

# Newton College And Career Academy

Ford Next Generation Learning Committee  
Master Plan 2013-2018



GIVING DIRECTION  
TO THE FUTURE

# **Newton College and Career Academy**

## **Ford Next Generation Learning Committee**

### **Master Plan 2013-2018**



Dear Community Stakeholder,

“Hope is not a strategy; reality is our friend,” states Hunter Hall, President of the Covington/Newton Chamber of Commerce. Mr. Hall believes progress in economic development is a direct reflection of the community’s targeted strategies to improve the quality of life for its citizenry. With that belief in mind, the Newton College and Career Academy (NCCA) represents a strategic focus of the Newton County Board of Education (NCBOE) and the Newton County School System (NCSS) to meet the growing needs of the workforce of Newton and surrounding counties. To accomplish such, NCBOE and NCSS shifted the oversight and direction of programs at NCCA to a group of business and community leaders.

Many of the challenges which face any economic community are directly related to the skills gap found within the workforce pipeline. This is a reality that cannot be ignored by this community as it strives for positive economic development. Today’s workers need a balance of academic and career pathway (technical) skills. Accomplishing this requires rethinking how high schools teach and how their students learn. This is one of NCCA’s goals. As a part of this goal NCCA partners with area businesses - which have the resources and real world expertise to make academic work real, rigorous, and relevant. Additionally, NCCA believes that high schools should also partner with local colleges, universities, and technical schools to produce post-secondary graduates who can enter the local workforce and immediately deliver bottom-line results.

NCCA identified the Next Generation Learning Community (NGLC) planning process as a means to create a 5 year strategic plan to narrow the skills gap and create a viable workforce for Newton County industries. The NGLC process followed the framework of 1) Transforming Teaching and Learning, 2) Redesigning High Schools, and 3) Sustaining Change through Business and Civic Leadership. The focus of the three strands of NGLC provided NCCA the framework for accomplishing its mission - “to enhance academic achievement and provide students with the knowledge and skills necessary to succeed in postsecondary education and the workforce.”

This Master Plan outlines the vision, values, goals, timelines, and tasks our community must undertake to move ahead in the 21<sup>st</sup> century economy. It was forged by representatives from each stakeholder community who agreed upon the following goals:

- ✓ To provide students in Newton County high schools with the requisite skills and knowledge to exceed the majority of USDOE performance indicators in Perkins’ accountability measures;

- ✓ To increase the number of students receiving postsecondary credits through articulation agreements, and dual/joint enrollment courses offered through DeKalb Technical College and/or other local postsecondary partners;
- ✓ To help students become “workplace ready” in order to be gainfully employed and continue their education and training in a variety of postsecondary options;
- ✓ To increase the number of CTAE instructors with industry experience and improve the faculty retention rate;
- ✓ To increase the business engagement between NCCA industry-based programs and their related business partners.

We are very proud of the accomplishments of NCCA relative to the investment and support of the Newton County School System and the local businesses and industry. We propose the full implementation of the plan created and presented as the Newton College and Career Academy/Next Generation Learning Community 5 Year Strategic Plan. We believe this plan will transform student learning and achievement. Additionally, the plan will provide a roadmap for the inclusion of students, parents, business, industry and community in the educational process. And finally, the plan will secure a viable workforce for Newton County.

We ask you, our partners, to pledge your support of this strategic plan, making it a reality. NCCA will be a leading force in the preparation of associates for the future workforce of Newton County and viable candidates for college entrance.

Sincerely,

James R. Woodard  
CEO/Principal Newton College and Career Academy

## Table of Contents

Next Generation Learning Community Leadership Team and Stakeholders.....	7
Newton College and Career Academy Board of Directors.....	10
Newton College and Career Academy Vision/Mission/Goals.....	11
The Community we live in.....	12
How we came to be.....	13
Timeline.....	16
Current Reality.....	21
Community Profile.....	23
Demographics	
Partnerships.....	24
NCCA’s Ford NGL Action Plan.....	25
Next Generation Learning Community Strand Overview.....	26
Strand 1: Transforming Teaching and Learning.....	27
Strand 2: Redesigning High Schools.....	30
Strand 3: Sustaining Change through Business and Civic Leadership.....	38

## References

Figure 1: An Economic Development Strategy for Newton County

Figure 2: Strategies and Initiatives, An Economic Development Strategy for Newton County

Figure 3: Business Engagement Committee Organizational Chart

Figure 4: NCCA Breaks Ground

Figure 5: Ribbon Cutting Ceremony

Figure 6: Partnership Policy

Figure 7: NCCA Students Hold Film Festival

Figure 8: NCCA Students Facilitate Broadcast for 911 Center

Figure 9: NCCA Hosts Kiwanis and Newton Education Foundation for Community Event

Figure 10: Career Academy off to a fast start

Figure 11: Newton Career Academy to expand dual enrollment courses

## **Newton College and Career Academy Next Generation Learning Committee**

### **Next Generation Learning Community Leadership Team**

Shannon Davis, Co-Chair – Covington/Newton Chamber of Commerce

James Johnson, Co-Chair – Georgia Piedmont Technical College and Covington/Newton  
Chamber of Commerce

Shelia Almand, Strand 1 Leader – Bank of North Georgia

Michelle Smith, Strand 1 Education Facilitator – Newton College and Career Academy

Lisa Edwards, Strand 2 Leader – CR Bard, Inc.

Jacob Vallbracht, Strand 2 Education Facilitator - Newton College and Career Academy

Robyn Chapman, Strand 3 Leader – Corrugated Supplies Company

Ken Ondracek, Strand 3 Education Facilitator – Newton College and Career Academy

### **Participating stakeholders of the Newton College and Career Academy Next Generation Learning Committee are:**

#### **Georgia Piedmont Technical College**

James Johnson

Debra Gordon

Nicole Milan

Sherry Lowery

#### **Covington/Newton Chamber of Commerce - Office of Economic Development**

Shannon Davis

**Bank of North Georgia**

Sheila Almand

**Corrugated Supplies Company**

Robyn Chapman

**BARD Global Distribution**

Lisa Edwards

**Newton College and Career Academy**

Angela Cooper – Trainer (Human Anatomy, Forensics and Chemistry)

Debbie Stephens – Trainer (English)

Ken Ondracek

Michelle Smith – Trainer (Business and Computer Science)

Rita Bucovaz – Counselor

Tim Smith – Trainer (Construction)

James Woodard – CEO/Principal

Lynn House

**Arts Association of Newton County**

Michelle Bryant Johnson

**Newton County School System**

Veronica Bridges

Kelly Parker

Bart Buff

**Newton 911 Center**

Mike Smith, Director



**Community at Large**

Amber Cox

Anthony Cammaraia

Stephanie Brown

Natalie Alijoe

**Newton College and Career Academy Board of Directors**

We would be remiss if we didn't include the Newton College and Career Academy Board of Directors. Without the leadership and governance of this dedicated body, the mission of NCCA could not be carried out on a day to day basis.

Chairman, Danny Stone, Snapping Shoals EMC

Vice Chair, Jerry Silvio, Silvio Development, Inc.

Secretary-Treasurer, Michelle Bryant-Johnson, Arts Association in Newton County

Greg Richardson, Newton Medical Center

John Kelley, Georgia Power

Carol Jones, SKC, Inc.

Raygina Daniecki, Parent Rep. Alcovy High School

Sally Paschal, Liaison - Georgia Perimeter College

Debra Gordon, Liaison - Georgia Piedmont Technical College

Shannon Davis, Liaison – Covington/Newton Chamber of Commerce

James Johnson – Covington/Newton Chamber of Commerce

## **Newton College and Career Academy Vision/Mission/Goals**

### **Newton College and Career Academy Master Plan Vision Statement**

The Newton College and Career Academy envisions being a premier teaching and learning environment which prepares associates to be college and career ready in a global market.

(Proposed)

### **Newton College and Career Academy Mission Statement**

The mission of Newton College and Career Academy is to enhance academic achievement and to provide students with the knowledge and skills necessary to succeed in postsecondary education and the workforce.

### **Newton College and Career Academy Goals**

In order to fulfill its mission, the NCCA Steering Committee established the following goals:

- 1) Provide students in Newton County high schools with the requisite skills and knowledge to exceed the majority of USDOE performance indicators in Perkins' accountability measures.
- 2) Increase the number of students receiving postsecondary credits through articulation agreements, and dual/joint enrollment courses offered through DeKalb Technical College and/or other local postsecondary partners.
- 3) Help students become "workplace ready" in order to be gainfully employed and continue their education and training in a variety of postsecondary options.
- 4) Increase the number of CTAE instructors with industry experience and improve the faculty retention rate.
- 5) Increase the business engagement between NCCA industry-based programs and their related business partners.

## **The Community we live in...**

Like most communities that sit just on the fringes of a major metropolitan City, Covington/Newton County has been considered for years a bed-room community of Atlanta, GA. Seventy percent of our working citizens drive out of the community into the metro area or into surrounding communities, creating a challenge for this community to create a sense of place for its citizens and not being able to create a quality of life.

Over the last 6 years, Covington/Newton County has realized that this must change if this community is to maintain and grow our leadership, quality of life and tax base. Extensive work has been done through the Leadership Collaborative. Made up of all five municipalities, the county, the Water & Sewerage staff, the Chamber of Commerce and the Board of Education, the Leadership Collaborative has met monthly for the last 6 years to work towards a better Newton. We call it the Newton Model. It is unique in that all of these entities come together regularly to build a better Newton, agreeing to oftentimes disagree, but always working on three basic principles: Land (land use, environment, infrastructure), people (families, income, educational opportunities) and jobs (private/public sector and in/outside of community). It is a plan that all stakeholders will work to accomplish. It crosses all sectors and covers the community, in whole.

One of the first projects that came out of the Leadership Collaborative was the Career, Technical, Agriculture and Education initiative. As the pendulum swung so far one way in the 80's to steer away from "vocational" education, we now believe we have achieved a balance in the Newton College and Career Academy. The thought that we can focus on two of the Leadership Collaborative initiatives at one time - people and jobs - is what makes this work. We are creating a pipeline of future qualified workers, ready to enter the workforce and/or go to college, filling a need in our local business and industry so that they may grow and creating a better quality of life.

