## 1. Essential or Innovative Features Implementation

For those Essential or Innovative Features reported as not fully implemented in your Annual Report, what steps will you take to fully implement them – and when will they be completed?

For CEC, all Essential or Innovative Features are fully implemented and we continue to work on continuous improvement plans for those features. The focus of writing in this section will be the goals for full implementation of the "Additional Innovations or Unique Features that CEC Plans to Implement."

**German Apprenticeship (and more broadly the European Model): implemented as GA CATT**

The German Apprenticeship Model, and more broadly the European Apprenticeship model, is found in countries like Germany, Switzerland, Austria, the U.K. and is increasingly being introduced worldwide. The model features a combination of classroom, classroom lab, and company training that largely resembles a 70% (50% +) hands-on, 30% (50% -) theoretical approach.

In Germany, the approach called "dual system" has been in place for decades and has been updated by policy and practice particularly in the last 25 years. Some 50% + of all German students use the dual system approach. Most of the German students go to work for their employer sponsor immediately following the apprenticeship. The outcomes for those students tend to feature higher skills, higher wages, lower unemployment versus their U.S. peers. An increasing number of those apprentices continue on to university.

CEC was the first implementation of GA CATT (Georgia Consortium for Advanced Technical Training), and represents the first time in the U.S. that this German-certified approach has been implemented with students as young as age 15 among a consortium of sponsoring employers. This is per the report of the (GACC) German American Chamber of Commerce of the Southern U.S., Inc. German Chambers worldwide are the "competent bodies", according to German Law, who are required to implement the programs worldwide.

GA CATT, specifically the effort in Coweta, was cited recently by the German Chambers of Commerce and Industry (DIHK) worldwide network as among its 11 best practices worldwide in the "VETnet" project. (See page 12-13.)

The model requires fidelity in implementation in order that we replicate the success of the German nation (approximately 30% better young adult unemployment in Germany versus the U.S.) attributed to the dual system of education (apprenticeship). CEC's work to simulate this system as closely as possible creates an infrastructure of policy and practice that we can leverage in the years to come to impact more students. So, whether or not we can "perfectly" implement the German model, we can certainly utilize the work to model the European approach for the benefit of more students.

Steps being taken to fully implement the model in GA CATT include the following, not necessarily listed in any required order of action.

A. Fund more support from experts who come from Germany to assist.

We are working with the GACC to seek funds that will provide additional visiting experts from Germany who can help to fully implement the extensive and rigorous Final Exam Part I (approximately 7.5 hours)

and Final Exam Part II (approximately 10-15 hours) portion of the three-year program, among other support those visiting experts can provide.

B. Develop greater ties among the communities involved in GA CATT to ensure consistency of replication.

We are working to model important guiding documents, such as the "company training plan", so that all companies can better communicate about their common and unique program aspects. We all also working to help communities better understand the support structures that are needed locally to facilitate a strong GA CATT effort.

C. Develop greater ties among regional Technical Colleges to ensure consistency of replication.

Regional Technical Colleges are working more closely together to agree on sequencing of coursework that can better facilitate success in the German final examination program.

D. Develop greater ties among College and Career Academies who must act as the "switch" locally to ensure fidelity of implementation.

College and Career Academies (CCA) play a vital role with coordination of program stakeholders.

E. Continue to work with policy leaders.

See SB2 (2015) High School Post-Secondary Graduation Opportunity which creates both the practical equivalent to the European secondary system and creates the comparative advantage for Georgia secondary students who have the college readiness required to continue post-secondary education post apprenticeship completion. This was, among others, the MAJOR policy tool that facilitates the GA CATT program.

F. Develop greater ties among local, state and national stakeholders.

Federal regulation, which we have already impacted, must continue to more broadly "incorporate" this European notion of combined technical and theoretical education.

G. Develop better messaging to help high schools, students, parents and others understand the opportunity cost and the change in perspective required.

Multiple sources of data suggest that the U.S. workforce is unprepared for the new, more technical workforce. Multiple sources of data suggest that this is an obstacle to increasing "productivity" in order to increase wages and quality of life locally. Multiple sources of data suggest that similar jobs, requiring high school-plus, but not necessarily a 4-year degree, represent a very fast-growing segment of the U.S. economy. Multiple sources of data suggest that the U.S. has built the 4-year degree, at the margins, into a "screening tool" rather than a "verification-of-readiness tool."

This is a generational change which we expect to have more fully implemented within the next five years. However, it must be cautioned that this is dramatic change for U.S. education and the cooperation of various stakeholders is not totally within our span of control.

While the pure "German" apprenticeship may not be applicable in each and every opportunity for extended "internships", for opportunities to more intensively combine classroom and work-based learning in programs that better prepare the "talent" needed by companies, the broader "European"

approach that balances classroom and work-based learning in the direction of more "hands-on" learning in the workplace is a path that our CEC strategic partnership has studied, embraced, implemented, and preferred for the future. That direction is one for which the CEC strategic partnership holds itself accountable.

