We are excited to share with you the 2019 Education Collaborative Annual Report! Through community engagement and strategic partnerships in the West Georgia region, we are working collectively to help students reach and surpass their aspirational goals towards enrollment, enlistment, and employment upon graduation from high school.

Over the past few years, the University System of Georgia (USG) and the Technical College System of Georgia (TCSG) have set out to accelerate higher education’s commitment to post-secondary attainment, accountability, partnerships, performance, value, and global competitiveness. In alignment with this effort, the University of West Georgia and West Georgia Technical College have partnered as institutions and have worked directly with K-12 systems and the communities they serve in the West Georgia region. The development and utilization of better programs and assessments will help ensure academic readiness for all students in addition to prioritizing commitment to college access, workforce preparation, relevance, affordability, and value.

We believe leaders in the community, post-secondary education, K-12 education, pre-K education, business, government, health and human services, and others can work together to increase opportunities for students.

This Annual Report will provide multiple examples of academic, partnering, operational, and student successes that ultimately lead to community success.

We are committed to supporting our students, communities, institutions, and this region in efforts that promote workforce education and economic development for the future vitality of its citizenry.

Thank you for your participation!

Dr. Michael Crafton,
President, University of West Georgia

Dr. Scott Rule,
President, West Georgia Technical College
The Education Collaborative is a cross-sector, cross-entity initiative in the West Georgia region. Through community engagement and strategic partnerships, we promote student success in reaching goals towards enrollment, enlistment, and employment upon graduation from high school. We realize that the communities we serve play an important role in developing pathways for students. Working collectively and being actively committed as higher education institutions, business owners, families, local governments, teachers, and community leaders may produce greater opportunities for our students.

By design, the structure of the Education Collaborative aligns with the national conversation related to workforce development. The current framework and model reflect support of USG’s College 2025 vision and TCSG strategic plan documents. This approach is a process. Partnering of post-secondary institutions and P-12 with other organizations and members throughout the community is aimed at generating solution-based strategies to support programs that are already in place.

This Annual Report is a communication resource to share examples of regional highlights, community response initiatives & priority programs, and partnering successes within the West Georgia region.

Our foundational belief is that talented students abound in our region, and opportunities to develop their individual college and career aspirations can be improved.

Operational support for communities participating in the Education Collaborative is provided by teams designed for regional support. The team members are comprised of representatives from the University of West Georgia, West Georgia Technical College, public and independent K-12 education, business, and community organizations.

Identification and fostering of relationships across entities, coupled with asset mapping of existing resources, appears to be making more efficient and effective use of talent within respective communities.

Quantitative and qualitative data has been collected and analyzed from a regional perspective. More than 100,000 children, birth to 18 years old, reside in Carroll, Coweta, Douglas, Heard, and Haralson counties. Upon graduation from high school, significant percentages of these students attend the University of West Georgia or West Georgia Technical College. The key measures of student performance that form the basis for interventions include: kindergarten readiness, third-grade reading/literacy, algebra readiness, high school graduation, and the number of students enrolled, enlisted, and employed.

1 United States Census Bureau
A P-20 framework provides language specific to a continuum of development that focuses on preparing students to succeed in the workforce and/or post-secondary opportunities. The four developmental themes of the model—early learning, foundations, explorations, and independence—are supported by key measures of kindergarten readiness, third-grade literacy, algebra readiness, personal plan development, high school graduation, and enrollment, enlistment, and employment. Strategies of acceleration, tutoring, and mentoring are applied through resources existing in the respective communities. Partnerships for success are intended to take place throughout the learning continuum.
Dual enrollment has become a regional highlight across all five counties. Dual enrollment allows students to get a jumpstart on their college careers. Participation in dual enrollment not only eases the transition from high school to college by giving students a glance of what college academics are like, but it is also a cost-efficient way for students to begin accumulating college credits as courses are paid for and often taken through the high school or at the local university or college. Over the past five years, members of the community have strived to promote the great advantages of encouraging students to get a head start on their college careers. Significant increases have occurred at the University of West Georgia and West Georgia Technical College from students in this region. A significant accomplishment in dual enrollment included revisions of dual enrollment policies that led to increases between 2015 and 2018 (from 324 to 607 at UWG and from 714 to 1,798 at WGTC). Now, there are more than 2,400 students currently enrolled in dual enrollment at UWG and WGTC.¹

