



Comprehensive Local Needs Assessment 2026 - 2027 District Report



Emanuel County



CONSULTATION

1.1 Identification of Team

The comprehensive local needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the eligible recipient. (N/A may be used if the eligible recipient does not have a required team member employed by their system).

Required Team Members

Position/Role	Name	
Superintendent/ Assistant Superintendent	Dr. Denise Warnock, Superintendent/ Mr. Jansen Ware, Assistant Superintendent	
School Administrator(s)	Mr. Rob Gray, Swainsboro High School; Mrs. Brooke Frye, ECI; and Dr. Gail H. Greenway, Swainsboro Middle School	
CTAE Director	Mr. Chip Fleming	
Title I, Part A Director	Mrs. Anetria Edenfield	
Homeless Liaison (McKinney-Vento Homeless)	Mrs. Dionne Gamble, Mrs. Olivia Golden	
Neglected & Delinquent Coordinator	Mrs. Dionne Gamble, Mrs. Olivia Golden	
Rural Education Initiative Coordinator	Mrs. Dionne Gamble, Mrs. Olivia Golden	
Special Education Director	Mrs. Demita Clark-Hubbard	
Foster Care Point of Contact	Mrs. Dionne Gamble, Mrs. Olivia Golden	
Title II Part A Coordinator	Mrs. Anetria Edenfield	
Title III Director	Mrs. Anetria Edenfield	
Title IV Director	Mrs. Anetria Edenfield	
School Counselor(s)	Mrs. Jamie Johnson and Mrs. Angela Hooks, Swainsboro High School; Ms. Ayana Wright and Ms. Monica Pace, Swainsboro Middle School; Ms. Mandy Rigdon and Mr. George Bakey, ECI	
CTAE Teachers	Kendall Hadden, WBL Coordinator; Sandra Mason, CTI Coordinator; Kelli Mendieta, Culinary Arts teacher; Faith Patrick, Ag Teacher; Ashley Henry, Ag Teacher; Linda Kelly, Business; Shayla Coleman, Business; Anna Johnson, FACS Teacher; Tori Pellerin, Ag Teacher; Brooke Boyette, Business Teacher; Kristen Blanford, E&T Teacher/ John Nelson, JROTC Instructor, Robert Yarbrough, JRTOC Instructor; Phillip	

Required Team Members

Position/Role	Name	
Specialized Instructional Support Personnel & Paraprofessionals	Mrs. Sandra Mason, CTI Coordinator	
Work-Based Learning Coordinator	Mr. Kendall Hadden, WBL Coordinator	

Recommended and Additional Team Members

Position/Role	Name	
Human Resources Director	Ms. Valorie Watkins	
High School Curriculum Director	Mrs. Stefanie Mason	
Additional Members	Mrs. Anetria Edenfield, Federal Program Coordinator; Dr. Shannon Lawrence, Young Farmer/CTAE Administrator	

CONSULTATION

1.2 Identification of CTAE CLNA Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the eligible recipient. N/A may be used for Recommended and Additional Stakeholders but not Required Stakeholders.

Required Stakeholders

Position/Role	Title and Business/Industry or Agency	Name
Postsecondary Career and Technical Education Faculty and Administrators	Dual Enrollment Coordinator	Morgan Clifton, East Georgia State College; Melissa Rowell, Southeastern Technical College
Business & Industry Representatives	Jemison Metals, Interfor, America Knits, Nordson Corporation, Crider Foods, WinCore	Brandi Sapp, Joe Holloway, Brandon Jones, Josh DeBose, Mandy Reedy, Lashanta Marion, Sarah Wardlow, Tracy Mason, Marcus Simmons, Steve Hawkins, Robyn Woods, Ben Patterson, Lindsay Winders, Avery Williams
Representatives of state or local workforce board	Executive Director, Swainsboro/Emanuel County Chamber of Commerce	Mr. Ken Warnock
CTAE Parents	Parents	Kelli Torpy, Angela Hooks, Matt Braswell
CTAE Students	Swainsboro High School and Emanuel County Institute Seniors	302 Responses
Representatives of Special Populations	CTI Coordinator	Sandra Mason
Representatives of Teacher Prep Programs	East Georgia State College / Southeastern Technical College	Amelia Simmons (EGSC); Kay Willson (STC)

Recommended and Additional Stakeholders

Position/Role	Title and Business/Industry or Agency	Name
Chamber of Commerce Representative	Executive Director, Chamber of Commerce	Mr. Ken Warnock
Development Authority Representative	Executive Director, Chamber of Commerce	Mr. Ken Warnock
Department of Labor Representative	Executive Director, Chamber of Commerce	Mr. Ken Warnock

Recommended and Additional Stakeholders

Position/Role	Title and Business/Industry or Agency	Name
Military Liaison	JROTC Instructor	SFC John Nelson (Retired)
Family Connection Representative	Family Connections Coordinator	Tammy Allen
Additional Stakeholders	Sonya Wilson	Dean of Industrial Technologies

1. DATA COLLECTION AND ANALYSIS

1.1 Core Indicators of Performance

Evaluating CTAE concentrators' performance on the core indicators of performance		
Exemplary	All Core Indicators of Performance were met	
Operational	Seven or more Core Indicators of Performance were met	
Emerging	Four to six Core Indicators of Performance were met	✓
Not Evident	Three or fewer Core Indicators of Performance were met	

1. What does the data say about student achievement? Sub-groups? Special populations?	Overall, Emanuel County Schools are performing at the emerging level for core indicators. Six of the ten core indicators were met by the district. The four core indicators that were not met in the district included 1S2 Extended Graduation Rate, 2S1 Academic Proficiency in Reading Language Arts, 3S1 Post-Program Placement, and 4S1 Non-Traditional Program Concentration. Performance data indicates that overall student achievement is strong, particularly in graduation, pathway completion, credential attainment, and postsecondary placement. The district maintains a 97% four-year graduation rate, exceeding the state target, and 83% of CTAE concentrators complete a career pathway, demonstrating strong program engagement and completion. Additionally, 72% of students earn a credential of value, significantly surpassing the state target, and 92% of graduates enter postsecondary education, employment, or military service within six months of graduation, showing effective workforce preparation. Subgroup data show that graduation rates remain consistently high across racial groups and economically disadvantaged students perform comparably to overall averages, indicating strong program access and equity in completion. However, gaps exist in academic proficiency and work-based learning participation for some groups. Students with disabilities demonstrate lower proficiency rates in reading, mathematics, and science, and participation in work-based learning experiences is lower among some student groups. Overall, the data suggest that Emanuel County's CTAE programs are successfully preparing students for graduation and career placement while highlighting opportunities to expand academic supports and equitable access to workforce experiences for special populations.
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2. Where do the biggest gaps in performance exist between groups of learners for each core indicator?	1S1- Four Year Graduation Rate-State (96.66%) ECS (97.47%) Data shows relatively small gaps between most groups of learners, indicating that Emanuel County is graduating CTAE concentrators at high and fairly equitable rates. The overall graduation rate for FY2025 is 97%, which exceeds the state target of 96.66%. The largest gap appears among special population groups, particularly students with disabilities, who graduate at a rate of 91.4%, compared to the overall district rate of 97%, representing a gap of approximately 5–6 percentage points. Differences between gender groups are minimal, with female students
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	graduating at 98% and male students at 96%, indicating only a small gap in outcomes. Similarly, graduation rates across racial and ethnic groups remain consistently high. Black students graduate at 96.8%, White students at 97.1%, and Hispanic students at 100%, showing very little variation between groups. Overall, the data suggest that the most notable performance gap in this indicator occurs between students with disabilities and the overall student population, while graduation outcomes across gender and racial subgroups remain strong and relatively consistent. 1S2- Extended Graduation Rate-NOT MET - State (97.03%) ECS (95.2%) The largest gap appears between students with disabilities and the overall student population. Students with disabilities graduate at a rate of about 91 percent, while the overall extended graduation rate is about 95 percent, creating a gap of roughly four percentage points. A smaller gap is also visible between male and female students. Female students graduate at a rate of about 98 percent compared to about 93 percent for male students. Differences between racial groups are minimal, with Black students graduating at about 96 percent, White students at about 94 percent, and Hispanic students at about 94 percent. Overall, the data suggest that the most notable performance gap in this indicator occurs for students with disabilities, while outcomes across gender and racial groups remain relatively similar. 2S1- Academic Proficiency (Reading/Language Arts)-NOT MET - State (77.62%) ECS (67.12%) The largest gaps in performance for this indicator occur between students with disabilities and the overall student population. Students with disabilities demonstrate proficiency at about 17.5 percent, while the overall proficiency rate is about 67 percent, creating a gap of nearly 50 percentage points. Additional gaps appear between racial groups. White students demonstrate proficiency at about 74.7 percent, compared to about 54.6 percent for Black students, resulting in a gap of roughly 20 percentage points. Hispanic students perform between these groups at about 69.2 percent. There is also a difference between gender groups. Female students demonstrate proficiency at about 72 percent, while male students demonstrate proficiency at about 61 percent, creating a gap of about 11 percentage points. Overall, the most significant disparity in this indicator is for students with disabilities, followed by gaps between racial groups and smaller differences between male and female students. 2S2-Academic Proficiency (Mathematics)- State (36.01%) ECS (64.1%) The largest gaps in performance for this indicator occur between students with disabilities and the overall student population. Students with disabilities demonstrate proficiency at about 21.05 percent, while the overall proficiency rate is about 64.1 percent, creating a gap of more than 40 percentage points. Additional gaps appear between racial groups. White students demonstrate proficiency at about 79.25 percent, compared to about 43.75 percent for Black students, resulting in a gap of more than 35 percentage points. Hispanic students perform between these groups at about 69.23 percent. Differences between gender groups are relatively small. Male students demonstrate proficiency at about 66 percent, while female students demonstrate proficiency at about 63 percent. Overall, the most significant disparities in this indicator occur for students with disabilities, followed by gaps between racial groups, while gender differences remain minimal. 2S3-Academic Proficiency (Science) State (46.01%) ECS (69%) The
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	largest gaps in performance for this indicator occur between students with disabilities and the overall student population. Students with disabilities demonstrate science proficiency at about 26.47 percent, while the overall proficiency rate is about 69 percent, creating a gap of more than 40 percentage points. Additional gaps are present between racial groups. White students demonstrate proficiency at about 84.76 percent, while Black students demonstrate proficiency at about 49.45 percent, resulting in a gap of more than 35 percentage points. Hispanic students perform between these groups at about 70.37 percent. Differences between male and female students are relatively small. Male students demonstrate proficiency at about 70 percent, while female students demonstrate proficiency at about 68 percent. Overall, the most significant disparities in this indicator occur for students with disabilities, followed by gaps between racial groups, while gender differences remain minimal. 3S1- Post Program Placement- NOT MET - State (95.96%) ECS (92.31%) The gaps in performance for this indicator are relatively small compared to the academic indicators. Students with disabilities demonstrate post-program placement at about 88.89 percent, compared to about 92 percent overall, creating a gap of a little over 3 percentage points. There are also small differences between racial groups. Black students demonstrate placement at about 93.59 percent, while White students demonstrate placement at about 91.49 percent. Hispanic students demonstrate placement at about 88.89 percent, which is slightly lower than the other groups. Differences between gender groups are minimal. Female students demonstrate placement at about 94 percent, while male students demonstrate placement at about 91 percent. Overall, the most noticeable gap occurs for students with disabilities and Hispanic students, but the differences across groups are relatively small and post-program placement outcomes remain high for all learners. 4S1- Nontraditional Students in Program Concentration- NOT MET - State (15.17%) ECS (15.15%) The largest gaps in performance for this indicator occur between gender groups participating in nontraditional programs. Female students demonstrate participation at about 36 percent, while male students demonstrate participation at about 2 percent. This represents a gap of more than 30 percentage points between the underrepresented gender groups in nontraditional career fields. Additional differences appear between racial groups. White students participate in nontraditional programs at about 17.65 percent, while Black students participate at about 11.54 percent, creating a smaller gap between these groups. Students with disabilities demonstrate participation at about 20 percent, which is slightly higher than the overall district participation rate of about 15 percent. Overall, the most significant disparity in this indicator occurs between male and female students in nontraditional career pathways, while differences between racial groups and special populations are smaller. 5S3- Participation in Work Based Learning- State (40.92%) ECS (42.6%) The largest gaps in performance for this indicator occur between racial groups in participation in work-based learning. White students participate at about 57.43 percent, while Black students participate at about 33.33 percent and Hispanic students participate at about 23.08 percent. This creates a gap of more than 30 percentage points between White students and Hispanic students. There is also a
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	noticeable difference between gender groups. Female students participate in work-based learning at about 49 percent, while male students participate at about 35 percent. Students with disabilities participate at about 27.59 percent, which is lower than the overall participation rate of about 43 percent and indicates another gap between special populations and the general student population. Overall, the most significant disparities in this indicator occur between racial groups and between students with disabilities and the overall student population, while gender differences are present but smaller. 5S4- CTAE Pathway Completion- State (43.66%) ECS (83.15%) The gaps in performance for this indicator are relatively small compared to several other indicators. The largest differences appear between racial groups. White students complete CTAE pathways at about 90.35 percent, while Black students complete pathways at about 74.78 percent, creating a gap of about 15 percentage points. Hispanic students complete pathways at about 87.1 percent, which is between the other two groups. Differences between special populations are smaller. Students with disabilities complete pathways at about 78.95 percent, which is slightly lower than the overall completion rate of about 83 percent. There is little difference between gender groups, with both male and female students completing pathways at about 83 percent. Overall, the most noticeable gap in this indicator occurs between racial groups, particularly between White and Black students, while differences among gender groups and special populations are relatively small. 5S5- Credentials of Value- State (43.64%) ECS (71.89%) The largest gaps in performance for this indicator occur between gender groups. Female students earn credentials of value at about 82 percent, while male students earn credentials at about 61 percent, creating a gap of more than 20 percentage points. Another significant gap appears between students with disabilities and the overall student population. Students with disabilities earn credentials at about 54.29 percent, compared to the overall district rate of about 72 percent. Differences between racial groups are smaller but still present. White students earn credentials at about 75.94 percent, while Black students earn credentials at about 66.04 percent. Hispanic students perform between these groups at about 71.43 percent. Overall, the most noticeable disparities in this indicator occur between male and female students and between students with disabilities and the overall student population, while gaps between racial groups are smaller. Across the ten indicators, the most noticeable disparities appear in the academic proficiency indicators and for certain special populations. The largest gaps occur for students with disabilities in reading, mathematics, and science. Reading proficiency for students with disabilities is about 17.5 percent compared to about 67 percent overall. Mathematics proficiency for students with disabilities is about 21 percent compared to about 64 percent overall. Science proficiency for students with disabilities is about 26 percent compared to about 69 percent overall. There are also consistent gaps between racial groups in academic performance. White students demonstrate proficiency rates of about 74.7 percent in reading, 79.25 percent in math, and 84.76 percent in science, while Black students demonstrate lower rates
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	of about 54.6 percent in reading, 43.75 percent in math, and 49.45 percent in science. Work-based learning participation shows a notable gap between racial groups, with White students participating at about 57.43 percent compared to about 33.33 percent for Black students and about 23.08 percent for Hispanic students. Credential attainment shows a noticeable gender gap, with female students earning credentials at about 82 percent compared to about 61 percent for male students. In contrast, graduation rates, pathway completion, and post-program placement show minimal gaps, with most groups performing between about 90 percent and 100 percent across those indicators.
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1. DATA COLLECTION AND ANALYSIS

1.2 Labor Market Alignment

Determining Labor Marketing Demand		
Exemplary	All current career pathways align to current industry demand and needs.	
Operational	Half (50%) of current career pathways align to current industry demand and needs. Projected industry growth has been analyzed and processes are in place to phase in new career pathways and phase out those that do not align to industry demand.	✓
Emerging	One/Fourth (25%) of current career pathways align to current industry demand and needs. Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	
Not Evident	No evidence of an alignment.	