## **How we came to be....**

### Background

“In the 19<sup>th</sup> century, we saw more technological change than in the nine centuries preceding it. Then in the first 20 years of the 20<sup>th</sup> century, we saw more advancement than in all of the 19<sup>th</sup> century” (1). Looking forward, it is predicted that “the 21<sup>st</sup> century will see something more on the order of 20,000 years of progress” (2). From the beginning, the mission of the Newton College and Career Academy has been to enhance academic achievement and provide students with the knowledge and skills necessary to succeed in postsecondary education and the workforce.

The need for a Career Academy in Newton County was identified through research conducted by Newton County Schools, the Chamber of Commerce, The Center for Community Preservation and Planning, and the Newton County Leadership Collaborative, in 2008. Though the growth rate has slowed, Newton County’s population more than doubled from 41,808 to 93,887 between 1990 and 2007. The student population also grew from 10,523 to 19,111, with an increase in the percentage of students on free/reduced lunch from 41% to 56%. Newton County’s 2008 graduation rate of 80.1% was above the state average, but certainly not sufficient to meet today’s workplace demands. Student and Parent Surveys conducted in 2008 and 2009 indicated a need for additional career counseling and increased access to technology and career courses. Discussions at Chamber of Commerce Education Roundtables centered on the need for increasing postsecondary and career/technical education opportunities, private sector involvement in public schools, and a more highly skilled workforce to attract more high-tech industry and better-paying jobs.

Newton County’s economy is heavily concentrated in manufacturing (roughly 22%), where many jobs are being eliminated. March, 2008, the Newton County Leadership Collaborative, made up of business, education, and local government leaders, undertook a study to create “An Economic Development Strategy for Newton County” (Figure 1). Of the 12 goals outlined in the Economic Development Strategy for Newton County, strategies 11 and 12 say this, “we shall work to expand and improve educational opportunities, and promote life-long

learning” (Figure 2). The Academy will serve as a pivotal influence on every generation in Newton County, providing unlimited access to career pathways and showing students that there are no boundaries to what they can do.

NCCA was created through a partnership of the Newton County School System, Covington-Newton County Chamber of Commerce, the Newton County Industrial Development Authority, Georgia Piedmont Technical College (formerly DeKalb Technical College), the City of Covington, Georgia Perimeter College, Newton County Board of Commissioners, and The Center for Community Preservation and Planning.

NCCA will provide access for all students to “state of the art” facilities and equipment. It will offer a variety of postsecondary credit options, including articulation and joint/dual enrollment, as well as opportunities for industry certification and work-based learning (job shadowing, internships, apprenticeships, co-ops) in all possible career pathways.

Curriculum and instructional methods will be based on Georgia Performance Standards (GPS) and Technical College System of Georgia standards, project based learning model, ISTE National Educational Technology Standards and Performance Indicators, and the Framework for 21<sup>st</sup> Century Learning developed by the Partnership for 21<sup>st</sup> Century Skills.

Students will benefit from the seamless alignment of academic courses with CTAE courses; the blending of high school programs with the rigor and expectations of college coursework; and the relevance resulting from the association of educational studies with the priorities and expectations of business and industry. Student support will be provided through career advisement, work-based learning opportunities and mentoring, and strong relationships with teachers and fellow students developed through an emphasis on teamwork and collaboration. Preparation for the Newton College and Career Academy will begin in middle school as students explore careers through Georgia College 411 and begin to define their education and career plans and identify a career pathway based on their interests and talents.

The initial community survey conducted by the Leadership Collaborative identified five thematic areas of course offerings for NCCA, including Healthcare, Public Safety, Engineering/Manufacturing, Business/Computer Science, and Agriculture. Based on these

thematic areas, Business Engagement Committees (Figure 3) and Professional Learning Teams were formed to support the programs.

## **Timeline**

The Newton College and Career Academy's Charter Petition was submitted to the Georgia Department of Education for State Board approval on July 31, 2009,. The State Board requested further documentation and that was submitted in November 2009. Pending the approval, the Newton County School System implemented the Georgia Work Ready Assessment system-wide. All juniors and seniors would be required to take the Georgia Work Ready test. At the same time, the Chamber of Commerce, Office of Economic Development, businesses, City and County leaders were working towards becoming a Certified Work Ready Community. NCSS was assisting the community with its goal of Certified Work Ready Community. In March 2010 the Georgia State Board of Education approved the charter school application for Newton College and Career Academy, just after the local Board of Education approved the application,

Newton College and Career Academy celebrated the Ground Breaking Ceremony on June 15, 2010 (Figure 4) followed by a flurry of activity from the local Board of Education and newly appointed NCCA Board members. Registration and recruitment timelines were set, a Career Development Advisory Committee was established, articulation process was in progress and program areas were being set. The opening of NCCA was scheduled for January 2012.



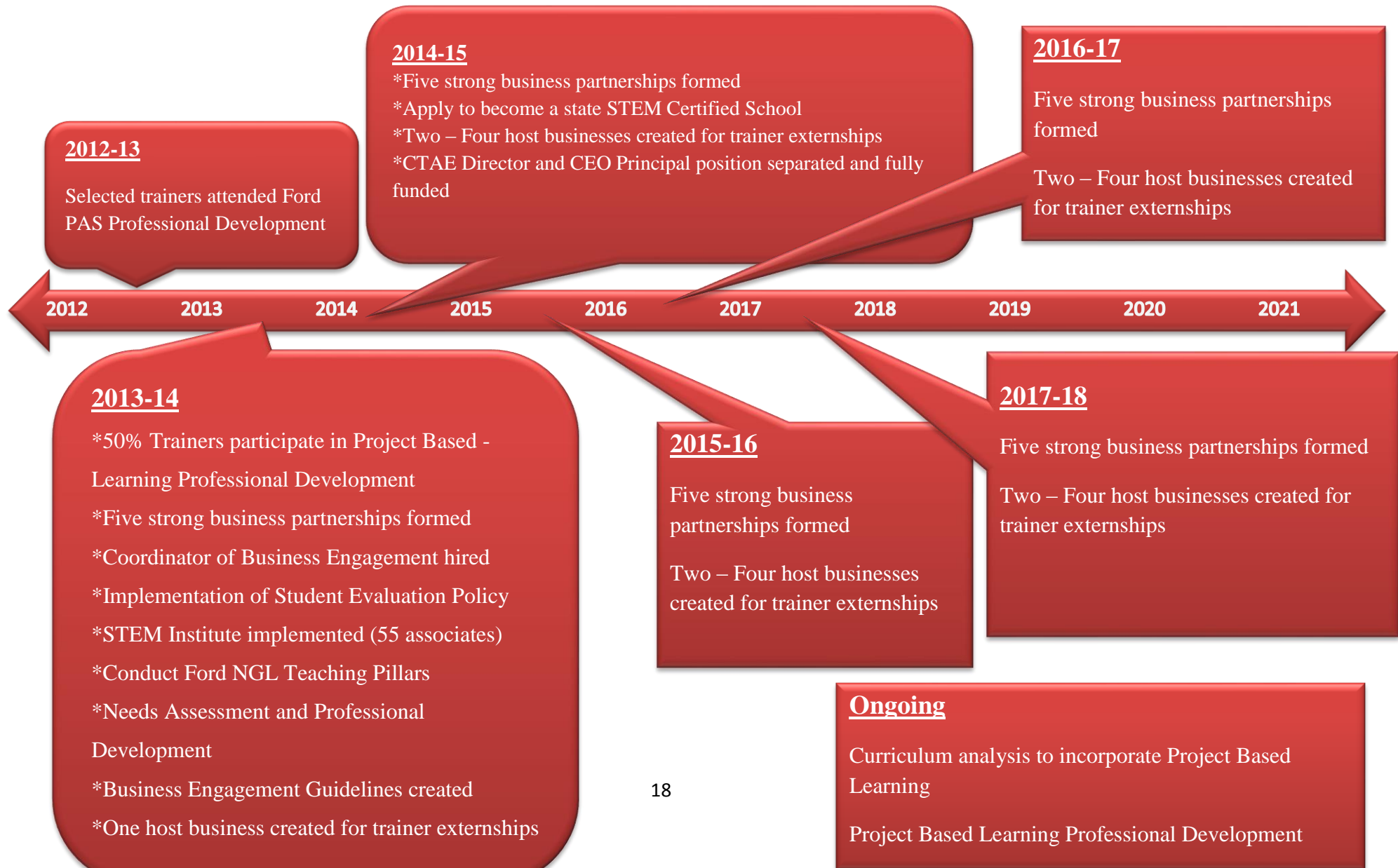


Pictured, left to right: Newton Board of Education members Johnny Smith (former), Abigail Morgan Coggin, Eddie Smith, former Superintendent Steve Whatley, Newton Board of Education members Almond Turner, Cathy Dobbs (former) and , architect, Ray Moore.

In June 2010 alliances were formed with local companies and the Covington/Newton Chamber of Commerce to begin the marketing campaign for Newton College and Career Academy. A logo design was created by students at each of the three high schools. The logo was finalized and reviewed by local business and industry leaders, further strengthening the ties between NCCA and these leaders that will prove vital to the growth and development of NCCA. Recruitment and marketing efforts were underway to fill the pipeline of students.

From August 2011 until the opening of the Newton College and Career Academy campus in April 2012, classes were provided at the satellite campus inside Alcovy High School. Newton College and Career Academy held the first class at its new home - 144 Ram Drive - on April 9, 2012. The Lt. Governor, officials from the State Department of Education, local Board of Education members, state and local elected officials, business and industry leaders, community leaders and friends joined at NCCA for the Grand Opening and Ribbon Cutting ceremony on April 17, 2012 (Figure 5).