### FALL 2018

**UNIVERSITY OF WEST GEORGIA**

- **607** dual enrolled
- **$1,451,311** total cost savings
- **$2,390** avg. savings per student
- **3.35** first year avg. GPA

**WEST GEORGIA TECHNICAL COLLEGE**

- **1,798** dual enrolled
- **$1,310,613** total cost savings
- **$728.92** avg. savings per student
- **3.13** first year avg. GPA

¹ WGTC & UWG Dual Enrollment Programs
The Carroll County Education Collaborative

- Communicating the P-20 model design to promote student success
- Providing support through acceleration, tutoring, and mentoring strategies & priority programs
- Providing pathways towards enrollment, enlistment, and employment

The Carrollton–Carroll County Education Collaborative (CCEC) met for the first time in December of 2014. The CCEC brought together leadership in an executive team comprised of the President of the University of West Georgia, the President of West Georgia Technical College, Superintendents of the K-12 school districts, the Head of School for Oak Mountain Academy representing the independent school districts, Carroll County Chamber of Commerce, Community Foundation of West Georgia, and community leaders to establish a common vision for P-20 success. The CCEC has committed to assuming the shared responsibility of regional educational efforts and shared responsibilities to foster change, achieve coherence in their curriculum, and promote success for students past high school graduation in our communities.

Many of the collaborative efforts in partnership with the CCEC are made possible by the community members of Carroll County. The willingness of Carroll County non-profit, business, and educational leaders to join forces in an effort to provide resources and support our students is the cornerstone for creating opportunities for student pathways to success.

The collaborative efforts and programs created by the CCEC are formed by several specific teams focused on the four developmental pathways in the P-20 model- Early Learning Team, Foundations Team, Explorations Team, and Independence Team. Together, these teams comprised of organization representatives and community partners, have continued the vision of communicating the P-20 model design to promote student success in Carrollton and Carroll County.
The CCEC has placed an emphasis on providing equity and access for students to be supported through acceleration, tutoring, and mentoring strategies. They have also created several Priority Programs to support student success.

The *Georgia Milestones Tutoring Initiative* pilot program was launched in January of 2019. The program connects UWG Junior Education majors to work one-on-one with children identified by teachers in selected elementary and middle schools to help them become more prepared for their upcoming spring testing.

The Summer Acceleration Camps continue as UWG student teachers provide literacy remediation through the UWG Comprehensive Community Clinic. This program is in addition to the Math Lab (K-5th) and Literacy Lab (K-12th) provided during the school year by the CCC. Both tutoring labs provide one-on-one tutoring to further support student achievement in math and literacy. Originally, all services were only offered onsite at UWG. Currently, off campus sites and additional partners have been added as a result of a community engaged approach. New sites for Speech & Language Therapy are located at the West Georgia Technical College Murphy Campus in Haralson County and Heard County Elementary School; Math Clinic at Elm Street Elementary School in Newnan; and conducting hearing screenings for the Carroll County School System. In 2018, the CCC added a partnership with Circles of West Georgia, a chapter of the national organization Circles USA, which is a community driven way to address generational poverty and promote prosperity through long-term education and social support.

The *West Georgia Youth Science and Technology Center, Inc.* (West GYSTC) provides quality programs for teachers of STEM subjects that improve the teaching and learning process at the kindergarten through eighth grade levels, in addition to offering various activities throughout the year and summer camps for students in the West Georgia region, such as the Sustainability Energy EXPO, STEM in Nature, Coding and Robots, Fossils, and What Holds your Atom Together.
West GYSTC provides equipment to schools at no cost and has developed sessions for teachers over the years to address the needs of schools in the West Georgia region that include the following topics: vocabulary, formative assessment, writing in science, literacy, inquiry-based instruction, project-based learning, and STEM.