1. What industries are projected to grow the most in Georgia, your region, or local area in the short, medium and long terms? Which of these occupations meet a state-determined definition of high-skill, high-wage and/or in-demand (as listed in the Top State for Talent Act)?	Analysis of the Heart of Georgia Region labor market data indicates that the regional economy is supported primarily by government, retail, manufacturing, health care, and construction industries. Government remains the largest sector with approximately 22,776 jobs, followed by retail trade with about 12,670 jobs and manufacturing with about 12,468 jobs. Construction experienced one of the largest increases, growing by 1,329 jobs (25 percent), while professional, scientific, and technical services increased by 580 jobs (35 percent). Health care and agriculture also experienced growth, with health care adding 436 jobs and agriculture increasing by 456 jobs between 2019 and 2024. The largest detailed industries include local government education and hospitals with 9,975 jobs and restaurants with 6,834 jobs. Occupation projections indicate continued demand in transportation, sales, and office support occupations, with transportation and material moving occupations projected to grow by 1,054 jobs (11 percent) by 2033. High annual openings occur in fast food workers (840 openings annually), retail salespersons (494), and heavy and tractor-trailer truck drivers (291). Healthcare occupations such as registered nurses and nursing assistants also show strong demand. Educational attainment data shows that in Emanuel County about 41.5 percent of residents hold a high school diploma or GED, 25.1 percent have some college or an associate degree, and 12.8 percent hold a bachelor's degree or higher, which is significantly lower than the statewide average of 34.2 percent. Overall, the data suggests that regional workforce needs are concentrated in healthcare, construction, transportation and logistics, agriculture, and service industries, highlighting the importance of CTAE programs and postsecondary credentials aligned with these high-demand career fields. The labor market data indicates that several industries are projected to experience continued growth that directly impacts workforce needs in Emanuel County. In the short term, health care, social assistance, government services, restaurants, and administrative and support services represent some of the largest employment sectors in the region. Regionally, hospitals, local government education, restaurants,
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	and public sector services continue to represent major employment bases. The report also identifies several fast-growing detailed industries including offices of physicians, crop production, utility system construction, wood product manufacturing, cement and concrete product manufacturing, highway and bridge construction, residential and nonresidential construction, freight trucking, and architectural and engineering services. These industries reflect the economic structure of Emanuel County and the surrounding Heart of Georgia region, where health care, agriculture, construction, transportation, and public services are primary employment drivers. In the medium and long term, occupational projections for the region show strong demand in transportation and logistics, construction and extraction, installation and repair, health care practitioners and support services, business operations, and management occupations. Specific occupations projected to have significant annual openings include heavy and tractor-trailer truck drivers, nursing assistants, licensed practical nurses, medical assistants, HVAC mechanics, automotive service technicians, and construction trades. At the bachelor's degree level, high-demand careers include registered nurses, accountants, human resource specialists, business operations specialists, and general and operations managers. Many of these occupations align with Georgia's Top State for Talent Act and the High Demand Career List because they meet the state definition of high-skill, high-wage, or in-demand occupations. These careers typically require postsecondary credentials, industry certifications, or advanced technical training and offer strong wage potential and employment stability. Overall, the regional labor market analysis indicates that Emanuel County should prioritize workforce preparation and career pathways aligned with health care, transportation and logistics, skilled trades, agriculture / agribusiness, manufacturing, and business operations. These sectors represent both current employment strengths and projected future growth areas, and many of the associated occupations meet the state's criteria for high-skill, high-wage, and in-demand careers. Aligning CTAE programs and work-based learning opportunities with these regional workforce needs will help ensure that students graduate prepared for both local employment opportunities and continued postsecondary education.
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2. List current CTAE pathways by clusters and indicate which pathways align to the Top State for Talent Act at the regional and state levels. Where are there gaps?	Current pathways offered in Emanuel County include: Agriculture, Food, and Natural Resources -- As stated above, with the land mass in Emanuel County, the Ag career cluster is very important to our local economy. All of the courses in this pathway relate to many careers in our area. ● Agriculture Mechanics Systems ● Agriculture Metal Fabrication ● Plant and Landscape Systems ● Forestry and Animal Science Systems ● Forest Mechanical Systems ● Horticulture and Forest Science ● Horticulture/Mechanical systems Business, Management, and Administration -- As stated above, Retail
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	Trade and Professional and Technical Services are in the top careers in our area. This pathway has tremendous carryover to all other pathways and trains students for success in many areas. The focus of this pathway is to provide an overview of business and technology skills required for today's business environment. Even if students choose another pathway as a career, this pathway will give them skills to be successful in most other pathways/careers. ● Business and Technology -- According to the Georgia's Hot Careers to 2028, there will be 4,890 openings for Accountants and Auditors. Through EDGE College and Career Academy we are now offering the following dual enrollment pathways: Business Technologies: ● Accounting Clerk Assistant ● Accounting Fundamentals ● Customer Contact Specialist ● Office Accounting Specialist ● Microsoft Word Applications Prof. ● Small Business Management Cyber and Computer Related: ● Cybersecurity Fundamentals Human Services -- As seen in the data above, Accommodation and Food Services is the third largest industry in Emanuel County. ● Nutrition and Food Science ● Culinary Arts Through EDGE College and Career Academy we are now offering the following dual enrollment pathways: Personal and Public Services: ● Introduction to Criminal Justice ● Salon and Spa Support Specialist ● Early Childhood Care & Educ Basics Science, Technology, Engineering, Industrial technologies, transportation and logistics, and Mathematics -- In Emanuel County, our Engineering & Technology instructors provide a solid foundation for students enrolled in this course in various career clusters. This pathway prepares students for careers in many occupations including: Manufacturing, Professional and Technical Services; Construction; Management of Companies and Enterprises. It also prepares students for various HOT Careers including: Airline Pilots, Copilots, & Flight Engineers; Civil Engineers; Construction Managers; General Operations Managers; Industrial Engineers; Mechanical Engineers; Aircraft Mechanics & Service Technicians; and Electrical Power-Line Installers & Repairs. ● Engineering & Technology Through EDGE College and Career Academy we are now offering the following dual enrollment pathways:
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	Industrial Technologies: ● Basic Machinist ● Gas Metal Arc Welder ● Industrial Systems/Robotics/PLC Transportation and Logistics: ● Diesel Electrical/Electronics Systems Technician ● Diesel Engines Service Technician Healthcare is a major workforce need in Emanuel County and the Heart of Georgia region. Health care and social assistance is one of the largest employment sectors locally, with continued demand for occupations such as registered nurses, licensed practical nurses, nursing assistants, and medical assistants. Local providers such as Emanuel Medical Center serve as key employers and partners in supporting workforce development. Emanuel County Schools addresses this need through CTAE healthcare pathways and partnerships at EDGE College and Career Academy. Through coursework, work-based learning opportunities, and dual enrollment with Southeastern Technical College, students are able to gain early exposure to healthcare careers and earn credentials that support entry into high-demand healthcare occupations or continued postsecondary training. Through EDGE College and Career Academy we are now offering the following dual enrollment pathways: Healthcare and Nursing: ● Nurse Aide
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3. Which pathways have insufficient or non-existent employer engagement?	Based on current program participation and employer partnership data, CTAE pathways in Emanuel County have some level of employer engagement, particularly those connected to healthcare, manufacturing, agriculture, and skilled trades through partnerships coordinated by EDGE College and Career Academy and our Agriculture pathway. Pathways aligned with healthcare, welding and manufacturing, and agriculture benefit from strong employer involvement through work-based learning placements, advisory committees, and industry partnerships with organizations such as Emanuel Medical Center, Jemison Metals, Nordson, and Crider Foods. However, some pathways have more limited employer engagement. Pathways in business, information technology, and certain education or service-related career clusters tend to have fewer structured industry partnerships and fewer work-based learning placements compared to technical or industrial programs. These pathways often rely more heavily on classroom-based instruction and career exploration activities
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	rather than direct employer engagement. In addition, newer or lower-enrollment pathways may have fewer established partnerships simply due to limited student participation or emerging program development. As part of the continuous improvement process, Emanuel County Schools is working to expand employer engagement across all career clusters by strengthening advisory committees, increasing internship and job shadowing opportunities, and developing additional partnerships with local businesses and community organizations. These efforts will help ensure that all CTAE pathways provide students with meaningful exposure to local workforce opportunities and industry expectations.
4. What is the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation and/or phasing out/closure of CTAE pathways?	Secondary, postsecondary, and industry partners play a critical role in the development, implementation, and continuous improvement of CTAE pathways in Emanuel County Schools through collaboration with EDGE College and Career Academy. Secondary school leaders, CTAE instructors, counselors, and district administrators regularly review enrollment trends, workforce data, and program outcomes to determine which pathways should be expanded, modified, or phased out. These discussions occur through district planning meetings and CTAE advisory committees to ensure that programs remain aligned with student interest and workforce needs. A significant component of this collaboration is the partnership between Emanuel County Schools and Southeastern Technical College in the development and operation of EDGE College and Career Academy. This partnership allows students to access dual enrollment coursework, technical certificates, and industry-aligned training while still enrolled in high school. Through this partnership, CTAE pathways are aligned with Southeastern Technical College programs so students can transition seamlessly into technical diplomas, certificates, or associate degree programs after graduation. Employer and industry partners are also actively involved in guiding CTAE program development and implementation. Local workforce partners including Emanuel Medical Center, Jemison Metals, Nordson, and Crider Foods participate in advisory committees and provide direct feedback regarding workforce needs, emerging industry trends, and required technical skills. These partners support program implementation by offering internships, work-based learning placements, facility tours, guest speakers, and guidance on industry equipment and certifications. Industry representatives also assist in evaluating pathway effectiveness and may recommend modifications or the development of new pathways when workforce demand changes. Through these collaborative partnerships between secondary schools, Southeastern Technical College, and regional industry leaders, Emanuel County Schools ensures that CTAE pathways remain responsive to regional labor market needs while providing students with meaningful career preparation and postsecondary opportunities.

5. What percentage of your students are participating in meaningful work-based learning experiences? How does this vary across pathways or Career Clusters? Across student groups?	In Emanuel County, 43 percent of CTAE concentrators who graduated in FY2025 participated in meaningful work-based learning experiences aligned to their CTAE pathway. Specifically, 95 of the 223 CTAE concentrators who graduated earned at least one credit in work-based learning. This represents an increase from 37 percent in FY2024 and 34 percent in FY2023 and exceeds the state target of approximately 40.9 percent, indicating continued progress in expanding student access to work-based learning opportunities. Participation varies across student groups. Female students participate at a higher rate than male students, with approximately 49 percent of female CTAE concentrators completing a work-based learning experience compared to about 35 percent of male students. Differences are also present among racial groups, with White students participating at approximately 57.43 percent, Black students at 33.33 percent, and Hispanic students at 23.08 percent. Economically disadvantaged students participate at approximately 42.6 percent, which is consistent with the district average, while students with disabilities participate at a lower rate of approximately 27.59 percent. Work-based learning opportunities are supported through partnerships coordinated through EDGE College and Career Academy and local employers. Pathways connected to healthcare, manufacturing, agriculture, and skilled trades often provide stronger opportunities for internships, job shadowing, and work placements through partnerships with local employers such as Emanuel Medical Center, Jemison Metals, Nordson, and Crider Foods. Continued expansion of employer partnerships and structured work-based learning experiences will help increase participation across additional career pathways and improve access for underrepresented student groups. Emanuel County Schools is launching the EDGE College and Career Academy Summer Bridge Internship Program to increase work-based learning opportunities and strengthen partnerships with local industry. This new program will provide students with early exposure to real-world work environments while helping connect CTAE pathways to local workforce needs. The Summer Bridge Internship Program will help strengthen relationships with industry partners such as Emanuel Medical Center, Jemison Metals, Nordson, and Crider Foods, while also building new partnerships with local agribusinesses and agricultural producers throughout Emanuel County. These experiences will allow students to explore careers in healthcare, manufacturing, skilled trades, and agriculture while supporting the development of a local workforce pipeline aligned with community employer needs.
6. Are there immediate employer needs in your community that you can help meet? If yes, what are those needs? What about longer term needs toward which you can start building a pipeline?	There are immediate employer workforce needs in Emanuel County that CTAE programs can help address through current pathways, work-based learning opportunities, and industry partnerships. Regional labor market data and employer feedback indicate strong demand for workers in healthcare, manufacturing, transportation and logistics, construction trades, and agriculture. Local employers such as Emanuel Medical Center, Jemison Metals, Nordson, and Crider Foods have identified ongoing needs for employees with technical skills in areas such as patient care support, welding and metal fabrication, industrial

	maintenance, production operations, and mechanical repair. Additional short-term workforce needs include commercial truck drivers, HVAC technicians, construction trades workers, and automotive technicians, all of which align with current regional occupational openings and workforce demand. To help address these needs, Emanuel County Schools continues to expand career pathway opportunities through EDGE College and Career Academy in partnership with Southeastern Technical College and regional employers. The district is currently developing a new materials handling certificate program through EDGE CCA that will provide students with industry-recognized training in logistics and workplace safety. This program will allow students to earn OSHA 10 and OSHA 30 safety certifications along with forklift certification, preparing them for entry-level positions in manufacturing, distribution, warehousing, and logistics operations. In the longer term, workforce projections indicate continued demand in healthcare professions, skilled trades, transportation and logistics, advanced manufacturing, and business operations. Through dual enrollment opportunities, technical certificates, industry certifications, and work-based learning placements coordinated through EDGE CCA, Emanuel County Schools is building a sustainable workforce pipeline aligned with regional economic needs. These partnerships ensure that CTAE pathways remain responsive to employer needs while providing students with the credentials and skills necessary to transition successfully into high-demand careers or postsecondary education.
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1. DATA COLLECTION AND ANALYSIS

1.3 Size, Scope, and Quality

Ensuring complete CTAE pathways offered are sufficient in size, scope and quality to meet the needs of all students served.		
Exemplary	Eligible recipient exceeds the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9-12 student enrollment. All complete CTAE pathways offered by the eligible recipient must have all of the following characteristics: high-skill, high-wage or local in-demand occupation.	
Operational	Eligible recipient meets the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9 – 12 student enrollment. Each complete CTAE pathway offered by the eligible recipient must have at least one of the following characteristics: high-skill, high-wage or local in-demand occupation.	✓
Emerging	Eligible recipient has at least one required complete CTAE pathway and career cluster (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9 – 12 student enrollment. The one complete CTAE pathway offered by the eligible recipient must have one of the following characteristics: High-skill, high-wage or local in-demand occupation.	
Not Evident	Eligible recipient has no evidence of a complete CTAE pathway and career cluster.	

1. How many CTAE pathways are offered in your system? How many Career Clusters? How do these numbers align with the state-required number of CTAE Pathways?	Currently, Emanuel County Schools offers 13 CTAE pathways in 5 Career Clusters. We also offer nursing, welding, and diesel mechanics via EDGE College and Career Academy. These numbers do align to the state required number of CTAE pathways.
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2. What percentage of pathway completers are earning recognized credentials of value? Which credentials? How does credential attainment vary across pathways? Across student groups?	Students in Emanuel County have the opportunity to earn a Credential of Value once they complete their pathway. 77.42% do earn Credential of Values. COV earned include: Business, Engineering & Technology, Family and Consumer Science, Culinary Arts, and one of several Ag pathways. Ag pathways include: Plant and Landscape Systems, Ag Mechanics, Ag. Metal Fabrication, Horticulture and Mechanical Systems, Forestry, and Forest Mechanical Systems, and Horticulture and Forest Systems.
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3. Describe your maintenance and upgrade process that ensures your facilities and equipment are adequate given your pathway offerings, student enrollment and labor market needs?	Emanuel County Schools maintains a continuous review process to ensure that CTAE facilities and equipment remain aligned with pathway offerings, student enrollment, and regional labor market needs. District leaders, CTAE instructors, and advisory committees regularly evaluate program equipment, facility capacity, and industry standards to determine when upgrades or replacements are necessary. Input from local employers and postsecondary partners is also used to ensure that
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	instructional equipment reflects current workforce technology and practices. A major component of this process is the opening of EDGE College and Career Academy through the partnership between Emanuel County Schools and Southeastern Technical College. The development of EDGE CCA provided the opportunity to create instructional spaces specifically designed for career and technical education and to purchase equipment aligned with high-demand career pathways such as healthcare, welding and manufacturing, and other technical programs. As part of the facility development, the district invested in updated instructional equipment and resources to support hands-on training that mirrors real workplace environments. At this time, EDGE College and Career Academy has not yet received state funding and is currently supported solely through local funding provided by Emanuel County Schools. Despite this, the district has prioritized investing in equipment that support workforce-aligned programs and provide students with access to modern training environments. Through Perkins funding, local resources, and partnerships with industry, the district will continue to evaluate equipment needs and make upgrades as enrollment grows and labor market demands evolve, ensuring that CTAE programs remain aligned with industry standards and workforce expectations.
4. What percentage of learners have opportunities to participate in career technical student organizations (CTSOs)? How integrated are CTSOs with the pathway curriculum? How does this vary across pathways? Across student groups?	All high school learners in Emanuel County have the opportunity to participate in CTSOs. CTSO advisers, officers, and members work hard to recruit members. They setup informational tables at Open House, High School Orientation, and Middle School CTAE Night. During the first weeks of the new school year, CTSOs hold membership drives encouraging students to join the CTSO. Both schools have a Club Day schedule worked into the school calendar, allowing CTSOs to meet during the school day once a month, to alleviate the issue of transportation for those students who must ride the school bus. All CTSOs are also co-curricular and advisers/teachers provide CTSO activities within class assignments. All CTSOs also participate in CTAE Month activities during which time, they continue to recruit new members. Over many years Emanuel County Schools have had many subgroups that have not participated in CTSO's. There are fewer SWD and Economically Disadvantaged students who participate. There are barriers that create lack of participation for these students. The largest barrier being the cost associated with membership/competition/travel/transportation/etc. With that in mind Emanuel County Schools developed the Student Opportunity Fund through the Peach State Grant that will generate local funds by diverting state tax dollars to assist students that do not have the ability to participate in CTSO's. GVRA still funds registration costs for CTI students to attend conferences, competitions, and trainings. We have seen a significant increase in the number of CTI students competing and attending the state conference due to this.