## Next Generation Learning Community Implementation Timeline Strand 1 – Transforming Teaching and Learning



## Next Generation Learning Community Implementation Timeline

### Strand 2 – Redesigning High School

#### 2012-13

Offer 18 Career Pathways  
 Dual Enrollment offered through Georgia Piedmont Technical College in 5 Pathways  
 4 Year Personalized Programs of Study's developed

#### 2014-15

Offer 21 Career Pathways  
 Dual Enrollment offered through Georgia Piedmont Technical College in 6 Pathways  
 Dual Enrollment offered through Georgia Perimeter College in 2 Core Academic Areas

#### 2016-17

Offer 23 Career Pathways  
 Dual Enrollment offered through Georgia Piedmont Technical College in 7 Pathways  
 Dual Enrollment offered through Georgia Perimeter College in 2 Core Academic Areas and 2 Career Pathway areas  
 Five additional Industry specific internships/mentorships created  
 Nineteen Career Pathways scheduled through co-hort groups  
 Capstone Project continued (60% completers complete Capstone Experience)

2012

2013

2014

2015

2016

2017

2018

2019

2020

2021

#### 2013-14

Offer 20 Career Pathways  
 Dual Enrollment offered through Georgia Piedmont Technical College in 5 Pathways  
 Dual Enrollment offered through Georgia Perimeter College in 2 Core Academic Areas  
 4 Year Personalized Programs of Study's implemented  
 Teachers as Advisors Program for Career Advisement Planned  
 Next Generation Leadership Team formed  
 Associate/Parent On-line Survey of trainer strengths and weaknesses  
 Comprehensive Trainer Growth Plan developed  
 Two Industry specific internships/mentorships created  
 Professional Learning Community Collaboration Teams created  
 Four Career Pathways scheduled through cohort groups  
 Internal Accountability "Report Card" Committee created  
 District Support Annual Plan/Resolution/Tools Created

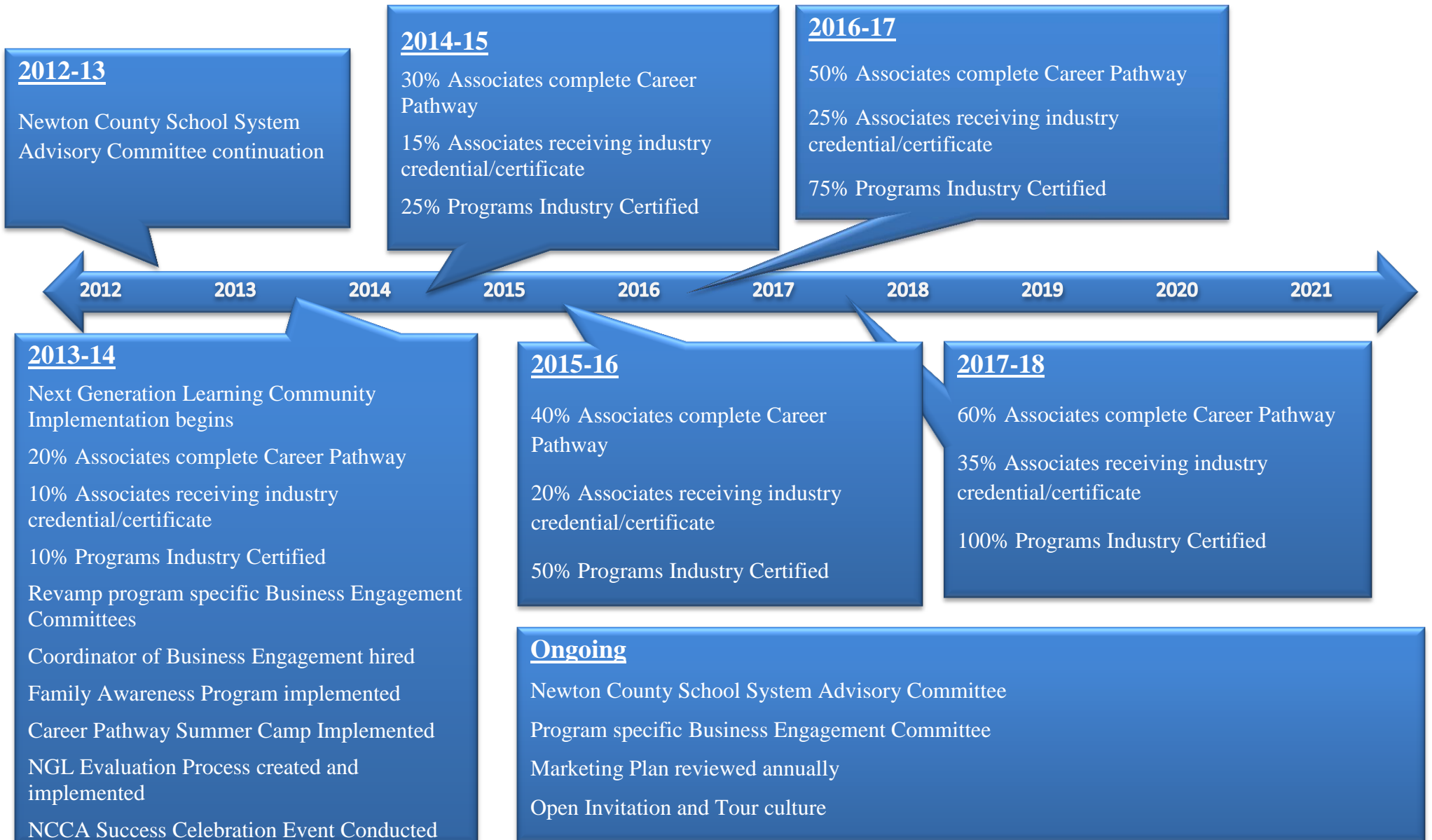
#### 2015-16

Offer 22 Career Pathways  
 Dual Enrollment offered through Georgia Piedmont Technical College in 6 Pathways  
 Dual Enrollment offered through Georgia Perimeter College in 2 Core Academic Areas and 1 Career Pathway area  
 Five additional Industry specific internships/mentorships created  
 Fourteen Career Pathways scheduled through cohort groups  
 Capstone Project Implemented (50% completers complete Capstone Experience)

#### 2017-18

Offer 24 Career Pathways  
 Dual Enrollment offered through Georgia Piedmont Technical College in 7 Pathways  
 Five additional Industry specific internships/mentorships created  
 100% Career Pathways scheduled through cohort groups  
 Capstone Project continued (75% completers complete Capstone Experience)

## Next Generation Learning Community Implementation Timeline Strand 3 – Sustaining Change through Business and Civic Leadership



## **Current Reality**

The Newton College and Career Academy, under the guidance of the Board of Directors and the local School Board has seen tremendous success in its first year and is trending to continue those successes into year two. The Board of Directors meet on a bi-monthly basis and reviews financials (although large over-site of budget is left to the School Board), discuss new Pathways, assists Trainers in forming new Business Partnerships, understanding enrollment, providing spokesperson assistance to the community and general support to the NCCA staff. Currently, all goals of the Newton College and Career academy are being met. Under the direction of the Guidance Counselor, enrollment numbers are higher than projected for the 2013 – 2014 school year and with the addition of the state of the art STEM Academy, which is already full pending opening, associates attending NCCA can expect to graduate prepared for the workplace or post-secondary education. When NCCA was envisioned, a large piece of the puzzle was for it to be utilized as a place where community leaders and businesses could gather for meetings, dinners or for volunteer work. Through well placed Board members and NCCA staff able to utilize their business connections, NCCA has indeed become a place of pride for the business community to show off. But more than that, it's become a place where business leaders, trainers and associates can talk openly about the 21<sup>st</sup> Century Learning arena in real time.

To serve those students prepared to enter the workforce at the high-school age, the Entrepreneurial Business Incubator is well on its way to success. As of the 2012 – 2013 school year, there are eight Associates with working businesses running out of EBI. These Associates run businesses like catering, screen printing, web design, photography, special events services and landscaping. The tools they have learned have launched them on to their successful paths at an early age. We would like to point out that not many communities have the opportunity for adults to share in an Incubator setting, much less students. It is one of the many prides of Newton College and Career Academy.

Allowing the Associates to showcase themselves is another great thing that Newton College and Career Academy allows. At each Board of Directors meeting, there are Associates from one to two career pathways present. They are given time on the agenda to explain what

concepts they are presently learning and the skills they are acquiring. In addition, there are opportunities for Board Members to volunteer their services, or those of their company, and get involved in a particular pathway. Aspiring Young Professionals dinners, breakfast with community leaders, volunteering at community events and Business Showcases are all other ways that Associates are able to get involved and network.

This is a snapshot of where NCCA has been in 2012 – 2013. The adoption of NCCA's Ford NGL Master Plan will guide us into the next phase of where NCCA can go.

## Community Profile

### Newton County

Just 36 miles from downtown Atlanta, Covington-Newton County offers a unique combination of relaxed southern living with a thriving business and industrial base and numerous educational opportunities. Centered on Interstate 20, our population has access to most metropolitan areas in the state, within 4 hours. Within our county lie five municipalities: Covington (the county seat), Oxford, Porterdale, Mansfield and Newborn. Roughly 18,000 residents live in the City of Covington and approximately 22% of our workforce works in manufacturing here in Newton County. We are home to 4 post-secondary institutions, a regional 96 bed hospital, and a thriving tourism industry centered around the movie industry.

### Demographics

<b>Newton County Demographic Snapshot 2011</b>	
County Population	100,814
Civilian Labor Force	48,196
Unemployment Rate	11.5
Per Capita Income	\$25,023
Median County Age	34.7

Table 1: Source: Georgia Department of Labor, Area Labor Profile

Our population, broken down into age categories, is: approximately 25% 0-19 years of age, 34% 20-44 years of age, and 34% 45 and older. This suggests that roughly 34% of our workforce, those widely termed as Baby Boomers, will be retiring over the next several years, leaving a gap in our workforce that could cripple our local, state and national economy. By utilizing these workers now, through transformational teaching, experiential learning and knowledge transfer, Newton College and Career Academy can fill the void with a trained pipeline of skilled workers, ready to enter the workplace.

## Partnerships

Newton College and Career Academy, led by the Board of Directors, Trainers, Chamber of Commerce and others, have worked tirelessly over the last few years to highlight NCCA to the public, and more specifically, to the business sector. Several fruitful partnerships have already been made, and many more will come. NCCA has been host to approximately 7,300 Newton County school personnel and 52 business and industry groups, totaling just over 2,000 guests over the last two years. Some notable groups are:

Standridge Color

Bridgestone Golf

McNaughton-McKay

CR Bard, Inc.

Hill-Phoenix

Commissioner, Georgia Department of  
Labor

City of Covington

Golden State Foods

Newton County 911 and EMS

Michelin Retread

Habitat for Humanity

Georgia Tech

Kiwanis Club of Covington



## **NCCA and the Ford NGL Action Plan**

The Newton College and Career Academy was awarded the Next Generation Learning Community (NGLC) Grant at a press conference called by Lt. Governor Casey Cagle on February 10, 2011. Superintendent Dr. Gary Mathews along with members of the Newton College Career Academy Board of Directors and many members from the community attended the press conference.