The 4th annual Ag Expo was held this January at the Carroll County Ag Center with the inclusion of Haralson and Heard County students. Since its beginning in 2016, roughly 200-300 students each year are introduced to around 30 businesses, farmers, agencies and colleges hoping to highlight agriculture as not only a career, but also a community. Students are given the opportunity to visit with local ag-related businesses, organizations, and colleges to learn more about the career opportunities for their future with the chance to talk one-on-one with an individual involved in an agriculture-related career.

The fourth annual Carroll Eighth Grade Career Expo was a two-day event that highlighted college campuses, 20 career pathways in preparation for ninth grade selections, three careers of interest, and business professionals/trade instructors. The Career Expo, hosted on March 22 & 29 at the West Georgia Technical College Waco Campus, provided more than 1,400 eighth graders the opportunity to visit a college campus, while also exploring multiple pathways with experts from various career options. Local business professionals and more than 40 volunteers made the two-day program a success. Participating students represented nine middle and junior high schools from Carroll County Schools, Carrollton City Schools, Oak Mountain Academy, and Holy Ground Baptist Academy.

Carrollton City Schools held a Career Program at the high school during advisement on March 13 for seniors. Teachers facilitated the program using videos and powerpoint slides about various career fields.

A Career Fair was held at the University of West Georgia on March 21 for approximately 400 Carrollton High School 11th grade students. The students attending the career fair had previously completed the YouScience Career Test. YouScience uses fun, engaging ‘brain games’ to capture real measures of aptitudes, the natural abilities most important to career choice, and then translates those talents into real world, high-demand careers. In a recent Georgia Governor’s Office of Student Achievement (GOSA) report, YouScience showed statistically significant impact on students in five areas directly related to career guidance: self-awareness, career decision-making, self-empowerment, career exploration, and intent to persist. Career professionals attending the fair were from various fields that matched with the students’ results. Break-out sessions were held to inform the students about the career in which they matched.
12 for Life hosted a *Networking Fair* by inviting 15 industry employers for a networking event for the 12 for Life students. 12 for Life is a cooperative education program supported by Southwire Company providing support and helping students gain extra motivation to finish 12 years of school. They provide students with classroom instruction, on-the-job training, key work/life skills, mentoring, and employment opportunities. All of this helps them stay in school, graduate, and go on to become successful, productive members of the workforce—ensuring that those real-world skills translate into real-life success.

**Partners Advancing Student Success (PASS)** is a non-profit organization that focuses on improving student and school success by providing support and services to students with the goal of increasing graduation rates and keeping students on track to finish high school. This organization began as Communities in Schools of Carrollton/Carroll County and recently rebranded to Partners Advancing Student Success with the same mission, staff, and schools. Since its incorporation in 2012, graduation rates in Carrollton City and Carroll County have continued to climb. PASS has expanded its operation by placing an advocate on each school’s campus, who regularly meets with at-risk students to provide guidance and connection with community resources to meet individual student needs and encourage them to complete their high school education. Currently, PASS has seven site coordinators who serve students at Bowdon High School, Central High School, Mt. Zion High School, Temple High and Middle School, Villa Rica High School, Carrollton High School, and all Carroll County Middle Schools.
Over the past year, PASS has provided case management to 538 students in middle and high school in need of support to be successful, whole school services reaching almost 5,000 students, and direct services and parent engagement support to 6,274 parents. Services reach beyond academic support to also include after-school programming, tutoring/homework assistance, basic needs, behavior support, bullying prevention, life and personal skills, mentoring, physical and mental health, parent engagement, and college and career readiness. Based on the extensive support provided by PASS, 99% of PASS case-managed seniors graduated from high school in 2018. PASS has also formed a partnership with Mentoring Village to provide mentors for students.