1. DATA COLLECTION AND ANALYSIS

1.4 Career Pathway Programs of Study Implementation

Implementing the full scope of Program of Study		
Exemplary	All of the CTAE Pathways have implemented the full scope of Program of Study which: • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the state, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential	✓
Operational	Half (50%) of the CTAE Pathways have implemented the full scope of Program of Study which: • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the state, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential	
Emerging	One/Fourth (25%) of the CTAE Pathways have implemented the full scope of Program of Study which: • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the state, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential	
Not Evident	No evidence of a pathway with the full scope of program of study.	

1. How many of your programs of study have multiple entry and exit points? How does this vary across programs of study? Which stackable credentials are provided and in which program of study?	Emanuel County Schools provides multiple entry and exit points within several CTAE programs of study at our two high schools or through EDGE College and Career Academy to allow students to progress through career pathways at different stages of their high school experience while earning industry-recognized credentials. Pathways begin with introductory courses that allow students to explore career fields and build foundational skills, followed by more advanced courses that provide opportunities for industry certification, dual enrollment credit, and work-based learning. These layered opportunities allow students to enter a pathways at different grade levels and exit with
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	meaningful credentials that support either immediate employment or continued postsecondary education. The availability of entry and exit points varies across programs of study. Technical and workforce-focused pathways such as welding, manufacturing, agriculture, and healthcare typically offer multiple credential opportunities because they align with industry certifications and technical college programs. Through the partnership between Emanuel County Schools and Southeastern Technical College at EDGE College and Career Academy, students in several pathways have access to stackable credentials that allow them to continue their training beyond high school. These programs allow students to earn high school CTAE pathway completion while also earning dual enrollment credits, technical certificates, or industry-recognized credentials. Examples of stackable credentials include welding certifications in the manufacturing pathway, healthcare-related credentials and clinical experiences in the healthcare pathway, and agricultural certifications in agriculture-related programs. In addition, the district is developing a new materials handling certificate through EDGE College and Career Academy that will allow students to earn OSHA 10 and OSHA 30 safety certifications along with forklift certification. These credentials are designed to support careers in manufacturing, logistics, construction, and industrial operations. By offering multiple entry and exit points and stackable credential opportunities, Emanuel County Schools is working to ensure that students can build progressive career skills while meeting both local workforce needs and postsecondary education opportunities. Students also have the ability to compete in the corresponding CTSO in all pathways. Both Swainsboro High School and Emanuel County Institute have very successful CTSOs that have regional, state and national winners/finalist annually.
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2. Which pathways do you offer that incorporate relevant academic, technical and employability skills at every learner level? Do you currently offer an employability skills program for your CTAE students? If yes, which program and how is business and industry involved?	Emanuel County Schools offers several CTAE pathways across Emanuel County Institute, Swainsboro High School, and EDGE College and Career Academy that integrate relevant academic, technical, and employability skills at multiple learner levels. Pathways such as healthcare, welding and manufacturing, agriculture, business, and other technical programs are designed to incorporate academic standards, hands-on technical training, and workplace readiness skills throughout the sequence of courses. Students begin by developing foundational knowledge and career awareness, progress to technical skill development, and then apply those skills through advanced coursework, industry certifications, and work-based learning experiences. Through the partnership with Southeastern Technical College at EDGE College and Career Academy, students also have opportunities to participate in dual enrollment courses that align high school instruction with postsecondary programs and workforce expectations. One of the goals of the Emanuel County Strategic Plan involves implementing a curriculum for soft skills, referred to locally as Essential Skills. During industry data collection and analysis, 100% of the industry partners stated that the number one employee problem was lack of soft skills. WBL students have been required to complete
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	Georgia Best. Emanuel County Schools also incorporates employability skill development throughout its CTAE programs. Students develop workplace readiness skills such as communication, teamwork, professionalism, problem solving, and career planning through classroom instruction, career development activities, and work-based learning opportunities. Programs such as work-based learning placements, internships, job shadowing, and career exploration events coordinated through EDGE College and Career Academy provide students with real-world opportunities to practice these skills. During the past school year, Emanuel County Schools also implemented a new two-year certificate cycle through EDGE College and Career Academy focused on Entrepreneurship and Employability Skills. This program allows students to complete a 7 credit Technical Certificate of Credit (TCC) through the Technical College System of Georgia that focuses on starting a small business and developing essential employability skills. This credential provides students with foundational knowledge in entrepreneurship, workplace readiness, and business operations while allowing them to earn a postsecondary credential while still enrolled in high school. Business and industry partners play an important role in supporting employability skill development. Employers such as Emanuel Medical Center, Jemison Metals, Nordson, and Crider Foods participate in advisory committees, host student interns, provide job shadowing opportunities, and serve as guest speakers and mentors for CTAE students. These partnerships help ensure that employability skills taught in the classroom reflect real workplace expectations while providing students with meaningful exposure to career opportunities in the local community.
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3. What process is in place to ensure secondary and postsecondary alignment provides students a seamless transition? What process is in place to ensure secondary and postsecondary course duplication does not occur?	Emanuel County Schools works closely with postsecondary partners to ensure strong alignment between secondary CTAE pathways and postsecondary programs so that students experience a seamless transition both before and after graduation. Through the partnership between Emanuel County Schools and Southeastern Technical College at EDGE College and Career Academy, district leaders, counselors, and postsecondary staff collaborate regularly to review program requirements, course sequencing, and credential opportunities. This collaboration allows CTAE pathways offered at Emanuel County Institute, Swainsboro High School, and EDGE CCA to align directly with technical certificates, diplomas, and associate degree programs offered through Southeastern Technical College. Students are able to participate in dual enrollment courses and earn Technical Certificates of Credit while still enrolled in high school, allowing them to continue directly into advanced programs after graduation. Both high schools in the district use Academic Planner for all high school students. The students' academic plans are created while they are still in the 8th grade. The process begins with a CTAE Night for 8th grade students and parents. The WBL Coordinator / School to Career Coordinator gives a presentation overview of all pathways offered at the high schools. CTSOs have informational tables setup so
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	students/parents can mingle throughout the tables after the presentation. The CTAE FACS students prepare a meal for this activity. After the CTAE Night meeting, counselors meet with classes, small groups, and individually with 8th grade students to prepare their high school academic four year plan. Students are given the opportunity to select their pathway. All of this information is keyed into their Academic Plan in Infinite Campus. Each year after, during the registration period, students are given the opportunity to re-visit their academic plans and pathways. They can adjust and change as needed. Students and parents who are enrolled in dual enrollment courses meet individually with high school counselors to plan their college courses. The counselor works to ensure students are not duplicating post-secondary courses. It is recommended that representatives from CTAE attend the 6th grade transition meeting for students moving from elementary school to middle schools that offer CTAE Courses to help recruit for CTSO's.
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1. DATA COLLECTION AND ANALYSIS

1.5 Recruitment, Retention, and Professional Development

Establishing and implementing processes to improve Recruitment, Retention, and Professional Development of CTAE teachers, leaders, paraprofessionals, and staff		
Exemplary	The eligible recipient's CTAE teaching staff is made up of a diverse group of professional individuals who have been in their current position 3 years or more. Each CTAE teacher has a professional development plan in place.	
Operational	The eligible recipient has a one to ten percent (1% - 10%) turnover in CTAE staff for the last 3 years. Ninety to ninety-five percent (90% - 95%) of the CTAE teaching staff has been in their current role for at least 3 years and has a professional development plan in place.(CTAE teachers who are promoted within the county and retirees are exempt from the ten percent (10%) turnover in personnel).	
Emerging	The eligible recipient has a ten to fifteen percent (10% - 15%) turnover in CTAE staff for the last 3 years. Eighty-five to ninety percent (85% - 90%) of the CTAE teaching staff has been in their current role for at least 3 years. (CTAE teachers that are promoted within the county and retirees are exempt from the fifteen percent (15%) turnover in personnel).	✓
Not Evident	The eligible recipient has had sixteen percent (16%) or more turnover in the last 3 years.	

1. Which pathways do you need to develop or recruit faculty, paraprofessionals, and staff due to looming retirements, growing student interest and/or emerging priority employment areas?	Emanuel County Schools currently maintains a stable CTAE instructional workforce, with 17 of the 20 CTAE teachers having been in place for more than three years. This represents approximately 85 percent program stability, indicating that most pathways have experienced consistent instruction and program leadership. At this time, the district does not anticipate widespread immediate retirements across CTAE programs, however, continued monitoring of staffing needs is important as programs expand and student enrollment increases. Future staffing needs may arise in pathways that are experiencing increased student interest or that align with emerging workforce priorities in the region. Healthcare pathways may require additional instructional capacity as regional demand for healthcare professionals continues to grow and partnerships with Emanuel Medical Center and Southeastern Technical College expand. Manufacturing and skilled trades pathways, including welding and technical trades programs connected with local employers such as Jemison Metals, Nordson, and Crider Foods, may also require additional instructors as workforce demand and student participation increase. The needs in the areas will be worked out in partnership with Southeastern Tech as they arise with the growing enrollment through EDGE CCA. By maintaining a stable instructional workforce while planning for future program growth, Emanuel County Schools will continue to ensure that qualified faculty and staff are available to support expanding CTAE pathways and regional workforce needs.
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2. How diverse is your faculty, paraprofessionals, and staff? How closely does it reflect the demographic makeup of your student body? What processes are in place to recruit new educators?	Of the 20 CTAE teachers in our district, here is the breakdown that doesn't mirror the student body: ● 10 males ● 10 females ● 14 white ● 6 black Our Human Resources Department works to recruit new educators. There are teams that attend various career fairs in order to educate individuals regarding our open positions. Our long-term teachers tend to be "home-grown." Many of the educators who choose to commute to our system vary rarely stay long. We also utilize social media, Teach Georgia, festivals, local and regional job fairs and the local human resources site.
3. When and how do faculty, paraprofessionals, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?	Faculty, paraprofessionals, staff, and administrators in Emanuel County Schools have multiple opportunities throughout the school year to work with and learn directly from representatives of business and industry. These opportunities occur through CTAE advisory committee meetings, industry tours, professional learning events, and work-based learning partnerships coordinated through Emanuel County Institute, Swainsboro High School, and EDGE College and Career Academy. Advisory committees that include local employers meet regularly to review program curriculum, discuss emerging workforce needs, and provide feedback on industry standards, certifications, and equipment needs. These meetings allow educators to stay informed about current industry practices and ensure that classroom instruction reflects workforce expectations. Additional opportunities occur through partnerships with local employers such as Emanuel Medical Center, Jemison Metals, Nordson, and Crider Foods. These partners provide facility tours, guest speakers, internship placements, and work-based learning opportunities that allow educators to observe current workplace environments and learn about the skills and certifications required by industry. Teachers and administrators also collaborate with Southeastern Technical College faculty through the partnership at EDGE College and Career Academy to align curriculum, dual enrollment courses, and technical certificate programs with postsecondary training and workforce needs. Emanuel County Schools is also launching the EDGE College and Career Academy Summer Bridge Internship Program, which will further strengthen collaboration between educators and industry partners. Through this program, students will participate in structured summer internships with local businesses while educators and program leaders work closely with employers to coordinate training experiences and evaluate workforce skill expectations. This initiative will provide additional opportunities for school personnel to engage with industry partners while expanding work-based learning opportunities for students across Emanuel County.

4. How does the eligible recipient support CTAE teachers, paraprofessionals, and staff striving to upgrade skills and knowledge through professional development?	CTAE teachers in the district are encouraged to attend their professional development conference sponsored through CTAERN. They are also encourage to attend the GACTE Summer Conference. We have teachers attending GACTE this summer. All ag teachers are required to attend their summer and winter GVATA conference, as well as other supported PD over the summer.
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1. DATA COLLECTION AND ANALYSIS

1.6 Equity and Access

Progress towards Improving Equity and Access		
Exemplary	Strategies are in place to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
Operational	Strategies are in place BUT not utilized by ALL staff to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
Emerging	Some strategies are being implemented to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. A few programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	✓
Not Evident	No evidence of strategies.	

1. Which population groups are underrepresented in your CTAE programs overall? Which are underrepresented in particular program areas? Which are overrepresented?	In our district, we allow students to select the programs they enter. We are fortunate to have a very successful fine arts programs in our system. There are many students who select a fine arts pathway over a CTAE pathway. As stated previously also, with East Georgia State College and Southeastern Technical College right here in Swainsboro, a large percentage of our students choose to take dual enrollment classes versus CTAE pathway classes. These are great positive opportunities in our district but they decrease the number of CTAE concentrators we have. CTAE participation and performance data over the past three years shows that overall CTAE pathway completion in Emanuel County has steadily increased. The CTAE pathway completion rate increased from 73 percent in FY2023 to 79 percent in FY2024 and 83 percent in FY2025, indicating continued growth in student participation and successful completion of CTAE programs. Gender participation and completion rates show relatively balanced representation. In FY2025, both male and female students completed CTAE pathways at approximately 83 percent. However, female students slightly outnumber male students in overall CTAE participation, which is also reflected in work-based learning participation where females participate at higher rates than males. When examining racial subgroups, some differences in completion rates are visible. White students show the highest pathway completion
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	rate at approximately 90.35 percent in FY2025, increasing significantly from 72.5 percent in FY2023. Hispanic students also demonstrate strong participation and completion with rates of 91.67 percent in FY2023, 88.89 percent in FY2024, and 87.1 percent in FY2025. Black students have lower completion rates compared to other groups but still show improvement overall, increasing from 68.42 percent in FY2023 to 74.78 percent in FY2025. Among special populations, economically disadvantaged students participate in CTAE programs at rates similar to the overall student population, with pathway completion increasing from 72.8 percent in FY2023 to 79.31 percent in FY2024 and 83.15 percent in FY2025. Students with disabilities remain somewhat underrepresented in completion outcomes, though improvement is evident, increasing from 63.64 percent in FY2023 to 73.81 percent in FY2024 and 78.95 percent in FY2025. Overall, the data suggests that economically disadvantaged students are well represented in CTAE participation, while students with disabilities and some racial subgroups show lower completion outcomes compared to the overall student population. Female students tend to be slightly overrepresented in certain programs and work-based learning participation, while male participation is stronger in some technical and trades-related pathways. These patterns indicate opportunities to continue expanding access and support for underrepresented student groups while maintaining strong participation across CTAE programs.
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2. What barriers currently exist that prevent special population groups from accessing your programs? (individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101 (d)(1) of such title).	There are no barriers that keep these students from selecting the CTAE courses they want to take. Students pick their pathway while in the 8th grade and have the opportunity to change throughout their high school career. There are barriers that prevent our special populations students from participating in CTSO activities that take place outside of school hours. The most common barriers include transportation, education, and funding. Transportation and funding are main reasons our special populations students do not attend. They often live in households that simply cannot afford for them to attend. There is also a gap in education with some of these students and parents. They do not necessarily realize how beneficial these programs could be for the students. Many special populations students also feel too overwhelmed to join the CTSO beyond school activities. We are trying to combat this by hosting the CTAE Night activities and also by educating parents/students during Open House and Student Orientation. We have also put in place the Student Opportunity Fund through the Peach State Grant that will assist in financial barriers for all Emanuel County students involved in CTSO's. Parents were surveyed regarding why their students did not participate in CTSOs, if they were not members, and reoccurring responses included: lack of funding,/money, transportation, student not interested, not enough time.
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3. What efforts have been made to recruit and retain diverse populations of learners, including students in special pops, into your programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective?	Recruitment takes place throughout the school year. All CTSOs have informational tables setup during orientation and open house. They also offer a "rush" period during the first few weeks of school where they are attempting to recruit new members into CTSOs and the corresponding pathway. Advisement classes are held monthly with information shared regarding pathways. The high school CTSOs also host a "CTAE Night" at the middle school where all CTSO officers setup informational booths for students/parents to visit and ask questions.
4. What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning, dual enrollment and CTSOs? Which student groups are most affected by these barriers?	Transportation and funding are main reasons our special populations students do not attend. They often live in households that simply cannot afford for them to attend. There is also a gap in education with some of these students and parents. They do not necessarily realize how beneficial these programs could be for the students. With the opening of EDGE CCA we are able to close the transportation gap for dual enrollment. Parents were surveyed regarding why their students didn't participate in dual enrollment or WBL and reoccurring responses included: Lack of maturity, transportation, conflict with HS schedule, more interested in athletics/other extra-curricular activities.