**Academic high school credits for 8th graders**

CEC has, in years past, experimented with the implementation of a "0" block class that could allow students to gain academic high school credits during the 8th grade. We expect, during the upcoming five years, to implement a system "built into" the regular 8th grade academy (at CEC) day during which students can gain academic high school credits. We expect to have this fully implemented for certain social studies or other academic credit(s) during the next three years.

**Career Tech high school credits for 8th graders**

CEC has, in years past, allowed 8th graders to choose to attend selected full semester Career Tech programs, alongside high school students, in order to gain a full high school Career Tech credit. Our intent is to increase the number of Career Tech programs in which the full high school credit can be earned by the 8th grader. During the next three years, we will expand beyond allowing that opportunity in healthcare classes to include other programs. Expansion beyond healthcare on a regular basis equals full implementation.

**Senate Bill 2 graduation plans for increasing number of students**

CEC has been a leader statewide in the initial use of Senate Bill 2 [2015] "High School Post-Secondary Graduation Opportunity" programs (SB2). The barrier to full implementation has been the need to build an opportunity for all SB2 students to gain all the required high school academic classes (8) via study at the CEC facility. The provision of those courses should be up-and-running so that we have this implemented within the next three years.

**Add more technical college space to CEC campus**

CEC has been working among our school system and technical college partners to identify a plan in which school system ESPLOST dollars could be used to expand the space at CEC in which critically needed (as defined by business) technical college programming could be provided for both dual enrolled and adult students. We expect, during the next five years, to both identify (technical college identifies business needed program) and fund (school system identifies when funds can be drawn and construction begun) additional space at CEC.

<u>Which Essential or Innovative Features that are included in your current charter contract should be deleted from your new charter contract – and why should they be deleted?</u>

**Meet Perkins Reading/Language Arts goal for student achievement**

**Meet Perkins Math goal for student achievement**

These two academic content area goals largely measure outcomes that are ongoing focus of a "centralized CTAE program" such as CEC because of federal and state and local (matching) grant funding utilized. CEC is an integral part of the Coweta County School System, is consolidated into school system funding, and serves (traditionally) approximately 1 of every 2 high school grads in Coweta County. CEC

students graduate from their base (home) high school and meet all academic requirements required of such graduation.

CEC is involved in all the academic planning, TKES, LKES, AdvancED accreditation, Impact Visits that are parts of accountability for all Coweta County Schools.

In addition, the College and Career Academy accountability system (Dr. Joe Harless College and Career Academy Certification) adds a unique layer of accountability specific to CEC.

CEC goals in dual enrollment and work-based learning reach a broader and broader number of students, including special needs students, and are "research based" initiatives that add Advanced Opportunities for Coweta County students.

These unique CEC goals, added to unique (now standardized statewide) College and Career Academy accountability, added to Coweta County School System accountability for all schools, added to unique grant funding accountability create the environment in which the Perkins goals (above) might be indicators but can no longer be considered unique goals for CEC. The systemic accountability for College and Career Academies make these lower-tier or lagging measures that don't need inclusion in a very focused contractual arrangement.

**Increase number of student program ready COMPASS/Accuplacer test scores to enable increased dual enrollment**

This goal served its purpose to help CEC ensure that processes were built to enable a growing population of students dual enrolled in technical college programming.

Now, we see our high schools increasingly preparing to test all students (for example, in a particular grade) to allow those students to be prepared for dual enrollment.

And, our technical colleges are increasingly using alternative indicators (HOPE GPA, SAT, ACT, PSAT, other) to allow admission to dual enrollment.

COMPASS (now no longer supported by ACT) and Accuplacer (being changed by College Board) are no longer the sole measures used to allow admission to dual enrollment in technical college programming.

Since more processes are being incorporated to ensure that more Coweta students can be dual enrolled, and since our technical colleges are using more diverse measures to enable dual enrollment admission, the prior contract goal may now be viewed as a lagging indicator rather than a goal.

<u>Which new or additional Essential or Innovative Features should be added to your new charter contract – and how will they be used to further your CCA's mission?</u>

**German Apprenticeship (more broadly the European Model)**

**Senate Bill 2 graduation plans for increasing number of students**

These Innovative Features (discussed previously in this section) are directly related to the CEC mission, "Ensure competitive talent for current and future careers."

German (European) Apprenticeship features a longer and more intensive work-based learning experience and relationship with the employer as a part of the program. That more intensive

work-based learning component is facilitated by the use of the Senate Bill 2 (2015) High School Post-Secondary Graduation Opportunity (SB 2).

That more intensive work-based learning is mixed with a formal and programmed theoretical instruction (classroom) education.

These features incorporate the research and practice that informed the plan for CEC developed by a community steering committee led by Dr. Joe Harless. Harless, a behavioral psychologist, worked at Harvard University with B.F. Skinner and other colleagues to develop unique educational and training programming for U.S. government agencies, for the U.S. military, for private industry and for others.