Mentoring Village is a non-profit organization that provides credentialing services for mentoring programs and their volunteers in an effort to provide young individuals with positive role models who will help them to discover their value to the community. Mentoring Village partners with local programs to provide screening, training, and access to the MentorCore database. Their partner programs include Partners Advancing Student Success, Carrollton City Schools, Carroll County School System, Carroll County Mentor Program, Win Win Equine Services and Therapy, and Barks and Books. In 2018, Mentoring Village screened 48 new mentor applications, facilitated initial background screenings for 48 new mentors, and facilitated 13 renewal background screenings. In addition, 38 new mentors attended the mandatory three-hour new mentor training class, 28 attended Darkness to Light training, and six attended Question Persuade Refer Suicide Prevention Training.
A second annual Enlistee Signing Day was hosted by Carroll County Schools on April 15 at the Carroll County Performing Arts Center. The event celebrated nearly 30 student enlistees from all five county high schools who have chosen to serve in the military after graduation.

The first annual Carroll County Senior Recruitment Event was hosted on April 30, 2019 at the Carroll County Performing Arts Center. The event was held for seniors from the five Carroll County high schools and Carrollton High School who are planning to enter the workforce following graduation in May. Around 30 employers were in attendance at the event conducting one-on-one interviews with students and some offered students positions on-site.

Plans are underway for this to be an annual event with growth and inclusion of more high school senior classes in the future.

Carrollton City Schools held a signing ceremony on May 6, 2019 for seven students who are enlisting—three in the Army, and two each in the Navy and Marines.

Also, on May 6, 2019, Carrollton High School had 20 of 26 recognized students who plan to become educators sign commitment letters through the Georgia Future Educators Recognition. This signing day is sponsored by the Georgia Department of Education and Family, Career, and Community Leaders of America. It is designed to help students recognize the benefits of becoming an educator.

The CCEC continues to provide new programs and resources to students in the community. Great success has been formed in building tutoring, mentoring, and acceleration programs and initiatives through the collaborative effort of individuals and organizations representing the community who share a vision to provide students with the support in developing different pathways to student success.

“Our goal is that all Carroll County students know that we are providing opportunities for success right here in our own community to be enrolled, enlisted or employed as they graduate high school.”

-Daniel Jackson, President/CEO, Carroll County Chamber of Commerce
The Coweta Collaborative

- Establishing a social, emotional, and mental well-being framework
- Developing a comprehensive structure for career pathways
- Providing sustainability through focused community and corporate partnerships

Coweta launched its community-based approach with their own model of student success with a specific emphasis on the social, emotional, and mental well-being of their students. Key leaders included superintendent Dr. Steve Barker, along with members of the UWG Newnan Campus Advisory Board. These leaders began discussions of how to best collaborate while adapting the developmental theme model designed through the CCEC process. Sponsoring support through the area chamber of commerce as well as corporate sponsorship from AT&T assisted in the launch of this effort. During the 2017-2018 school year, “town hall” meetings representing various sectors and entities convened and continue to meet regularly.

As a community all-in to help students become successful, the Coweta Collaborative continues to grow with leaders from different sectors of the community aspiring to ensure that every student by the age of 20 is enrolled, enlisted, and employed.
In addressing the healthy well-being of its students, Coweta has set out to tackle the social, emotional, and mental health of its students as a top priority. In taking an action step from the P-20 model, the school system has hired a mental health coordinator. The coordinator will advocate and begin to devote herself to addressing the mental health and social well-being challenges that keep children from success. In challenging the barriers to student success, Coweta has continued to build networks and programs to support students towards becoming enrolled, enlisted, and employed.

Financial literacy is an important concept helping students thrive in independence and leading to great success in enrolled, enlisted, and employed pathways. Coweta is also working on tackling this problem on a community level. The journey to become financially literate can lead to a better quality of life and strong money habits which eliminate lifelong money struggles.

