academy
Ricky	Rentz	Glynn County Schools, Associate Superintendent
Kathryn	Sadowski	Brunswick High School
Ken	Smith	Realtor/ Retired Teacher
Tripp	Squires	Glynn Academy
Michael	Stalvey	Golden Isles Career Academy
Trevor	Straton	Hampton Inn, Jekyll Island
Wayne	Tindall	Parent Representative
Rick	Townsend	Golden Isles Career Academy, CEO

The team followed the schedule outlined below:

- Submit application for Affiliation with Ford Next Generation Learning: September 15, 2013

- Competitive selection process among the applicants in the GCCA Network to choose the three communities for participation: September-October 2013

- Communities identify the key players, including a Host Leadership Organization, a Community Coordinator, an Executive Committee of the Stakeholder Team, and a Community Stakeholder Team: February-March 2014

- *April 22, 2014, 9:00-1:00* Communities host a **half-day Orientation Workshop** with the Community Coordinator, Executive Committee of the Stakeholder Team, and the Ford NGL Coaches to guide the community toward becoming familiar with the Ford NGL Essential Practices and the process of writing the Master Plan

    o 10 -15 key people (team leaders-Exec Committee)

    o Econ Dev; Post-secondary; school system reps; Business Representatives

    o Support

        ▪ Ford Community Coaches- Thom Suddreth and Leah Felcher

        ▪ Ford National Rep- Tom Besaw

- *August 21, 2014, 8:30-3:00*   Communities host a **half-day Orientation and Consensus Building Workshop** with the Community Coordinator, the Executive Committee of the Stakeholder Team, the Stakeholder Team, and the Ford NGL Coaches to guide the community toward the Master Plan process and major goals:

    o Stakeholder team 25-35 (recommended but not required)

    o Exec Committee would lead discussions in smaller groups

    o Begin the Gap Analysis

        ▪ Send out gap analysis document before the meeting and ask them to answer any questions they are comfortable with

        ▪ This should lead to questions they have where they lack knowledge

        ▪ This should lead to quality discussion

- *September 11, 2014 8:30-12:00 (#1) & October 2, 2014 8:30-12:00 (#2)* Communities host a **two half-day Master Plan Writing "Kickoff" Workshops (writing workshop #1 and #2)**:

- *__By October 16th, 2014__* Communities organize and meet in Strand Teams (Transformed Teaching and Learning, Transforming the Secondary School Experience, Transforming Business and Civic Engagement)

  - **Strand teams will meet/work independently once formed/Meetings can be face-to-face or electronically

- *__BEFORE October 30, 2014__* Communities collect, analyze and identify data needed

- *__October 30, 2014 8:30-12:00 (#3)__* Communities host a **half-day Master Plan Writing Workshop (writing workshop #3)** to guide stakeholders in writing the first draft of the plan

- *__BEFORE November 20, 2014__* Community Strand Teams each write the first draft of the Master Plan in conjunction with the Community Coordinator

- *__November 20, 2014 (#4)__* Communities host a **half-day final Master Plan Writing Workshop (writing workshop #4)** with Strand Team members sharing their first draft and obtain feedback for the final draft

- *__December 1, 2014__* Community Strand Teams each write the final draft of the Master Plan in conjunction with the Community Coordinator:

- *__March 2014__* Communities publically release their Master Plan to their community:

  - Submit draft plan to Career Academy Board of Directors, Board of Education and Ford NGL for approval

- Communities begin implementation of Year One of their Master Plan: August 2015

- Communities plan and host the Ford NGL Designation: November-December 2015

- Communities update the Master Plan in Year One: January 2016

Community Information-Part 1

Glynn County is located on Georgia's Atlantic Coast. Savannah Georgia is about an hour north and Jacksonville Florida is about an hour south, both of which can be accessed via I-95. The City of Brunswick is the only municipality in Glynn County. However, the area is often referred to as the Golden Isles because of the golden brown marsh grass that surrounds the well-known barrier islands St Simons Island, Sea Island, and Jekyll Island.

Glynn County is a population center for the region that has grown by more than 3% since the 2010 census for a total of about 84,000 people. The area is also major destination for business, industry, and trade. As of 2014, the trade-area population broke 200,000 so Glynn County has seen significant growth in the retail sector and has received the attention of several national retailers. The median income in Glynn County is $39,000 and per capita income is around $22,000. Around 12% of families and 18% of the population live below the poverty line.

Glynn County consists of rural areas but the population largely resides in urban areas. There's a total of 34,000 households in Glynn County at an average density of 77 per square mile. The largest single population center is St Simons Island with 20,000 residents and the City of Brunswick has 15,800 residents. The race distribution is comparable to other areas in the region and consists of 68% white, 26% black, and the remaining percentage is made up largely of Hispanic. Schools in Glynn County or operated by the Glynn County School system and is comprised of ten elementary schools, four middle schools, two high schools, and one charter vocational school. Higher education in Glynn County can be obtained from College of Coastal Georgia (a four year college) or the Coastal Pines Technical College

Part 2: School District Demographics and Academic Data
Note: Ford NGL Communities are requested to provide the following data to Ford NGL each year.

•Number of high schools in the district ----2

•Total number of high school students ----1,613

•Number of high school students who are in career academies ----1035

•Graduation rate of career academy and non-career academy students, and how this rate is calculated ---the career academy's graduation rate is 91% based on students attending at least two semesters. Glynn County's graduation rate is   76.9%. The graduation rate is calculated by using the state cohort model.

•Number of students who have been referred for discipline more than seven times over the course of the year ---0 for the Career Academy; data not yet available for non-Career Academy students.

•Number of industry-recognized certifications for career academy students ---186 GICA/34 system

•Number of career academy and non-career academy students who participate in dual enrollment, and the number of those who get college credit ---282

•Number of career academy and non-career academy students who participate in internships ---80 from the Career Academy

Part 3: Workforce/Economic Development
Top Employers in Glynn County

Company	Industry Sector	Employees
Sea Island Company	Hospitality	1,760
Southeast Georgia Health System	Healthcare	1,700
Brunswick Cellulose Inc	Paper Manufacturer	600
Wal-Mart Super Center	Retail	500
eBay Enterprise Inc	Call Center	450
King & Prince Seafood Corp	Food Manufacturer	345
College of Coastal Georgia	Four-Year College	300
International Auto Processing	Automobile Import/Export	283
Rich Products Corp	Food Manufacturer	251
Pinova Inc	Chemical Manufacturer	247
King & Prince Resort	Hotel	230

Top Manufacturers in Glynn County

Company	Product or Service	Employees
Brunswick Cellulose Inc	Pulp Mill	600
Rich Products Corp	Food Manufacturing and Headquarters	400
King & Prince Seafood Corp	Food Manufacturing	320
Gulfstream Aerospace Corp	Aircraft Production	239
Pinova Inc	Specialty Chemical Production	215
PaR Marine	Steel Fabrication and Elevator Systems	145
Georgia Pacific	Lumber Processing	108
Industrial Insulation Group LLC	Mineral Wool	68

Source: Business Wise Company Database, 2015

Top Aerospace Companies in Glynn County

Company	Product or Service	Employees
Gulfstream Aerospace Corp	Jet Aircraft Production	199
Jered LLC	Aircraft Carrier Systems	145
Stambaugh Aviation Inc	Aircraft Repair and Maintenance	96
Scojet Inc	Engineering and Machining for Aerospace	50
Quaker City Plating	Electroplating for Aviation	40
R.G. Grabber Inc	Steel Fabrication and Machining	35
Palmetto Aviation Repair LLC	Aircraft Repair and Maintenance	4
Skycraft Aviation Specialties	Aircraft Repair and Maintenance	3

Wages and Employment Data for Glynn County

Industry	Establishments	Total Employed	Percent of Workforce	Average Weekly Wages
Construction	255	1,225	3.4	730
Manufacturing	160	3,221	9.2	855
Utilities	9	140	0.4	1,297
Wholesale Trade	90	759	2.1	1,197
Retail Trade	440	5,176	14.4	457
Transportation and Warehousing	57	1,176	3.3	859
Information	36	334	0.9	996
Finance and Insurance	155	705	2	1,001
Real Estate and Rental and Leasing	134	436	1.2	714
Professional, Scientific & Technical Svc	282	917	2.6	932
Management of Companies and Enterprises	13	58	0.2	939
Admin., Support, Waste Mgmt, Remediation	198	2,205	6.2	559
Education Services	23	135	0.4	672
Health Care and Social Assistance	271	2,785	7.8	821
Arts, Entertainment, and Recreation	55	1,255	3.5	471
Accommodation and Food Services	275	6,906	19.3	385
Other Services (except Public Admin.)	240	1,147	3.2	561
Federal Government	49	1,657	4.6	1,868
State Government	35	1,568	4.4	636
Local Government	7	5,071	14.2	910

Source: Georgia Department of Labor, 3rd Quarter 2014

•Emerging industries in Glynn County include manufacturing, aerospace and healthcare.

•Existing career academies and CTE courses --- One Career Academy with 10 CTE courses and five dual enrolled (technical college credit & high school credit courses) 65 Career Academy students participated in dual enrollment. The Glynn County School System had 217 students participate in dual enrollment.
•Articulation agreements and/or existing linkages to postsecondary education --- Coastal Pines Technical College

•Current relationships with local business and industry ---

•Industry Council Advisory Boards (if applicable) --- There are 14 advisory committees at this time. No industry council boards.

Youth Apprenticeship and Work-Based Learning Data
(Source: GICA)

Enrollment Data for Youth Apprenticeship and Work-Based Learning		
Semester/Year	Number of Students Enrolled in YA/WBL	Number of Segments/Credits
Fall 2010-2011	10	20
Spring 2010-2011	25	37
Fall 2011-2012	14	20
Spring 2011-2012	49	81.5
Fall 2012-2013	23	37
Spring 2012-2013	50	83
Fall 2013-2014	41	64
Spring 2013-2014	56	100
Fall 2014-2015	47	70
Spring 2014-2015	56	96

Hours Worked and Economic Impact for Youth Apprenticeship and Work-Based Learning-Current Year to Date		
School Year	Hours Worked (This Includes Unpaid Interns)	Gross Pay
2014-2015	11,047 August 2014 to January 2015	$70,365 August 2014 to January 2015

Career Academy Internship Sites 2014-2015

Advanced Chiropractic
Ally Insurors
AppleCare
Arco Hardware
Bessent Enterprises
Brad's Construction
Brunswick Country Club
Burger King
Champion Marketing
Coastal Alloy
Coastal Collision
Community Care Center (SGHS)
Crab Trap
Cracker Barrel
Days Inn- Jekyll
Dependable Body Shop
District Attorney's office
Facilities Management- SGHS
Five Guys Burgers & Fries
Glynn Co Board of Commissioners HR
Glynn County Schools
Golden Isles Chamber of Commerce
Grandy's
Gulfstream
Harvey's
Jenkins Nissan
Larry's Sub (Exit 29)
Lilliston Ford
MAP International
McDonald's

Meo's Suite
Millhouse Steakhouse
Movies at Glynn Place
Network Monkeys
Outpatient Rehab- SGHS
Papa John's
Pet Supplies Plus
Pint Pirates
Publix
Remodel the Coast
Rich Products
Sally's Cop Shop
Sal's Pizza
Sea Island Golf
Seaside Ophthalmology
Shane's Rib Shack
Shoreline Marine
Southern Curb Appeal
Stambaugh Aviation
Steak & Shake
Studio South
Subway
The A/C Guys
The Half Shell
Winn Dixie
Yellow Canary
YMCA
Zaxby's

2014 Business Partners--Financial Support and/or Program Support

Ameris Bank

Anchor Shipping/ Soca PR

Bienvedue

Coastal Bank of Georgia

Coastal CPAS

Coastal Eye Care

Coastal Landscape

Coastline Electric

Brunswick & Glynn County
Development Authority

Don Lewis

Dr. Hank Yeargan

Duckworth Properties

Duke's Flooring

Ed Whittle & Bill Brown

Edward Jones

Express Lube & Car Wash

First Coast Benefit Solutions

Friends of Jeff Jones

Friends of Tony Thaw

GA Power

GP Cellulose

Haven Manufacturing Corp.