Harless taught us that the best in technical education continuously "raises the level of simulation for the student" with the real world performance required. In our CEC "scan" of best practices worldwide, we can find none that meet the Harless "standard" for raising the level of simulation as does the European Apprenticeship.

Senate Bill 2 (2015) High School Post-Secondary Graduation Opportunity is certainly not limited to being coupled with European Apprenticeship. At its core, SB 2 utilizes more technical college programming, and earlier success in a complete regimen of that programming, in particular occupational areas that are in demand by employers.

This is a direct response to the need for "competitive talent" that employers who helped to develop the CEC mission discussed.

In short, the CEC mission was developed by employers (focus groups) who emphasized that "talent" is now more relevant than "workforce" and that younger talent is more desirable (for longer careers). European (German) Apprenticeship and SB 2 were developed in response to the mission. European Apprenticeship (specifically German Apprenticeship) was specifically demanded by local employers. SB 2 was required to enable that more intensive program to occur.

## 2. Governance Accountability

Briefly describe (in one page or less) how well the strategic partners that together created your College and Career Academy – including the your CCA's governing board, CCA management, the school district, the local technical college partners, and other post-secondary, business, and community partners – are doing at making decisions together regarding the Academy's provision of the work force development needed by the community, including what Career Pathways, Dual Enrollment, and post-secondary certifications will be offered, the Academy personnel that will provide instruction and leadership, and the Academy's use of the revenues it is provided by its strategic partners.

The CEC strategic partners continue to improve in collaborating to make those required decisions. The commendations provided by the Certification Visiting Team provide insight about "how well" the strategic partners are doing. The commendations provide insight into the clear focus that partners have in making decisions that provide "who" is critically needed (highly skilled talent at younger ages) by local

companies/organizations. The commendations also yield insight into "how" partners leverage individually owned resources to benefit the entire partnership.

FROM: External Review Team Visit: Central Education[al] Center February 14-15, 2018

"Final Team Report and Outcomes Summary of the External Review

…When conducting the External Review, the team found the following noteworthy achievements. The team believes the Academy has many positive attributes that will promote excellence in the future.

Commendations

1. The team commends Central Education[al] Center for its excellent collaboration with all entities in the community including business and industry, postsecondary institutions, the economic development authority, the CEC Board of Directors, the local board of education, the base high schools and alumni. CEC's transparency allows the entire community to have ownership in the success of the institution.

2. The team commends CEC for implementing the German apprenticeship model to benefit existing industry, attract new industry, and provide additional opportunities for students. CEC is the first Academy in the state to implement this model.

3. The team commends CEC for its efforts to change the required age for participation in apprenticeship programs to fifteen years of age. CEC's efforts resulted in a policy change by the National [U.S.] Department of Labor.

4. The team commends CEC for its efforts to further the college and career academy work and support economic and workforce development, statewide and nationally. This includes mentoring other Georgia communities that are applying for the Georgia College and Career Academy Project grant, as well as communities nationwide which are exploring the possibility of establishing college and career academies.

5. The team commends the CEC for partnering with West Georgia Technical College and [Coweta] Samaritan {'s} Clinic to provide much needed dental care to those in the community who would otherwise have no access to dental care. Using the dental [assisting program] facilities at the CEC campus allows this partnership to also provide training and service learning opportunities for students.

6. The team commends the CEC for successfully being the first college and career academy in Georgia to establish an eighth-grade academy. The program is now becoming the model for other academies across the state."

<u>Briefly describe at least one major success of your strategic partnership at accomplishing the goals mentioned above.</u>

The plan to study, then implement the German Apprenticeship Program, for students beginning at the age of 15, had never before been accomplished in the United States. The Program has led to new opportunities for students, new talent for companies, and new corporate investment for the community. While the pure "German" apprenticeship may not be applicable in each and every opportunity for extended "internships", for opportunities to more intensively combine classroom and work-based learning in programs that better prepare the "talent" needed by companies, the broader "European"

approach that balances classroom and work-based learning in the direction of more "hands-on" learning in the workplace is a path that our CEC strategic partnership has studied, embraced, implemented, and preferred for the future.

Briefly describe any obstacles or challenges your strategic partnership has had to overcome to accomplish the goals mentioned above.

1. The partnership has had to work even more closely with state leaders (in government, education and business) and federal leaders (U.S. Department of Labor) to advocate for and implement policy changes required to utilize preferred programming. Educational regulation, absent chartering (broad waiver), absent innovations like SB 2 (2015) is not able to incorporate what our business partners want and what our educational partners want to deliver for them. The organization of education, whether scope and sequence of curriculum, or support provided, has had to change to incorporate preferred programming. Business Trade Groups, accustomed to specific approaches to support and engagement, have had to change to support preferred programming.

2. The partnership has had to spend more time working to educate parents, educators and the broader community. Innovative programs, such as SB 2 (2015) and German Apprenticeship significantly change the scope and sequence of the high school program for students. Parents are rightly interested in better understanding, to allow successful evaluation, of such programs for their students. Educators are rightly interested in both the new opportunities provided for students and the new requirements made of them. The broader community rightly wants to support those programs requested by business that provide a greater quality of life locally. The time spent in "presentation" by the partnership is more significant.