In January 2019, approximately 1,800 eighth graders attended Coweta’s second CowetaWorks Career Expo to help expand options for developing career interests among students to move the Coweta community forward with workforce-ready graduates. To help improve student success and career readiness, this expo illustrated multiple pathways to develop the knowledge, skills, and abilities necessary for satisfying careers. The event held 40 career presenters from industries of agriculture, automotive and logistics, construction, healthcare, and public safety to name just a few. As the event challenged students to participate in interactive displays, students were able to begin to explore different career pathways by seeking additional information from the various exhibitors. This event emphasized the broad array of sectors offered, while also promoting individual choices for each student.
A business-education partnership working towards employment was formed with the Coweta Development Authority. The formation of this partnership was created in hopes of providing many local students the opportunity to remain in the community with chances to become successful and, in turn, give back to the community. Together, they have created job opportunities for students planning to enter the employment pathway with the abundant manufacturing businesses located in Coweta. Seniors from all four high schools in the county will be given the opportunity to apply with only 20 to be accepted and offered jobs to enter the workforce. The process will involve a competitive, full interview process allowing students to learn and understand the regiment of the job application process and what businesses look for in new employees.

In addition to creating opportunities for students to enter employment after high school graduation, during the school year, Coweta County also offers work-based learning opportunities to students in all high schools. Work-based learning offers students the opportunity to link coursework and career interests to a job during the school year. The benefits of this program include improving job skills, networking, building a resume, making connections, creating a career plan, and more. This opportunity to connect coursework to a specific work site application will enable a smoother transition into post-high school graduation or future higher education.

Community partnerships working together also formed the Central Educational Center (CEC), which is a publicly-funded charter college and career academy in Newnan, Georgia. The CEC is a joint-venture partnership among the Coweta County School System, West Georgia Technical College, and business and industry, providing learners from 8th-12th grade (and throughout adulthood) a seamless education for life. “Team members” (8th-12th) attending the Central Educational Center attend voluntarily from one of six middle schools or from one of three high schools in Coweta County, and may still participate in regular middle school and high school activities.
These team members graduate from the high school in which they are enrolled, just like other students. Courses they take at the CEC seamlessly combine traditional and applied academics with career and technical education, providing opportunities for work-based and project-based learning, teamwork, and a high set of expectations for personal and professional achievement. The CEC team members may also take dually-enrolled college classes with West Georgia Technical College, earning simultaneous credit in high school and college.

On May 16, 2016, the Central Educational Center, Coweta County’s College and Career Academy, launched the Consortium of Advanced Technical Training (GA CATT) Program, the first of its kind in the United States. The program unites the German American Chamber of Commerce of the Southern U.S., Inc. with the Technical College System of Georgia and eight Coweta County manufacturing companies. Beginning in the 10th grade, high school students have the opportunity to complete their education with a high school diploma, German apprenticeship certificate, and an associate degree in Industrial Mechanics through West Georgia Technical College. Coweta began by selecting eleven 10th grade students to take part in this world-class program as Georgia is the first state in the nation to secure these kinds of dynamic workforce development opportunities. Many are hopeful this model can be incorporated in numerous school districts throughout the state as Georgia continues to better prepare high school students for the evolving and strong workforce that awaits them after graduation.

Communities in Schools of Coweta County works to provide services and support to students struggling to remain in school and graduate. Because students’ needs often go far beyond the classroom, the CIS of Coweta County assistance includes non-academic services such as housing assistance, healthcare, nutrition, personal mentoring, tutoring for students who work best in a non-traditional classroom setting, family assistance and parent engagement to provide students and family members with support and counseling, and beyond-the-classroom efforts to connect students with out-of-school enrichment programs, career training, and college prep activities.

With a community centered around student success, Coweta County continues to put in place and devise programs to support their students through K-12 and post-graduation. Through dual enrollment, AP courses, military recruiting, employment opportunities, and more, Coweta is an excellent example of members of the community joining together to build student success.

“Our aspiration is down the road to be at a place where in real time, support is provided for individual students and their families in the community”

-Evan Horton, Director of Student Services in Coweta County
Douglas County Educational Collaborative

- Engaging local businesses in workforce development and education initiatives
- Continuing to develop world-class P-12 and higher education programs
- Raising awareness of local job opportunities.