Hodnett Cooper

Huitt Everett Mattox III

King & Prince Beach and Golf Resort

King & Prince Seafood

Kings Colonial Ford

Lilliston Ford

Malone Electric

McDonald's

McGinty-Gordon & Associates

Nalley Automotive

Out of the Box Receiving

PAR Systems

Patrick Ebri

Pinova

Pipe Construction

Premier Printing

Jon Langford

Rich Products

Schell & Hogan, LLP

Shery Oremus Trustee

South Coast Bank & Trust

Southeast Georgia Health System

Southern Soul BBQ

Thaw's Electric

United Community Bank of Georgia

Strategic Plan Implementation Timeline					
Implementation Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Glynn County District Improvement Plan Goal I: Rigorous & relevant education with high expectations	1.1.1 Integration of rigorous academic and career-relevant learning (Ford NGL)				
	1.1.5 Performance-based assessment (Ford NGL)				
	1.2.4 Teamwork (Ford NGL)				
	1.2.5 Communication (Ford NGL)				
	2.1.2 Personalized student planning (Ford NGL)	2.1.4 Extra help for struggling students (Ford NGL)			
	2.1.3 Accelerated learning opportunities (Ford NGL)				
Implementation Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Glynn County District Improvement Plan Goal II: Policies, procedures, & practices that support student achievement	2.2.5 Ongoing, sustained, high quality professional development (Ford NGL)				
	2.5.1 Support and accountability from the board of education and superintendent (Ford NGL)				

	2015-16	2016-17	2017-18	2018-19	2019-20
	2.5.5 Transition from middle to high school (Ford NGL)				
	2.6.1 – Collaboration with post-secondary partners to promote opportunities for students (Ford NGL)	2.6.3 Data sharing and reporting (Ford NGL)			
	2.6.2 Development and promotion of post-secondary career pathways (Ford NGL)	2.6.4 Clear understanding of post-secondary requirements (Ford NGL)			
	3.6.2 External funding (Ford NGL)				
Implementation Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Glynn County District Improvement Plan Goal III: Curriculum that engages students at all grade levels	2.1.1 Rigorous academic expectations that prepare students for college & career-readiness (Ford NGL)	1.2.4 Teamwork 1.2.5 Communication (Ford NGL)			
	2.2.1 Support from principal and high school administration (Ford NGL)	2.2.3 School staff leadership and support (Ford NGL)			
	3.6.3 Teacher externships (Ford NGL)				
	3.6.4 Real-world learning opportunities (Ford NGL)				
Implementation Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**

Glynn County District Improvement Plan Goal IV: Resources and support from the district	1.3.1 Professional development aligned with goals for teaching and learning (Ford NGL)					
	3.5.1 Accessible, community-based outreach (Ford NGL)					
	3.5.4 College planning, application, and financing (Ford NGL)					
	3.6.1 Local marketing plan (Ford NGL)					
Implementation Year	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Glynn County District Improvement Plan Goal V: Data analysis to promote continuous improvement	2.2.7 Evaluation of professional development activities (Ford NGL)					
	2.4.2 Evaluation of academy effectiveness and student success (Ford NGL)		2.4.1 Academy implementation evaluation (Ford NGL)			
	3.3.3 Program and curriculum review (Ford NGL)					
	3.7.1 Collection of student data (Ford NGL)					

Strand 1: Transforming Teaching and Learning

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

Transforming Teaching and Learning, as described by Ford NGL, includes both teaching and learning pillars. Ford NGL Teaching Pillars are aligned to the academic curriculum of the Golden Isles Career Academy. Teaching Pillars include teachers developing strategies to engage students in acquiring ways of thinking particular to the core academic disciplines, building their technical knowledge and skills, and developing expertise in problem-solving, critical thinking, teamwork, technology, and communication. These Teaching Pillars will require teachers to structure learning so that students understand the education and training requirements for a broad range of career paths. Community members will provide opportunities for students to explore careers and connect their learning to their communities.

As students carry out investigations that enable them to develop and apply academic and technical knowledge and skills, they will engage in activities ("performances") and create products that demonstrate their learning. Likewise, teachers will used these demonstrations of learning, among other tools, to assess students' progress toward meeting key learning goals aligned with academic and technical standards. These assessments will require students to articulate and make meaning of what they learned, rather than simply recalling and repeating facts. Further, projects will require a written essay that correlates with the selected pathway to demonstrate more than just oral communication. The written portion of a student's project should be designed the needs of local industry leaders of the selected pathway. Thus, students will develop both written and oral proficiencies tailored to their selected pathway.

To accomplish this, English teachers will implement writing strategies to increase written and oral expression in the student's chosen pathway during the students' sophomore and junior years. By August 2015, CTAE teachers will integrate literacy strategies within their pathway. Additionally, instructors will utilize advisory committees for examples of written and oral expression in the chosen pathway. By October, 2015, instructors will utilize advisory committees to develop a writing and oral presentation rubric for assessment.

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

Ford NGL Learning Pillars also are aligned to the academic curriculum of the Golden Isles Career Academy. Learning Pillars include educators equipping students with communication skills that includes oral, written, and multimedia presentations tailored to the business and industry needs in their respective pathway. Students will learn to create oral, written, and multimedia communications for a wide variety of purposes and audiences and in a wide range of formats. Students will develop strategies for evaluating these types of communications and will learn the value and appropriate uses of social networking communication tools. In this regard, students will keep a journal of progress on assignments throughout the year and have their final projects recorded on digital video for understanding their evaluation. An English Instructor will be

made available to assist instructors with developing assignments and providing instruction as needed. Additionally, Community Advisory Committees will be integral in developing assignments and any rubric for evaluation.

By December 2015, Ford NGL team will conduct focus groups with instructors to understand how communication is being taught, how it can be improved, and what resources are needed. By December 2015, instructors will develop a two week unit geared to written and oral communications. Additionally, by August 2015, instructors will utilize advisory committees for examples of written and oral expression in the chosen pathway. By October, 2015, instructors will utilize advisory committees to develop a writing and oral presentation rubric for assessment.

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

District staff will implement a curriculum that engages students at all grade levels, promotes teacher effectiveness and student learning, and provides for an effective assessment of teaching practices and student mastery of standards. In this regard, school leaders and teachers will design a carefully planned, coherent sequence of professional learning experience that support the implantation of the Ford NGL Teaching and Learning Pillars. Teachers at the Career Academy will utilize a Learning Management System (LMS) to ensure a blended learning environment. The Career Academy will begin installing the system in Spring 2015 with full implementation in Spring 2017. The Career Academy will identify and train 3-4 team leaders on the operation of the Learning Management System in Spring 2015. In Fall 2015, the team leaders will pilot the Learning Management System with at least one class and implement the usage of the Learning Management System in all classes during Spring 2016. The remaining teachers will be trained in Spring 2016 and implement the system in one class in Fall 2016, with full implementation in all classes by Spring 2017

Team leaders and administrators will monitor and evaluate the teacher usage of the Learning Management System and the principal will generate a report each 9 week period detailing the teacher's usage of the Learning Management System.

Ford NGL Action Planning Template for Transformation

Community: Glynn County - Golden Isles Career Academy – School District:
Strand (x) 1 ( ) 2 ( ) 3 Strand Title: Transforming Teaching and Learning
Essential Practice: 1.1.1 and 1.1.5 Description: Students develop essential knowledge and skills for college and career readiness.
Aligns with district strategic plan strategy or goal number(s):
Target school year for implementation: 2015/2016

A Strategy (EP Feature # 1.1.1 and 1.1.5 and Strategy)	B EP Feature 1.1.1	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
Both academic and technical teachers ensure students acquire writing skills to meet the academic and technical standards for their chosen pathway.

Both academic and technical teachers ensure students acquire oral skills to meet the academic and technical standards for their chosen pathway | Both academic and technical teachers ensure that students acquire and apply the knowledge and skills required to meet rigorous state and national academic and technical standards and that they are prepared for college and career success. Teachers facilitate students' learning of ways of thinking particular to the core academic disciplines, build their technical knowledge and skills, and develop their expertise in problem-solving, critical thinking, teamwork, technology, and communication. Teachers structure learning so that students understand the education and training requirements for a broad range of career paths. Community members provide opportunities for students to explore careers and connect their learning to the real world. | Culminating written essay that correlates with the selected pathway. Graded by CTAE teacher after the student completes the pathway.

Culminating oral presentation that correlates with the selected pathway. Graded by CTAE teacher after the student completes the pathway.