3. The partnership has had to successfully include new partners to deliver preferred programming. For example, the German American Chamber of Commerce (GACC), was unknown to most of our community. The GACC, by law, controls German Apprenticeship worldwide. Another new partner has been Georgia Tech's "Georgia Manufacturing Extension Partnership." While manufacturers had known MEP, others among the strategic partners have not.

Briefly describe any changes you plan to implement to improve the working of your strategic partnership to accomplish the goals mentioned above – and what the implementation timeline will be.

We have implemented changes listed below. Please note that implementation of these changes provides a model and structure in which other similar innovation can be incorporated.

1. Regular meetings of companies and other stakeholders involved in the implementation of the German Apprenticeship Program are ongoing.

2. Consistent communication with state leaders in policy, education and business increasingly involves presentations to those groups. In particular, the partnership has presented to Business Trade Groups at regional and statewide meetings. The partnership has been asked to speak to House Rural Development Council and to other visiting groups of policy leaders.

3. One way to ensure the implementation of change is to help scale the change. We have assisted other communities to implement what we have created.

4. Business and other stakeholders are involved in planned/scheduled regular presentations at CEC, at partner high schools, at technical college, at Chamber, at Development Authority.

5. Business has created evening presentations for parents and interested students at the business site.

Briefly describe any plans you may have to change the composition of your governing board – and what the implementation timeline will be.

We have implemented the changes listed below and the new governing board will take office in January 2019. The number of Board members won't change, but the CEC Board (including strategic partners) wanted to make the following changes as we looked at the new mission/vision/beliefs, as we reviewed the implementation of certain innovations, as we spoke with economic leaders to gauge "targeted investments being recruited", and as we looked at other data.

1. An additional "healthcare" sector representative has been added to the CEC Board. The community has become a healthcare destination (new hospitals and new specialists), and more healthcare programming has been added by our technical college.

2. A "not-for-profit" sector representative has been added to the CEC Board. As CEC interacts even more with not-for-profit organizations (German American Chamber, Newnan-Coweta Chamber, Coweta County Development Authority, Georgia Tech, Coweta Community Foundation, and others), the Board believed that a specific representative who better understood the sector was required.

Briefly describe any changes you are making to ensure all your governing board members meet their annual governance training requirements – and what the implementation timeline will be.

We have implemented the following changes to better ensure that all governing board members meet their annual governance training requirements.

1. While the CEC Board by practice (19 years) has worked on a calendar year (to coincide with the calendar year service protocol of the Coweta County Board of Education), the Department of Education requires an annual report that pre-supposes a "school year" protocol. So, we have moved Board training to earlier dates in order to capture that training time in an annual report.

2. We have worked with TCSG College and Career Academy Board trainers to shape and implement an earlier "extra training" required of new Board members during their first year. All training for those new Board members, for the first year, takes place within 12 months of their acceptance of office and the annual report in which their training must be documented.

## 3. Academic Accountability

What steps have you taken each year when you failed meet one or more of your annual academic targets? What will you be doing when there is a failure to meet academic targets in the future?

CEC has focused/will focus on connecting academic instructors with base high school academic departments in order to gain strategies for effective improvement that help to prevent failure on

academic targets. Since CEC academic instructors are, typically, a department of one at CEC, our goal has been to latch on to the successful work of our high schools in improving academic instruction. Ensuring that our CEC academic instructors are a part of the academic learning communities in our base high schools has proved to be a successful approach.

CEC has been/will be a part of district-wide approaches to academic improvement by incorporating district academic goals into the CEC school improvement plan. For example, recent district-wide efforts at "literacy" have led both academic and technical instructors at CEC to incorporate more focus on "effective reading strategies" as a part of the instruction.

CEC has met/will meet its Perkins graduation goal target, set by federal and state agencies, each year during the past four years. The Perkins graduation rate is now 96.9%.

CEC has had/will have specific focus on "transition" for special needs students, and so has been even more inclusive in its dual enrollment programming, among other advanced opportunities for this group and for all students. That means CEC has undertaken specific efforts to counsel, prepare, and support special needs students. During the past two years consecutively, CEC has achieved recognition for that work. [See below.]

"Upon review of the documentation and information submitted to the National Association of Special Education Teachers (NASET), we would like to congratulate CENTRAL EDUCATIONAL CENTER on having met the standards to be selected as a (2017 and) 2018 NASET Exceptional Charter School in Special Education. This distinction has been bestowed upon select qualified charter schools.

Selection as a NASET Exceptional Charter School in Special Education is the highest level of recognition a charter school can achieve through our professional association. This honor is presented to charter schools that meet rigorous professional criteria and have demonstrated truly exceptional dedication, commitment and achievement in the field of special education.

Again, congratulations on being accepted as a (2017 and) 2018 NASET Exceptional Charter School in Special Education.