The Douglas County Community and Economic Development Strategic Framework is composed of four foundational pillars: Celebrate the Community, Invest with Intention, Cultivate Talent, and Build Business Success.

The newly formed Douglas County Educational Collaborative is supported through the Cultivating Talent Pillar committee. The Cultivating Talent Pillar aims to have ongoing success and accomplishment as Douglas County engages in meaningful partnerships focused on supporting students to be prepared for successful enrollment in post-secondary education, enlistment in the military, or employment upon graduation from high school.

Douglas Unite is composed of members from local businesses, educational institutions, and community agencies, including: Douglas County School System, West Georgia Technical College, Mercer University, University of West Georgia, Gordon Foods, Douglas County Economic Development Authority, RA-LIN and Associates, Medline, Assured Comfort Heating, Air and Plumbing, and WorkSource Atlanta Regional.

“We believe that by working collaboratively with public and private K-12 education, post-secondary education, government, health and human services we can work together to better support our students.”

-Douglas County Educational Collaborative
Healthy Haralson

- Advancing health equity among residents through health and education sectors
- Providing future career programs to ensure student success
- Developing a youth leadership culture

In striving to move toward adopting healthier habits, Healthy Haralson was formed through a partnership with Tanner Health System’s Get Healthy Live Well with the development of a 2018-2021 Community Health Improvement Plan as a collaborative effort of community members targeting specific task forces including healthy lifestyle and education, increasing awareness of existing resources, increasing provider resources, senior needs, substance misuse, and youth mental health. In June of 2017, the Healthcare Georgia Foundation awarded Tanner Healthy System the Two Georgias Initiative Grant to help improve health outcomes for Haralson County residents.

Programs have been built to support the Haralson community in order to provide community members with proper resources to lead healthier lifestyles. These programs, spearheaded by individual task forces, incorporate plans to improve health care and foster social, economic, and educational environments that promote health and eliminate health disparities.
The first Haralson Community Health Summit was held on March 19th at West Georgia Technical College Murphy Campus. The event included a community health workshop hoping to educate individuals on the needs of the community including increasing awareness of existing resources, healthy lifestyles and education, increasing provider resources, substance misuse, youth mental health and senior needs.

Healthy Haralson has created a partnership with local law and government officials to address the rising national and statewide opioid-related deaths. In partnership with the West Metro Drug Enforcement Task Force, local first responder training was provided for the carry and usage of naloxone, a medication used to counter an opioid overdose. Policies on how to properly carry, store, and administer Narcan have been implemented by Bremen City Fire and Police, Haralson County fire, and Tallapoosa City Police to be able to impact the 30,000 residents who reside in this county.

Another partnership was created between Tanner Health System, Ambucare, and the Bremen Senior Center to offer local seniors a free CPR Anytime class. Training kits were provided that included everything needed for a community member to learn the lifesaving skills of CPR. Participants received one hour of training, which included hands-on practice and certificates of course completion.

An electronic service guide was created online and on a recorded hotline to promote easier access to resources in the community. Haralson County Electronic Community Resource Guide and Automated Telephone Support Line includes a robust listing of resources available to all community members and organizations. The automated telephone support line was developed with all Healthy Haralson task forces and SyncGlobal to reach citizens who lack access to a computer or internet service. Available resources include child and adult care, education and training, physical and mental health services, protective services, substance misuse resources, and more. The guide also includes services for residents who need help with basic necessities such as food, shelter, and utilities.

The Haralson Junior Leadership Team, a youth mental health group, was formed with 13 high school seniors from Bremen and Haralson High School to include youth voices in promoting Healthy Haralson and improving healthcare in the community. Together, these seniors have formed a plan to have a great impact on their community. The Haralson Junior Leadership Team has selected the Grow-a-Row program at their team project. They are working to establish a program in which all citizens of Haralson County grow one extra row of vegetables in their home gardens or on their farms and donate the extra produce to the local community food banks. This program aims to provide healthy food access to those needing assistance from area food banks.
Other programs from the Healthy Haralson initiative include the Kid’s Exhibit and Kids ‘N the Kitchen designed to help teach children about healthier lifestyles, healthy cooking skills and ways to improve their nutrition. Kids ‘N the Kitchen is a program designed to teach healthy cooking skills to students in kindergarten through eighth grade. Also, a Cooking Matters class was formed to help low-income residents improve nutrition by learning how to shop for and prepare healthy foods at home. This six-week, free class also connects families with food by teaching them how to prepare healthy, tasty meals on a limited budget. Nearly 90 community members have completed this course. Tai Chi for Health is also being offered to help adults increase mobility, improve balance and physical function, and reduce stress.