Increased collaboration and partnership with educational | Students in grades 9-12, high school English and CTAE teachers, College of Coastal Georgia and Coastal Pines English professors. | Start Date: August, 2015

Completion Date: May, 2016 | Culminating written essay and oral presentation that correlates with the selected pathway. English teachers/professors and CTAE teachers will collaborate on evaluating the student's culminating written and oral presentation(s). | Required written and verbal skills from local industry leaders for the selected pathway. Other stakeholders involved include: Literacy Coordinator, Professional Learning Coordinator, Post-Secondary and Secondary Teachers, CTAE Director, Principals, CEO, Career Academy Board of Directors and Assistant Superintendent of School Improvement. |

	peers.			
1.1.5 As students carry out investigations that enable them to both develop and apply academic and technical knowledge and skills, they engage in activities ("performances") and create products that demonstrate their learning. Teachers use these demonstrations of learning, among other evaluation tools, to assess students' progress toward meeting key learning goals aligned with academic and technical standards. The assessments require students to articulate and make meaning of what they have learned, rather than simply recall and repeat facts.	(College of Coastal Georgia & Coastal Pines Technical College) and CTAE pathway teachers			

H. Action Steps to Implement Strategy

- English teachers will implement writing strategies to increase written and oral expression in the student's chosen pathway (Sophomore & Junior English)
- CTAE teachers will integrate literacy strategies within their pathway (by August,2015)
- Instructors will utilize advisory committees for examples of written and oral expression in the chosen pathway (by August, 2015)
- Instructors will utilize advisory committees to develop a writing and an oral presentation rubric for assessment (by October, 2015)

I. Professional Development Potentially Required

- Teachers and Administrators will receive professional development in District Literacy Initiatives
- Writer's Workshop
- Calkin's Writing Units
- Rubric for Written Assessment
- Rubric for Oral Assessment
- Provide time for collaboration with industry advisory council

Ford NGL Action Planning Template for Transformation

Community: Golden Isles Career Academy – **School District**: Glynn County
Strand (X)1 ( )2 ( )3 Strand Title: Transforming Teaching and Learning
Essential Practice: 1.2.4 Description: Learning Pillars – Students develop essential knowledge and skills for college and career readiness.
Aligns with district strategic plan strategy or goal number(s): III District staff will implement a curriculum that engages students at all grade levels, promotes teacher effectiveness and student learning, and provides for effective assessment of teaching practices and student mastery of standards.
Target school year for implementation: 2015-16

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
GICA instructors will equip their students with the knowledge and strategies to strengthen their teamwork skills by providing direct instruction, multiple opportunities to practice, and assessing them on their effectiveness both in and out of the classroom.	1.2.4 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 on the individual contributions they make to team products.	• GICA students can effectively work in teams on assignments and projects within a classroom setting • GICA students demonstrate effective teamwork skills in a workplace setting	Golden Isles Career Academy (GICA) Students	August 2015 to May 2016	• Student groups plan and facilitate team-building activities at a designated event • Students demonstrate mastery of 3 or 4 attributes of effective teamwork skills as defined by the GICA instructors • Students complete an essay in their career pathway course on the importance of teamwork and it counts toward their final exam	• Business/industry partners to provide feedback to the GICA instructors on specifically what teamwork skills their industries require employees to have • GICA instructors to work on a plan to teach and assess effective teamwork skills both in and out of the classroom • Approval from GICA administrators on the plan • Business partners, school district leaders, and parent support of the plan

H. Action Steps to Implement Strategy	I. Professional Development Potentially Required
- By the end of August 2015, GICA administrators and instructor leaders meet with all Business Advisory Boards for the industry pathways taught at GICA to ascertain what teamwork skills their industry require employees to have. - By the end of September 2015, GICA administrators and instructors devise a school-wide plan for all instructors to teach and assess effective teamwork skills both in and out of the classroom for the remainder of the school year. - October 2015 to April 2015, GICA administrators and instructors implement the agreed-upon plan to the students in all classes taught at GICA. - In May 2016, GICA students are formally assessed on industry-specific teamwork skills using the three identified evaluation mechanisms in section F above.	- PD on writing effective rubrics to assess teamwork skills identified by industry partners - PD on facilitating teamwork and team-building activities for the classroom that incorporate ideas for activities to use in the devised teacher plan

Ford NGL Action Planning Template for Transformation

Community: Glynn County - Golden Isles Career Academy – School District:
Strand (x) 1 ( ) 2 ( ) 3 Strand Title: Transforming Teaching and Learning
Essential Practice: 1.2.5 Description: Students develop essential knowledge and skills for college and career readiness.
Aligns with district strategic plan strategy or goal number(s): III
Target school year for implementation: 2015/2016

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
1.2.5 Instructors will equip students with general written assignments and project based instruction tailored to business and industry needs in their respective fields.	Communication: Students learn to create oral, written, and multimedia communications for a wide variety of purposes and audiences and for a range of formats and contexts. They develop strategies for evaluating complex oral, written, and multimedia communications. They learn the value and appropriate uses of social networking communication tools.	Career Academy students will be able to present a project that includes oral, written, and multimedia communications at the end of the program.	Career Academy students and teachers	Jan 2015- May 2016	• Students will keep a journal of their progress on assignments throughout the year. • Students will be evaluated on a checklist/rubric geared to industry specific needs. • Final project presentations will be recorded on digital video.	• An English Instructor will be made available to assist instructors with developing written assignments and assisting in teaching as needed. • Instructors will need assistance from Community Advisory Committees for development of assignments and evaluation rubric.

H. Action Steps to Implement Strategy	**I. Professional Development Potentially Required**
- Ford NGL Team will conduct focus groups with instructors to understand how communication is being taught, how we can improve, and what resources are needed.(by 12-2015) - Instructors will develop at two week unit geared to written and oral communications. (by 12-2015) - Instructors will utilize advisory committees for examples of written and oral communications. (by 15-2014) - Instructors will utilize advisory committees to develop a rubric.(by 08-2015)	- Advisory Committee members will present examples of potential projects used in industry - Instructors will be provided an instructional communication package, which includes communications by letter, telephone, and direct in-person oral contact. - Instructors will be trained to use the rubric for project evaluation.

Ford NGL Action Planning Template for Transformation

Community: Glynn County **-** Golden Isles Career Academy – School District:
Strand (X)1 ( )2 ( )3 Strand Title: Transforming Teaching and Learning
Essential Practice: 1.3 Description: Professional development is dedicated to supporting implementation of the Ford NGL Teaching and Learning Pillars.

Aligns with district strategic plan strategy or goal number(s): III District staff will implement a curriculum that engages students at all grade levels, promotes teacher effectiveness and student learning, and provides for effective assessment of teaching practices and student mastery of standards.
Target school year for implementation: 2015-16

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
1.3.1 Develop the skills of the Career Academy Faculty to enable them to deliver instruction through a blended education model using a Learning Management System (LMS).	1.3.1 School leaders and teachers design a carefully planned, coherent sequence of professional learning experiences that support implementation of the Ford NGL Teaching and Learning Pillars.	Teachers at the Career Academy will utilize a Learning Management System (LMS) to ensure a blended learning environment for the students.	Career Academy Teachers	Beginning in the Spring of 2015 with full implementation occurring in Spring of 2017	Team leaders and Administrators will monitor and evaluate teacher usage of the Learning Management System. Principal will generate a report at each 9 week period detailing the teacher's use of the Learning Management System.	Training from the Glynn County Schools Instructional Technology Coordinator

H. Action Steps to Implement Strategy	I. Professional Development Potentially Required
- Identify and train 3 – 4 Team Leaders on the operation of the Learning Management System during the spring semester of 2015. Team Leaders will be representative of the faculty make up. - Team Leaders will pilot the Learning Management System during the fall semester of 2015 in a minimum of one (1) class. - Team Leaders will implement the usage of a Learning Management System in all classes during spring	Training for the Team Leaders and District Personnel responsible for monitoring and evaluating implementation of the strategy on the LMS

semester of 2016.

- Career Academy teachers will be trained during the 2nd half of the spring semester of 2016 and build one (1) class for fall of 2016 implementation.

- Career Academy teachers will be offered a stipend/compensation for up to two (2) days of work for the building of additional courses during the summer of 2016.

- All Career Academy teachers will fully implement the Learning Management System in all of their classes beginning in the spring semester of 2017.

- Training for Career Academy Teachers on the LMS

Ford NGL Action Planning Template for Transformation

Community: Glynn County - Golden Isles Career Academy – School District:
Strand ( )1 (x)2 ( )3 Strand Title: Transforming the Secondary School Experience
Essential Practice: 2.4. 2. Evaluation of academy effectiveness and student success: Using multiple measures
of academy effectiveness (including attendance, student engagement, disciplinary referrals, class grades,
standardized and targeted assessments, retention, graduation, and feedback from key stakeholders), school
and academy leaders monitor the quantitative impact of academy implementation on student success.

Aligns with district strategic plan strategy or goal number(s): Goal V: Data analysis to promote continuous improvement
Target school year for implementation: 2016/2020

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
2.4.2 Academy leadership will evaluate academy effectiveness and student success.	Using multiple measures of academy effectiveness (including attendance, student engagement, disciplinary referrals, class grades, standardized and targeted assessments, retention, graduation, and feedback from key stakeholders) school and academy leaders monitor the quantitative impact of academy implementation on student success.	Regular and systematic measure of student success. The measure of this success will be viewed and delivered in quantitative stats. These stats will reflect the success of the students who have had a career based or CTAE based experience in high school,	District leadership: School Superintendent School Building GICA leadership: Principal and CEO	2016/2020	Success measured though quantitative data including: Attendance Levels- Disciplinary referrals- Transcript grades- Standardized test scores- Retention rates- Graduation rates- WBL participation- Post-secondary (seamless) transition- Anticipated statistical gains or improvement in the above measured areas district wide.	Support and involvement in community awareness efforts highlighting the significance of the quantitative measurements as they relate to the success of students. It is important for the community to be aware of how school success is being measured. .

H. Action Steps to Implement Strategy	I. Professional Development Potentially Required
• Identify and, where appropriate, prioritize the key criteria for quantitative measurement of success. (attendance stats, test scores, WBL measure, etc.) • Identify acceptable and credible thresholds for measure of success in reading the data. • Target goals or incremental improvement levels for success. • Form committee of evaluators from cross section of stakeholders. Committee (lead by CEO) is charged with developing a tool (ex. 12 National Standards of Practice) to be used to evaluate GICA from an academic, economic, workforce development and social/business ethics perspective. • Incorporate reporting into GICA Web Page in a Balanced Score Card Approach. • Communicate metric to general public through Media (ex. Radio, Newspaper, E-mails, social media) • Assess current baseline measurements of quantitative data to assess current state of affairs regarding the data. • Use gathered data to establish comparative readings in gains or challenges to established goals • The CEO will be the point of contact responsible for updating and providing information on the success data as it relates to the support and progress of the FORD NGL strategic plan. • District leadership will use success data in developing talking points to be used in public forums to effectively communicate their support of the Academy. • District leadership will use success data to encourage collaboration of middle and high school teams to support enrollment of students into the Academy.	Provide awareness messages & /or training from GICA leadership and the Ford NGL partners to district leadership, business partners, and parents of middle and high school students.