2. ROOT CAUSE ANALYSIS

2.1 Root Cause Analysis - Part A (Overarching Needs)

Overarching Need # 1

Overarching Need	Data from the Comprehensive Local Needs Assessment (CLNA) surveys, local workforce analyses, industry advisory committee feedback, and student participation trends indicate that students need increased access to career preparation opportunities that are aligned with high-demand regional workforce needs. Current CTAE programs require continued investment in modern industry equipment, expanded work-based learning opportunities, and ongoing professional learning for instructors to ensure students develop the technical and employability skills required by regional employers.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	To address the identified gap between current career preparation opportunities and the evolving workforce needs of the region, Emanuel County Schools will implement a comprehensive strategy focused on expanding workforce-aligned CTAE programming, strengthening instructor capacity, and modernizing instructional environments. This approach will ensure students graduate with the knowledge, technical skills, and industry credentials necessary for success in high-demand careers. Expand and Strengthen CTAE Programs: Increase student access to high-quality CTAE pathways that reflect regional labor market demands by enhancing program offerings, expanding work-based learning experiences, strengthening business and industry partnerships, and increasing opportunities for students to earn industry-recognized credentials. Modernize Industry Technology and Learning Environments: Continue upgrading instructional equipment, software, and laboratory environments to align with current industry standards. Providing students with access to modern technologies and equipment used by employers will improve technical skill development, workforce readiness, and the transition into postsecondary education and employment. Professional Learning for CTAE Educators: Provide sustained, high-quality professional development that enables CTAE educators to remain current on industry trends, emerging technologies, instructional best practices, and credentialing requirements. Professional learning will include industry engagement, technical training, curriculum alignment, and collaboration with business and postsecondary partners to ensure instruction remains relevant and responsive to workforce demands.
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Overarching Need # 1

Additional Considerations	
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Overarching Need # 2

Overarching Need	The FY27 Comprehensive Local Needs Assessment (CLNA), business and industry partner recommendations, and CTAE program inventory identified significant gaps between current instructional equipment and industry standards, limiting students' opportunities to develop workforce-ready technical skills. Multiple CTAE laboratories contain outdated equipment and technology that no longer reflect current workplace practices, reducing students' exposure to industry-standard tools and processes. Priority areas identified for modernization during FY27 and FY28 include Business and Technology labs at ECI, SMS, and SHS; Culinary Arts at SHS; Food and Nutrition at ECI; Agriculture labs districtwide; Family and Consumer Sciences at SMS; and the 5th Grade Agriculture program at SES. Additionally, educators require ongoing technical training and professional learning to effectively implement new technologies and maintain instruction aligned with evolving workforce expectations.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	The Comprehensive Local Needs Assessment identified that several CTAE instructional laboratories no longer reflect current business and industry standards. Feedback from advisory committee members, employer partners, and equipment inventories indicates that students have limited opportunities to train with the same technologies and equipment used in today's workforce. Without modernization, students may graduate with technical skills that do not fully align with employer expectations, reducing workforce readiness and competitiveness in high-demand career fields. To address this gap, Emanuel County Schools will strategically modernize priority CTAE laboratories over FY27 and FY28 by replacing obsolete equipment, integrating current industry technologies, and improving instructional learning environments. Priority upgrades include Business and Technology laboratories at ECI, SMS, and SHS; Culinary Arts at SHS; Food and Nutrition at ECI; Agriculture laboratories; Family and Consumer Sciences at SMS; and the 5th grade elementary Agriculture program at SES. In addition to equipment modernization, CTAE educators will participate in sustained professional learning focused on operating new technologies, implementing industry best practices, and maintaining workforce-aligned instruction. Collaboration with business and industry partners will ensure
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Overarching Need # 2

Additional Considerations	instructional equipment, curriculum, and classroom practices remain responsive to regional workforce needs.
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Overarching Need # 3

Overarching Need	The FY27 Comprehensive Local Needs Assessment (CLNA), business and industry partner feedback, and program evaluations identified a need to strengthen ongoing professional learning for CTAE educators. Rapid advancements in industry standards, technology, credentialing requirements, and instructional practices require continuous professional development to ensure educators maintain current technical knowledge and deliver workforce-aligned instruction. Limited funding for sustained, high-quality professional learning reduces opportunities for CTAE educators to participate in industry training, credential renewal, curriculum development, and instructional best practices, impacting the district's ability to provide students with high-quality career and technical education.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	The Comprehensive Local Needs Assessment identified professional learning as a critical component in maintaining high-quality CTAE programs that are responsive to evolving workforce needs. As industry standards, equipment, technology, and credentialing requirements continue to change, CTAE educators must participate in ongoing professional learning to maintain technical expertise and effectively prepare students for high-skill, high-wage, and high-demand careers. Business and industry partners, postsecondary institutions, and advisory committee members have emphasized the importance of providing educators with regular opportunities to engage in industry training, technical certification updates, curriculum alignment, instructional technology training, and collaboration with workforce partners. Without sustained professional development, educators may have limited access to current industry practices, reducing the effectiveness of workforce-aligned instruction and limiting students' opportunities to develop the technical and employability skills required by regional employers. Investing in high-quality professional learning will ensure CTAE educators remain current with industry expectations, effectively implement new technologies and instructional strategies, maintain industry credentials, and strengthen connections with business and industry. These efforts will improve instructional quality, increase student engagement, support industry credential attainment, and better prepare students for postsecondary education and employment.
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Overarching Need # 3

Additional Considerations	
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Overarching Need # 4

Overarching Need	The FY27 The Comprehensive Local Needs Assessment (CLNA), regional labor market information, employer feedback, and recommendations from business and industry advisory committees identified a need to expand CTAE pathway offerings to better align with current and projected workforce demands. Regional employers continue to report increasing demand for skilled workers in unmanned aircraft systems (UAS), agricultural mechanics and metal fabrication, and heavy equipment operation and maintenance. Current CTAE program offerings do not fully address these high-demand career sectors, limiting students' access to workforce-aligned training and reducing opportunities to earn industry-recognized credentials in emerging and essential occupations.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	The continued growth of precision agriculture, advanced manufacturing, infrastructure development, construction, logistics, and technology-driven industries has significantly increased the demand for employees possessing specialized technical skills in unmanned aircraft operations, agricultural fabrication and welding, and heavy machinery operation and maintenance. Technological advancements across these industries have transformed workforce expectations, requiring employees to possess not only foundational technical skills but also experience with modern equipment, digital technologies, safety procedures, automation, and data-driven decision-making. Employers throughout Emanuel County and the surrounding region continue to report challenges in recruiting and retaining qualified workers with these competencies, creating a critical workforce gap that impacts business growth, productivity, and long-term economic sustainability. The Comprehensive Local Needs Assessment (CLNA), regional labor market information, and feedback from business and industry advisory committee members consistently identified these occupational areas as current and emerging workforce priorities. Local employers in agriculture, forestry, construction, transportation, manufacturing, utilities, and infrastructure development have emphasized the need for a stronger local talent pipeline capable of meeting increasing workforce demands. Advisory committee members have also identified the importance of exposing students to emerging technologies, industry-recognized credentials, and authentic workplace experiences that reflect the evolving needs of today's employers.
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Overarching Need # 4

Additional Considerations	Current CTAE program offerings provide students with a strong foundation in career and technical education; however, they do not fully address the growing workforce demand in these specialized technical fields. As a result, students have limited opportunities to develop the advanced technical competencies, earn industry-recognized credentials, and participate in work-based learning experiences that directly align with these high-demand occupations. Expanding these opportunities will better position students to transition successfully into employment, apprenticeships, military service, and postsecondary education while meeting the workforce needs of regional employers. To address this identified gap, Emanuel County Schools will expand CTAE programming by implementing pathways in Unmanned Aircraft Systems (UAS), Agriculture Metal Fabrication, and Heavy Machinery. The Unmanned Aircraft Systems pathway will prepare students for careers utilizing drone technology in agriculture, surveying, public safety, infrastructure inspection, environmental management, construction, logistics, and precision mapping. The Agriculture Metal Fabrication pathway will equip students with advanced welding, fabrication, agricultural mechanics, equipment repair, and manufacturing skills that support the region's agricultural and industrial workforce. The Heavy Machinery pathway will provide students with hands-on training in heavy equipment operation, diesel systems, preventive maintenance, equipment safety, and construction technologies that are essential to transportation, infrastructure, agriculture, and industrial operations. Each pathway will incorporate industry-recognized curriculum, modern instructional equipment, simulated and authentic workplace experiences, work-based learning opportunities, dual enrollment opportunities where appropriate, and strong collaboration with local employers and postsecondary partners. Students will develop technical competencies alongside critical employability skills, including problem solving, communication, teamwork, leadership, professionalism, and workplace safety. These experiences will provide students with meaningful career exploration while increasing opportunities to earn industry-recognized credentials and gain real-world experience prior to graduation. The implementation of these pathways will strengthen alignment between secondary education, postsecondary education, and regional workforce needs by expanding access to high-skill, high-wage, and high-demand career opportunities. In addition to increasing student career readiness, these programs will help develop a sustainable workforce pipeline that supports business and industry growth, addresses critical workforce shortages, and contributes to the long-term economic vitality and competitiveness of Emanuel County and the surrounding region.
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2. ROOT CAUSE ANALYSIS

2.2 Root Cause Analysis - Part B

Overarching Need - Data from the Comprehensive Local Needs Assessment (CLNA) surveys, local workforce analyses, industry advisory committee feedback, and student participation trends indicate that students need increased access to career preparation opportunities that are aligned with high-demand regional workforce needs. Current CTAE programs require continued investment in modern industry equipment, expanded work-based learning opportunities, and ongoing professional learning for instructors to ensure students develop the technical and employability skills required by regional employers.

Root Cause # 1

Root Causes to be Addressed	Students require expanded access to career preparation opportunities that are intentionally aligned with high-demand regional workforce needs. Currently, a gap exists between high school education and the expectations of postsecondary education and the workforce, driven by several key factors. High school curricula often emphasize broad academic knowledge but do not consistently provide the specific, applied skills and competencies required for success in college and career pathways. In addition, many students have limited exposure to career options and industry environments, which restricts their ability to make informed decisions about their future and understand workforce expectations. This lack of real-world experience and mentorship further contributes to the disconnect. Compounding this issue, workforce demands continue to evolve rapidly due to advancements in technology and shifting industry needs. Educational programs do not always keep pace with these changes, resulting in gaps in student preparedness for emerging careers and high-skill occupations. Expanding access to structured career-focused learning opportunities, such as those provided through a college and career academy, helps address these challenges. Districts can align instruction with industry needs, increasing career awareness, and providing students with relevant, hands-on experiences. These efforts ensure students are better equipped with the knowledge, skills, and experiences necessary for success in postsecondary education and the modern workforce.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Elements	I. Student Core Indicators of Performance II. Labor Market Alignment III. Size, Scope and Quality IV. Career Pathway Programs of Study Implementation

Additional Considerations	Emanuel County Schools opened an unfunded College and Career Academy in
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Root Cause # 1

Additional Considerations	FY26. The majority of the CCA is dual enrollment, however due to the inability to offer certain pathways at both high schools the district is implementing combined programs for both high schools at the CCA to create more opportunities for students.
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Overarching Need - The FY27 Comprehensive Local Needs Assessment (CLNA), business and industry partner recommendations, and CTAE program inventory identified significant gaps between current instructional equipment and industry standards, limiting students' opportunities to develop workforce-ready technical skills. Multiple CTAE laboratories contain outdated equipment and technology that no longer reflect current workplace practices, reducing students' exposure to industry-standard tools and processes. Priority areas identified for modernization during FY27 and FY28 include Business and Technology labs at ECI, SMS, and SHS; Culinary Arts at SHS; Food and Nutrition at ECI; Agriculture labs districtwide; Family and Consumer Sciences at SMS; and the 5th Grade Agriculture program at SES. Additionally, educators require ongoing technical training and professional learning to effectively implement new technologies and maintain instruction aligned with evolving workforce expectations.

Root Cause # 1

Root Causes to be Addressed	Existing equipment does not consistently meet current industry standards, creating gaps in students' exposure to modern tools and technologies. Strategic investment in updated and additional equipment is necessary to ensure alignment with workforce expectations and to support high-quality, hands-on instruction. Producing highly skilled workers for the local workforce is a key priority within CTAE pathways; however, outdated equipment that is not aligned with current industry standards creates a gap in student skill development. Strategic upgrades and expansion of equipment are needed to ensure students gain hands-on experience with modern technologies, improving workforce readiness and alignment with local industry needs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Elements	I. Student Core Indicators of Performance III. Size, Scope and Quality VI. Equity and Access

Additional Considerations	The district's ability to produce highly skilled workers for the local workforce through CTAE pathways is directly impacted by the condition and relevance of instructional equipment. Currently, portions of existing equipment are outdated and not fully aligned with industry standards, limiting students' ability to develop workforce-ready technical skills. To ensure students are prepared for high-demand careers and to strengthen alignment with local industry needs,
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Root Cause # 1

Additional Considerations	ongoing investment in updated and additional equipment is essential. To maintain state-of-the-art CTAE labs and ensure continuous program improvement, a structured annual review process is necessary. This process should include an analysis of current industry trends and technological advancements to ensure that both curriculum and equipment reflect evolving workforce expectations. Engagement with industry partners is critical, as their input provides valuable guidance on the tools, technologies, and skills most relevant to student preparation. Additionally, benchmarking CTAE labs against comparable educational institutions helps identify gaps in technology, equipment, and resources, establishing clear targets for program enhancement. Identifying the specific technical and employability skills sought by local employers further ensures that instructional programs remain aligned with workforce demands. Access to modern, industry-standard equipment is essential for delivering high-quality, hands-on learning experiences that mirror real-world work environments. Updated tools not only support the development of current technical skills but also increase student engagement by connecting classroom learning to real-world applications. As a result, students gain practical experience that enhances both skill mastery and motivation. Ultimately, providing students with access to contemporary equipment significantly improves job readiness and employability. Graduates who are trained on current industry tools are better prepared to meet employer expectations, strengthening the local workforce pipeline and supporting long-term economic development within the community.
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Root Cause # 2

Root Causes to be Addressed	Based on an inventory review and recommendations of our business partners, the following labs have obsolete equipment that is in need of upgrade during FY27 and FY28: Business and Technology at ECI, SMS, and SHS computer upgrades, Culinary Lab at SHS equipment upgrades, Food and Nutrition lab at ECI technology and equipment upgrades, Agriculture labs equipment upgrades along with 5S organization, Family and Consumer Sciences at SMS equipment upgrades, 5th Ag at SES equipment upgrades. Added Engineering & Technology for FY26 as the program was expanded to include the EDGE College & Career Academy that will serve both ECI and SHS students. We are also adding Agriculture Metal Fabrication pathway in FY27 at the SHS and ECI.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Elements	I. Student Core Indicators of Performance III. Size, Scope and Quality V. Recruitment, Retention, and Professional Learning

Root Cause # 2

Impacted Elements	VI. Equity and Access
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Additional Considerations	In addition to materials and equipment, there will be a need for professional development.
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Overarching Need - The FY27 Comprehensive Local Needs Assessment (CLNA), business and industry partner feedback, and program evaluations identified a need to strengthen ongoing professional learning for CTAE educators. Rapid advancements in industry standards, technology, credentialing requirements, and instructional practices require continuous professional development to ensure educators maintain current technical knowledge and deliver workforce-aligned instruction. Limited funding for sustained, high-quality professional learning reduces opportunities for CTAE educators to participate in industry training, credential renewal, curriculum development, and instructional best practices, impacting the district's ability to provide students with high-quality career and technical education.

Root Cause # 1

Root Causes to be Addressed	The Comprehensive Local Needs Assessment (CLNA), business and industry feedback, and program evaluations identified several factors contributing to the need for increased professional learning opportunities for CTAE educators. Rapid advancements in technology, equipment, industry standards, and credentialing requirements continue to outpace the availability of sustained professional learning, making it challenging for educators to remain current in their technical fields and instructional practices. Limited funding for professional development reduces opportunities for CTAE educators to participate in industry training, technical certification renewal, state and national conferences, business and industry externships, and specialized instructional training. As a result, educators may have fewer opportunities to develop the knowledge and skills necessary to effectively integrate emerging technologies, industry-recognized credentials, and workforce-aligned instructional practices into the classroom. Additionally, the implementation of new CTAE pathways, modernization of instructional laboratories, and the adoption of new industry-standard equipment require ongoing professional learning to ensure educators can effectively utilize new technologies and deliver rigorous, relevant instruction. Without continuous training and collaboration with business, industry, and postsecondary partners, instructional practices may not fully reflect current workforce expectations or regional labor market needs. Addressing these root causes through sustained, high-quality professional learning will strengthen educator effectiveness, improve instructional quality, support industry credential attainment, enhance student career readiness, and ensure CTAE programs remain aligned with evolving workforce demands and Perkins V priorities.
This is a root cause and not a contributing cause or symptom	Yes

Root Cause # 1

This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Elements	I. Student Core Indicators of Performance II. Labor Market Alignment III. Size, Scope and Quality IV. Career Pathway Programs of Study Implementation V. Recruitment, Retention, and Professional Learning VI. Equity and Access

Additional Considerations	The EDGE CCA opened in FY26 and included an Early Childhood Education program, but only had 4 students. In FY27 the district is offering a Paraprofessional Program through the CCA. This aligns with the new Associates in Education offering through TCSG. Currently we have 24 students registered for the fall in this program. Expanded recruitment for both of these programs along with investigating GA RTAP as a possible partner to work with students in Pre-apprenticeship and apprenticeship programs.
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Overarching Need - The FY27 The Comprehensive Local Needs Assessment (CLNA), regional labor market information, employer feedback, and recommendations from business and industry advisory committees identified a need to expand CTAE pathway offerings to better align with current and projected workforce demands. Regional employers continue to report increasing demand for skilled workers in unmanned aircraft systems (UAS), agricultural mechanics and metal fabrication, and heavy equipment operation and maintenance. Current CTAE program offerings do not fully address these high-demand career sectors, limiting students' access to workforce-aligned training and reducing opportunities to earn industry-recognized credentials in emerging and essential occupations.