Tanner’s Get Healthy Live Well joined forces with Honda Precision Parts of Georgia in Tallapoosa and other community partners to make a big impact in Haralson County. The annual Honda’s Week of Service has included over 75 volunteers from Honda PPG, Healthy Haralson, Keep Haralson Beautiful, R.K. Redding Construction, The Blake House, and Haralson County 4-H. They built and planted community gardens and flowerbeds at three senior centers.

In addition to health and wellness initiatives, Haralson County has been chosen as an affiliate partner for the Georgia Measures of Academic Progress Assessment Partnership (GMAP). For the pilot, GMAP will partner with Northwest Evaluation Association, a not-for-profit provider of assessment solutions to create adaptive through the year assessments that will assess students three times a year and provide teachers with student growth data, timely data, narrative insights about student and class achievement, national percentiles, and much more upon completion of each administration. This assessment partnership will allow for the establishment of innovative assessment pilots to serve as a potential model for a statewide program that would allow districts to use alternative assessments to the Georgia Milestones to reduce the reliance on a single score regarding student growth and proficiency.

Haralson County High School is also involved in the Georgia’s Career Clusters/Pathways to provide a structure for organizing and delivering quality Career, Technical, and Agricultural Education (CTAE) programs in Georgia’s public high schools.
The Georgia's Career Clusters/Pathways model represents numerous career pathways to help students navigate their way to greater success in college and future careers. These pathways can help students to discover their interests and passions, empowering them to choose the educational pathway that may lead to success in high school, college, and career. Haralson County High School offers 11 pathway opportunities in the CTAE department. Successfully passing the end of pathway assessment offers additional opportunities to our students, as many of these assessments provide students with state and national certifications.

Haralson County’s community collaborative has begun to build and sustain networks of support among the community to provide increased levels of support to meet the specific needs of each individual student. In just the beginning of its operations, great success has been formed in building programs and initiatives to promote healthy living in the Haralson community through the collaborative effort of individuals and organizations representing the community who share a vision to improve the overall health of Haralson County residents. The continued work to improve the community’s access to youth mental health services, meet the needs of senior citizens, reduce barriers to substance misuse prevention and treatment programs, increase provider resources and improve community health outcomes will be important to the continued success of Healthy Haralson.

“Programs have been built to support the Haralson community in order to provide community members with proper resources to lead healthier lifestyles.”

-Alicia Michael, Rural Health Outreach Coordinator, Tanner Health System
Heard County Community Collaborative

- Establishing and developing a P-20 cross-sector partnership
- Focusing on the student success outcomes of enrolled, enlisted, employed
- Implementing a comprehensive talent development structure

The Heard County Community Collaborative was launched through the Heard County Development Authority. The collective leadership in Heard County has made employed, enlisted, and enrolled the forefront and foundation of their school improvement and community support efforts to workforce development.

Heard County received a grant for the Heard Educational Rewards of Excellence (HEROEs), which is part of a community-based strategic plan, an incentive-based attendance/literacy initiative for all ages, intended to break the long-term poverty/low education cycles of youth following the paths of their elders toward perpetual poverty. Several best practices through the grant to improve attendance and reduce truancy identified were: school-community collaboration, use of incentives and sanctions, family involvement, establishment of a supportive context, mentoring and out of school opportunities, early intervention and focus on early literacy development, and assessment and evaluation of the program.