On February 25<sup>th</sup>, the first NGLC Stakeholder Group Meeting was conducted. The Stakeholder Group was represented by the business/industry sector, NCCA Board and partners, NCSS, postsecondary students, parents and high school students. The stakeholder group conducted two community forums a (business and parent) in April, 2011.

Following the first grant, Newton College and Career Academy (NCCA) received an additional \$4,500 grant from Lt. Governor Casey Cagle and Ford Motor Company Fund in September, 2011. The grant was made possible by contributions from Ford and Metro Atlanta Ford dealers. The grant provided funds for local school systems to implement Ford PAS Next Generation Learning. NCCA received one of the two grants which assisted in implementing the Ford PAS curriculum. Ford PAS offers interdisciplinary, inquiry-based and team-focused learning for high school students.

For complete review of all action plans, please refer to the Newton College and Career Academy website: <http://www.newtoncountyschools.org/ncca>

## **Next Generation Learning Community Strands and Essential Practices for Transformation**

### **Strand 1: Transforming Teaching and Learning**

**Essential Practice 1.1: Learning Pillars – the essential knowledge and skills for college and career readiness.**

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

### **Strand 2: Redesigning High Schools**

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

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

**Essential Practice 2.3: School leaders have flexible use of resources.**

**Essential Practice 2.4: Adults and students are accountable for results.**

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

### **Strand 3: Sustaining Change through Business and Civic Leadership**

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

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

**Essential Practice 3.3: Career Academies address skilled workforce priorities. The Master Plan Partnership and Business Civic Advisory Board use regional economic and workforce projections to prioritize career academy expansion. Business-Education Advisory Councils within each career pathway are established to shepherd this expansion.**

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

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

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

## **Strand 1: Transforming Teaching and Learning**

### **Essential Practice 1.1: Learning Pillars – the essential knowledge and skills for college and career readiness.**

Transforming Teaching and Learning, as described by Ford NGL, includes teaching pillars and learning pillars. Ford NGL Learning Pillars are to be aligned to the academic curriculum of Newton College and Career Academy. Learning pillars include flexibility in applying academic knowledge and skills, problem-solving, critical thinking, teamwork, communication, creativity and innovation and global awareness. In order to transform teaching, we will equip our trainers with the knowledge to create academically rigorous classrooms that include real world experiences and are career relevant, inquiry/project performance based, and technology rich.

### **Essential Practice 1.2: Teaching Pillars – teaching principles that develop students' knowledge and skills for college and career readiness**

To fully incorporate learning pillars into the trainer's methods of teaching, we will strive to transform classrooms by incorporating project-based instruction. As a part of this transformation NCCA will engage business and community stakeholders to facilitate and reinforce the teaching of 21st Century Skills. Prior to year 1 of full opening of NCCA a small group of trainers began professional development in the Ford teaching methods.

In order to further incorporate Ford teaching methods into the trainer's classrooms, an ongoing professional development model must be established. Analysis of curriculum will be conducted by the curriculum leaders with oversight of the Coordinator of NCCA Programs to determine specific content areas and career pathways that should utilize interdisciplinary project-based learning. In year 1, a minimum of 50% of NCCA trainers will participate in professional development focusing on project-based learning strategies. In years 2-5 professional development will need to be a focus for existing and incoming trainers and based on new methodology.

Engaging the business community in the day to day instruction of NCCA is critical to its ongoing success. Currently, the NCCA Board of Directors has approved a Partnership Policy (Figure 6). As a result, multiple partnerships are in place and several in process. The most

notable partnerships created are with SKC, Inc., Hill-Phoenix and the Newton County Fire Department.

At the close of the 2013/14 academic year our goal is to have 5 strong business partnerships in place. Industry partnerships will result in curriculum rich in industry specific skills, authentic instruction and enriched curriculum development - creating a product (the associate) that business and industry will want to hire. NCCA Board of Directors and the Covington/Newton Chamber of Commerce will be asked to assist in creating a list of potential business and industry partners. Career Pathway specific business engagement committee's and the Coordinator for Business Engagement (New position to be hired in 2013-14) will be responsible for implementation of new business and industries partnerships. A goal of 5 new business and industry partners will be established each year of the plan.

To fulfill the needs of business and industry for their future workforce, 21st century skills must be incorporated in the curriculum. This will be accomplished by implement the NCCA Student Evaluation Policy approved by the NCCA Board of Directors. Work-Based Learning opportunities will be expanded by 5% per year. The Work-Based Learning Coordinator will work with the NCCA Board of Directors, Coordinator for Business Engagement, trainers, and Career Pathway business engagement committees as they identify new business and industry partners.

Newton County School System has realized the importance of Science, Technology, Engineering and Math (STEM) in creating an educated workforce. Currently plans for a STEM Academy within the Newton College and Career Academy are underway for implementation in the 2013-2014 school year. The application process is currently underway for selection of 50 upcoming freshmen. The STEM Coordinator and the STEM Committee will select applicants based on teacher recommendations, CRCT scores and personal interview with applicant. Working collaboratively with ABAC, Georgia Tech, and UGA a classroom curriculum has been established to prepare associates seeking admission to those universities.

The STEM Academy is a four- year commitment of specific coursework that is beyond typical graduation requirements. In order for associates to remain in the program, a yearly evaluation of progress and performance will be conducted. Each year an additional cohort of 50 associates will be added. Our plans are to apply to become a state STEM school in the 2014-2015 school years.

Incorporating the Ford NGL teaching pillars will require trainers to be equipped with essential knowledge. NCCA will identify and secure professional development activities for its instructional staff to maximize student achievement for college and career readiness.

NCCA trainers have varying levels of professional development. Because of the rigorous teaching pillars, all trainers must be given the tools for effective delivery of academy curriculum. Starting in year 1, 2013/14, the Assistant Principal of Curriculum and Instruction will conduct a needs assessment and develop an appropriate program of professional development. Data will be obtained from administrative observations of trainers and outside experts in effective teaching practices. In addition, creation of an associate survey to establish effective teaching practices based on personal associate experiences. Establishment of high priority professional development needs will be created based on the data collected. Professional development will begin in academic year 2013-2014 and will continue on a regular basis thereafter.

In order for associates to be prepared for future employment the business community must be integrated into the NCCA model. CEO, Director of Curriculum and Instruction, NCCA Board of Directors and business engagement committee members will work together to create guidelines by which the business community will be engaged. A working document of guidelines will be drafted at the end of the 2013-2014 academic school year. Based on the guidelines developed, workshops and training will be offered to prepare trainers to work with business and community partners. In order for trainers to experience business and industry “best practices”, an externship program will be established. Potential host businesses for trainer externships will be identified by steering committee members, NCCA Board of Directors, and Covington/Newton Chamber of Commerce. At least 1 host business will be established in the academic school year 2013-2014 and a goal of 2-4 new host businesses each additional year.

## **Strand 2: Redesigning High Schools**

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

NCCA intends to expand the number of career pathway offerings (NCCA's version of career academies) over the next five years in an effort to reach a critical mass of students - referred to as associates. Currently, we offer 18 different pathways and seek to offer a total of 23 pathways by the 2017-18 school year. Our goal is to increase the academic achievement and instill the necessary knowledge and skills for the 21<sup>st</sup> century global workforce. We will do this by offering rigorous academic courses and a variety of career-focused courses that integrate academic contents and other career pathways that thematically complement each other. For example, a student taking cosmetology as his/her major could take small business development as a minor and take chemistry as a science course option.

The 2012 graduation rate for the Newton County school system was 76%. To improve the overall academic achievement and the graduation rate for the county, NCCA will provide student support systems through counseling, credit recovery and tutoring programs.

We feel we will reach a "critical mass" of students when 20% or more of the high school students *in our district* are enrolled at the Newton College and Career Academy. Currently, NCCA only accepts students in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. For the current 2012-13 school year, 600 students attend NCCA, which represents 12% of the 10<sup>th</sup> through 12<sup>th</sup> grade Newton County school system students. In order to recruit students to NCCA, we will introduce a comprehensive recruitment plan, which will include educating teachers, counselors, parents, and community members about the mission of NCCA.

For the current school year, female students account for 66% of the NCCA student body. One reason for the 3:1 ratio of females to males is that our more popular career pathways are with historically female occupations (i.e. Early Childhood Education). Our goal is to not only increase student enrollment at NCCA but also to increase the percentage of students in non-traditional career pathways by educating students and parents through guest speakers and non-traditional instructors. Non-Traditional is defined as occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. For example, Nursing is a nontraditional occupations/field of work for males because more than 25% of that population is female.

In an effort to offer the highest quality career academy, NCCA will provide personalized career pathway planning for every student. High school counselors will meet individually with each student to develop a Career Pathway 4-Year Plan of Study. This plan of study is designed as a career roadmap that highlights the career pathway and identifies the careers within that pathway and the post-secondary education and/or training required for that career. The plan of study will then provide a detailed description of the sequence of academic and career, technical, and agricultural education courses to be completed by a student over his high school years driven by his/her postsecondary plan.

This plan of study also incorporates college-credit courses through dual enrollment classes offered at NCCA through Georgia Piedmont Technical College and Georgia Perimeter College as well as Advanced Placement courses. Students will have a choice of early entry into post-secondary colleges by obtaining college credits while taking classes on the NCCA campus. There are currently 272 students that are taking either or both an AP class and a DE class through GPTC. Since we only offer AP and DE classes to 11<sup>th</sup> & 12<sup>th</sup> graders (total 447 students), that represents 61% of eligible students at NCCA that are taking an advanced college credit course. Georgia Perimeter College will offer academic dual enrollment courses that students can transfer to a 4-year college or university. Students who are interested in completing a certificate program in a technical field will be able to do so by completing the courses offered through Georgia Piedmont Technical College. Our career, technical, and agriculture education (CTAE) courses will include preparing students for industry certification and/or licensure upon graduation.

Hands-on learning experiences provide students the opportunity to understand the relevance of what is taught in both their academic and career-focused classes. We will provide our students these learning experiences through job shadowing, work-based learning, entrepreneurship/business incubator and internship/apprenticeship programs. In addition, we will increase our local business and community involvement through mentoring, guest speakers, and externship programs for our instructors.