Root Cause # 1

Root Causes to be Addressed	The Comprehensive Local Needs Assessment (CLNA), regional labor market information, employer feedback, and business and industry advisory committee recommendations identified several root causes contributing to the gap between current CTAE programming and regional workforce needs. While local industries continue to expand in precision agriculture, advanced manufacturing, construction, transportation, and infrastructure development, existing CTAE pathway offerings have not evolved at the same pace to address emerging workforce demands in unmanned aircraft systems, agricultural metal fabrication, and heavy machinery operations. Business and industry partners have consistently reported difficulties recruiting qualified employees with technical skills related to drone technology, agricultural fabrication and welding, heavy equipment operation, and equipment maintenance. These workforce shortages have been compounded by rapid technological advancements and increasing industry expectations for employees to possess specialized technical skills, industry-recognized credentials, and hands-on experience with modern equipment and technology.
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Root Cause # 1

This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Elements	II. Labor Market Alignment IV. Career Pathway Programs of Study Implementation VI. Equity and Access

Additional Considerations	In addition to the identified root causes, several regional and programmatic factors will influence the successful implementation and long-term sustainability of these new pathways. As technology continues to evolve across agriculture, manufacturing, construction, and transportation industries, Emanuel County Schools must regularly evaluate labor market information, employer feedback, and emerging industry trends to ensure program content, equipment, and instructional practices remain aligned with workforce expectations. Successful implementation will depend on continued collaboration with business and industry partners, postsecondary institutions, economic development organizations, and workforce agencies. These partnerships will support curriculum development, work-based learning placements, dual enrollment opportunities, equipment recommendations, advisory committee participation, and ongoing evaluation of workforce needs. Their continued involvement will help ensure that pathway instruction reflects current industry standards and prepares students for employment in high-demand occupations. The district will also consider factors such as instructor recruitment and certification, facility capacity, equipment replacement cycles, student interest, transportation for work-based learning experiences, and long-term financial sustainability when implementing and expanding these pathways. As new technologies and workforce needs emerge, Emanuel County Schools will use annual CLNA reviews, Perkins performance data, labor market information, and stakeholder input to evaluate program effectiveness and determine future investments. By maintaining a continuous improvement process and strengthening partnerships with regional employers and postsecondary institutions, Emanuel County Schools will ensure that the Unmanned Aircraft Systems, Agriculture Metal Fabrication, and Heavy Machinery pathways remain responsive to evolving workforce demands while providing students with equitable access to high-quality career and technical education opportunities that support the long-term economic vitality of Emanuel County and the surrounding region.
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Local Application 2026 - 2027 District Report



Emanuel County



DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

1. DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

1.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 2.2	Data from the Comprehensive Local Needs Assessment (CLNA) surveys, local workforce analyses, industry advisory committee feedback, and student participation trends indicate that students need increased access to career preparation opportunities that are aligned with high-demand regional workforce needs. Current CTAE programs require continued investment in modern industry equipment, expanded work-based learning opportunities, and ongoing professional learning for instructors to ensure students develop the technical and employability skills required by regional employers.
Root Cause # 1	Students require expanded access to career preparation opportunities that are intentionally aligned with high-demand regional workforce needs. Currently, a gap exists between high school education and the expectations of postsecondary education and the workforce, driven by several key factors. High school curricula often emphasize broad academic knowledge but do not consistently provide the specific, applied skills and competencies required for success in college and career pathways. In addition, many students have limited exposure to career options and industry environments, which restricts their ability to make informed decisions about their future and understand workforce expectations. This lack of real-world experience and mentorship further contributes to the disconnect. Compounding this issue, workforce demands continue to evolve rapidly due to advancements in technology and shifting industry needs. Educational programs do not always keep pace with these changes, resulting in gaps in student preparedness for emerging careers and high-skill occupations. Expanding access to structured career-focused learning opportunities, such as those provided through a college and career academy, helps address these challenges. Districts can align instruction with industry needs, increasing career awareness, and providing students with relevant, hands-on experiences. These efforts ensure students are better equipped with the knowledge, skills, and experiences necessary for success in postsecondary education and the modern workforce.
Goal	During the FY27 school year, Emanuel County Schools will reduce identified gaps in workforce-aligned career preparation by increasing student participation in CTAE pathways, dual enrollment, work-based learning, and industry credential attainment while expanding business and industry partnerships. By June 30, 2027, the district will achieve: - a 5% increase in CTAE pathway participation, - a 5% increase in dual enrollment participation, - a 10% increase in work-based learning participation, - at least five new active business and industry partnerships, and - a 5% increase in industry-recognized credential attainment.

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Goal	Success will be evaluated through CLNA data reviews, Perkins performance indicators, CTAE enrollment reports, credential attainment data, work-based learning records, and business partnership documentation.
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Action Step # 1

Funding Sources	Other : Local
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	A timeline and checklist of goals will be created at the beginning of FY27 by the CTAE Director.
Method for Monitoring Effectiveness	Checklist Meeting Agenda/Minutes
Position/Role Responsible	Superintendent Director of CTAE Federal Programs Director WBL Coordinator Young Farmer Teacher/CTAE Administrator
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 1

Measurement	Improve
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Action Step	Expand Student Access to Career-Focused Opportunities Increase enrollment in CTAE pathways through targeted student recruitment campaigns (classroom visits, counselor outreach, parent nights) Promote and expand dual enrollment opportunities through EDGE CCA and SHS/ECI High School CTAE Pathways, prioritizing high-demand pathways Develop a structured student recruitment pipeline beginning in middle school (career awareness ? exploration ? pathway selection)
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Action Step # 2

Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Implementation of expanded and formalized industry partnerships will be monitored through systematic data collection, documentation, and regular review. The CTAE Director, in collaboration with the Work-Based Learning Coordinator, will maintain a partnership tracking system to document outreach efforts, new partner acquisition, and levels of engagement.
Method for Monitoring Effectiveness	The effectiveness of expanded and formalized industry partnerships will be evaluated through ongoing analysis of student outcomes, partner engagement, and alignment with workforce needs.
Position/Role Responsible	CTAE Director Workforce Development Team

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 2

Evidence Based Indicator	Strong
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Timeline for Implementation	Quarterly
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Measurement	Improve
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Action Step	Increase and Formalize Industry Partnerships Conduct targeted outreach to secure new industry partners Utilize Chamber and local economic development partnerships to identify workforce needs Establish or strengthen CTAE advisory committees for each pathway Develop formal agreements outlining partner roles in mentorship, internships, and program support
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Action Step # 3

Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 3

Method for Monitoring Implementation	SWOT analysis results Meeting Agenda/Minutes
Method for Monitoring Effectiveness	Feedback from students, teachers, and industry representatives. (Survey)
Position/Role Responsible	CTAE Director WBL Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Measurement Maintain

Action Step

Utilize findings from stakeholder surveys and a SWOT analysis conducted with at least five industry partners to drive program alignment and expansion at EDGE College and Career Academy. Based on these results, increase access to career-focused opportunities by strengthening CTAE pathway alignment with regional workforce needs, expanding dual enrollment offerings through EDGE CCA, and increasing student participation in work-based learning and internship experiences.

Success will be measured by:

- Increased enrollment in EDGE CCA programs and dual enrollment courses
- Growth in the number of students participating in work-based learning and internships
- Expansion of industry-aligned pathways and program offerings
- Improved alignment between student skill development and local workforce demands

This data-driven approach will ensure continuous program improvement, stronger industry partnerships, and measurable gains in student workforce readiness.

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 4

Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Presentation
Method for Monitoring Effectiveness	Meeting Minutes
Position/Role Responsible	Superintendent CTAE Director Federal Programs Director WBL Coordinator Young Farmer Teacher/CTAE Administrator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Measurement Improve

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 4

Action Step	Report finding to the Superintendent, the ECS school board, and the EDGE Board of Directors.
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Action Step # 5

Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Leave Approval
Method for Monitoring Effectiveness	Redelivery of professional learning. Agendas of professional learning.
Position/Role Responsible	CTAE Director Young Farmer Teacher/CTAE Admin WBL Coordinator CTAE Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly
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Action Step # 5

Measurement	Increase
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Action Step	Implement ongoing, targeted professional development for CTAE teachers to address identified gaps by enhancing industry alignment, improving instructional practices, and increasing the integration of work-based learning and real-world applications.
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DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

1. DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

1.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 2.2	The FY27 Comprehensive Local Needs Assessment (CLNA), business and industry partner recommendations, and CTAE program inventory identified significant gaps between current instructional equipment and industry standards, limiting students' opportunities to develop workforce-ready technical skills. Multiple CTAE laboratories contain outdated equipment and technology that no longer reflect current workplace practices, reducing students' exposure to industry-standard tools and processes. Priority areas identified for modernization during FY27 and FY28 include Business and Technology labs at ECI, SMS, and SHS; Culinary Arts at SHS; Food and Nutrition at ECI; Agriculture labs districtwide; Family and Consumer Sciences at SMS; and the 5th Grade Agriculture program at SES. Additionally, educators require ongoing technical training and professional learning to effectively implement new technologies and maintain instruction aligned with evolving workforce expectations.
Root Cause # 1	Existing equipment does not consistently meet current industry standards, creating gaps in students' exposure to modern tools and technologies. Strategic investment in updated and additional equipment is necessary to ensure alignment with workforce expectations and to support high-quality, hands-on instruction. Producing highly skilled workers for the local workforce is a key priority within CTAE pathways; however, outdated equipment that is not aligned with current industry standards creates a gap in student skill development. Strategic upgrades and expansion of equipment are needed to ensure students gain hands-on experience with modern technologies, improving workforce readiness and alignment with local industry needs.
Root Cause # 2	Based on an inventory review and recommendations of our business partners, the following labs have obsolete equipment that is in need of upgrade during FY27 and FY28: Business and Technology at ECI, SMS, and SHS computer upgrades, Culinary Lab at SHS equipment upgrades, Food and Nutrition lab at ECI technology and equipment upgrades, Agriculture labs equipment upgrades along with 5S organization, Family and Consumer Sciences at SMS equipment upgrades, 5th Ag at SES equipment upgrades. Added Engineering & Technology for FY26 as the program was expanded to include the EDGE College & Career Academy that will serve both ECI and SHS students. We are also adding Agriculture Metal Fabrication pathway in FY27 at the SHS and ECI.
Goal	By the end of FY28, Emanuel County Schools will improve student access to industry-standard learning environments by completing planned equipment and technology upgrades in the following CTAE laboratories: Business and Technology labs at Emanuel County Institute (ECI), Swainsboro Middle School (SMS), and Swainsboro High School (SHS);

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Goal	Culinary Arts lab at SHS; Food and Nutrition lab at ECI; Agriculture labs districtwide, including 5S organization improvements; Family and Consumer Sciences lab at SMS; and 5th Grade Agriculture program at Swainsboro Elementary School (SES). In addition, all CTAE educators assigned to these programs will participate in professional learning on the implementation and instructional use of the new equipment. Success will be measured by 100% completion of the planned laboratory upgrades, 100% of affected CTAE instructors completing equipment-specific professional learning, and verification through equipment inventories, professional development records, and annual program reviews.
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Action Step # 1

Funding Sources	Perkins Other : Technology
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Five year plan.
Method for Monitoring Effectiveness	CTAE Lab Inventory
Position/Role Responsible	CTAE Director School to Career Coordinator CTAE Teachers
Evidence Based Indicator	Strong

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 1

Timeline for Implementation	Yearly
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Measurement	Improve
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Action Step	As part of the district's effort to enhance industry alignment, CTAE instructors will create comprehensive Five-Year Equipment Plans (FY27–FY31) to identify, prioritize, and guide the acquisition of modern, industry-standard equipment across pathways.
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Action Step # 2

Funding Sources	Perkins Other : Local Match
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Quotes, purchase orders, budget.
Method for Monitoring Effectiveness	Equipment Inventory
Position/Role Responsible	CTAE Director Young Farmer Teacher/CTAE Administrator CTAE Teachers
Evidence Based Indicator	Strong

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 2

Timeline for Implementation	Monthly
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Measurement	Improve
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Action Step	A strategic equipment budget for FY27 and FY28 has been established using a program improvement rotation and updated teacher Five-Year Plans to guide and prioritize equipment investments.
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Action Step # 3

Funding Sources	Perkins Other : CTAE Local Match
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Agendas
Method for Monitoring Effectiveness	Agendas and sign in sheets.
Position/Role Responsible	Young Farmer Teacher/CTAE Admin CTAE Director
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Yearly
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Measurement	Increase
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Action Step	To support the improvement of CTAE instructional environments, teachers will engage in GaDOE-approved or CTAERN professional learning focused on industry standards, emerging technologies, and effective implementation of updated equipment.
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DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

1. DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

1.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 2.2	The FY27 Comprehensive Local Needs Assessment (CLNA), business and industry partner feedback, and program evaluations identified a need to strengthen ongoing professional learning for CTAE educators. Rapid advancements in industry standards, technology, credentialing requirements, and instructional practices require continuous professional development to ensure educators maintain current technical knowledge and deliver workforce-aligned instruction. Limited funding for sustained, high-quality professional learning reduces opportunities for CTAE educators to participate in industry training, credential renewal, curriculum development, and instructional best practices, impacting the district's ability to provide students with high-quality career and technical education.
Root Cause # 1	The Comprehensive Local Needs Assessment (CLNA), business and industry feedback, and program evaluations identified several factors contributing to the need for increased professional learning opportunities for CTAE educators. Rapid advancements in technology, equipment, industry standards, and credentialing requirements continue to outpace the availability of sustained professional learning, making it challenging for educators to remain current in their technical fields and instructional practices. Limited funding for professional development reduces opportunities for CTAE educators to participate in industry training, technical certification renewal, state and national conferences, business and industry externships, and specialized instructional training. As a result, educators may have fewer opportunities to develop the knowledge and skills necessary to effectively integrate emerging technologies, industry-recognized credentials, and workforce-aligned instructional practices into the classroom. Additionally, the implementation of new CTAE pathways, modernization of instructional laboratories, and the adoption of new industry-standard equipment require ongoing professional learning to ensure educators can effectively utilize new technologies and deliver rigorous, relevant instruction. Without continuous training and collaboration with business, industry, and postsecondary partners, instructional practices may not fully reflect current workforce expectations or regional labor market needs. Addressing these root causes through sustained, high-quality professional learning will strengthen educator effectiveness, improve instructional quality, support industry credential attainment, enhance student career readiness, and ensure CTAE programs remain aligned with evolving workforce demands and Perkins V priorities.
Goal	By the end of FY28, Emanuel County Schools will strengthen CTAE instructional quality by ensuring 100% of CTAE educators participate annually in at least one

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Goal	workforce-aligned professional learning experience related to industry standards, emerging technologies, instructional best practices, or credentialing requirements. Success will be measured through professional learning records, educator credential updates, implementation of new instructional practices, and annual program reviews.
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Action Step # 1

Funding Sources	Perkins Other : Local Match
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through annual reviews of professional learning plans, participation records, travel documentation, certification renewal records, professional development agendas, and educator reflections. CTAE leadership will verify that all planned professional learning activities are completed and aligned with district, state, and Perkins priorities.
Method for Monitoring Effectiveness	Effectiveness will be measured through annual evaluations of educator participation in professional learning, implementation of newly acquired instructional strategies, maintenance of industry certifications, advisory committee feedback, classroom observations, educator self-assessments, and improvements in student performance indicators such as industry credential attainment, technical skill development, and Perkins performance measures. Results will be reviewed annually to guide future professional learning priorities and continuous program improvement.
Position/Role Responsible	CTAE Director Young Farmer Teacher/CTAE Administrator CTAE Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 1

Measurement	Improve
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Action Step	Provide funding for CTAE educators to attend state, regional, and national professional development conferences.
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Action Step # 2

Funding Sources	Perkins Other : CTAE Local Match
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race/Ethnicity/Minority Student with Disabilities Non-Traditional Single Parents Military family
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through annual reviews of professional learning plans, participation records, travel documentation, certification renewal records, professional development agendas, and educator reflections. CTAE leadership will verify that all planned professional learning activities are completed and aligned with district, state, and Perkins priorities.
Method for Monitoring Effectiveness	Effectiveness will be measured through annual evaluations of educator participation in professional learning, implementation of newly acquired instructional strategies, maintenance of industry certifications, advisory committee feedback, classroom observations, educator self-assessments, and improvements in student performance indicators such as industry credential attainment, technical skill development, and Perkins performance measures. Results will be reviewed annually to guide future professional learning priorities and continuous program improvement.
Position/Role Responsible	CTAE Director Young Farmer Teacher/CTAE Administrator CTAE Teachers
Evidence Based Indicator	Strong