The Heard County Baby Braves program continues to receive positive acclaim and regional recognition. The program seeks to get an early start on school readiness through the Heard County School System implementation of a formal outreach program to parents and babies. The outreach program includes home visits by a district representative, annual invitations to class reunions at the local elementary school to meet their future teachers, and education of how to enhance school readiness. Since its beginning, the initiative has gained great momentum and accomplished more than expected. With an expansion helped by social media, the initiative started with a goal of reaching 300 children birth to age three and now are over 450 strong and continuing to grow. Baby Braves has become part of the Brave Nation and a source of great pride for the community. Other counties and communities have begun to replicate this approach to fostering relationships between families and the school system soon after the birth of the child.
Heard County has created a program, *Team Maze*, accredited as a highly effective method of getting life lessons across to students and learning about real life scenarios. The undertaking of the project was a community-builder through the inclusion of agencies involving scenarios created through simulations hoping to raise awareness and educate students in middle and high school about social issues students may face in life. As part of the health curriculum, students are provided with packets and resource guides. As the simulations involve many scenarios the students may encounter through life, one of the final simulations mimics actual graduation rates for the students from the local high school. Feedback from parents and school administrators was overwhelmingly positive and expectations for the long-term impacts are high. The issues addressed and objectives set forth by this project are believed to have an impact on the Heard community as a whole for a long period of time.

*Telemedicine* has also been placed in schools to help improve graduation rates. Telemedicine, virtual doctor visits over video, is an attractive solution for bringing healthcare to schools. With the increase in the number of children with chronic health conditions like asthma and diabetes, school nurses are being supported by physicians. This program allows students to have fewer missed class hours and improves their quality of life by allowing them to form a consistent routine and enjoy fewer interruptions in their social interactions, and treatment in a familiar environment.

Heard county continues to help accelerate confidence for students entering the workforce with their Work-Based Learning program with the goal of producing responsible individuals and developing excellence. Their mission is to provide their students with opportunities for instruction in both academic and occupational skills, career exploration, and guidance in identifying employment and education goals. It allows students to have the opportunity to connect what they learn in school to with a work site application to enable a smoother transition into post-high school graduation or further higher education.
Workforce development programs continue in the high school with an Emergency Medical Associates (EMA) class to begin this fall with a certified instructor. As the school building was built with extra classrooms to be used for this purpose, the high school hopes to implement more workforce trainings on campus at the high school.

The middle and high schools have also added the Carl Vincent Institute Leadership development training curriculum. This curriculum will be customized to meet the needs of the community in Heard county and will incorporate team building and skills to help students succeed in enrolled, enlisted, and employed pathways.

As a tight-knit community, Heard county continues to align each program in leading towards employment, enlistment, and enrollment. As the community focuses on “cradling to career”, the community continues to plan programs to implement towards student success.

“Heard County continues to help accelerate confidence for students entering the workforce with their Work-Based Learning program with the goal of producing responsible individuals and developing excellence.”

-Kathy Knowles, Executive Director, Heard County Development Authority
The Education Collaborative has gained regional and state acclaim as a model for partnering with civic and community organizations. We are excited about what has already been accomplished and modeled since it began in 2014 and believe the future legacy will have a generational impact on the entirety of the West Georgia region.

1. Support development and implementation of collaborative community efforts in the West Georgia region, especially where partnering relationships already exist.

2. Improve efficiencies and effectiveness of the P-20 model framework customized to the respective communities within the regional network.

3. Continue development of the communication and marketing strategies and tools such as the Annual Regional Summit.

4. Develop and expand the regional Financial Literacy Teacher Institute to promote P-20 learning networks among instructors, professors, and teachers in the West Georgia Region.

5. Continue development of key indicators of student performance such as kindergarten readiness, third-grade literacy and numeracy, seventh-grade algebra readiness, high school graduation, and college and career success along the P-20 continuum that align with the operational goals of each community collaborative.

A note of thanks and appreciation to all the community members for their leadership in pursuit of these goals!
EDUCATION COLLABORATIVE

A COMMUNITY-BASED APPROACH FOR STUDENT SUCCESS IN THE WEST GEORGIA REGION