Additionally, NCCA will develop a professional development plan for teachers to assist in integrating the Ford NGL Teaching and Learning Pillars into the curriculum. The target goal is for 100% of all teachers to have been trained in using the NGL Teaching and Learning Pillars.

Both academic and career/technical teachers will be involved in intensive professional development related to creating a more engaging classroom. Teachers will be required to participate in comprehensive professional development to engage students in learning that develops and uses both academic knowledge and the skills essential for success in college and careers Teachers must employ and will be evaluated on strategies that encourage the active and self-monitored learning.

Finally, NCCA will develop a guidance and advisement program to assist students with personalized career pathway planning. As a result, the CEO/Principal for NCCA will assist in developing and implementing a professional development plan for base high and middle school teachers to use in career development. The Teachers as Advisors program will be utilized as the delivery model.

**Essential Practice 2.2: School staff form professional learning communities committed to transforming their practice.**

NCCA leadership teams will form professional learning communities of practice for incorporating research-based academic and technical instructional strategies to maximize student performance for college and career readiness. Along with these professional learning *communities of practice*, a structured system of high quality professional development opportunities for incorporating industry specific training will be created for teachers, also referred to as trainers, at NCCA. Trainers will create a system to work together across all disciplines to implement the Ford NGL Learning and Teaching Pillars. An internal advisory team will be created to review and evaluate the questions, challenges and success of redesign strategies. All of this will be done with the support of all high school principals within the Newton County School System.

As part of the professional development opportunities to incorporate research based instructional strategies, an annual teacher development growth plan will be implemented. This will include comprehensive data driven professional feedback and development. In the fall of 2013, a leadership team will be identified. In the winter of 2014, this team will develop an on-line survey for associates and parents to provide input of trainer strengths and weaknesses. Spring of 2014 will be the timeframe for this team to identify and acquire an approved list of professional development priorities. A comprehensive growth plan inclusive of all trainers and



staff will be created in the fall of 2014. The persons who will be responsible for this strategy will be the Coordinator of NCCA Programs and Coordinator of Business Engagement.

NCCA will develop a structured system of high quality professional development opportunities for incorporating industry specific training. A system will be developed for ongoing industry internship/mentorship opportunities for trainers at NCCA. Trainers will also have opportunities to attend industry based trade shows. Opportunities would be provided to trainers to receive industry training and certifications. Incorporated into the professional development would be a train-the-trainer in industry program. To help with these professional development opportunities, NCCA would conduct tours for industry leaders and tour local industries to identify potential trainer-based internship/mentorships. For the years 2013-14, two industry specific teacher internships/mentorships will be in place. In the years 2014-15 and beyond, NCCA will increase industry specific teacher internships/mentorships by five each year.

NCCA will develop a structured system for teachers to work together across all disciplines to implement the Ford NGL Learning and Teaching Pillars. Trainers will be assigned to Professional Learning Community (PLC) collaborative teams. NCCA will initially target 5 teams. These will provide interdisciplinary performance based project plans. PLC teams will create action steps to complete these projects and will meet bi-weekly to evaluate progress. They will organize and identify a project and create a timeline during the school year 2013-14. The projects will be completed during the school year 2014-15.

NCCA will develop an NGL Redesign Evaluation team to review and evaluate the questions, challenges and success of redesign strategies. The CEO/Principal will organize the redesign evaluation team. This team will meet at least twice a year to brainstorm questions and solutions. They will develop a report to be delivered to the leadership team. In school year 2013-14, the redesign evaluation team will organize and meet as scheduled and will create their first report during school year 2014-15.

By the 2013-14 school year, the high school principals within the Newton County School System will support NCCA's redesign strategy for high schools by meeting to discuss instructional goals and objectives. College and Career Readiness Performance Index (CCRPI) elements that NCCA supports will be identified as well as academic goals for the base schools. NCCA CEO/Principal and base school principals will schedule collaborative meetings quarterly to approve and monitor these goals.

**Essential Practice 2.3: School leaders have flexible use of resources.**

NCCA seeks to create structures and use flexible schedules to support personalization, strengthen teacher-student relationships, and improve the learning environment. Our goal is to strengthen the bonds between trainers and associates to make sure both parties are getting the most out of their time spent at NCCA. By the school year of 2017-2018, we plan on having 100% of our career pathways scheduled through student and teacher cohort groups. By implementing a cohort scheduling method, it will allow students and teachers to spend a larger amount of time within a smaller learning environment.

To accomplish this cohort scheduling, we plan to implement magnet programs within the career academy, such as STEM (Science/Technology/Engineering/Math) and STEAM (Science/Technology/Engineering/Arts/Math). We will then schedule cohort groups based on the career pathways offered. Our first step is to create a working STEM team at NCCA. We then will identify and choose 8<sup>th</sup> grade students who are rising 9<sup>th</sup> graders to participate in the program. Because we want our students to have the best learning environment possible, it is important to have trainers that are highly knowledgeable in their pathway. Once we have the preferred trainers, we can then identify the career pathways that will be offered here at NCCA and can schedule students into cohort classes based on wants and availability.

The time the associates spend with the trainers is critical. Currently, NCCA has an alternating block schedule, which means each class is ninety minutes long and the classes alternate each day. A student on "A Day" will have three classes then on "B Day" will have three different classes. The students' seventh class is taken at their base school, which is a traditional fifty minute class. With this special scheduling, the students still have a relationship with their base school and are given more instruction time at NCCA. With the alternating classes, the associates have more time to complete projects and assignments. This format also allows an associate to build a deeper relationship with his/her teacher and cohort through the extended time.

Our STEM coordinator will be in charge of ensuring we meet all desired goals. All the tasks mentioned in the previous paragraphs will be completed during each spring semester and then implemented in the upcoming fall semester. An evaluation of each pathway will take place at the end of each school year to determine where we are in our progress and where we need to

end. The NCCA STEM Coordinator and STEM Leadership team will coordinate the evaluation of pathways. A scoring rubric will be developed to evaluate student interest and industry engagement of pathways. In the upcoming 2013-14 school year, we plan to start an initial four pathways with a cohort schedule. By 2014-15, we plan to have that number increased to nine; 2015-16 increased to fourteen; 2016-17 increased to nineteen; and in 2017-18 an increase to twenty-three cohorts. This is an ambitious plan that we know we are prepared to meet and exceed.

With this outline, we will reach our goal to have 100% of cohort scheduled classes by 2017-18. We believe that starting associates earlier with cohort scheduling will improve pathway completion and retention numbers at NCCA.

**Essential Practice 2.4: Adults and students are accountable for results.**

NCCA and all of its stakeholders are committed to producing quality results. In order to regularly assure ongoing progress, an internal committee – comprised of members of all stakeholder groups – will conduct a review of NCCA on a pre-determined “report card.” This examination will include, but is not limited to: graduation rate; Georgia High School Graduation Tests (GHS GT); Georgia High School Writing Tests (GHS WT); End-of-Course Tests (EOCT); Advanced Placement (AP) exams; ACT scores; SAT scores; ASSET scores; Compass scores; world language credits earned; expansion of industry recognized credentials; postsecondary placement; non-traditional placement and completion; post-secondary credentials; work-based learning; employment; Work Ready results; BEST certification; career pathway completion rate; staff retention; staff with business experience; and effective business engagement.

The committee will also identify additional elements to be included on the data-based report card, based largely on ongoing examination of the needs of all stakeholders – including students, community, businesses, base schools, and common post-secondary partners.

This cross-section of stakeholders will also be charged with ongoing revision and updating of the 5-year plan as needed, based on the report card instrument that is developed. As well, data-based annual reports of the committee’s findings will be issued to the NCCA Board of Directors and the Newton County Board of Education, as well as made available for the local media and public inspection.

In keeping with NCCA's nature, one overarching goal moving forward is that all students will have a personalized graduation plan to guide their college and career development by school year 2017-2018. In the interim, significant progress will be made to that end, beginning with those students closest to graduation and proceeding downward. Guidance of students and planning of their individualized plans will be led largely through ongoing conversations with business and community stakeholder groups and reexamination of their needs in terms of workforce readiness and capabilities. NCCA and its leadership are committed to constantly reevaluating the connection between the needs of the business community and the preparation and skill-set of its students. As such, planning will be done to meet those needs via a "backward design" concept. That is to say that NCCA guidance staff will stay abreast of constantly evolving needs and adjust accordingly as they meet, talk with, and plan the design of offerings and courses taken by students moving forward.

In order to not only summarize students' learning and experience at NCCA – but also demonstrate to the public and potential employers – the Capstone Planning Team will be organized to create goals and objectives as a framework for a Capstone experience for all NCCA completers (to be implemented with the NCCA graduating class of 2016). In the initial year of implementation, a minimum of 50% of completers will complete the Capstone experience successfully. In the second year, at least 60% of NCCA completers will complete a Capstone project. By school year 2017-2018, three-fourths of NCCA completers will be in full compliance with the Capstone requirement.

The NCCA CEO is to see that compliance with all requirements of Strand 2, Essential Practice 4 are met by all parties involved, in concert with the NCCA Board of Directors and the (to be developed) internal review committee.

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

NCCA seeks to ensure that the school district actively supports and holds leaders accountable for success of the career academy. Our goal is that the district leadership publically supports and sets clear expectations for the use of the Ford NGL model as a critical process for improving public education. The School Superintendent and Board of Education members will accomplish this through the BOE approval process during a regularly scheduled board meeting.

District leadership will provide support through the approval of an annual plan for public resolution of support from the School Superintendent and Board of Education. The CEO/Principal and Chairman of the NCCA Board of Directors will be responsible for providing updates on the progress of the NCCA strategic plan. They will develop educational tools, such as talking points and formal presentations, to be used by district leadership in communicating their support of the career academy in public forums such as newspaper editorials and community meetings. By December 2013, an annual plan, resolution and educational tools will be developed for implementation during the 2014-2015 school year.

District leadership will also provide support by centralizing administration of the career academy initiatives. Currently, there is no separation of the Newton College and Career Academy CEO and the CTAE Director position. The Deputy Superintendent for Curriculum and Instruction will be responsible for ensuring adequate funding is in place for both a full-time CTAE Director and full-time CEO/Principal position by Fall 2014.