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 2

Timeline for Implementation	Quarterly
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Measurement	Improve
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Action Step	Support participation in industry-specific technical training and certification renewal opportunities. Provide training on new industry-standard equipment and technologies purchased through Perkins funds.
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Action Step # 3

Funding Sources	Perkins
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through annual reviews of professional learning plans, participation records, travel documentation, certification renewal records, professional development agendas, and educator reflections. CTAE leadership will verify that all planned professional learning activities are completed and aligned with district, state, and Perkins priorities.
Method for Monitoring Effectiveness	Effectiveness will be measured through annual evaluations of educator participation in professional learning, implementation of newly acquired instructional strategies, maintenance of industry certifications, advisory committee feedback, classroom observations, educator self-assessments, and improvements in student performance indicators such as industry credential attainment, technical skill development, and Perkins performance measures. Results will be reviewed annually to guide future professional learning priorities and continuous program improvement.
Position/Role Responsible	CTAE Director Young Farmer Teacher/CTAE Administrator CTAE Teachers
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Yearly
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Measurement	Improve
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Action Step	Facilitate collaboration with business and industry partners through externships, advisory committee participation, and workplace visits. Provide ongoing training in instructional best practices, work-based learning, industry credential implementation, and Perkins accountability requirements. Encourage participation in professional organizations that support CTAE program improvement and educator effectiveness.
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DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

1. DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

1.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 2.2	The FY27 The Comprehensive Local Needs Assessment (CLNA), regional labor market information, employer feedback, and recommendations from business and industry advisory committees identified a need to expand CTAE pathway offerings to better align with current and projected workforce demands. Regional employers continue to report increasing demand for skilled workers in unmanned aircraft systems (UAS), agricultural mechanics and metal fabrication, and heavy equipment operation and maintenance. Current CTAE program offerings do not fully address these high-demand career sectors, limiting students' access to workforce-aligned training and reducing opportunities to earn industry-recognized credentials in emerging and essential occupations.
Root Cause # 1	The Comprehensive Local Needs Assessment (CLNA), regional labor market information, employer feedback, and business and industry advisory committee recommendations identified several root causes contributing to the gap between current CTAE programming and regional workforce needs. While local industries continue to expand in precision agriculture, advanced manufacturing, construction, transportation, and infrastructure development, existing CTAE pathway offerings have not evolved at the same pace to address emerging workforce demands in unmanned aircraft systems, agricultural metal fabrication, and heavy machinery operations. Business and industry partners have consistently reported difficulties recruiting qualified employees with technical skills related to drone technology, agricultural fabrication and welding, heavy equipment operation, and equipment maintenance. These workforce shortages have been compounded by rapid technological advancements and increasing industry expectations for employees to possess specialized technical skills, industry-recognized credentials, and hands-on experience with modern equipment and technology. Current CTAE programming provides students with valuable career preparation; however, students have limited access to specialized pathways that directly align with these high-demand occupations. The absence of these pathways reduces opportunities for students to earn industry-recognized credentials, participate in work-based learning experiences, and develop technical competencies that prepare them for immediate employment or continued education in these fields. Additionally, implementation of these new pathways requires investment in industry-standard equipment, curriculum resources, instructor professional learning, facility readiness, and expanded partnerships with business, industry, and postsecondary institutions. Without these resources, the district cannot fully address the workforce needs identified through the CLNA or provide students with equitable access to emerging career opportunities. Addressing these root causes through the implementation of the Unmanned

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Root Cause # 1	Aircraft Systems (UAS), Agriculture Metal Fabrication, and Heavy Machinery pathways will strengthen alignment between education and workforce needs, increase student access to high-skill, high-wage, and high-demand careers, and develop a sustainable workforce pipeline that supports the continued economic growth and competitiveness of Emanuel County and the surrounding region.
Goal	By FY 29, Emanuel County Schools will fully implement new courses in UAS, Ag Mechanics and Metal Fabrication, as well as Heavy Equipment Operation to add additional pathways to better reflect needed workforce and community skills leading to career opportunities.

Action Step # 1

Funding Sources	Perkins Other : Local Match and Grants
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through annual reviews of pathway development milestones, curriculum completion, equipment acquisition, student recruitment activities, enrollment data, advisory committee recommendations, and the establishment of business, industry, and postsecondary partnerships. CTAE leadership will review implementation timelines to ensure the Unmanned Aircraft Systems, Agriculture Metal Fabrication, and Heavy Machinery pathways are launched as planned.
Method for Monitoring Effectiveness	Effectiveness will be evaluated annually by analyzing pathway enrollment, student retention and completion, industry credential attainment, dual enrollment participation, work-based learning placements, and postsecondary or workforce outcomes. Business and industry partner feedback, Perkins performance indicators, and advisory committee recommendations will also be reviewed to determine the extent to which the pathways are meeting regional workforce needs and improving student career readiness.
Position/Role Responsible	CTAE Director Young Farmer Teacher/CTAE Administrator CTAE Teachers
Evidence Based Indicator	Strong

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 1

Timeline for Implementation	Yearly
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Measurement	Improve
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Action Step	Emanuel County Schools will expand career and technical education opportunities by implementing the Unmanned Aircraft Systems (UAS), Agriculture Metal Fabrication, and Heavy Machinery pathways based on documented regional labor market information, business and industry advisory committee recommendations, and workforce demand. Curriculum development will align with industry-recognized standards and credentialing opportunities while incorporating dual enrollment, work-based learning, and CTSO participation where appropriate. Student recruitment efforts will include career awareness activities, middle and high school pathway promotion, individualized academic and career planning, parent outreach, and collaboration with school counselors to increase student participation in these high-demand career fields.
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Action Step # 2

Funding Sources	Perkins Other : Local Match, Grants
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored through annual reviews of equipment purchases, facility improvements, installation timelines, professional learning participation, industry certification activities, and educator training records. CTAE leadership will verify that instructional resources are operational and that educators receive the training necessary to effectively implement new technologies and instructional practices.
Method for Monitoring Effectiveness	Effectiveness will be evaluated annually through classroom observations, educator feedback, professional learning evaluations, industry certification attainment, advisory committee input, and student performance indicators, including technical skill development and industry credential attainment. Results will be used to determine the impact of upgraded instructional resources and professional learning on instructional quality and student workforce readiness.

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 2

Position/Role Responsible	CTAE Director Young Farmer Teacher/CTAE Administrator CTAE Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Measurement Improve

Action Step	To ensure students receive workforce-aligned instruction, Emanuel County Schools will acquire industry-standard equipment, instructional technology, software, and safety resources necessary to support the successful implementation of each pathway. Instructional facilities will be evaluated and enhanced as needed to provide safe, authentic learning environments that reflect current industry practices. CTAE educators will participate in sustained professional learning, industry training, technical certification opportunities, and collaboration with business and postsecondary partners to strengthen instructional capacity, maintain current industry knowledge, and effectively integrate new technologies and equipment into classroom instruction.
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Action Step # 3

Funding Sources	Perkins Other : Local Match/Grants
Subgroups	N/A
Systems	Coherent Instruction
Method for Monitoring Implementation	Implementation will be monitored through biannual reviews of advisory committee meetings, partnership agreements, employer participation, work-based learning placements, internship opportunities, dual enrollment collaborations, and employer engagement activities. CTAE leadership will document partnership growth and verify that business and industry partners are actively supporting

DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Action Step # 3

Method for Monitoring Implementation	pathway implementation.
Method for Monitoring Effectiveness	Effectiveness will be evaluated annually by analyzing the number and quality of active business and industry partnerships, work-based learning participation, graduate placement data, employer satisfaction surveys, advisory committee feedback, and Perkins performance indicators. These data will be used to assess the effectiveness of partnerships in supporting student success, strengthening workforce alignment, and ensuring the long-term sustainability of the pathways.
Position/Role Responsible	CTAE Director , Young Farmer Instructor, CTAE Supervisors
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Measurement Improve

Action Step Emanuel County Schools will expand and strengthen partnerships with local employers, workforce development organizations, economic development agencies, and postsecondary institutions to ensure the long-term success and sustainability of the new pathways. Business and industry partners will actively support curriculum alignment, advisory committee participation, equipment recommendations, student internships, work-based learning placements, mentoring opportunities, and employment pipelines. Program implementation and effectiveness will be evaluated annually through labor market information, Perkins performance indicators, student enrollment and credential attainment data, advisory committee feedback, employer input, and graduate outcomes. Findings will be used to guide continuous improvement and ensure the pathways remain responsive to evolving workforce and regional economic needs.

2. STATE DETERMINED LEVEL OF PERFORMANCE

2.1 Graduation Rate

1S1 - FY25 Four-Year Graduation Rate

1S1 - State Determined level of Performance Target	96.66
SDLP - Actual State Performance	98.200
SDLP - Actual System Performance	97.400

Improvement Plan for District Indicator
that does not Meet or Exceed SDLP

1S2 - FY24 Extended Graduation Rate

1S2 - State Determined level of Performance Target	97.03
SDLP - Actual State Performance	98.400
SDLP - Actual System Performance	95.200

Improvement Plan for District Indicator
that does not Meet or Exceed SDLP

The district's extended graduation rate of 95.2% falls below the State Determined Level of Performance (97.03), indicating a need to strengthen systems of support for students who require additional time to complete graduation requirements. To address this gap, the district will implement a comprehensive, data-driven approach focused on early identification, targeted interventions, and expanded pathways that connect students to meaningful postsecondary and workforce opportunities.

The primary goal is to increase the extended graduation rate from 95.2% to at least 97.03% by the end of the next reporting cycle. This will be accomplished through a coordinated effort to improve monitoring of at-risk students, expand flexible learning options, and strengthen student engagement.

A key component of this plan is the early identification and consistent monitoring of at-risk students. The district will implement a structured tracking system to identify students who are off-track based on credit deficiencies, attendance patterns, and course performance. Student progress will be reviewed regularly to ensure timely interventions and support.

To provide students with additional opportunities to stay on track or recover credits, the district will expand access to flexible learning options. This includes increased availability of credit recovery programs, summer school, and after-school support, as well as expanded use of EDGE College and Career Academy and the

1S2 - FY24 Extended Graduation Rate

	Accelerated Career Diploma (ACD) to provide alternative pathways to graduation. Individual Graduation Plans (IGPs) will be strengthened to ensure each at-risk student has a clear, personalized path to completion. These plans will be regularly updated and monitored, with ongoing student and parent conferences to review progress. Graduation plans will also be aligned with career pathways and postsecondary goals to increase relevance and motivation. Student engagement will be further enhanced through expanded access to CTAE pathways, dual enrollment, and work-based learning opportunities. By connecting students to real-world applications and career experiences, the district will increase student motivation and retention. EDGE CCA programs will serve as a key intervention strategy for students who are disengaged or at risk of not completing graduation requirements. Additionally, the district will strengthen transition and re-engagement efforts by identifying students who have dropped out or are significantly off-track and implementing targeted strategies to bring them back into the educational system. Alternative pathways, including ACD and Coastal Plains programs, will provide flexible options to support completion. Through these combined efforts, the district expects to see an increase in the extended graduation rate to meet or exceed the 97.03% SDLP. Additional outcomes will include improved student engagement and retention, as well as stronger alignment between graduation pathways and workforce readiness, ensuring students are better prepared for postsecondary success.
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2. STATE DETERMINED LEVEL OF PERFORMANCE

2.2 Academic Proficiency

2S1 - FY25 Academic Proficiency in Reading/Language Arts

2S1 - State Determined level of Performance Target	77.62
SDLP - Actual State Performance	79.430
SDLP - Actual System Performance	67.120

Improvement Plan for District Indicator that does not Meet or Exceed SDLP	To address the gap in Reading/Language Arts proficiency among CTAE students, the district will implement targeted professional learning aligned with the Georgia Early Literacy Act (HB 1193) and the state's emphasis on the science of reading. This effort will focus on strengthening literacy integration within CTAE courses to support both academic achievement and workforce readiness. The improvement plan will include either: (1) vertical collaborative professional learning between ELA and CTAE educators to align updated K–12 ELA standards, crosswalk academic and technical expectations, and co-develop literacy-rich instructional tasks; or (2) a CTAE-focused professional learning series centered on embedding evidence-based literacy strategies into technical instruction, including interpreting technical manuals, understanding industry-specific vocabulary, and producing workplace-aligned writing. This approach aligns with Georgia's statewide literacy initiatives, including support from literacy coaches and the integration of structured literacy practices across grade levels. By embedding literacy within CTAE instruction and leveraging CTAE Advantage data, the district will strengthen students' ability to read, comprehend, and apply complex technical information. These efforts will promote literacy development in authentic, career-connected contexts, improve instructional alignment across content areas, and support increased student achievement, graduation outcomes, and workforce readiness.
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2S2 - FY25 Academic Proficiency in Mathematics

2S2 - FY25 Academic Proficiency in Mathematics

2S2 - State Determined level of Performance Target	36.01
SDLP - Actual State Performance	72.670
SDLP - Actual System Performance	64.100

Improvement Plan for District Indicator that does not Meet or Exceed SDLP	
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2S3 - FY25 Academic Proficiency in Science

2S3 - State Determined level of Performance Target	46.01
SDLP - Actual State Performance	75.940
SDLP - Actual System Performance	69.000

Improvement Plan for District Indicator that does not Meet or Exceed SDLP	
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2. STATE DETERMINED LEVEL OF PERFORMANCE

2.3 Post-Program Placement

3S1 - FY25 Post-Program Placement

3S1 - State Determined level of Performance Target	95.96
SDLP - Actual State Performance	97.110
SDLP - Actual System Performance	92.310

Improvement Plan for District Indicator that does not Meet or Exceed SDLP	The district's post-program placement rate of 92.31% falls below the State Determined Level of Performance (95.96), indicating a need to strengthen systems that support students in successfully transitioning to employment, postsecondary education, or advanced training after graduation. While current efforts have produced positive outcomes, there is a clear opportunity to improve alignment between CTAE programs, workforce demands, and postsecondary pathways to ensure all students are prepared for and successfully enter their next step. To address this gap, the district will implement a comprehensive, data-driven approach focused on expanding career-connected learning opportunities, strengthening industry and postsecondary partnerships, and improving tracking of student outcomes. The primary goal is to increase the post-program placement rate from 92.31% to at least 95.96% by the end of the next reporting cycle. A key strategy will be to expand and strengthen work-based learning (WBL) and internship opportunities aligned to high-demand career pathways. By increasing the number of industry partners and ensuring that student placements are directly connected to their CTAE pathway, students will gain relevant experience and stronger connections to potential employers prior to graduation. EDGE College and Career Academy will play a central role in this effort by serving as a hub for dual enrollment, internships, and workforce-aligned programming. In addition, the district will enhance partnerships with postsecondary institutions, particularly Southeastern Technical College and other regional providers, to increase dual enrollment participation and ensure seamless transitions into certificate and degree programs. These partnerships will help students leave high school with clear postsecondary plans and, in many cases, credentials already in progress or completed. The district will also strengthen career readiness support to better prepare students for placement. This will include targeted instruction in employability skills, resume development, interview preparation, and career planning. Career awareness and exploration activities will be expanded to ensure students understand available opportunities and make informed decisions aligned with their interests and workforce needs. To improve accountability and follow-up, the district will implement a more robust tracking system to monitor post-program outcomes,
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3S1 - FY25 Post-Program Placement

	including employment, continued education, and credential attainment. Follow-up surveys and communication with graduates and employers will be used to verify placement data and identify areas for improvement. Finally, targeted support will be provided to students who are at risk of not securing placement, including individualized transition plans, additional career counseling, and connections to employers or postsecondary programs prior to graduation. Through these coordinated efforts, the district expects to increase the post-program placement rate to meet or exceed the 95.96% SDL P. Additional outcomes will include stronger alignment between CTAE programs and workforce needs, increased student participation in work-based learning and dual enrollment, and improved long-term success for graduates as they transition into careers or continued education.
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2. STATE DETERMINED LEVEL OF PERFORMANCE

2.4 Non-traditional Program Concentration

4S1 - FY25 Non-traditional Program Concentration

4S1 - State Determined level of Performance Target	15.17
SDLP - Actual State Performance	16.730
SDLP - Actual System Performance	15.150