Sincerely,

Dr. Roger Pierangelo and Dr. George Giuliani
Executive Directors
National Association of Special Education Teachers (NASET)"

<u>How is your CCA doing on meeting the following CCA academic accountability goals now included in the current CCA Charter Contract Template?</u> [This will be a new template for CEC.]

1. <u>CCA will increase the number of college credits earned via dual enrollment by x% by the end of its contract term.</u>

CEC has grown dual enrollment by 119% during the past five years. This represents dual enrollment in academic courses and in technical certificates (TCC) via West Georgia Technical College.

2. Increase by x% per year during the contract term one of the following measures related to work-based learning. At least one of the measures will be increased by x% per year when reviewing all measures annually.

a. Number of students in work-based learning programs.

The number of students in work-based learning programs has grown by 43% during the past five years.

b. Number of employer sites participating in work-based learning programs.

The number of employer sites participating in work-based learning programs has grown by 21% during the past five years.

c. Number of blocks of work-based learning successfully completed by students.

The number of blocks of work-based learning successfully completed by students has grown by 68% during the past five years.

d. Number of apprenticeship students participating in dual enrollment.

The implementation of the German apprenticeship program allows this to become a meaningful measure. During the past three years, that number of German apprenticeship (dual enrollment) participants has grown by 100% from the baseline year. These students will complete approximately 40 Carnegie Units of credit during the three-year program including both high school and college coursework. The Coweta County School System requires 28 Carnegie Units of credit to graduate from high school.

e. Number of SB2 (2015) (Post-Secondary Graduation Opportunity) students participating in work-based learning.

The implementation of the German apprenticeship program allows this to become a meaningful measure. During the past three years, that number of German apprenticeship (SB 2 + work-based learning) participants has grown by 100% from the baseline year.

f. Number of students in work-based learning that is aligned with their pathway.

This has not been previously measured by CEC and may be difficult to capture since many CEC students try multiple pathways.

3. CCA graduation rate will exceed that of the district and/or state by x% during each year of its charter term, while the district and/or state rate is 95% or less, and will equal/exceed that rate when the district and/or state rate is greater than 95%.

The CEC Perkins graduation rate exceeds those of the district and the state. The Perkins rate for CEC is 96.9% at last analysis by state and federal agency requirement.

4. CCA will increase the number of students who earn technical certificates or increase the number of students in Technical Certificate programs who earn more than one technical certificate or will increase the number of technical certificates earned by x% by the end of the charter term after a baseline is established in Year 1 of the charter/flexibility contract.

CEC will need to establish a baseline for this measure during the initial year of the new charter term. 185 CEC dual enrolled team members (students) earned a Technical Certificate (TCC) from West Georgia Technical College during 2017-18.

5. CCA will increase the number of students who are employed in a job directly related to technical certificates received, or who are enrolled in additional post-secondary education (or both) within six months of graduation from high school by x% by the end of the charter term after a baseline is established in Year 1 of the charter.

CEC will need to depend on data from the Technical College System of Georgia/West Georgia Technical College in order to measure this goal. We respectfully request that the GaDOE share this measure with the Office of College and Career Transitions at the Technical College System of Georgia in order to ensure that data are made available to CEC and to other CCA in Georgia. A survey system, as we understand it, is currently in place to gather the data. However, as we understand, the data gathered are not yet divided so that dual enrolled students can be distinguished from adult students.

i. What academic accountability goals – in addition to those included above – would you like us to consider including in your new charter contract?

CEC believes that the goals above provide meaningful and systemic accountability for College and Career Academies including CEC. These goals align with the Dr. Joe Harless College and Career Academy Certification.

ii. How will you address a failure to meet academic targets in the future?

The goals above are systemic for CEC, and a failure to meet the targets will call for immediate attention to processes that are currently in place. Innovation of processes, and/or re-organization of work/personnel, are the most likely immediate responses to failure to meet these goals.

4. Financial Accountability

What steps have you taken to ensure the financial sustainability of your CCA?

CEC has continued to build and integrate and leverage the strategic partnership.

1. CEC remains an integral part of the consolidated Coweta County School System budget.

A. The CEC CEO serves on the Superintendent's Strategic Leadership Team. That team, composed of those at the Director level and above, meets regularly with the Superintendent to discuss strategic planning, execution of the strategic plan, and current/mid-term/long-range prioritization of needs and initiatives. The CEC CEO serves as the School System Director of Public Policy.

B. The School System Superintendent serves on the CEC Board as the School System senior executive appointee approved by the CEC Board of Directors. The School System Superintendent participates in all CEC Board Training, includes CEC in the School System Strategic Plan, and provides support in various forms, one of which is to ensure that all 7th and 8th graders annually tour CEC in preparation for high school course choices.

C. The Coweta County Board of Education maintains four goals. Goal #2 is built to specifically support CEC. Among the Board's goal statements, this is the only one that specifically mentions a school or a

program. The Board's goal statement reads, "Ensure autonomy at all levels to meet goals for student achievement, to provide safe and effective day-to-day management of schools, and to expand Central Educational Center (CEC)."