Ford NGL Action Planning Template for Transformation

Community: Glynn County - Golden Isles Career Academy – School District:
Strand (   )1   (x)2   (   )3   Strand Title: Transforming the Secondary School Experience
Essential Practice: 2.5 : The school district(s) supports and sets expects for implementing and monitoring academies.
Aligns with district strategic plan strategy or goal number(s):   __Goal II: Policies, procedures, & practices that support student achievement__
Target school year for implementation: 2014-2015

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
2.5.1 The school district(s) will support and set expectations for implementing and monitoring of academies.	Support and accountability from the board of education and superintendent: These leaders publicly support and set clear expectations for the use of academies as the core high school strategy for increasing student achievement and graduation rates.	District leadership publicly supports and sets clear expectations for the use of the FORD NGL model as a critical process for improving public education.	All district leadership, school superintendent, Board of Education members, GICA CEO, and Business Partners	2015-2020	Starting 2015-2016, an annual plan and will be implemented and used as a guideline by district personnel.	Business partners will help monitor the success of this essential practice.

H. Action Steps to Implement Strategy	I. Professional Development Potentially Required
An annual revisions to the Master Plan will be developed to include the following: • School Superintendent and Board will review annually the FORD NGL Master Plan through BOE approval process during regularly scheduled Board meeting. This will be documented through board minutes, agendas, & press releases. • The CEO will be the point of contact responsible for updating and providing information to the B.O.E. annually on the progress of the FORD NGL strategic plan. • District leadership will show support by developing talking points to be used in public forums to effectively communicate their support of the Academy. • District leadership will show support by encouraging collaboration of middle and high school teams to support enrollment of students into the Academy.	Provide training from GICA leadership as well as the Ford NGL consultants to district leadership and business partners.

Ford NGL Action Planning Template for Transformation

Community: Glynn County - Golden Isles Career Academy – School District:
Strand ( ) 1 (X) 2 ( ) 3 Strand Title: Transforming the Secondary School Experience
Essential Practice: 2.5: School district(s) supports and sets expectations for implementing and monitoring of academies.
Aligns with district strategic plan strategy or goal number(s): Goal V, Performance Objective B, Goal II-Policies, procedures, & practices that support student achievement
Target school year for implementation: 2015-2016

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
2.5.5 –The school district supports and sets expectations for implementing and monitoring of academies.	Transition from middle to high school: Middle and high school leaders, teachers, and business sponsors collaborate in developing and carrying out a broad-based plan for recruiting middle school students into the academies. Such a plan typically includes a range of activities, for example, aligning curriculum and assessments and offering middle school students and parents an orientation, a preview of high school academies, or other similar	The implementation of a recruitment plan for middle school students will help identify students for enrollment for career programs at the career academy	Teachers, Administrators, Students and Parents	2015-2016 school year	Increased enrollment of students at a rate of 2.5% a year until "critical mass" (to be determined by CEO/advisory board) is achieved. Critical mass data will be on the balanced score card that is kept on the Career Academy website.	Support from business leaders, Industry and all community stakeholders as well as middle school faculty to provide awareness of GICA programs, and alignment of curriculum with current working environments.

events.					

H. Action Steps to Implement Strategy	I. Professional Development Potentially Required
• By fall 2015, set up broader assessments for eighth graders and use current assessment information to track and target new students for GICA. • Contact parents of those students via "college style" recruitment letters/postcards. (Students should be invited to enroll at GICA based on assessments. It should feel like a privilege to attend GICA because it is. This will help promote a sense of "ownership" for a student enrolled at GICA. (winter 2015) • Work with parent council/PTA from middle schools by marketing October as College and Career Month, where students can participate in activities targeted toward career pathway opportunities provided at the career academy.(spring 2015) • Examples of possible career pathways shall be given to parents and students that include post-secondary education at Coastal Pines Technical College. Include typical wages for jobs that align with these pathways.(fall 2015) • Create a summer program to "sample" courses available at GICA.(spring 2016)	Training for middle school faculty to provide awareness of opportunities, curriculum and rigors associated with enrollment at GICA.

Ford NGL Action Planning Template for Transformation

Community: Glynn County - Golden Isles Career Academy – School District:
**Strand ( ) 1 (X) 2 ( ) 3 Strand Title:** Transforming the Secondary School Experience
Essential Practice: 2.6: School district and post-secondary institutions work collaboratively for the benefit of academy students.
Aligns with district strategic plan strategy or goal number(s): Goal II: Policies, procedures, & practices that support student achievement
Target school year for implementation: 2015-2016

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
2.6 School district and post-secondary institutions work collaboratively for the benefit of academy students.	2.6.1 Colleges and/or technical centers coordinate with school district staff to plan and host campus special events, such as career days, specific career program visits, student competitions, and career-focused educational summer camps or retreats.

2.6.2 School district staff works with post-secondary partners to develop specific post-secondary pathways for academy students. | The career academy and post-secondary partner will work collaboratively so that a seamless transition is provided for students who complete programs through the academy and desire to continue at the post-secondary level. | Superintendent, GC BOE, GICA BOD, CPTC President, CCGA President, Advisory Council members, GCSS Professional School Counselors, Business and Industry partners, Workforce Development | 2015-2016 | Monitor student enrollment and completion rates for students from career academy in post-secondary programs; increase the percentage of students annually by 15%. Increase technical skill attainment (CTAE Core Indicator 2S1) rate from 51.72% to 77.72% by 2019 (5.2% annual increase).

Increase in dual-enrollment participation and completion rate (goal: 2.5%) students enrolled in dual-enrollment after completion of career | Industry/business partners Postsecondary partners (CPTC, CCGA) |

					pathway cluster).	

H. Action Steps to Implement Strategy	**I. Professional Development Potentially Required**
- Partners will detail and align core institutional objective and goals as well as establish structures of communication, data sharing and accountability by spring 2016. - Allow personnel from each institution and business partners to collaborate on learning pathways that lead students through required learning opportunities, supporting credentials to postsecondary program completion and careers. - High school teachers, post-secondary instructors and industry representatives will work collectively for the benefit of students at the career academy.	Professional development needs may arise as this essential practice is evaluated further.
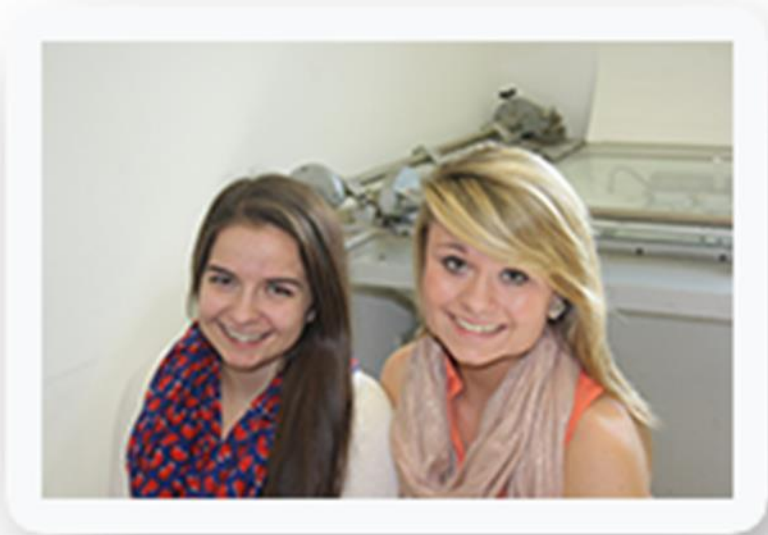
Strand 3: Executive Summary

Essential Practice: __3.5.__ . Description: Parents, guardians, and key family members are actively engaged by the community to support student success.

Engaged parents, guardians, and key family members are essential when attempting to expand outreach to allow for greater access to the Career Academy. Special emphasis should be placed on reaching out to families for whom high school completion and college preparation are new experiences. An ideal outcome would include arranging for and participating in events sponsored by community groups or organizations in which the Career Academy is portrayed as a viable option for high school completion and college preparedness. This ideally would be ongoing from the start of Spring 2015. The number of new events the Career Academy is invited to be an active participant and/or presenter after one year of effort would serve as evidence of completion.

To accomplish this practice the community would need to view the Career Academy as a viable option within the educational community. A campus culture that supports the exploration of options post-graduation through partnerships with both the Coastal Pines Technical College (CPTC) and the College of Coastal Georgia (CCGA) would need to be created. Parents, guardians, and other key family members should be involved in the process designed to build their understanding of the college search and the college application processes, including the transition from community colleges to four year colleges and universities. Ultimately, a series of meetings would need to be hosted by the three entities to provide information concerning college admissions and financial aid options. To implement these strategies specific action steps would need to be implemented. This would include identifying and training core groups of staff and foundation board members to act as the community liaisons. Identifying current community groups and organizations that have opportunities to allow the CA to connect with families. Developing talking points, stories, and materials that can be used to connect with community groups and leaders. Maintaining a database of community groups and leaders for continuing outreach. Arranging meetings between Career Academy, CPTC, and CCGA enrollment services staff to discuss best ways to provide services and assign roles. Setting dates for cooperative sessions to discuss college options for students. Developing marketing campaign to maximize participation of students and families. Developing a system to collect inquiry information, a continuing communication plan, and tracking to enrollment system. And scheduling an open forum for financial assistance and arranging time to host "Complete FAFSA Nights".

Essential Practice: _3.6.1 thru 3.6.4.__. Description: The broader community is aware of and actively engaged in the transformation process.

Transforming business and civic engagement requires many essential practices especially when attempting to assure that the broader community is aware of and actively engaged in the transformation process. Developing a plan to build awareness, support, and active participation among family members, students, and the business and education communities is paramount. Identifying existing funding and seeking new funding from the government, foundations, and private sources must also be focused on. There must also be time spent aligning these sources to the Master Plan and providing opportunities for teachers and school leaders to visit local employers, experience workplace expectations, develop real-world projects, and

learn more about career pathways. In addition, there must be support for a variety of real-world learning experiences for students, particularly those that allow students to exercise leadership, develop and apply their knowledge and skills in community and employer based setting, and demonstrate civic engagement.

The Master Plan supports the development of a marketing plan to build awareness, support, and active participation among family members, student, and the business and education communities. The Master Plan also identifies existing funding; seeks new funding from the government, foundations, and private sources and aligns those resources to the master plan. Through implementation of the Master Plan new funding sources that align with the Master Plan will be acquired. Through coordination provided by dedicated staff and industry councils, employers provide opportunities for teachers and school leaders to visit local employers, experience workplace expectations, develop real-world projects, and learn more about key career pathways. This will allow teachers to develop real-world project knowledge and learn more about key career pathways through their contacts, visits and internships that develop. Through the Master plan, community partners support a variety of real-world learning experiences for students, particularly those that allow students to exercise leadership, develop and apply their knowledge and skills in community and employer based setting and demonstrate civic engagement.

Essential Practice: _3.7_.__ . Description: Stakeholders are mutually accountable and develop skills for effective implementation of the master plan

In order to assure effective implementation of the master plan stakeholders will expected to be mutually accountable and develop skills. Student data would be collected on an annual basis and feedback would be provided to stakeholders about progress on the Master Plan. These data will be summarized on a regularly updated "dashboard" that helps community leaders visualize their progress. These data would then be disaggregated for the use of progress visualization. The development of the dashboard would be expected to take place mid 2015.