Improvement Plan for District Indicator that does not Meet or Exceed SDLP	The district's non-traditional program concentration rate of 15.15% falls slightly below the State Determined Level of Performance (15.17), indicating a need to strengthen efforts to recruit, support, and retain students in non-traditional CTAE pathways. While the gap is minimal, increasing participation in these programs remains a priority to ensure equitable access, expand career opportunities, and better align student pathways with high-demand workforce needs. To address this need, the district will implement a focused strategy to increase awareness, access, and support for students pursuing non-traditional career pathways. The primary goal is to increase the non-traditional concentration rate to meet or exceed 15.17% by the end of the next reporting cycle. A key component of this plan will be expanding targeted recruitment efforts. The district will actively promote non-traditional pathways through middle and high school career awareness activities, including classroom presentations, career fairs, and EDGE College and Career Academy outreach. Efforts will highlight high-demand, high-wage career opportunities and intentionally target underrepresented student groups to encourage enrollment in non-traditional programs. In addition, the district will leverage industry partnerships to provide students with real-world exposure to non-traditional careers. Guest speakers, industry tours, and mentorship opportunities will be utilized to help students better understand career options and see representation within those fields. Work-based learning and internship placements will also be expanded in non-traditional pathways to increase engagement and retention. The district will also focus on strengthening student support systems within these programs. This includes providing mentorship opportunities, creating a welcoming and inclusive classroom environment, and offering guidance and encouragement to students who may be entering fields where they are underrepresented. Counselors and CTAE teachers will work collaboratively to ensure students are supported throughout their pathway experience. Additionally, marketing and communication efforts will be enhanced to showcase student success stories in non-traditional pathways. Highlighting these examples through social media, school communications, and community partnerships will help normalize participation and encourage broader student interest.
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4S1 - FY25 Non-traditional Program Concentration

	Data will be monitored regularly to track enrollment and completion in non-traditional pathways, with particular attention to recruitment and retention trends. Adjustments to strategies will be made as needed based on data and stakeholder feedback. Through these efforts, the district expects to increase non-traditional program concentration to meet or exceed the 15.17% SDLP. Additional outcomes will include increased student awareness of diverse career opportunities, improved equity in program participation, and stronger alignment between CTAE pathways and workforce needs.
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2. STATE DETERMINED LEVEL OF PERFORMANCE

2.5 Program Quality

5S3 - FY25 Participated in Work-Based Learning

5S3 - State Determined level of Performance Target	40.92
SDLP - Actual State Performance	41.610
SDLP - Actual System Performance	42.600

Improvement Plan for District Indicator that does not Meet or Exceed SDLP	
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5S4 - FY25 CTAE Pathway Completion

5S4 - State Determined level of Performance Target	43.66
SDLP - Actual State Performance	48.910
SDLP - Actual System Performance	83.150

Improvement Plan for District Indicator that does not Meet or Exceed SDLP	
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5S5 - FY25 Credentials of Value

5S5 - State Determined level of Performance Target	43.64
SDLP - Actual State Performance	63.550
SDLP - Actual System Performance	71.890

Improvement Plan for District Indicator that does not Meet or Exceed SDLP	
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3. PROGRAM IMPROVEMENT

3.1 Certification/Debarment Information(CDI) Form

FY 2027 Perkins Career and Technical Education Certification Regarding Debarment, Suspension, and Other Responsibility Matters Primary Covered Transitions

A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or involuntarily excluded from covered transactions by any federal department or agency.

B. Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records; making false statements; or receiving stolen property.

C. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification.

D. Have not within a three-year period preceding this application/proposal had one or more public transactions (federal, state, or local) terminated for cause or default.

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Subtitle A (7-1-04 Edition), Subpart C – Responsibilities of Participants Regarding Transactions, Part 85. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the U.S. Department of Education, Grants and Contracts Service, 400 Maryland Avenue SW (Room 3433 GSA Regional Office Building No. 3), Washington, DC 20202, phone 202/732-2505.

1. If the LEA selects YES below, the system is certifying that to the best of its knowledge and belief the above principles will be abided by.

Yes

2. If the LEA selects NO to any of the statements listed above in this certification, an explanation must be submitted, as indicated, with this Local Plan.

If No is selected, briefly explain why the LEA cannot abide by the certification statements above.

3. PROGRAM IMPROVEMENT

3.2 DOE Contact Information Form

Barbara M. Wall, Ed.D., Deputy Superintendent
Office of Career, Technical, and Agricultural Education
Georgia Department of Education
1562 Twin Towers East
205 Jesse Hill Jr. Dr. SE
Atlanta, Georgia 30334
(404) 387-1666
bwall@doe.k12.ga.us

For individual program area and program specialist contact information, refer to the Career, Technical and Agricultural Education webpage on the GaDOE website: www.gadoe.org.

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Career and Technical Education Act of 2006); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Employees, students, and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies or practices. The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Perkins Act - Barbara M. Wall, Ed.D., Career, Technical, and Agricultural Education, (404) 387-1666
Title V (Part B – Rural Education Achievement Program) – Brittan Ayers, Federal Programs, 404.491.3669
Title IX (including McKinney-Vento) – Lisa Begley, Teaching and Learning, Lisa.Begley@doe.k12.ga.us
Section 504 – Elise James, Federal Programs, (404) 326-0421
ADA – Tenishia Price, Human Resources, (404) 772-6139

Inquiries concerning the application of the Perkins Act, Title V, Title VI, Title IX, or Section 504 and ADA to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, 1562 Twin Towers East, 205 Jesse Hill Jr. Dr. SE, Atlanta, Georgia 30334; to the Regional Office for Civil Rights, U.S. Department of Education, 61 Forsyth Street, Suite 19T10, Atlanta, Georgia 30303-8927; or to the Director, U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg, 400 Maryland Avenue, SW, Washington, D. C. 20202-1100.

3. PROGRAM IMPROVEMENT

3.3 Advisory Council

Advisory Council

I. Requirement for Involvement in the Development, Implementation, and Evaluation of the Career, Technical, and Agricultural Education Annual Plan for Career, Technical and Agricultural Education¹. Briefly describe below how the projected programs, services, and activities identified in this FY2027 Local Plan for Career, Technical and Agricultural Education were planned with the participation of members of business and industry, labor organizations, representatives of special populations, parents, students, teachers, counselors, and other interested individuals [Section 134(b)(5)].	Open discussions with the Chamber of Commerce, Civic Organizations, business and industry partners and internal/external stakeholders in the CTAE programs have been held throughout FY25 and FY26 to gather information. Topics discussed included: ● Preparing students for the skilled workforce. ● Ways to expand WBL learning opportunities. ● Ways to better meet workforce development needs. ● Job needs for the next 5 to 10 years. ● Opportunities for special populations in industry. ● Skills and knowledge needed for entry-level workers. ● How the Dongwon Autopart Technology facility is going to affect our area ● Bringing back some iteration of Vision 20/20 that has developed into the Bridge Program. ● How to increase industry tours and streamline the process ● Implemented a new Career Academy ● Growing programs in the Career Academy aligning with our local industry needs ● Wrote a TCC and implemented Small Business Development Basics ● Wrote and plan to implement a Materials Handling TCC that includes OSHA and forklift certifications.
II. Advisory Council Membership and Requirement for Involvement in the Development, Implementation, and Evaluation of Career, Technical, and Agricultural Education Programs. This advisory council must include the system's Transition and Career Partnership coordinator, representatives from business and industry, members of the Technical College System of Georgia, and/or the University System of Georgia, Work Ready Coordinator, local community organizations, students, parents, teachers, counselors, and all other interested individuals. Complete the chart shown below regarding the FY2027 Advisory Council. Enter the names of council members, select an area of representation (business/industry, parent, etc.) and enter company/institution/agency. In the appropriate box, give the total number of advisory council members, with the total number of males, total number of females, total number of minorities, and total number of members with disabilities.	

Council Members	Council Member Area Of Representation	Council Member Company/Institution Agency	Gender	Demographics
Doug Brown	Business and Industry	Jemison Metals	Male	
Brandi Smith	Business and Industry	Jemison Metals	Female	
Carmen Tanner	Business and Industry	Emanuel Medical Center	Female	
Dr. Shannon Lawrence	Local District Staff	Young Farmer/CTAE Administrator	Male	
Ken Warnock	Economic Development/Chamber of Commerce	Swainsboro-Emanuel County Chamber of Commerce	Male	
Aubrey Jones	Business and Industry	Crider Foods	Male	
Marcus Simmons	Business and Industry	Interfor	Male	
Mitchell Fagler	Post-Secondary	Southeastern Technical College	Male	
Regina Garnto	Business and Industry	American Steel	Female	
Sonya Wilson	Post-Secondary	Southeastern Technical College	Female	
Rosa Amerson	Business and Industry	America Knits	Female	
Luis Bobadills	Business and Industry	America Knits	Male	Minority
Steve Hawkins	Business and Industry	America Knits	Male	
Reeva Jeffers	Business and Industry	Nordson	Female	Minority
Becky Coyt	Business and Industry	Stitch-N-Print	Female	
Timmy Oliver	Business and Industry	Stitch-N-Print	Male	
LaShanta Marion	Business and Industry	Interfor	Female	Minority
Jessica Baugh	Business and Industry	Interfor	Female	
Stefanie Mason	Local District Staff	Executive Director of Teaching and Learning	Female	
Clint Wills	Business and Industry	Crider Foods	Male	
Zac Frye	Business and Industry	Citizens Bank CEO	Male	
Lynn Brinson	Business and Industry	Emanuel Medical Center	Female	
Ben Patterson	Business and Industry	Nordson	Male	
Chip Fleming	Local District Staff	CTAE Administrator	Male	
Ivey Terwilliger	Economic Development/Chamber of Commerce	Chamber of Commerce	Female	

Category	Total Number of Advisory Council Members	Total Number of Advisory Male Members	Total Number of Advisory Female Members	Total Number of Advisory Council Minority Members	Total Number of Advisory Council Members with Disabilities
Business and Industry	18	9	9	3	0
Economic Development/Chamber of Commerce	2	1	1	0	0
Local District Staff	3	2	1	0	0
Post-Secondary	2	1	1	0	0
All Categories	25	13	12	3	0

Dates of Proposed 2027 Advisory Council Meetings
7/15/2026
8/19/2026
11/18/2026
1/20/2027
3/17/2027
6/16/2027

3. PROGRAM IMPROVEMENT

3.4 LEA Career Pathway Form

Career, Technical and Agricultural Education Career Clusters

Emanuel County Institute		
Pathway Status	Career Clusters	Career Pathways
Existing	Advanced Manufacturing	Engineering and Technology Pathway
New	Agriculture	Agricultural Mechanics and Metal Fabrications Pathway
Existing	Agriculture	Agricultural Mechanics Systems Pathway
Existing	Agriculture	Diversified Agriculture - Horticulture and Forest Science Pathway
Existing	Agriculture	Forest Mechanical Systems Pathway
Existing	Agriculture	Plant and Landscape Systems Pathway
Existing	Agriculture	Plant Science/Horticulture - Horticulture Mechanical Systems Pathway
Existing	Healthcare & Human Services	Nutrition and Food Science Pathway
Existing	Management & Entrepreneurship	Business and Technology Pathway

Swainsboro High School		
Pathway Status	Career Clusters	Career Pathways
Existing	Advanced Manufacturing	Engineering and Technology Pathway
New	Agriculture	Agricultural Mechanics and Metal Fabrications Pathway
Existing	Agriculture	Agricultural Mechanics Systems Pathway
Existing	Agriculture	Diversified Agriculture - Horticulture and Forest Science Pathway
Existing	Agriculture	Forest Mechanical Systems Pathway
Existing	Agriculture	Plant and Landscape Systems Pathway
Existing	Agriculture	Plant Science/Horticulture - Horticulture Mechanical Systems Pathway
Existing	Hospitality, Events, & Tourism	Culinary Arts Pathway
Existing	Management & Entrepreneurship	Business and Technology Pathway

Career Clusters	Total Pathways
Advanced Manufacturing	1
Agriculture	6
Healthcare & Human Services	1
Hospitality, Events, & Tourism	1
Management & Entrepreneurship	1

Does your district offer any pathways in the following clusters: 1) Advanced Manufacturing, 2) Construction, 3) Supply Chain & Transportation, 4) Education, 5) Healthcare and Human Services (only include the Healthcare pathways from this cluster)?	Yes
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3. PROGRAM IMPROVEMENT

3.5 Existing Pathway Completers Form

Career, Technical and Agricultural Education Exiting Pathway Completers

Emanuel County Institute												
	Number of Concentrators* in Pathway						Number of Students who have completed Pathway					
	FY2024-2025		FY2025-2026		FY2026-2027		FY2024-2025		FY2025-2026		FY2026-2027	
Existing Pathways	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed
Agricultural Mechanics Systems Pathway	26		TBD		TBD	30	26		TBD		TBD	25
Business and Technology Pathway	44		TBD		TBD	50	44		TBD		TBD	48
Diversified Agriculture - Horticulture and Forest Science Pathway	14		TBD		TBD	12	14		TBD		TBD	14
Engineering and Technology Pathway	6		TBD		TBD	12	6		TBD		TBD	10
Forest Mechanical Systems Pathway	18		TBD		TBD	12	18		TBD		TBD	10
Nutrition and Food Science Pathway	40		TBD		TBD	40	38		TBD		TBD	35
Plant and Landscape Systems Pathway	34		TBD		TBD	35	32		TBD		TBD	30
Plant Science/Horticulture - Horticulture Mechanical Systems Pathway			TBD		TBD	6			TBD		TBD	5

Swainsboro High School												
	Number of Concentrators* in Pathway						Number of Students who have completed Pathway					
	FY2024-2025		FY2025-2026		FY2026-2027		FY2024-2025		FY2025-2026		FY2026-2027	
Existing Pathways	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed
Agricultural Mechanics Systems Pathway	80		TBD		TBD	80	72		TBD		TBD	70
Business and Technology Pathway	208		TBD		TBD	200	190		TBD		TBD	195
Culinary Arts Pathway	50		TBD		TBD	55	50		TBD		TBD	50
Diversified Agriculture - Horticulture and Forest Science Pathway	4		TBD		TBD	8	4		TBD		TBD	5
Engineering and Technology Pathway	56		TBD		TBD	65	52		TBD		TBD	60
Forest Mechanical Systems Pathway	28		TBD		TBD	24	24		TBD		TBD	20
Plant and Landscape Systems Pathway	18		TBD		TBD	12	14		TBD		TBD	10
Plant Science/Horticulture - Horticulture Mechanical Systems Pathway			TBD		TBD	6			TBD		TBD	5

*A “concentrator” is a student who has completed at least 2 courses (earned at least 2 units of credit) in the career pathway.

Provide an explanation for any pathway that there are no proposed concentrators and/or proposed completers.

We have added Ag. Metal Fabrication that will be taught at EDGE CCA for both ECI and SHS. We have also opened up an Engineering Lab at EDGE CCA and ECI students will be able to take courses in that pathway.

Provide an explanation to address any incorrect data.

N/A

4. REQUIRED QUESTIONS

4.1 Develop CTAE Course Offerings and Activities

Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one (1) program of study approved by the state of Georgia under Section 124(b)(2).

A. Describe how the results of the comprehensive local needs assessment described in subsection(c) informed the selection of the specific career, technical and agricultural education programs and activities selected to be funded.	The results of the comprehensive local needs assessment (CLNA), particularly the analysis of regional labor market data and stakeholder input, directly informed the selection of CTAE programs and activities funded in Emanuel County Schools. Identified needs included a demand for skilled workers in high-skill, high-wage, and in-demand career sectors, as well as a need to strengthen alignment between education and local workforce expectations. In response to these findings, the district implemented a new College and Career Academy (EDGE CCA) in FY26 to serve as a centralized hub for workforce development and career pathway expansion. Through collaboration with business and industry partners, the district developed and implemented new Technical Certificate of Credit (TCC) programs aligned to local workforce needs, including areas such as manufacturing, healthcare, and logistics. CLNA results also highlighted the importance of providing students with relevant, hands-on learning environments. As a result, funding priorities included updating CTAE labs, equipment, and instructional spaces to reflect current industry standards. Industry partners played a key role in validating these needs and supporting program relevance. Additionally, the district prioritized activities that expand student access to work-based learning, career exploration, and credentialing opportunities to ensure students are better prepared for postsecondary education and employment. Overall, the CLNA process ensured that all funded programs and activities are strategically aligned to local economic needs and support the development of a sustainable workforce pipeline.
B. Describe any new programs of study the eligible recipient will develop and submit to the state for approval.	Emanuel County Schools utilizes state-developed Programs of Study for all CTAE pathways rather than creating local versions. CTAE program offerings are determined through analysis of local labor market data, ensuring alignment with regional workforce needs and high-demand career opportunities.
C. Describe how students, including students who are members of special populations, will learn about their school's career, technical and agricultural education course offerings and whether each course is part of a career, technical and agricultural education program of study.	Middle school counselors, in collaboration with the School-to-Career Coordinator, provide career awareness instruction aligned to the Career Clusters through Bridge Bill activities. Students complete career interest and aptitude assessments, including the YouScience Snippet in 6th grade and the YouScience Snapshot in 7th and 8th grades, to support informed pathway selection. At the high school level, CTAE teachers, counselors, and CTSO officers and members host an annual "CTAE Night," typically in the fall,

Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one (1) program of study approved by the state of Georgia under Section 124(b)(2).

	to provide students and families with information about CTAE pathways, programs of study, and course offerings. CTSO organizations also participate by hosting informational tables, allowing students and parents to engage directly and learn about leadership and competitive opportunities. Additional outreach occurs during high school orientation and open house events, where CTAE programs and CTSOs are promoted. During the first weeks of school, CTSOs conduct "Rush Week" to increase student awareness and participation. Through the Teachers as Advisors program, 9th grade students complete the YouScience assessment to further refine career interests and pathway alignment. The district has also developed multiple resources to support career awareness and planning, including a Career Guide, a Transition Guide for special populations, and the ConnectED 2 Careers Guide. These publications provide students, families, and the community with clear information about available pathways and connections to postsecondary education and workforce opportunities through EDGE College & Career Academy. The Transition Guide specifically supports self-advocacy and planning for special populations, promoting successful transitions from high school to postsecondary education and employment.
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4. REQUIRED QUESTIONS

4.2 Collaborate with local workforce development boards and agencies

Describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C.3151(e)(2)), and other partners, will provide

A. Career exploration and career development coursework, activities, or services.	All CTAE teachers incorporate career exploration and development into their instruction. As part of this process, students are provided opportunities to engage with industry professionals through guest speakers and, when possible, participate in industry tours. Within this unit, students complete a variety of career readiness activities, including exploring career options, developing resumes and cover letters, and completing job applications. Many students also participate in job shadowing experiences to gain direct exposure to workplace expectations and career pathways.
B. Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment as described in subsection(c).	During career-focused instruction, CTAE teachers emphasize high-skill, high-wage, and in-demand career opportunities, from the High Demand Career List, to ensure students are informed about current workforce trends. Students receive additional exposure to these careers through interactions with industry representatives who serve as guest speakers and through participation in industry tours. CTAE students also visit postsecondary institutions such as East Georgia State College and Southeastern Technical College, where instructors provide further insight into career pathways, training requirements, and opportunities aligned to regional workforce needs. Many students are also involved within our CCA and are updated periodically through many industry aligned programs offered.
C. An organized system of career guidance and academic counseling to students before enrolling and while participating in a career, technical and agricultural education program.	Following CTAE Night with 8th grade students, high school counselors meet individually with each student to develop a personalized 4-year academic plan. During this process, students identify their top two CTAE pathway choices. The preferred pathway is prioritized in the student's schedule, with the second choice utilized if scheduling conflicts arise. For current 9th–11th grade students, the registration process includes a review of their 4-year academic plan in collaboration with their teacher advisor. This review allows students to continue progressing within their selected CTAE pathway or make adjustments if their career interests have changed. In addition, all EDGE College & Career Academy students participate in structured career advisement sessions twice per year. These sessions provide ongoing guidance, reinforce pathway alignment, and support informed decision-making related to postsecondary and workforce goals.