D. The Coweta County School System supports dual enrollment by paying some of the significant program-specific fees required of dual enrolled students to participate in technical programs of study specifically requested/required by local and regional business.

E. West Georgia Technical College pays no "rent" or "general maintenance" to conduct classes in the CEC per an agreement among the College and the Coweta County Board of Education.

F. Coweta County School System and West Georgia Tech maintenance teams combine to facilitate lab renovations that impact dual enrollment programming. These teams do not charge labor costs for their work.

G. Coweta County School System loans its attorney to assist in development of agreements that are necessary to conduct unique work-based learning programs, to conduct unique partnerships such as Coweta Samaritan Dental Clinic, etc.

H. The Coweta County School System has included support for CEC in its recent ESPLOST referendum that received overwhelming approval.

2. CEC remains an integral part of West Georgia Technical College.

A. The CEC CEO attends "Deans and Directors" meetings of West Georgia Technical College.

B. The CEC CEO serves as an ex-officio member of the West Georgia Technical College Foundation Board of Trustees.

C. The West Georgia Technical College President nominates a senior executive from the College to serve on the CEC Board, with the approval of the CEC Board. The West Georgia Tech senior executive serves as a voting member and attends required Board Training.

D. The West Georgia Technical College President serves as an ex-officio member of the CEC Board.

E. West Georgia Technical College has specifically organized to facilitate the role of a Senior Director of Advanced Manufacturing who helps to lead implementation of the GA CATT German Apprenticeship Program. That role works among the partners to ensure viability of the program. That role has also been instrumental in teaching others in the Technical College System to replicate the program.

F. West Georgia Technical College seeks funding via grants specifically to provide equipment critical to the development of dual enrollment programming. In recent months, West Georgia Tech and the West Georgia Technical College Foundation have funded improvements and equipment additions to Machine Tool and Dental Assisting labs located at CEC.

G. West Georgia Technical College contracts with/pays the Coweta County School System for a portion of the CEO's time.

3. CEC remains an integral part of the broader business community.

A. The Newnan-Coweta Chamber of Commerce has added resources, including a senior staff member, to support a Workforce Development initiative.

B. The Coweta County Development Authority has added a Workforce Development initiative and annually seeks funding for West Georgia Tech programming.

C. The Chamber and the Development Authority have combined, engaged the business community, and created "Coweta Works" modeled after similar successful efforts studied and observed across the nation. Coweta Works provides an intensive two to three days at CEC during which 8th graders (from all public and private schools in the community) can meet with local companies and discuss careers, enjoy hands-on activities that illustrate components of those careers, and "connect" those careers and activities to programs at CEC in which a student can prepare for the career. This helps to drive younger enrollment at CEC which, in turn, facilitates greater opportunity for students to ultimately have room in the schedule to engage in dual enrollment and work-based learning opportunities.

D. GA CATT (Georgia Consortium for Advanced Technical Training) has brought in more partners, more investment, and more policy change that ultimately impacts the financial viability of CEC.

Briefly describe any plans you have put in place to modify your CCA's spending priorities to ensure you meet your academic targets.

Spending priorities remain consistent and that continues to drive higher on-time graduation rates.

Briefly describe any capital financing you may have planned to ensure your CCA can fully implement its mission, vision, and strategic goals.

CEC will work with the School System to identify when ESPLOST funding might be available for renovation and addition that meet the priorities for programming found in data that describe business need for talent. A first priority would be to ensure space needed for the Advanced Manufacturing Technician (GA CATT Industrial Mechanic German Apprenticeship)-related programs. A second priority would likely be support for a business requested program that supports the addition of "diesel" to automotive technician training.

If your CCA's Georgia nonprofit corporation filed with GaDOE an annual audit report along with its Annual Report that included an "Adverse or Disclaimer Opinion" or "No Opinion", what changes has your CCA made to ensure clean audits moving forward? NOT APPLICABLE.

5. Charter Contract Components

Please identify any proposed changes in the following items that you would like us to include in your new charter contract.

1. Grade range

CEC wishes to continue to serve Grades 8-12, but wishes to have opportunity to serve younger students as deemed appropriate at some point by the CEC Board.

2. Student enrollment cap

CEC currently has no enrollment cap and would like to maintain that flexibility.

3. Attendance zone

CEC currently has “Coweta County School System” as the attendance zone and would like to maintain that zone.

4. Statutory enrollment priorities (if applicable)

Please include the opportunity to provide enrollment priority to the following.

-Sibling of a student enrolled in the Charter School
-Sibling of a student enrolled in another local Coweta County high school or middle school
-Student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional or other employee of the Charter School
-Students matriculating from a local school designated in the charter

5. Lottery preferences and/or weighted lottery (if applicable)

6. Fiscal control (base per-pupil amount, if applicable)

Please list and explain briefly any additional changes to any other part of the current charter contract template (see Attachment 6 - CCA Charter Contract Template) that you would like us to consider making in your new charter contract.