To assure mutual accountability there are many action steps that must be implemented. A reliable database to identify and track graduates must be created. A dashboard, using the database must be designed and constructed. The results must then be published. The Master Plan must be reviewed and updated annually. All stakeholders must follow up on goals to assure all goals are being met on a timely basis. A tutorial for business and civic leaders for the Master Plan and dashboard must be created. To enhance alignment there must be use of the continually updated dashboard. The academy evaluation teams must be enhanced; the process must be evaluated annually. The evaluation tool must be reviewed to decide relevancy. Enhancements must be redesigned and implemented via a business/educator team to make the process work more effectively. A tool to evaluate the process must be created. The successes that should be celebrated must be defined. Celebrations would need to be scheduled. A survey to gauge community involvement and focus groups for interviews must be created.

FORD NEXT GENERATION LEARNING
Education Innovation

Community: Golden Isles Career Academy
Strand ( )1 ( )2 (x)3 Strand Title: Transforming Business and Civic Engagement
Essential Practice: __3.5.__ . Description: Parents, guardians, and key family members are actively engaged by the community to support student success.
Aligns with district strategic plan strategy or goal number(s): _____IV J_____
Target school year for implementation: 2015-2016

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
3.5.1 Expand outreach to allow for greater access to the Career Academy (CA) through partnering with community groups and organizations.	3.5.1 Special emphasis is placed on reaching out to families for whom high school completion and college preparation are new experiences.	3.5.1 Arrange for and participate in events sponsored by community groups or organizations in which the CA is portrayed as a viable option for high school completion and college preparedness.	3.5.1 Glynn County community groups, leaders, and families	3.5.1 Begin in Spring, 2015 and keep going	3.5.1 Number of new events the CA is invited to be an active participant and/or presenter. Target is a rate of once/mo. After one year of effort.	3.5.1 Allow the CA to be seen as a viable option within the educational community.

3.5.4 Create a campus culture supporting the exploration of options post graduation through partnerships with both the Coastal Pines Technical College (CPTC) and the College of Coastal Georgia (CCGA).	3.5.4 Parents, guardians, and other key family members are involved in a process designed to build their understanding of the college search and the college application processes, including the transition from community colleges to four year colleges and universities.	3.5.4 Establish a series of regular meetings to be hosted by the three entities to provide information concerning college admissions and financial aid options	3.5.4 Golden Isles Career Academy (GICA), CPTC, CCGA, and student families.	3.5.4 Spring 2015 and ongoing	3.5.4 Number of regular events hosted at the CA and the number of families participating. Target is 3 times per school year after one year of effort.	3.5.4 Agreement between the three institutions to set responsibilities and roles for events.

H. Action Steps to Implement Strategy

- Identify and train core group of staff and foundation board members to act as the community liaisons.
- Identify current community groups and organizations that have opportunit9ies to allow the CA to connect with families
- Develop talking points, stories, and materials that can be used to connect with community groups and leaders.
- Maintain a database of community groups and leaders for continuing outreach.
- Arrange meeting between Career Academy, CPTC, and CCGA enrollment services staff to discuss best ways to provide services and assign roles.
- Set dates for cooperative sessions to discuss college options for students.
- Develop marketing campaign to maximize participation of students and families.
- Develop a system to collect inquiry information, a continuing communication plan, and tracking to enrollment system.
- Develop a system to collect inquiry information, a continuing communication plan, and tracking to enrollment system.
- Set date for an open forum for financial assistance and arrange time to host "Complete FAFSA Nights".

I. Professional Development Potentially Required

FORD NEXT GENERATION LEARNING
Education Innovation

Community: Golden Isles Career Academy
Strand ( )1 ( )2 (x)3 Strand Title: Transforming Business and Civic Engagement
Essential Practice: _3.6.1 thru 3.6.4.__. Description: The broader community is aware of and actively engaged in the transformation process.
Aligns with district strategic plan strategy or goal number(s): _____IV J_____
Target school year for implementation: 2015-2016

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
3.6.1 Develop a plan to build awareness, support, and active participation among family members, students, and the business and education communities	3.6.1 The Master Plan supports the development of a marketing plan to build awareness, support, and active participation among family members, student, and the business and education communities.	3.6.1 Build awareness, support, and active participation among family members, student, and the business and education communities.	3.6.1 Glynn county community	2015-2016 school year	3.6.1 Awareness based activities	
3.6.2 Identify existing funding. Seek new funding from the government, foundations, and private sources. Align these sources to the Master Plan.	3.6.2 The Master Plan identifies existing funding; seeks new funding from the government, foundations, and private sources and aligns those resources to the master plan.	3.6.2 New funding sources will be acquired. These sources will aligned with the Master Plan.	3.6.2 Funding sources	3.6.2 Ongoing	3.6.2 New funding sources and rationale of alignment.	3.6.2 Funding Sources
3.6.3 Provide	3.6.3 Through	3.6.3 Teachers will develop real-world	3.6.3 Teachers	3.6.3 Start mid 2015;	3.6.3 Student projects	3.6.3 Access to various

opportunities for teachers and school leaders to visit local employers, experience workplace expectations, develop real-world projects, and learn more about career pathways.	coordination provided by dedicated staff and industry councils, employers provide opportunities for teachers and school leaders to visit local employers, experience workplace expectations, develop real-world projects, and learn more about key career pathways.	project knowledge and learn more about key career pathways through their contacts, visits and internships that develop.		continuing	reflect real world experience of Teachers. Teachers are responsible for developing teaching habits and routines tied to their company visit and internship experiences.	workplaces aligned with pathways
3.6.4 Support a variety of real-world learning experiences for students, particularly those that allow students to exercise leadership, develop and apply their knowledge and skills in community and employer based setting, and demonstrate civic engagement. (combine w/3.6.3)	3.6.4 Through the Master plan, community partners support a variety of real-world learning experiences for students, particularly those that allow students to exercise leadership, develop and apply their knowledge and skills in community and employer based setting and demonstrate civic engagement.	3.6.4 Allow students to exercise leadership, develop and apply their knowledge and skills in community and employer base setting, and demonstrate civic engagement.	3.6.4 Students	3.6.4 2015-2016 school year	3.6.4 Student site visitation records. # of internship assignments within county and within region (later)	3.6.4 Access to various workplaces/sites

H. Action Steps to Implement Strategy	I. Professional Development Potentially Required
(3.6.1) 1. Develop a marketing plan that focuses on community awareness and support for the Master Plan (3.6.2) 2. Identify New funding sources and align these to the Master Plan. (3.6.3, 3.6.4) 3. Find local employers that are willing to allow teachers and students to visit and monitor their sites. - Develop recent real world scenarios and expectations to act as learning tools for students.	

Community: Golden Isles Career Academy
Strand ( )1 ( )2 (x)3 Strand Title: Transforming Business and Civic Engagement
Essential Practice: _3.7_.__ . Description: Stakeholders are mutually accountable and develop skills for effective implementation of the master plan
Aligns with district strategic plan strategy or goal number(s): _____IV J_____
Target school year for implementation: 2015-2016

A Strategy (EP Feature # and Strategy)	B EP Feature	C Desired Outcome(s)	D Population Focus	E Anticipated Start and Completion Dates	F Evaluation/Evidence of Completion	G What Is needed from community
3.7.1 Collect student data on an annual basis and provide feedback to stakeholders about progress on the Master Plan.	3.7.1 The Master Plan Implementation Team encourages collection of student data (see EP 2.4) on an annual basis and provide feedback to stakeholders about progress on the Master Plan. These data are summarized in a regularly updated "dashboard" that helps community leaders visualize their progress.	3.7.1 Accurate data collection that is disaggregated for the use of progress visualization.	3.7.1 Students and graduates of Career Academy.	3.7.1 Develop dashboard by mid 2015 calendar year	3.7.1 Data, charts/ Information dashboard	

H. Action Steps to Implement Strategy	I. Professional Development Potentially Required
- Create a reliable database to identify and track graduates. Design and Construct a Dashboard, using the database. Publish results. - Review and update the Master Plan annually. - Follow up on goals to assure all goals are being met on a timely basis. - Create a tutorial for business and civic leaders for the Master Plan and Dashboard. - Use the continually updated Dashboard to enhance alignment. - Enhance the academy evaluation teams; Evaluate the process annually. - Review the evaluation tool to decide relevancy. Redesign and implement enhancements vis a business/educator team to make the process work better. - Create a tool to evaluate the process. - Define the successes that should be celebrated. Schedule the celebration. Publish results. - Create a survey to gauge community involvement. Create focus groups for interviews	

Glynn County is located on Georgia's Atlantic Coast. Savannah Georgia is about an hour north and Jacksonville Florida is about an hour south, both of which can be accessed via I-95. The City of Brunswick is the only municipality in Glynn County. However, the area is often referred to as the Golden Isles because of the golden brown marsh grass that surrounds the well-known barrier islands St Simons Island, Sea Island, and Jekyll Island.

Glynn County is a population center for the region that has grown by more than 3% since the 2010 census for a total of about 84,000 people. The area is also major destination for business, industry, and trade. As of 2014, the trade-area population broke 200,000 so Glynn County has seen significant growth in the retail sector and has received the attention of several national retailers. The median income in Glynn County is $39,000 and per capita income is around $22,000. Around 12% of families and 18% of the population live below the poverty line.

Glynn County consist of rural areas but the population largely resides in urban areas. There's a total of 34,000 households in Glynn County at an average density of 77 per square mile. The largest single population center is St Simons Island with 20,000 residents and the City of Brunswick has 15,800 residents. The race distribution is comparable to other areas in the region and consists of 68% white, 26% black, and the remaining percentage is made up largely of Hispanic. Schools in Glynn County or operated by the Glynn County School system and is comprised of ten elementary schools, four middle schools, two high schools, and one charter vocational school. Higher education in Glynn County can be obtained from College of Coastal Georgia (a four year college) or the Coastal Pines Technical College.