Finally, district leadership will provide support by actively encouraging collaboration of middle and high school teams to ease the transition from the middle grades to high school. A Summer Bridge Program will be created by which all rising ninth graders will be offered a summer camp program to work with different career options and get exposure to career pathways. The Deputy Superintendent for Curriculum and Instruction will be responsible for ensuring that an approved Summer Bridge Program annual plan and funding is in place for implementation by fall 2013.

### **Strand 3: Sustaining Change through Business and Civic Leadership**

**Essential Practice 3.1: Business, civic and education leaders create a master plan for sustainable workforce competitiveness and community prosperity built on education transformation.** In 2011, Newton College and Career Academy (NCCA) was selected to begin the process for becoming a Ford Next Generation Learning Affiliate Community (Ford NGL). The challenge: develop NCCA's Ford Next Generation Learning Master Plan (The Plan). This plan needed to mobilize educators, employers, parents, associates, business leaders and community leaders to empower a new generation of young people who will graduate from high school both college and career ready – an emerging workforce prepared to compete successfully in the 21st century economy. The development of the NCCA/Ford NGL Master Plan was an inclusive, cross-sector collaboration process.

In 2012, associates, parents, high school and post-secondary educators, administrators, business partners, civic leaders and concerned citizens came together to develop a shared vision for Newton County associates to be competitive as our local industry and community prospers. Over a period of six months, this group of community representatives met collectively in small groups and through a series of meetings, workshops, planning and writing sessions, developed the details for a comprehensive five year Master Plan for Newton County and NCCA.

The goal is for the NCCA/Ford NGL Master Plan to be approved for implementation at the onset of the 2013-2014 academic school years. The plan establishes measureable goals and sets targets for the number of students engaged in NCCA Career pathways by the end of the first five year cycle (2018). A Career pathway Completer means that an associate has completed a minimum of three courses in a specific Career pathway. The associate may also earn an Industry Certificate in the completed Career pathway. The industry certificate may qualify an associate to enter the basic employment positions of that career field.

NCCA's goal for the percentage of associate's completing a Career pathway is 60% by 2018 guided by the following yearly progress. 2013 – 2014 academic years – 20%, 2014 – 2015 academic years – 30%, 2015 – 2016 academic years – 40%, 2016 – 2017 academic years – 50% and 2017 – 2018 academic years – 60%. The NCCA goal for associate's receiving industry certificate is 35% by 2018 guided by the following yearly progress. 2013 – 2014 academic years

– 10%, 2014 – 2015 academic years – 15%, 2015 – 2016 academic years – 20%, 2016 – 2017 academic years – 25% and 2017 – 2018 academic years – 35%.

The successful completion of a pathway may be hampered by the associates' natural desire to explore different areas. NCCA will help associates explore and complete pathways by introducing the pathways to middle school students through the offering of summer career camp programs and encouraging fifth grade elementary students to tour NCCA during the school academic year. Completion of a career pathway and earning an "Industry Certificate" provides NCCA associates eligibility to go directly to work after graduation and/or further their learning in a post-secondary setting.

Each Career pathway must meet State Board of Education Performance Standards which are established by Federal Perkins Legislation and the National Career Clusters framework developed by the National Career Technical Education (CTE) organization. In addition, NCCA will achieve a competitive edge by having all programs complete "Industry Certification" before the end of the 2017 – 2018 academic years. The "Industry Certification" program is delivered through the Georgia Department of Education Curriculum department which states:

*"When a program becomes industry certified, it receives a "stamp of excellence", which represents the apex of program quality. Only those programs that have successfully undergone rigorous reviews by leaders from business and industry are recognized with this distinction."*

The underlying support goal of the NCCA/Ford NGL Master Plan is to bring community entities, business leaders, educators, parents, and NCCA associates together with the expressed goal of ensuring associates graduate equipped with the life skills they need to successfully enter the workforce and/or college. Bringing together business and education together is imperative because ultimately, the business leaders decide who works and who does not. Educators need to hear business and educate to it and the community needs to support both entities with appropriate and relevant resources. The NCCA/Ford NGL Master Plan provides initiatives for all three entities to engage, support, and deliver to workforce, education, and community sustainability.

The NCCA/Ford NGL Master Plan provides for sustainability through continuous engagement of the total community. This will be accomplished through the following methods:

Support and guidance from the Newton County Board of Education

Support and guidance from the Newton College and Career Academy Board of Directors

Support and Guidance from the Newton Career Technical and Agricultural Education Advisory Committee (Newton CTAE Advisory Committee) (Figure 3)

Support and guidance from the NCCA/Ford NGL Steering Committee

Support and guidance from the Covington/Newton Chamber of Commerce

Support and guidance from local community post-secondary educational institutions (Georgia Piedmont Technical College and Georgia Perimeter College)

Support and guidance from local civic and business organizations

Support and guidance from NCCA associates and parents

Career and Technical Student Organizations (CTSO) - CTSO's are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve. Educators infuse the CTSO's activities into the instructional activities, thereby helping students see the real world value of their academic studies.

Career Pathway Business Engagement Committees (Part of the Newton CTAE Advisory Committee) – Each career pathway at the academy has its own business engagement committee made up of Newton County School System CTAE teachers, NCCA trainers and local business leaders. They are charged with working together to make sure that the pathway curriculum stays ahead of the trends in order to provide relevant experiences to the associates. Pathway advisors address current and future business needs to ensure that NCCA's programs and curriculums produce associates ready for current employment needs. Business leaders assist educators in providing real world views by advising, volunteering, and providing trainer internships.

At the completion of each academic year, all of these entities, which are represented on the Newton CTAE Advisory Committee, will meet to review, update, and celebrate the progress



of the Newton College and Career Academy/Ford Next Generation Learning Master Plan. A new five year NCCA/Ford NGL Master Plan will be developed during the fifth year of the current plan.

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

In order to successfully implement and sustain the NCCA/Ford NGL Master Plan the Newton Career Technical and Agricultural Education Advisory Committee has been created (NCSS CTAE Advisory Committee). This committee sits at the top of the organization chart (see next page) and the members should consist of “Movers and Shakers” from all the entities within the community. The NCSS CTAE Advisory Committee is served by an Executive Committee, the Newton County Board of Education, the NCCA/Ford NGL Steering Committee, Career Pathway Business Engagement Committees, and Community Representatives.

The over-riding objective of the NCSS CTAE Advisory Committee is to serve as the “Board of Directors” for the community’s CTAE Career, Technical and Agricultural Programs and the NCCA/Ford NGL Master Plan initiative. The NCSS CTAE Advisory Committee will typically meet two to four times a year updating, revising and measuring the CTAE Career Programs and the NCCA/Ford NGL Master Plan. One annual retreat/meeting of the NCSS CTAE Advisory Committee will create a comprehensive reporting of the master plan implementation and analyze the master plan for improvement/adjustment for the next academic school year. The Chairman of the Executive Committee, the NCSS CTAE Director, member leaders and the Chairpersons (from each of the Career pathway Business Engagement Committees) will become ambassadors for the NCCA/Ford NGL Master Plan initiative and will be able to speak with knowledge during targeted events.

Beginning with the 2013 – 2014 academic years, the first year of the NCCA/Ford NGL Master Plan, an NCCA administrator will be in place with the title of “Business Engagement Coordinator of Newton College and Career Academy”. One major objective for this individual will be to advocate and engage the local business community to actively participate in the appropriate Career Pathways offered at NCCA. This administrator will continue the business community outreach already in place and coordinated by NCCA’s CEO, NCCA tours, visits to other established career academies, field trips to local businesses and industries, and an active

business networking system are effective strategies that have been used to gain business community support of NCCA. With the addition of this new administrator, consistent use of old and new outreach strategies, and excellent communication skills the NCCA/Ford NGL Master Plan can be supported, sustained, and improved.

The NCSS CTAE Advisory Committee will research, collaborate, and learn from other career academy and interest-themed high school redesign organizations. Examples of these types of organizations include the National Career Academy Coalition, MDRC Career Academies Project, Ford Next Generation Learning, Georgia College and Career Academies, and High School Redesign National Governors Association. This will allow committee members to stay abreast of state and national trends affecting education related to workforce education and its relationship to local, state, and national economic development. The results of this process should be shared and appropriate action taken by each of the Career pathway Business Engagement Committees.

**Essential Practice 3.3: Career Academies address skilled workforce priorities. The Master Plan Partnership and Business Civic Advisory Board use regional economic and workforce projections to prioritize career academy expansion. Business-Education Advisory Councils within each career pathway are established to shepherd this expansion.**

The Newton County Career Technical and Agricultural Advisory Committee (NCSS CTAE Advisory Committee) has a history of collaborating with local business, communities and academic partners on the types of pertinent Career Programs/Pathways to be offered at NCCA. To ensure that NCCA offerings are in line with both industry trends and industry certifications the NCSS CTAE Advisory Committee will collect and review national (National Career Technical Education Career Clusters), state, regional, and local economic forecasts from the Covington/Newton Chamber of Commerce and the Georgia Department of Labor. This data, along with direct input from local business and industry leaders (members of the NCSS CTAE Advisory Committee) will be utilized to make recommendations for changes (deletions, additions, or expansions) to the Career Technical & Agricultural Education Programs/Pathways offered at NCCA. Review of Career Programs/Pathways will be conducted on a consistent on-going basis. Utilizing these methods, every NCCA associate will have the opportunity to realize

the NCCA mission – “To enhance academic achievement and provide associates with the knowledge and skills necessary to succeed in postsecondary education and the workforce”.

The key component of supporting and sustaining the NCCA/Ford NGL Master Plan will be the creation and active participation of the Career Pathway Business Engagement Committees. These committees represent the crucial and necessary foundations for connecting community industry/business needs with NCCA trainer education realism. Each Career pathway offered at NCCA will create a Business Engagement Committee consisting of five to seven (minimum) community business/industry members and the Career pathway trainer(s). Each Business Engagement Committee will have a Chairperson who serves on the NCSS CTAE Advisory Committee and a Secretary. NCCA trainers are directly responsible for creating, maintaining, and reviewing plans of the Business Engagement Committees but they cannot serve as the Chairperson. The objectives of the Business Engagement Committees are to develop engaging strategies for presenting curriculum instruction and workplace skills, inside and outside of the classroom. These strategies should enhance the NCCA associates’ academic, technical, and workplace knowledge. Strategies may be applied through existing programs which include Career Technical Student Organizations (CTSOs), Work-Based Learning (WBL), Associate Internships, Associate Mentorships, CTAE/Academic teacher externships, NCCA presentations (Lecture Hall and Classroom), Entrepreneurial Business Incubator (EBI), and Pipelines to Partnerships (NCCA’s in-house program for Corporate/Business Partnerships).