PLEASE SEE MARK-UP of ATTACHMENT 6 THAT CONTAINS THE CHANGES MENTIONED BELOW.

SECTION 2. Charter Term: Please change to reflect the term July 1, 2019 – June 30, 2024.

SECTION 3. Grade Range and Enrollment: Please see indication above.

CEC wishes to continue to serve Grades 8-12, but wishes to have opportunity to serve younger students as deemed appropriate at some point by the CEC Board.

CEC currently has no enrollment cap and would like to maintain that flexibility.

SECTION 4. Mission Statement: The new mission statement for CEC, as developed by community focus groups and approved by the CEC Board is, “Ensure competitive talent for current and future careers.”

SECTION 5. Essential or Innovative Features

Please include the following as this describes the particular focus of CEC within the requirements of SB 161.

The Charter School shall continuously improve its strategic partnership among local business, the Coweta County School System and West Georgia Technical College.

In particular, the Charter School shall focus on improvements to;

a. Dual enrollment, in particular, technical dual enrollment,

b. Work-based learning, in particular, longer-term internships and apprenticeships that increasingly incorporate successful elements of European-style apprenticeship,
c. Innovations in individualized learning programs that increasingly focus on use of Senate Bill 2 (2015) High School Post-Secondary Graduation Opportunity(ies), and,
d. Innovations in individualized learning programs for 8th graders that increasingly focus on availability of career tech and academic high school credits.

SECTION 7: Accreditation

Please include the following that takes into account CEC's role within the accreditation held/to be sought by the Coweta County School System.

The Charter School shall seek accreditation from an approved accrediting agency as a school within the Coweta County School System's district accreditation protocol.

SECTION 8: Performance-based Goals and Measurable Objectives

CEC will incorporate the new standard CCA template and maintain its focus on improvement in the areas prescribed in the template. We would request that the following be included in the contract.

1. CCA will increase the number of college credits earned via dual enrollment by 25% by the end of its contract term.

Current state budget, however, anticipates restricted access by grade level to dual enrollment. Restrictions like this, or reduction or elimination of state support for dual enrollment will cause the need for adjustment to this goal.

CEC has grown dual enrollment by 119% during the past five years. This, however, includes both academic and technical dual enrollment. Our focus, during the next five years, will increasingly be to increase technical dual enrollment. In addition, physical capacity constraints now will impact growth in this measure.

2. Increase by 3% per year during the contract term one of the following measures related to work-based learning. At least one of the measures will be increased by 3% from the previous year when reviewing all measures annually.

a. Number of students in work-based learning programs.

The number of students in work-based learning programs has grown by 43% during the past five years. We are at capacity limits for the individual instructors in the program.

b. Number of employer sites participating in work-based learning programs.

The number of employer sites participating in work-based learning programs has grown by 21% during the past five years.

c. Number of blocks of work-based learning successfully completed by students.

The number of blocks of work-based learning successfully completed by students has grown by 68% during the past five years. This will likely become a key area of focus as we shift our thinking toward a

more European approach with more intensive, longer-term connections among students and employers. This focus can help to develop higher quality experiences for student.

d. Number of apprenticeship students participating in dual enrollment.

The implementation of the German apprenticeship program allows this to become a meaningful measure. During the past three years, that number of German apprenticeship (dual enrollment) participants has grown by 100% from the baseline year. These students will complete approximately 40 Carnegie Units of credit during the three-year program including both high school and college coursework. The Coweta County School System requires 28 Carnegie Units of credit to graduate from high school.

Current state budget, however, anticipates restricted access by grade level to dual enrollment. Restrictions like this, or reduction or elimination of state support for dual enrollment will cause the need for adjustment to this goal.

e. Number of SB2 (2015) (Post-Secondary Graduation Opportunity) students participating in work-based learning.

The implementation of the German apprenticeship program allows this to become a meaningful measure. During the past three years, that number of German apprenticeship (SB 2 + work-based learning) participants has grown by 100% from the baseline year.

Current state budget, however, anticipates restricted access by grade level to dual enrollment. Restrictions like this, or reduction or elimination of state support for dual enrollment will cause the need for adjustment to this goal.

f. Number of students in work-based learning that is aligned with their pathway.

This has not been previously measured by CEC and may be difficult to capture since many CEC students try multiple pathways by design of the program at the request of local business.

3. CCA Perkins graduation rate will exceed the graduation rate of the district and/or state by 3% during each year of its charter term, while the district and/or state rate is 95% or less, and will equal/exceed that rate when the district and/or state rate is greater than 95%.

The CEC Perkins graduation rate exceeds the overall graduation rates calculated for the district and the state. The Perkins rate for CEC is 96.9% at last analysis by state and federal agency requirement.

4. CCA will increase the number of students who earn technical certificates or increase the number of students in Technical Certificate programs who earn more than one technical certificate or will increase the number of technical certificates earned by 20% by the end of the charter term after a baseline is established in Year 1 of the charter/flexibility contract.