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A SOUTHERN COMPANY

Demographics Report

Location: Glynn

	Population (2014)		Population (2019)	
	Total	%	Total	%
2014 Population	83,480		87,455	
Sex (2014)			**Sex (2019)**	
	Total	%	Total	%
Male	39,677	47.5	41,559	47.5
Female	43,803	52.5	45,896	52.5
Age Distribution (2014)			**Age Distribution (2019)**	
	Total	%	Total	%
0-4	5,416	6.5	5,562	6.4
5-9	5,516	6.6	5,503	6.3
10-19	10,830	13	11,560	13.2
20-29	10,128	12.1	10,581	12.1
30-39	9,834	11.8	10,158	11.6
40-49	10,469	12.5	9,989	11.4
50-59	11,620	13.9	11,316	12.9
60-64	5,410	6.5	5,642	6.5
65+	14,257	17.1	17,144	19.6
Race Distribution (2014)			**Race Distribution (2019)**	
	Total	%	Total	%
White	56,519	67.7	59,341	67.9
Black	21,681	26	22,640	25.9
American Indian	241	0.3	252	0.3
Asian	949	1.1	974	1.1
Pacific Islander	99	0.1	103	0.1
Other	2,497	3	2,595	3
Multirace	1,494	1.8	1,550	1.8
Hispanic	5,600	6.7	6,300	7.2
2014 Total Households			**2019 Total Households**	
	Total	%	Total	%
Households	33,975		35,793	
Families	22,752	67	24,014	67.1
2014 Household Income Distribution			**2019 Household Income Distribution**	

	Total	%	Total	%
<$10 K	2,290	6.7	2,200	6.1
$10-$20K	3,627	10.7	3,343	9.3
$20-$30K	3,929	11.6	4,018	11.2
$30-$40K	3,545	10.4	3,522	9.8
$40-$50K	3,057	9	2,962	8.3
$50-$60K	2,488	7.3	2,927	8.2
$60-$75K	3,414	10	3,068	8.6
$75-$100K	4,297	12.6	4,874	13.6
> $100K	7,328	21.6	8,879	24.8

	2014 Labor Force Status		2019 Labor Force Status	
	Total	%	Total	%
Labor Force	40,795		43,037	
Employed	37,478	91.9	39,536	91.9
Unemployed	3,259	8	3,440	8
In Armed Forces	58		61	
Not In Labor Force	23,870		25,188	

	2014 Total Number of Housing		2019 Total Number of Housing	
	Total	%	Total	%
Total Dwellings	41,434		43,592	
Owner-Occupied Dwellings	21,681	63.8	22,852	63.8
Renter-Occupied Dwellings	12,294	36.2	12,941	36.2
Housing Units Occupied	33,975	82	35,793	82.1

	2014 Education Attainment		2019 Education Attainment	
	Total	%	Total	%
Population Age 25+	55,692		58,474	
< Grade 9	2,082	3.7	2,187	3.7
Grade 9-12	5,420	9.7	5,692	9.7
High School	16,694	30	17,521	30
Some College	12,950	23.3	13,599	23.3
Assoc Degree	4,090	7.3	4,295	7.3
Bach Degree	9,104	16.3	9,560	16.3
Grad Degree	5,352	9.6	5,620	9.6

	2014 Size of Household		2019 Size of Household	
	Total	%	Total	%
1 Person	9,357	27.5	9,858	27.5
2 Person	11,930	35.1	12,568	35.1
3 Person	5,436	16	5,727	16
4 Person	4,180	12.3	4,403	12.3
5 Person	1,901	5.6	2,003	5.6
6+ Person	725	2.1	764	2.1

Source: Applied Geographic Solutions, Thousand Oaks, CA

Glynn
County

Georgia
AREA LABOR PROFILE

Updated: Dec 2014

Labor Force Activity - 2013

2013 ANNUAL AVERAGES

	Labor Force	Employed	Unemployed	Rate
Glynn	36,991	33,695	3,296	8.9%
Brantley	7,625	6,897	728	9.5%
Camden	20,684	18,935	1,749	8.5%
McIntosh	5,535	4,978	557	10.1%
Wayne	11,893	10,629	1,264	10.6%
Glynn Area	82,728	75,134	7,594	9.2%
Georgia	4,767,323	4,378,029	389,294	8.2%
United States	155,389,000	143,929,000	11,460,000	7.4%

Note: This series reflects the latest information available. Labor Force includes residents of the county who are employed or actively seeking employment.

Source: Georgia Department of Labor; U.S. Bureau of Labor Statistics.

Employment Trends

Unemployment Rate Trends

Population Estimates
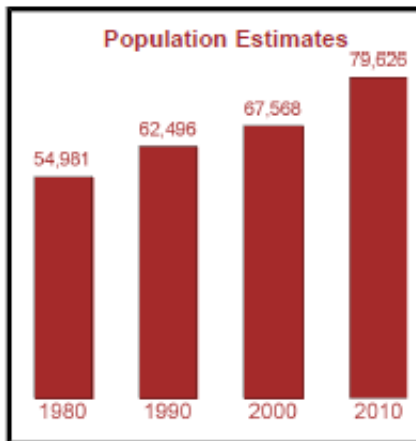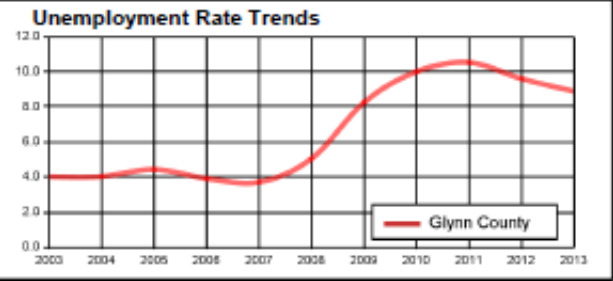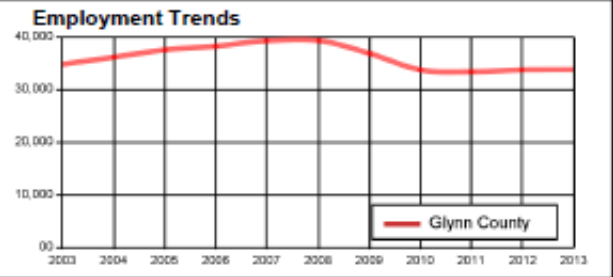
Population

	2010 Census	2013 Rank	2013 Estimate	% Change 2010-2013	2025 Projected*	% Change 2010-2025
Glynn	79,626	30	81,508	2.4	101,441	27.4
City of Brunswick	15,383					
Glynn Area	192,982		195,360	1.2	261,978	35.8
Georgia	9,687,653		9,992,167	3.1	13,426,590	38.6
United States	308,745,538		316,128,839	2.4	349,439,199	13.2

Source: Population Division, U.S. Census Bureau, *Governor's Office of Planning and Budget.

MARK BUTLER - COMMISSIONER, GEORGIA DEPARTMENT OF LABOR
Equal Opportunity Employer/Program
Auxiliary Aids and Services Available upon Request to Individuals with Disabilities

Workforce Statistics & Economic Research: E-mail: Workforce_Info@gdol.ga.gov Phone: (404) 232-3875

Attachment 2

Industry Mix - 2nd Quarter of 2014

INDUSTRY	Glynn				Glynn Area			
	NUMBER OF FIRMS	EMPLOYMENT NUMBER	EMPLOYMENT PERCENT	WEEKLY WAGE	NUMBER OF FIRMS	EMPLOYMENT NUMBER	EMPLOYMENT PERCENT	WEEKLY WAGE
Goods-Producing	342	3,323	9.3	949	678	7,016	11.1	979
Agriculture, Forestry, Fishing and Hunting	8	59	0.2	1,122	56	422	0.7	722
Mining, Quarrying, and Oil and Gas Extraction	2	*	*	*	4	16	0.0	998
Construction	252	1,264	3.5	815	477	2,468	3.9	796
Manufacturing	80	1,984	5.6	1,030	141	4,110	6.5	1,116
Food	10	634	1.8	787	14	661	1.1	772
Beverage and Tobacco Product	1	*	*	*	2	*	*	*
Textile Product Mills	2	*	*	*	4	19	0.0	234
Wood Product	4	129	0.4	1,063	9	365	0.6	833
Paper	4	*	*	*	9	1,548	2.5	1,392
Printing and Related Support Activities	11	91	0.3	771	16	123	0.2	707
Chemical	3	*	*	*	6	77	0.1	1,361
Plastics and Rubber Products	3	*	*	*	3	*	*	*
Nonmetallic Mineral Product	10	91	0.3	660	12	103	0.2	662
Primary Metal	1	*	*	*	2	*	*	*
Fabricated Metal Product	14	106	0.3	665	16	122	0.2	689
Machinery	8	246	0.7	1,229	9	248	0.4	1,231
Transportation Equipment	3	*	*	*	12	*	*	*
Furniture and Related Product	3	43	0.1	564	13	114	0.2	541
Miscellaneous	3	*	*	*	6	24	0.0	520
Electrical Equipment, Appliance, and Component	0	0	0.0	0	1	*	*	*
Computer and Electronic Product	0	0	0.0	0	1	*	*	*
Petroleum and Coal Products	0	0	0.0	0	2	*	*	*
Apparel	0	0	0.0	0	4	99	0.2	323
Service-Providing	2,284	23,950	67.1	586	3,707	38,992	62.0	600
Utilities	9	*	*	*	19	271	0.4	1,355
Wholesale Trade	90	765	2.1	1,005	136	1,337	2.1	914
Retail Trade	444	5,077	14.2	461	795	9,030	14.3	437
Transportation and Warehousing	57	1,139	3.2	870	98	1,557	2.5	811
Information	35	334	0.9	980	61	693	1.1	865
Finance and Insurance	156	715	2.0	1,036	254	1,352	2.1	894
Real Estate and Rental and Leasing	135	419	1.2	688	204	647	1.0	625
Professional, Scientific, and Technical Services	283	928	2.6	998	413	3,364	5.3	1,179
Management of Companies and Enterprises	13	*	*	*	20	221	0.4	1,055
Administrative and Support and Waste Management and Remediation Services	197	2,228	6.2	571	278	2,871	4.6	610
Educational Services	23	153	0.4	619	34	199	0.3	573
Health Care and Social Assistance	272	2,783	7.8	808	446	4,670	7.4	759
Arts, Entertainment, and Recreation	55	1,251	3.5	497	71	1,373	2.2	488
Accommodation and Food Services	273	6,768	19.0	363	488	9,694	15.4	332
Other Services (except Public Administration)	242	1,189	3.3	589	390	1,717	2.7	525
Unclassified - Industry not assigned	129	135	0.4	1,281	187	200	0.3	1,084
Total - Private Sector	2,755	27,408	76.7	634	4,572	46,208	73.4	660
Total - Government	91	8,304	23.3	1,023	245	16,720	26.6	898
Federal Government	49	1,656	4.6	1,606	94	4,259	6.8	1,308
State Government	35	1,536	4.3	630	75	2,283	3.6	622
Local Government	7	5,112	14.3	952	76	10,178	16.2	788
ALL INDUSTRIES	2,846	35,712	100.0	724	4,817	62,930	100.0	723
ALL INDUSTRIES - Georgia					281,553	4,032,820		882

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 2014.