The creation of new and career specific programs should be a high priority for each Career pathway Business Engagement Committee. Active and successful Career pathway Business Engagement Committees will provide NCCA associates additional opportunities to connect directly with their career pathways and earn business/industry credentials in addition to their high school diploma. These opportunities will increase NCCA’s associates’ potential to be gainfully employed in a competitive work environment for occupations that are high skill, high wage, and in high demand.

The Newton College and Career Academy (NCCA) will serve as a tool for providing associates in Newton County high schools with choices and opportunities to acquire requisite skills and knowledge to become successful citizens in their communities. NCCA associates can

create their own personal educational framework based on their needs. Utilizing Industry Certificates (demonstrates Industry Standards proficiency), Dual Enrollment or Articulation programs with community colleges (Georgia Piedmont Technical College and Georgia Perimeter College), and completing Industry Training programs offered at NCCA, associates can be prepared to continue their postsecondary educations or enter directly into a career and the workforce.

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

Newton College and Career Academy (NCCA) will strategically position itself as an integral community foundation that promotes the development of self-sufficient, personally responsible, productive citizens who can either enter the workforce directly or go on to higher learning. NCCA, with support from community business and civic organization staff/leaders pledges this opportunity to every NCCA associate.

The Newton County School System Career, Technical, and Agriculture Education (NCSS CTAE) Advisory Committee will align, engage, and support community and civic employers/leaders in supporting the career aspirations of all NCCA associates. The NCSS CTAE Advisory Committee will provide both internal and external leadership and visibility while carrying out the essential practices (goals) of the NCCA/Ford NGL Master Plan. The NCSS CTAE Advisory Committee will consist of 20 community members representing business owners, parents, civic leaders, post-secondary education, industry leaders, and community organizations. In addition, each NCCA Career Pathway's Professional Learning Committee (PLC) will be responsible for developing the Career Pathway Business Engagement Committee consisting of five to seven members from the community, including a Chairperson and Secretary. Each NCCA Career Program Business Engagement Committee Chairperson will serve on the NCSS CTAE Advisory Committee.

The NCSS CTAE Advisory Committee will report to the Newton County Board of Education which consists of Newton County School System Staff, Superintendent, Executive Director of Secondary Education, and the CTAE Director. The NCSS CTAE Advisory

Committee will have an Executive Committee consisting of a Chairperson, Secretary, Vice-Chairperson, the NCSS CTAE Director, and the NCSS Youth Apprenticeship Program Coordinator. The NCSS CTAE Director will be responsible for the selection of the members of the Executive Committee. He will actively recruit a community leader that has demonstrated business and community development to voluntarily serve as the Chairman of the Executive Committee.

Please review the Newton County School System Career, Technical, and Agriculture Education Advisory Committee organizational chart (Figure 3).

**Essential Practice 3.5: Parents, guardians and key family members are actively engaged in student success.**

Parents, guardians and key family members helped to create NCCA and are critical to the success of sustaining NCCA's future. NCCA's Community Family Awareness program has four components:

1. Build relationships with families whose children attend NCCA by organizing and expanding family representation.
2. Leverage existing community resources and develop partnership agreements that will promote family stability and school success.
3. Review and enhance NCCA tools supporting families with children who attend NCCA
4. Increase the number of parents, students, faculty and businesses who promote NCCA's mission/vision and implement marketing concepts accordingly.

NCCA's Community Family Awareness program is a work in progress with an implementation goal of January 2014.

According to the Pew Research Center, poor communication is the biggest barrier to building and maintaining home-school partnerships. NCCA will promote and enhance family engagement by expanding and diversifying existing NCCA opportunities. Newton County

secondary schools (Alcovy High School, Eastside High School, Newton High School, and NCCA) have parent representation currently serving on the Newton County Career Technical and Agriculture Education Advisory Committee (NCSS CTAE Advisory Committee). Parent representation on the NCSS CTAE Advisory Committee from Newton County primary and middle schools will be taken into consideration for the 2013 – 2014 academic years.

NCCA currently offers twenty-four Career Pathways each with its own Business Engagement Committee. The current goal is to have a minimum of one family member on each of the Career Pathway Business Engagement Committee. NCCA has an active Associate Board of Directors representing each of the Career Programs/Pathways and associates are encouraged to become members of the Career Pathway Business Engagement Committees. Current family representatives on advisory boards and NCCA Board of Associates members will identify and recruit additional representatives. NCCA will have identified at least one family representative to serve on each Career Pathway by August 2013.

NCCA leadership will develop and conduct an online survey questionnaire to be completed by May 2014, for parents of NCCA associates to assess family strengths, challenges, hopes, and priorities. The survey will be given on an annual basis and become a part of the NCCA annual self-evaluation process. A family member advocacy group will be established by NCCA leadership by May 2014. The initial leaders of the family advocacy group will educate and develop their own advisory board and will be represented on the NCSS CTAE Advisory Committee. The NCCA Family Advocacy Committee will have the opportunity to advocate their concerns into the decision-making and governance of NCCA.

NCCA must get to know its families and know what each family needs to help individual associates succeed. As of October 2012, Newton County's free and reduced lunch rate was 67%. Poverty (and its related ills) is a significant barrier to student success. The NCCA outreach involves listening and building relationships with family representatives. NCCA leadership will leverage existing resources, identified both online and on paper, through the schools, local, state, and federal government agencies, Newton Medical Center, Public Health, and the Newton County Community Partnership that address outside barriers to student achievement. NCCA leadership will create partnership agreements with businesses and community agencies to

coordinate and provide services for families and associates who have challenges to overcome. Many partnership agreements currently exist through the Newton County School District system and they will be utilized to provide services. New and additional services and programs will be considered during the 2013 – 2014 academic year with an annual review of these programs provided yearly.

NCCA leadership will engage family representatives in ways that are meaningful for them by helping to identify community resources and individualized support services. NCCA can help family members to figure out a way to respond to their own concerns. NCCA leadership will help connect family representatives with others who have the same concerns. Family members will become a positive conduit of information between the associate and the school, the school and family, and amongst other family members when they realize how their family partnership with NCCA has helped them address community barriers to their child's school success. By investing in families NCCA has a much better chance of recruiting dedicated family members to serve as representatives on the NCSS CTAE Advisory Committee and the Career Pathway Business Engagement Committees. Parent representatives and current NCCA associates will be the strongest advocates for NCCA sustainability and programs by encouraging NCSS elementary and middle school associates to explore their future careers at NCCA.

NCCA links school work to real life for associates. NCCA technological tools provide opportunities for associates and families to engage in self, team, and trainer led group learning. NCCA will offer technology training for parents and families to help them engage and support their children, NCCA, and their community. Technology can provide information efficiently and spark new ideas for families to use in promoting learning at home (online learning), provide "live" academic progress reports, and demonstrate how the internet enables individual independence and life-long learning. NCCA Career Pathways require NCCA associates to learn the academic, business, work, and life skills that sustain and develop successful careers. NCCA regularly showcases associates' achievements and rewards at NCCA family events and orientations. Associates demonstrate new skills with family members in a variety of community or home settings whether demonstrating culinary skills, by cooking and serving dinner at a school/community event, or demonstrating manufacturing/engineering skills by building a robot.

NCCA leadership will promote family engagement by diversifying how NCCA uses technology-based resources to:

1. Showcase student achievement.
2. Provide reports on student achievement and learning.
3. Train parents to use technology effectively themselves.

NCCA will review annually family events, activities, and programs to ensure that communication between NCCA and parents is clear, productive, and shared by both entities. This will increase visibility of NCCA's mission and vision. It will enhance communication and investment in the school by family representatives, associates, businesses, industry and the community at large.

Family members are bridges. They are bridges between the associates and NCCA. They are bridges between the NCCA faculty and community. They are bridges to other community members. Family members need to be considered co-equals in the decision making that will sustain the future of NCCA. Family representatives need to feel that they have a purpose and reason to attend NCCA events, meetings, and planning sessions. NCCA has an opportunity to model how the educational community can work in partnership with their associates and families to achieve a common goal. The role of family in NCCA associates' achieving a high school diploma, gaining industry certifications, receiving dual enrollment and articulation of college credits is vital to the success and sustainability of NCCA. NCCA acknowledges and respects the role of family in ensuring the success of their children to become happy, productive citizens and great Americans.

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

NCCA has an extensive and developed Marketing/Communications plan that enables the academy to build awareness, support, and encourage active participation among parents, associates, and the business and education communities. Each marketing and communications opportunity is implemented using the following criteria:



- a. Identification of the audience (educators, associates, parents, community, industry & business, civic, government, etc.).
- b. Use of billboards, print media, social media, television, electronic media, internet, videos, or radio.
- c. Looking for local, state, or national exposure or a combination of these.
- d. Promotion of specific Career Cluster, Career Pathway, or course.
- e. Promotion of NCCA associates, trainers, staff, and the academy achievements and awards.
- f. Use of local marketing professionals versus in-house use of CTAE Career programs.
- g. Promote community, business, industry, parent, and associate partnerships that reinforce, grow and develop the vision, mission, and brand of NCCA.

Marketing tools and programs currently being utilized on an ongoing basis include the following:

NCCA offers an Open House event semi-annually, one at the beginning of the school year and one in February prior to registration for the next academic school year. Open House is an invitation to associates, parents, community business owners and civic leaders to explore and learn about the variety of programs, academic courses, and career pathways offered at NCCA. They are given an opportunity to tour the NCCA facilities and meet with the academic and Career Technical & Agricultural Education (CTAE) trainers.