Current state budget, however, anticipates restricted access by grade level to dual enrollment. Restrictions like this, or reduction or elimination of state support for dual enrollment will cause the need for adjustment to this goal.

CEC will need to establish a baseline for this measure during the initial year of the new charter term. 185 CEC dual enrolled team members (students) earned a Technical Certificate (TCC) from West Georgia Technical College during 2017-18.

5. CCA will increase the number of students who are employed in a job directly related to technical certificates received, or who are enrolled in additional post-secondary education (or both) within six months of graduation from high school by 20% by the end of the charter term after a baseline is established in Year 1 of the charter.

CEC will need to depend on data from the Technical College System of Georgia/West Georgia Technical College in order to measure this goal. We respectfully request that the GaDOE share this measure with the Office of College and Career Transitions at the Technical College System of Georgia in order to ensure that data are made available to CEC and to other CCA in Georgia. A survey system, as we understand it, is currently in place to gather the data. However, as we understand, the data gathered are not yet divided so that dual enrolled students can be distinguished from adult students. At this point, if that is the case, we will be unable to measure on this goal, other than to use localized data that includes both dual enrolled and adult students.

B. Organizational Goals

CEC would request that no Organizational Goals be included in the contract as these processes are incorporated by Charter school design, by strategic partnership, by state board rule, by college and career academy certification, by accreditation, by other areas of the Charter contract, and by other stakeholder requirement into the mix of processes necessary for success.

SECTION 11.

Open Enrollment and Admissions.

Please include items as indicated above.

a. Attendance Zone. The attendance zone for the Charter School shall be the Coweta County School System.

b. Application. To be eligible for enrollment at the Charter School, students residing in the attendance zone must submit a timely application to the Charter School in accordance with the deadline set by the Charter School. The Charter School may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including but not limited to, requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. The Charter School may use applications for the purpose of verifying the student's residence within the school's attendance zone and grade level. The Charter School may gather other relevant information from students after enrollment is determined.

c. Random Lottery. If the number of timely applicants received by the Charter School exceeds the capacity of a program, class, grade level, or building, the Charter School shall ensure that such applicants have an equal chance of being admitted through a random selection process in accordance with O.C.G.A. § 20-2-2066(a)(1)(A). The Charter School shall not conduct more than one lottery, per grade, per admissions cycle.

d. Statutory Enrollment Priorities. In accordance with O.C.G.A. § 20-2-2066(a)(1)(A), the Charter School may give enrollment priority to the following categories of applicants and in the following priority:

i. A sibling of a student enrolled in the Charter School;

ii. A sibling of a student enrolled in another local school designated in the charter;

iii. A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the Charter School; and

iv. Students matriculating from a local school designated in the charter

SECTION 15.

Fiscal Control

b. Annual Audit

[Please ensure that a start-up which is included in the School System annual audit meets the requirement. CEC does not seem to fit the categories listed.]

Recommendation:

iv. A separate audit will not be required for a start-up charter school whose finances are consolidated in the financial statements of the School System.

SECTION 16.

Compliance with Other Laws, Rules, and Regulations

Please add to other provisions, the following. (We hope this becomes the first provision in this section.) The Charter School shall operate in accordance with O.C.G.A. 20-4-37, as amended from time to time, which defines and provides requirements of the "College and career academy."

[This is the law that requires certification and mandates the specific purpose and partners involved in a Georgia College and Career Academy.]

SECTION 19. Employment Matters

Please add to other provisions, the following.

Compensation of Teachers—The Charter School and the School System shall compensate the experienced Charter School teacher, whether such experience was gained in a relevant occupation or in education, no-less-equally than are experienced and certified teachers at any other school within the School System. The Charter School teacher shall not be required to hold a degree and traditional certification, unless required by federal law. Not holding a degree and traditional certification shall not result in decreased compensation when compared with experienced and certified teachers at any other school within the School System who hold a degree and traditional certification.

The School System HR Department has piloted the notion of a "market rate of compensation" for such teachers. This innovation, we hope, will continue to be further developed. We hope that improvements to the compensation system can be made, for example, that correlate additional increases in

compensation with years of relevant experience, whether such experience was gained in a relevant occupation or in education, in a manner similar to additional increases in compensation provided for certified teachers who complete graduate academic degrees plus gain additional experience. In other words, we hope that certain levels of relevant occupational experience can ultimately be correlated to "graduate" degrees for the purpose of compensation.

[CEC anticipates change among senior leaders in the School System during the term of this Charter and would like to codify this current practice as it is historically listed in previous petitions approved by the Charter School and the Local Board of Education.]

SECTION 31. Indemnification

Please add the following.

a. "To the extent allowed by law," (The Petitioner and the Charter School agree to indemnify, defend and hold harmless……)

[Legal advice provided to CEC suggests that Georgia law would likely prohibit CEC from providing indemnification. This is the phrasing for which we normally receive legal approval in cases where the parties to the contract require some indemnification language.]