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

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Attachment 2

Glynn Per Capita Income
Source: U.S. Bureau of Economic Analysis

2008	2009	2010	2011	2012
$38,878	$35,339	$35,412	$36,619	$38,693
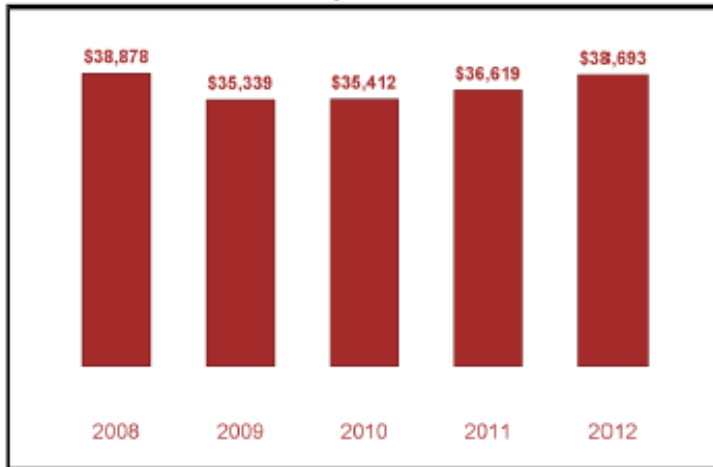
Glynn Industry Mix 2014
Source: See Industry Mix data on Page 2.

Top Ten Largest Employers - 2013*

Glynn

Brunswick Pulp & Paper Company
Kellogg Brown & Root, LLC
King & Prince Seafood Corp
Omni Corporation
Online Direct
Rich Products Corp.
Sea Island Acquisitions, LLC
The College of Coastal Georgia
Walmart
Winn-Dixie Stores, Inc.

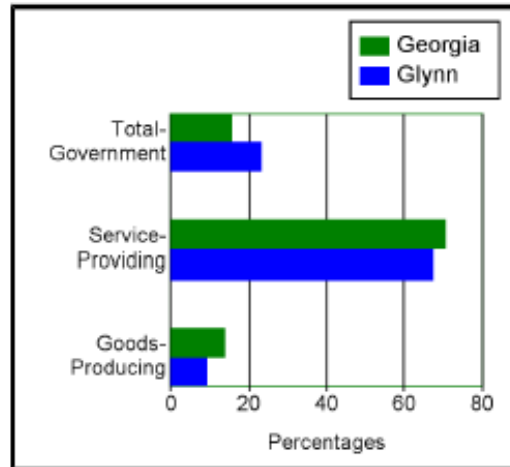*Note: Represents employment covered by unemployment insurance excluding all government agencies except correctional institutions, state and local hospitals, state colleges and universities. Data shown for the Third Quarter of 2013. Employers are listed alphabetically by area, not by the number of employees.

Source: Georgia Department of Labor

Glynn Area

	COUNTY
Brunswick Pulp & Paper Company	Glynn
Express Scripts Services Co	Camden
King & Prince Seafood Corp	Glynn
Lockheed Martin Corp	Camden
Rayonier Performance Fibers, LLC	Wayne
Rich Products Corp.	Glynn
Sea Island Acquisitions, LLC	Glynn
Stone Webster Construction Services	Camden
The College of Coastal Georgia	Glynn
Walmart	Glynn

Commuting Patterns

EMPLOYED RESIDENTS OF Glynn

COUNTY WHERE EMPLOYED	NUMBER	PERCENT OF TOTAL
Glynn, GA	32,553	93.6
Camden, GA	493	1.4
McIntosh, GA	305	0.9
Duval, FL	204	0.6
Chatham, GA	156	0.4
Liberty, GA	153	0.4
Ware, GA	121	0.3
Wayne, GA	79	0.2
Other	698	2.0
Total Residents:	**34,762**	**100.0**

PERSONS WORKING IN Glynn

COUNTY OF RESIDENCE	NUMBER	PERCENT OF TOTAL
Glynn, GA	32,553	76.6
Brantley, GA	2,568	6.0
Camden, GA	1,971	4.6
McIntosh, GA	1,918	4.5
Wayne, GA	913	2.1
Duval, FL	210	0.5
Ware, GA	198	0.5
Pierce, GA	186	0.4
Other	1,983	4.7
Total Residents:	**42,500**	**100.0**

Note: Other category represents employment from U.S. counties only.

Source: U.S. Census Bureau - 2010 County-To-County Worker Flow Files.

Attachment 2

Education of the Labor Force

Glynn Area

	PERCENT OF TOTAL	PERCENT DISTRIBUTION BY AGE				
		18-24	25-34	35-44	45-64	65+
Elementary	4.4%	2.9%	3.7%	1.5%	3.6%	10.8%
Some High School	12.8%	19.7%	11.1%	10.5%	11.2%	14.8%
High School Grad/GED	35.9%	42.2%	32.6%	36.0%	36.9%	32.0%
Some College	22.7%	26.3%	25.4%	24.4%	21.5%	17.9%
College Grad 2 Yr	6.7%	4.3%	8.6%	8.3%	7.2%	3.7%
College Grad 4 Yr	11.0%	4.2%	13.7%	12.7%	11.2%	11.8%
Post Grad Studies	6.6%	0.5%	5.0%	6.7%	8.4%	9.0%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Totals are based on the portion of the labor force between ages 18 - 65+. Some College category represents the percentage total of workers with either Some College with no degree or an Associate degree.

Source: U.S. Census Bureau - 2010 ACS 5-year estimate.

High School Graduates - 2013**

	PUBLIC SCHOOLS	PRIVATE SCHOOLS*	TOTAL
Brantley	157	--	157
Camden	568	--	568
Glynn	672	--	672
McIntosh	91	--	91
Wayne	261	--	261
Glynn Area	1,749	--	1,749

Note: Public schools include city as well as county schools systems.

* Private schools data is not available for 2013 from Georgia Independent School Association.

** Data shown represents Annual 2013.

Colleges and Universities

Glynn Area

Glynn

Troy University	brunswick.troy.edu
Golden Isles Campus (Satellite campus of Altamaha Technical College)	www.altamahatech.edu
College of Coastal Georgia	www.coga.edu

Camden

The Camden Campus (Satellite campus of Altamaha Technical College)	www.altamahatech.edu
Brenau University (Satellite campus of Brenau University)	www.brenau.edu
Valdosta State University (Satellite campus of Valdosta State University)	www.valdosta.edu

Wayne

Altamaha Technical College	www.altamahatech.edu

Note: The colleges and universities listed include public and private institutions. This list is updated periodically as information becomes available.

Source: Integrated Postsecondary Education Data System (IPEDS).

Attachment 2

Technical College Graduates - 2013*

PROGRAMS	TOTAL GRADUATES			PERCENT CHANGE	
	2011	2012	2013	2011-2012	2012-2013
Accounting Technology/Technician and Bookkeeping	27	26	34	-3.7	30.8
Administrative Assistant and Secretarial Science, General	22	22	18	0.0	-18.2
Allied Health and Medical Assisting Services, Other	33	21	168	-36.4	700.0
Automobile/Automotive Mechanics Technology/Technician	21	15	70	-28.6	366.7
Computer Installation and Repair Technology/Technician	5	2	20	-60.0	900.0
Computer Systems Networking and Telecommunications	6	7	2	16.7	-71.4
Cosmetology/Cosmetologist, General	38	43	88	13.2	104.7
Criminal Justice/Safety Studies	25	33	70	32.0	112.1
Data Processing and Data Processing Technology/Technician	14	4	70	-71.4	1650.0
Drafting and Design Technology/Technician, General	39	51	56	30.8	9.8
Early Childhood Education and Teaching	6	10	24	66.7	140.0
Electrical/Electronics Equipment Installation and Repair, General	3	18	18	500.0	0.0
Electrician	70	40	88	-42.9	120.0
Emergency Medical Technology/Technician (EMT Paramedic)	24	25	36	4.2	44.0
Food Preparation/Professional Cooking/Kitchen Assistant	46	22	104	-52.2	372.7
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/	104	68	194	-34.6	185.3
Heavy Equipment Maintenance Technology/Technician	9	4	4	-55.6	0.0
Industrial Mechanics and Maintenance Technology	15	18	62	20.0	244.4
Licensed Practical/Vocational Nurse Training	42	23	96	-45.2	317.4
Machine Shop Technology/Assistant	7	8	28	14.3	250.0
Medical Insurance Coding Specialist/Coder	13	12	2	-7.7	-83.3
Medical/Clinical Assistant	2	8	18	300.0	125.0
Nursing Assistant/Aide and Patient Care Assistant/Aide	87	33	24	-62.1	-27.3
Sales, Distribution, and Marketing Operations, General	7	2	2	-71.4	0.0
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	105	41	48	-61.0	17.1
Welding Technology/Welder	106	57	124	-46.2	117.5

Definition: All graduates except those listed as technical certificates are diploma and degree graduates. Diploma and degree programs are one to two years in length. Technical certificates are less than a year in length.

Source: Integrated Postsecondary Education Data System

*Data shown represents Annual 2011, 2012, and 2013.

Note - The data shown is from Altamaha Technical College

Attachment 2

Active Applicants - Georgia Department of Labor

	Mgt.	Bus. & Finance	Compu. & Math	Arch. & Eng.	Life & Soc. Svcs.	Comm. & Svcs	Legal	Ed. & Training	Arts & Design	Health Prac.	Health Support
Brantley	27	3	4	4	2	7	1	16	4	12	16
Camden	113	26	31	23	7	18	3	46	18	27	73
Glynn	269	70	44	37	22	66	14	103	51	98	160
McIntosh	30	7	3	4	5	5	1	9	2	4	11
Wayne	50	9	4	12	0	4	3	31	10	22	27
Subtotal Area	489	115	86	80	36	100	22	205	85	163	287

Active Applicants - Georgia Department of Labor (cont.)

	Protect. Svcs.	Food Prep.	Ground Cleaning	Personal Care	Sales	Office Support	Farm. & Forestry	Cons- truction	Installation Main.	Prod.	Trans. & Moving
Brantley	20	60	27	15	77	118	10	138	64	78	87
Camden	58	306	117	68	233	591	8	180	126	173	194
Glynn	92	723	341	177	735	1,053	14	341	209	429	462
McIntosh	13	64	28	19	74	119	10	71	35	52	66
Wayne	41	146	55	38	180	224	10	292	101	191	198
Subtotal Area	224	1,299	568	317	1,299	2,105	52	1,022	535	923	1,007

Total Area   11,019

Note: For current applicant data available for a specific occupation, contact the nearest Georgia Department of Labor Career Center.
Source: Georgia Department of Labor (active applicants as of November 2014).