NCCA has an Open Invitation policy for any group or organization interested in utilizing the facilities or learning about what NCCA has to offer them. Groups and organizations that have taken advantage of the Open Invitation policy have included local as well as non-local business leaders, civic leaders, educational leaders, government representatives as well as elementary and middle school students. Each group/organization that visits NCCA is given a tour led by the NCCA CEO, support staff, trainers, or by members of the NCCA Associate Board of Directors. During the tour

visitors have the opportunity to engage current associates, ask questions, and observe associates learning 21st Century skills utilizing “hands on” activities.

A Career Pathway Summer Camp for Newton County School System (NCSS) middle school students will begin in 2013 with intentions of becoming an annual program to reach prospective NCCA associates. The summer camp will provide future NCCA associates with the opportunity to explore different careers enabling them to discover their passion for a successful future career(s).

NCCA hosts the NCCS CTAE Work-Based Learning, “Aspiring Young Professional Banquet” annually. This event is an opportunity for our associates to demonstrate their “Business Etiquette” skills learned in the classroom. They are evaluated by business leaders from the community on their business soft skills and networking skills. Similar networking events are hosted by NCCA several times throughout the academic year to provide NCCA associates the opportunity to learn and practice business and networking skills.

Engagement from the community is solicited through the Newton County School System (NCSS) CTAE Advisory Committee and the Business Engagement Committee from each of the NCSS CTAE programs. The NCSS CTAE Advisory Committee has members representing the community in the following areas. Healthcare/Medical Center, Public Safety, Manufacturing, Small Business, Newton Chamber of Commerce (Small Business & Economic Development), Agriculture/Forestry, Community Organizations, NCSS Parents, City of Covington Council, Newton County Board of Commissioners, Newton County Development Authority, Georgia Piedmont Technical College, Georgia Perimeter College, The Center Facilitating Community Preservation and Planning, Department of Labor, and the Associate Board of Directors. Each Business Engagement Committee consists of members representing careers in their programs. Members may be industry representatives (Chairperson), associates, parents, post-secondary educators, and community organization representatives. The Chairperson from each of the Business Engagement Subcommittees serves on the NCSS CTAE Advisory Committee. The NCSS CTAE Director oversees all of the committees.

Specific ongoing marketing activities include the following.

Print Marketing – Newsletters (CTAE Newsletter, NCCA Newsletter) Brochures (Entrepreneurial Business Incubator, Career Pathway descriptions/information, Career Pathway Overview, Pipelines to Partnerships), and pamphlets (Newton County Schools Pathway Offerings). Most of the current print marketing is outsourced. NCCA won several awards for its printed NCCA Recruitment publications from the Georgia School Public Relations Association (GSPRA) including the design of the NCCA logo. One example of in-house print marketing was submitted by our associates to create NCCA Postcards to be distributed to prospective base school students to help create a greater positive awareness of NCCA. We anticipate future opportunities for in-house marketing utilizing the resources of the Graphic Arts, Design & Printing program.

Video casting/Video streaming/Internet – NCCA Website and You Tube. Awards received from the National School Public Relations Association (NSPA) for NCCA Recruitment videos.

Social Media – NCCA Facebook & Twitter pages.

News Outlets – Many and various articles/pictures of NCCA events, activities, field trips, etc. are submitted to the NCSS Public Relations Director, the Covington News, and local TV/radio stations.

Internal funding for Newton College and Career Academy is provided through the Newton County School System, Georgia Department of Education and the Carl D. Perkins Legislative Act. External funding is identified and pursued by the NCSS CTAE Advisory Committee and the NCCA CEO. Sources include funding from government, foundations, business, civic, and private organizations/individuals. State and National Grant applications are completed for specific CTAE programs and Academic programs. A large portion of external funding is provided through the “Pipelines to Partnerships” program. This program seeks four specific types of partnerships: Corporate/Business Partnership, Individual Partnership, Charter Donors, and Special Gifts. These partnerships allow organizations/individuals to invest in the future of NCCA by making monetary donations, donations of stocks, bonds or real estate,

donations of equipment, supplies, and/or services, establishing a memorial to recognize a loved one or friend, creating an endowment for a lasting legacy, naming NCCA as a beneficiary in a will, insurance policy or trust, and creating a charitable gift annuity naming NCCA as the beneficiary.

Opportunities for trainer externships, trainer professional development & learning experiences, and associate “real world” learning are essential goals for the NCSS CTAE Advisory Committee, NCCA Business Engagement Committees, and NCCA affiliated partnerships. Summer trainer externships with local businesses and organizations have and will continue to be offered to NCCA trainers. Trainer professional development business/community opportunities are provided on an ongoing basis through conferences, Covington/Newton Chamber of Commerce events, The Center for Facilitating Community Preservation and Planning activities, local community events, and NCCA guest speakers. NCCA Business Engagement Committees are specifically designed to establish a reciprocal sharing and learning relationship between the educational and business worlds. These committees provide continuous opportunity for NCCA trainers, NCCA trainer teams, and NCCA staff members to visit local employers, experience workplace expectations, and learn about key economic sectors. In return, community business leaders experience the “Educational World” through their engagement with NCCA trainers and NCCA associates in the classroom. NCCA associates experience “Real World” learning by participating in or joining the NCCA Work Based Learning (WBL) program, the NCCA Entrepreneurial Business Incubator (EBI) program, and their elective CTAE Career program along with membership in their affiliated CTAE Career program’s Career Technical Student Organization (CTSO). These programs and shared experiences will continue to expand with the future growth and development of NCCA.

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

The Newton County School System CTAE Advisory Board will develop a systematic evaluation tool/system consisting of business members who will serve as evaluators on evaluation teams. These evaluation teams will be responsible for overseeing the implementation, maintenance, and success of the NCCA Next Generation Learning Master Plan (NCCA NGL

MP). The developed evaluation tool/system will serve as an implied contract between the NCCA CEO, NCCA BOD, NCCA Faculty & Administration, NCCS CTAE Advisory Committee, Business and Community leaders. Business members who serve as Chairpersons on the NCCA Business Engagement Committees and community representative members serving on the NCCS CTAE Advisory Committee may be asked to serve on the evaluation teams. The results obtained from the evaluation process will be presented to the NCCA Board of Directors (NCCA BOD), consisting of community business leaders and other community representatives, on an annual basis. The evaluation process will be developed by the end of the 2012 – 2013 academic years, implemented for the 2013 – 2014 academic years and utilized on an annual basis thereafter. Yearly results will be utilized to fulfill one of the current NCCA CEO’s favorite quips, “Improvement is a process, not a destination”.

Data is collected and utilized on a continual basis to evaluate Newton College and Career Academy by the Newton County Board of Education, Georgia Department of Education. The NCCA School Improvement Plan (updated on a yearly basis) and the Georgia Department of Education College and Career Ready Performance Index (CCRPI – updated yearly) will be the guiding tools used to measure and evaluate the success of the NCCA NGL MP. The Goals and Objectives within the current NCCA School Improvement Plan (inclusive of CCRPI measurements) provide the outline and criteria to be evaluated on an ongoing basis by the NCCA CEO and the NCCA BOD. The current (2012 – 2013) NCCA goals fall under these overall concepts:

#### Academic Performance

- To provide associates with the requisite skills and knowledge to meet or exceed the majority of annual USDOE/GADOE performance measures reported by the Georgia Department of Education in the

Annual School Report and the College Career Ready Performance Index (CCRPI).

- To increase the number of associates receiving post-secondary credits through articulation agreements and dual/joint enrollment courses by 5% annually with a fifth year cumulative goal of 25%.

- To help associates become “workplace ready” in order to be gainfully employed and to continue their education and training in a variety of post-secondary options.
- Integration of academics and advanced CTAE courses to promote career pathway completion and to promote college and career readiness (CCRPI). Three advanced CTAE courses will be integrated with academics courses per year with a goal of 15 by the end of five years.

#### Organizational and Management Performance

- To increase, by 5% annually, the number of CTAE instructors with industry experience.
- Improve the faculty retention rate to meet or exceed the annual NCCS district level.
- To increase the business engagement between NCCA industry-based programs and their related business partners by 10% in years 1 -3 and 5% in years 4 -5 of the NCCA NGL Master Plan.

A detailed summary of the 2012 – 2013 measureable objectives for each of these goals can be found in the NCCA School Improvement & Action Plan (Figure ). These measureable objectives may be used as part of the evaluation process overseen by the NCCS CTAE Advisory Board.

In addition to the NCCS CTAE Advisory Board evaluation process, each of the CTAE programs offered at NCCA will become “Industry Certified”. The “Industry Certification” process is conducted through the Georgia Department of Education, Career Technical & Agricultural Education office (Georgia DOE CTAE). The rewards of completing Industry Certification for NCCA CTAE programs are aptly described in this quote; “When a program becomes industry certified, it receives a "stamp of excellence", which represents the apex of program quality. Only those programs that have successfully undergone rigorous reviews by leaders from business and industry are recognized with this distinction.” Industry Certification is an ultimate” Honor” bestowed on local CTAE programs from the perspective of business and industry leaders outside the Newton County community. A minimum of three NCCA CTAE

programs will receive Industry Certification beginning in the 2013 – 2014 academic years with a goal of all NCCA CTAE programs reaching Industry Certification by the end of the 2015 – 2016 academic years. Industry Certification is valid for a five year period based on successful yearly reviews.

The NCCS CTAE Advisory Committee or a sub-committee will develop an evaluation tool(s) that measures the success of community and business support and engagement with NCCA on an annual basis. The evaluation tool(s) will require honest feedback from NCCA trainers, administrators, and staff. Results will be used to improve the ongoing working relationship and engagement between local community representatives and NCCA. The evaluation tool(s) will be developed by the end of the 2012 – 2013 academic years, implemented by the beginning of the 2013 – 2014 academic years and utilized on an annual basis thereafter.

Sharing the accomplishments and successes of NCCA is a daily priority. Trainers and administrators share success stories at monthly faculty meetings and through e-mails. Associate successes are displayed on our in-house electronic display monitors located throughout the NCCA facility. NCCA successes are shared using social media (i.e. Facebook and Twitter), print media (Covington News), and word of mouth (NCCA Tours). The NCCA Leadership Team will plan an annual “NCCA Success Celebration” event to be held at the end of every academic school year. The event will be open to the community, NGL Master Plan stakeholders, NCCA faculty and staff, NCCA associates, business leaders, civic leaders, NCCA parents, and other individuals invested in NCCA. The first “NCCA Success Celebration” event will be held in May of 2014.