Georgia Department of Labor Location(s)

Career Center(s)
2517 Tara Lane
Brunswick GA 31520
Phone: (912) 264 - 7244   **Fax:** (912) 262 - 3334

For copies of Area Labor Profiles, please visit our website at: www.dol.state.ga.us or contact Workforce Statistics & Economic Research, Georgia Department of Labor, 148 Andrew Young International Blvd N.E. Atlanta, GA. 30303-1751. Phone: 404-232-3875; Fax: 404-232-3888 or Email us at Workforce_Info@gdol.ga.gov

Glynn Workforce

Business and Labor Force Report
Report

	Total	%
Total Establishments	5,203	
Total Employees	55,814	

Total Establishments by Size (2014)

	Total	%
1-4 Employees	3,361	64.6
5-9 Employees	965	18.5
10-19 Employees	448	8.6
20-49 Employees	268	5.2
50-99 Employees	95	1.8
100-249 Employees	54	1
250-499 Employees	4	0.1
500-999 Employees	2	0
1000+ Employees	6	0.1

Total Businesses by Establishment Type (2014)

	Total	%
Agriculture, Forestry and Fishing	3	0.1
Agricultural Services	97	1.9
Coal and Ore Mining	1	0
Oil and Gas	0	0
General Construction	121	2.3
Heavy Construction	212	4.1
Food Manufacturing	12	0.2
Tobacco Manufacturing	0	0
Textile Mills	2	0
Apparel and Textile Manufacturing	2	0
Lumber and Wood Production	11	0.2
Furniture Manufacturing	0	0
Paper Manufacturing	3	0.1
Printing and Publishing	42	0.8
Chemicals	2	0
Petroleum Refining	0	0
Rubber and Plastics	1	0
Leather Manufacturing	0	0
Stone, Glass, and Concrete	6	0.1
Metals Fabrication	19	0.4
Machinery and Equipment Manufacturing	31	0.6
Transportation	112	2.2
Travel Services	21	0.4
Transport Services	10	0.2
Communications	41	0.8

Utilities	19	0.4
Durables Wholesale	94	1.8
Non Durables Wholesale	29	0.6
Building Materials, Hardware and Garden	65	1.2
General Merchandise Stores	33	0.6
Food Markets	30	0.6
Convenience Stores	38	0.7
Other Food Stores	45	0.9
Auto Dealers and Gas Stations	143	2.7
Clothing Stores	88	1.7
Furniture Stores	27	0.5
Home Furnishings	24	0.5
Electronics and Computer Stores	17	0.3
Music Stores	6	0.1
Restaurants	249	4.8
Other Food Service	51	1
Bars	16	0.3
Drug Stores	30	0.6
Liquor Stores	18	0.3
Specialty Stores	248	4.8
Catalog and Direct Sales	19	0.4
Banks and Financial Institutions	293	5.6
Insurance Carriers	5	0.1
Insurance Agents and Brokers	82	1.6
Real Estate	249	4.8
Hotels and Lodging	110	2.1
Dry Cleaning and Laundry	40	0.8
Beauty and Barber Shops	141	2.7
Other Personal Service	83	1.6
Advertising	23	0.4
Computer Services	28	0.5
Other Business Services	194	3.7
Auto Repair/Services	151	2.9
Miscellaneous Repair Services	42	0.8
Motion Pictures	25	0.5
Entertainment and Recreation Services	101	1.9
Health and Medical Services	440	8.5
Hospitals	73	1.4
Legal Services	142	2.7
Primary and Secondary Education	38	0.7
Colleges and Universities	5	0.1
Social Services	87	1.7
Child Care Services	37	0.7
Museums and Zoos	10	0.2
Membership Organizations	241	4.6
Professional Services	197	3.8

	Total	%
Government	203	3.9
Unclassified Establishments	108	2.1

Total Employees by Occupation (2014)

	Total	%
Executive, Managers, and Administrators	5,311	9.5
Business and Financial Operations	2,258	4
Computer and mathematical occupations	847	1.5
Architecture and engineering	511	0.9
Life/Physical/Social Science occupations	166	0.3
Community and Social Services	698	1.3
Legal	429	0.8
Education/Training/Library	2,438	4.4
Health Diagnosing and Treating Practitioners	2,003	3.6
Health Technologists/Technicians	844	1.5
Healthcare support	1,208	2.2
Protective Services	2,653	4.8
Food Preparation/Serving	4,519	8.1
Building and Grounds maintenance	2,467	4.4
Personal care and service	2,189	3.9
Sales	7,153	12.8
Office and Administrative support	9,233	16.5
Farming/Fishing/Forestry	163	0.3
Construction and Extraction	2,221	4
Installation/Maintenance and Repair workers	2,432	4.4
Production Workers	2,516	4.5
Transportation Workers	1,684	3
Material Moving	1,050	1.9

Total Employees by Major SIC (2014)

	Total	%
Agricultural, Forestry, Fishing (SIC Range 01-09)	421	0.8
Mining (SIC 10-14)	7	0
Construction (SIC 15-17)	1,792	3.2
Manufacturing (SIC 20-39)	2,772	5
Transportation and Communications (SIC 40-49)	1,748	3.1
Wholesale Trade (SIC 50-51)	1,439	2.6
Retail Trade (SIC 52-59)	13,066	23.4
Finance, Insurance And Real Estate (SIC 60-69)	4,373	7.8
Services (SIC 70-89)	21,298	38.2
Public Administration (SIC 90-98)	8,738	15.7
Unclassified (SIC 99)	160	0.3

Attachment 3

Total Employees by Establishment Type (2014)

	Total	%
Agriculture, Forestry and Fishing	8	0
Agricultural Services	413	0.7
Coal and Ore Mining	7	0
Oil and Gas	0	0
General Construction	549	1
Heavy Construction	1,243	2.2
Food Manufacturing	1,078	1.9
Tobacco Manufacturing	0	0
Textile Mills	2	0
Apparel and Textile Manufacturing	6	0
Lumber and Wood Production	326	0.6
Furniture Manufacturing	0	0
Paper Manufacturing	204	0.4
Printing and Publishing	261	0.5
Chemicals	54	0.1
Petroleum Refining	0	0
Rubber and Plastics	1	0
Leather Manufacturing	0	0
Stone, Glass, and Concrete	375	0.7
Metals Fabrication	184	0.3
Machinery and Equipment Manufacturing	281	0.5
Transportation	881	1.6
Travel Services	232	0.4
Transport Services	83	0.1
Communications	272	0.5
Utilities	280	0.5
Durables Wholesale	732	1.3
Non Durables Wholesale	707	1.3
Building Materials, Hardware and Garden	608	1.1
General Merchandise Stores	1,221	2.2
Food Markets	933	1.7
Convenience Stores	140	0.3
Other Food Stores	165	0.3
Auto Dealers and Gas Stations	1,306	2.3
Clothing Stores	500	0.9
Furniture Stores	139	0.2
Home Furnishings	170	0.3
Electronics and Computer Stores	104	0.2
Music Stores	22	0
Restaurants	4,405	7.9
Other Food Service	667	1.2
Bars	57	0.1
Drug Stores	280	0.5

Liquor Stores	49	0.1
Specialty Stores	1,044	1.9
Catalog and Direct Sales	1,256	2.3
Banks and Financial Institutions	1,183	2.1
Insurance Carriers	17	0
Insurance Agents and Brokers	382	0.7
Real Estate	2,791	5
Hotels and Lodging	2,916	5.2
Dry Cleaning and Laundry	161	0.3
Beauty and Barber Shops	380	0.7
Other Personal Service	265	0.5
Advertising	139	0.2
Computer Services	91	0.2
Other Business Services	1,020	1.8
Auto Repair/Services	872	1.6
Miscellaneous Repair Services	92	0.2
Motion Pictures	51	0.1
Entertainment and Recreation Services	3,350	6
Health and Medical Services	2,725	4.9
Hospitals	3,375	6
Legal Services	489	0.9
Primary and Secondary Education	2,024	3.6
Colleges and Universities	245	0.4
Social Services	927	1.7
Child Care Services	315	0.6
Museums and Zoos	95	0.2
Membership Organizations	904	1.6
Professional Services	768	1.4
Government	8,738	15.7
Unclassified Establishments	160	0.3

Source: Applied Geographic Solutions, Thousand Oaks, CA

WORK-BASED LEARNING

The following Work-Based Learning experiences are available to help students develop their occupational skills:

Youth Apprenticeship: The Youth Apprenticeship Program involves paid work experiences that offer students both school-based and work-based experiences. To qualify, students must have completed course work related to the career field. Students and employers agree on a long-term plan of accumulating 720* hours of on-the-job training. Apprenticeship is intended for career fields which require intense training and education beyond high school. (*recent change)

Cooperative Education: Cooperative education programs provide paid work experiences linked to the career program the student is pursuing. Students attend both academic and occupational-related courses during the remainder of the day.

Internship: An internship is directly related to a student's program of study but does not require the 720 hour commitment of Apprenticeship. Internship placements are usually for intense observation and experience in a specific career area.

Job Shadowing: A student "shadows" an employee at a workplace for one or more days to learn about a particular occupation or industry. Job Shadowing helps students refine their career objectives.
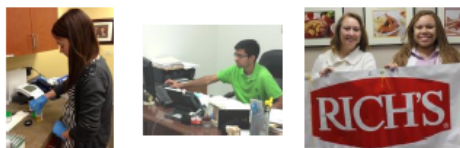
BENEFITS

For Employers

- Offers a source of skilled and motivated work-force candidates
- Provides an opportunity to prepare and train future employees
- Reduces the cost of recruitment and training
- Improves employee retention
- Offers an opportunity to provide community services
- Increases employee visibility in the educational community
- Encourages involvement in the educational process

For Students

- Increases motivation by showing the relevance between school and work
- Provides opportunities to explore possible career fields
- Helps develop workplace responsibility, positive attitudes and leadership development
- Improves job prospects after graduation
- Allows for interaction with adults in a work-based setting
- Encourages the pursuit of education after high school

REQUIREMENTS FOR ADMISSION

- Open to high school juniors or seniors at least 16 years of age
- Completion of or enrollment in an appropriate CTAE course related to the career objective
- Completion of the Work-Based Learning application
- Recommendations from three teachers
- Reliable transportation to and from the work place
- Maintain Auto and Health Insurance
- Good academic record and on-track for graduation
- Good attendance record
- Good discipline record
- Good attitude
- Parental approval
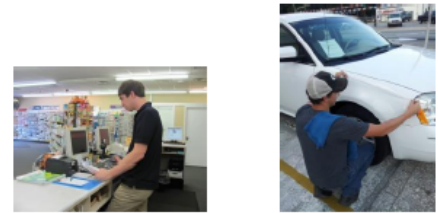
PROGRAM AREAS

Administrative/Info Support	Fashion Marketing
Animal Science	Financial Management
Auto Mechanics	Forestry/Natural Resources
Broadcast Video Production	Graphic Design
Business Development	Healthcare
Certified Nursing Assistant	HVACR
Collision Repair	Interactive Media
Computer Aided Drafting	Manufacturing
Construction	Marketing
Cosmetology	Nutrition and Food Science
Criminal Justice	Plant Science
Culinary Arts	Teaching as a Profession
Early Childhood Education	Veterinary Science
Engineering	Welding + Precision Machining

CONTACT INFORMATION

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