4. REQUIRED QUESTIONS

4.3 Improve Academic and Technical Skills

A. Describe how the eligible recipient will improve the academic and technical skills of students participating in career, technical and agricultural education programs by strengthening the academic and career, technical and agricultural education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career, technical and agricultural education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).	Emanuel County Schools will improve the academic and technical skills of students participating in CTAE programs by strengthening the integration of rigorous academic content with career and technical instruction. CTAE teachers will engage in ongoing professional learning focused on aligning instruction to state academic standards and industry expectations, ensuring that lessons are both academically rigorous and relevant to real-world applications. Through intentional, standards-based lesson planning, teachers will embed literacy, mathematics, and critical thinking skills within CTAE coursework to support a well-rounded education. Through EDGE College & Career Academy (EDGE CCA), students are provided expanded access to advanced coursework, dual enrollment opportunities, and industry-aligned programs that reinforce both academic and technical skill development. The district will continue to strengthen Work-Based Learning (WBL) opportunities, allowing students to apply classroom knowledge in real-world settings while developing employability skills such as communication, problem-solving, and professionalism. Additionally, the implementation of the Workforce Capstone ensures that students demonstrate mastery of both academic and technical standards by completing projects aligned to real business and industry needs. These capstone experiences require students to integrate core academic skills with technical competencies, reinforcing learning across multiple disciplines. Through continued collaboration with business and industry partners and postsecondary institutions, Emanuel County Schools ensures that CTAE programs remain relevant, rigorous, and aligned to workforce demands. This comprehensive approach supports the development of students who are academically prepared, technically skilled, and ready for success in postsecondary education and the workforce.
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4. REQUIRED QUESTIONS

4.4 Serve Special Populations

Describe how the eligible recipient will

A. Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency	Emanuel County Schools provides targeted activities and supports to prepare special populations for high-skill, high-wage, and in-demand careers that lead to self-sufficiency. The CTI Coordinator works collaboratively with CTAE teachers to support special population students within CTAE classrooms by reinforcing academic and technical skill development and ensuring access to appropriate accommodations and instructional strategies. The CTI Coordinator also works closely with the Work-Based Learning (WBL) Coordinator to identify and place special population students in meaningful WBL opportunities aligned to their career interests and abilities. These experiences provide hands-on training, workplace readiness skills, and direct exposure to high-demand career fields. In addition, special population students are provided access to career awareness and exploration activities, including industry guest speakers and industry tours, which help build understanding of workforce expectations and available career pathways. Students also benefit from structured career advisement and planning. The district further supports these students through the implementation of the Transition Guide, which serves as a tool to promote self-advocacy, goal setting, and informed decision-making. The Transition Guide helps students understand postsecondary options, workplace expectations, and the steps needed to successfully transition from high school into employment or continued education. Through these coordinated efforts, Emanuel County Schools ensures that special population students are equipped with the academic, technical, and employability skills necessary to access high-skill, high-wage, and in-demand careers and achieve long-term self-sufficiency.
B. Prepare CTAE participants for non-traditional fields	Emanuel County Schools will prepare CTAE participants for non-traditional fields by providing intentional exposure and targeted support that expands student awareness and participation in high-demand, non-traditional career pathways. Students are introduced to these opportunities through industry guest speakers and structured industry tours that highlight real-world applications and diverse role models working in non-traditional occupations. In addition, the district promotes non-traditional pathway enrollment through career advisement, CTAE program awareness events, and ongoing collaboration with business and industry partners. Work-Based Learning (WBL) opportunities further support this effort by placing students in hands-on experiences within non-traditional fields, allowing

Describe how the eligible recipient will

	them to build confidence, develop relevant skills, and see themselves in those careers. These combined strategies help reduce barriers and increase student participation in non-traditional career pathways.
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C. Provide equal access for special populations to career, technical and agricultural education courses, programs, and programs of study.	Emanuel County Schools ensures equal access for special populations to CTAE courses, programs, and programs of study through a structured and student-centered planning process. All students, in collaboration with their parents and school counselors, develop an individualized 4-year academic plan that includes CTAE pathway selection based on their interests and career goals. Students identify multiple pathway options, and every effort is made to enroll them in their preferred CTAE courses. To further support equitable access, the district provides targeted guidance and support for special populations through collaboration with CTAE teachers, counselors, and the CTI Coordinator. This includes ongoing monitoring of student progress, individualized advisement, and access to appropriate accommodations and services as needed. Special population students are also provided equal opportunities to participate in Work-Based Learning (WBL), career exploration activities, and industry engagement experiences. Additionally, resources such as the Transition Guide are utilized to support self-advocacy, informed decision-making, and successful navigation of CTAE pathways and postsecondary options. Through these coordinated efforts, Emanuel County Schools ensures that all students, including those in special populations, have equitable access to high-quality CTAE programs and opportunities that lead to college and career success.
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D. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations	Emanuel County Schools ensures that members of special populations are not discriminated against on the basis of their status by maintaining equitable access to all CTAE programs, services, and opportunities. Students participate in individualized career counseling with school counselors, where they are supported in selecting pathways aligned to their interests, abilities, and career goals without bias or limitation. Enrollment in CTAE courses is based on student choice and academic planning, ensuring that all students have equal opportunity to participate in any pathway. The district reinforces this commitment through collaboration among counselors, CTAE teachers, and the CTI Coordinator to provide appropriate supports, accommodations, and monitoring to ensure student success. Policies and practices are implemented consistently to prevent discrimination and to promote an inclusive learning environment. Through these efforts, Emanuel County Schools ensures that all students, including members of special populations, are treated equitably and have full access to high-quality CTAE programs and career opportunities.
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4. REQUIRED QUESTIONS

4.5 Foster Work-Based Learning

A. Describe the work-based learning opportunities that the eligible recipient will provide to students participating in career, technical and agricultural education programs and how the eligible recipient will work with representatives from employers to develop or expand work-based learning opportunities for career, technical and agricultural education students, as applicable.	Emanuel County Schools provides a comprehensive system of Work-Based Learning (WBL) opportunities designed to connect classroom instruction with real-world application. Under the leadership of the WBL Coordinator, students are supported in securing placements that align with their individual career interests and CTAE pathways. Students are introduced to WBL opportunities through structured classroom presentations during CTAE career units, where they learn about eligibility requirements, expectations, and the application process. These experiences include internships, job shadowing, and part-time employment that allow students to develop technical and employability skills in authentic work environments. The district actively collaborates with local business and industry partners to develop and expand WBL opportunities. Through ongoing engagement, including industry visits and regular communication with employers, the district gathers insight into current workforce needs, skill gaps, and hiring expectations. This information is used to guide student placement decisions and inform instruction, particularly in the area of employability and soft skills, ensuring students are better prepared to meet employer expectations. With the opening of EDGE College & Career Academy (EDGE CCA), the district has expanded its capacity to provide high-quality, industry-aligned WBL experiences. The development of the Bridge Internship Program further strengthens this effort by creating structured internship opportunities that serve as a transition from education to employment. Current partnerships reflect this growth, including a developing internship pipeline with industry partners Emanuel Medical Center, Jemison Metals, Crider Foods, Nordson, and Citizens Bank.
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4. REQUIRED QUESTIONS

4.6 Offer Post-Secondary Credit

A. Describe how the eligible recipient will provide students participating in career, technical and agricultural education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs, articulated credit, or early college high school, as practicable.	Emanuel County Schools provides students with multiple opportunities to earn postsecondary credit while still enrolled in high school through strong partnerships with Georgia Southern East Campus and Southeastern Technical College. Students have access to dual enrollment courses that allow them to earn both high school and college credit simultaneously in academic and CTAE-aligned programs. Through EDGE College & Career Academy (EDGE CCA), the district expands access to technical certificates of credit (TCCs) and industry-aligned coursework that directly connects secondary instruction to postsecondary programs. These opportunities allow students to begin credential attainment while in high school, accelerating their pathway into college and career. The district works closely with postsecondary partners to ensure alignment between CTAE pathways and dual enrollment offerings, creating seamless transitions into certificate, diploma, and degree programs. In addition, students receive ongoing advisement from counselors, CTAE instructors, and postsecondary representatives to support enrollment, course selection, and program completion. To further support participation, the district coordinates campus visits, program tours, and admissions outreach to increase student awareness and readiness for postsecondary opportunities. Through these efforts, Emanuel County Schools ensures that students have meaningful, accessible opportunities to earn postsecondary credit and advance toward their college and career goals.
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4. REQUIRED QUESTIONS

4.7 Encourage Professional Development

A. Describe how the eligible recipient will coordinate with the GaDOE and institutions of higher education to support the recruitment, preparation, retention, and training including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.	*]:pointer-events-auto scroll-mt-[calc(var(--header-height)+min(200px,max(70px,20svh)))]" dir="auto" data-turn-id="request-WEB:ccf7627f-97de-4657-9010-b9dbed6476ea-3 2" data-testid="conversation-turn-66" data-scroll-anchor="true" data-turn="assistant"> Emanuel County Schools coordinates with the Georgia Department of Education (GaDOE) and local institutions of higher education, including Southeastern Technical College and Georgia Southern East Campus, to support the recruitment, preparation, retention, and ongoing professional development of CTAE educators and support personnel. The CTAE Director and school counselors meet regularly with postsecondary partners to review program offerings, identify staffing needs, and align secondary and postsecondary instruction to ensure continuity in career pathways. The district collaborates with these institutions to support teacher preparation and certification, including promoting alternative certification pathways for individuals with industry experience to enter the teaching profession. This approach helps recruit qualified instructors, particularly in high-demand CTAE fields where traditional certification pipelines may be limited. Efforts are made to recruit individuals from underrepresented groups by leveraging partnerships with postsecondary institutions and community networks. EDGE CCA is also opening classes for the new Associates in Education in FY27. Ongoing collaboration between CTAE teachers and college faculty supports professional learning and instructional alignment. For example, the Southeastern Technical College CNC instructor works closely with high school Engineering and Technology teacher to co-develop curriculum, align technical competencies, and enhance lab experiences. These partnerships ensure that instruction remains current with industry standards and that educators are equipped with relevant technical knowledge. Additionally, the district supports retention and growth of educators through continued professional development opportunities aligned with GaDOE standards, including participation in CTAE-specific training, industry engagement, and collaborative planning. Through these coordinated efforts, Emanuel County Schools ensures that all CTAE personnel are well-prepared, properly credentialed, and supported in delivering high-quality instruction aligned to workforce needs.
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4. REQUIRED QUESTIONS

4.8 Address Disparities and Gaps

A. Describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.	Emanuel County Schools will address identified disparities in performance through a comprehensive, data-driven approach focused on targeted interventions, expanded student opportunities, and strengthened alignment between CTAE programs and workforce needs. Based on CLNA results, the district identified gaps in extended graduation rate (1S2), academic proficiency in Reading/Language Arts (2S1), post-program placement (3S1), and non-traditional program concentration (4S1), and has developed strategic actions to improve outcomes in each area. To improve the extended graduation rate, the district will implement early identification and monitoring systems for at-risk students, expand flexible learning options such as credit recovery and alternative pathways through EDGE College & Career Academy (EDGE CCA) and the Accelerated Career Diploma (ACD), and strengthen individualized graduation planning and student engagement through CTAE, dual enrollment, and work-based learning (WBL). To address gaps in Reading/Language Arts proficiency, the district will enhance literacy integration within CTAE programs through targeted professional learning. This includes collaboration between ELA and CTAE teachers and the incorporation of evidence-based literacy strategies aligned to the science of reading, ensuring students can effectively read, comprehend, and apply technical information in career-focused contexts. To improve post-program placement, the district will expand WBL and internship opportunities aligned to high-demand careers, strengthen partnerships with business and industry and postsecondary institutions, and enhance career readiness instruction. EDGE CCA will serve as a central hub for dual enrollment, credential attainment, and workforce-aligned experiences. The district will also implement improved tracking systems to monitor student outcomes and provide targeted support for students transitioning to employment or postsecondary education. To increase non-traditional program concentration, the district will implement targeted recruitment and awareness strategies, expand industry exposure through guest speakers and tours, and increase access to WBL opportunities in non-traditional fields. Additional supports, including mentorship and intentional advising, will be provided to improve recruitment and retention of underrepresented students. Progress toward these goals will be monitored annually, with adjustments made based on performance data and stakeholder feedback. If meaningful progress is not achieved by the third program year, the district will implement additional targeted interventions, including intensified student supports, expanded partnerships, and revised recruitment and instructional strategies to eliminate identified gaps.
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LOCAL APPLICATION FOR CAREER, TECHNICAL AND AGRICULTURAL
EDUCATION

5 FY2027 Career, Technical, and Agricultural Education Programs Statement of
Assurances for Local Education Agencies (Eligible Recipients)

1. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Act of 2006 as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), any subsequent applicable acts, and all applicable Georgia public school laws.
2. Funds will be used to support career and technical education programs of such size, scope, and quality to meet the needs of all students served by the local education agency as identified in Section 134(c)(2)(B)(i) and Section 135(b) of Perkins V and to support the objectives identified and included in the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.
3. No funds received under Perkins V will be used to require any secondary school student to choose or pursue a specific career pathway or program of study or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery as specified in Section 214 of Perkins V.
4. Every public announcement, bulletin, catalog, and application form will contain notice to publicly attest that the institution does not discriminate on the basis of age, sex, race, color, national origin, or disability. An annual public announcement is made in reference to publicizing the programs of Career and Technical education and the announcement is made understandable to all communities within the area to be served. Federal law prohibits discrimination on the basis of age, sex, race, color, national origin, or disability in educational programs or activities receiving federal financial assistance. (Title VI of the Civil Rights Act of 1964) (Title IX of the Education Amendments of 1972) (Section 504 Rehabilitation Act of 1973) (Age Discrimination Act of 1975). <http://www.ed.gov/print/about/offices/list/ocr/docs/nondisc.html>.
5. The applicant assures that no funds expended under Perkins V will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization. Personnel authorized to purchase equipment shall be advised of this requirement.
6. The applicant assures that such fiscal control and fund accounting procedures as may be necessary to ensure proper disbursement of and accounting for career and technical education funds will be provided. Expenditures must be in compliance with standard accounting procedures established by the Georgia Department of Education (GaDOE).
7. Perkins V funds shall be used to supplement and to the extent practical, increase the amount of local/state funds for career and technical education. In no case shall Perkins V funds be used to supplant local/state funds. See Section 211 of Perkins V.
8. In its local application, the Local Education Agency (eligible recipient) shall contain information on the career and technical education course offerings and activities that it will provide with Perkins V funds, including how students, including students who are members of special populations, will learn about their school's career and

LOCAL APPLICATION FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION

technical education course offerings and whether each course is part of a career and technical education program of study as identified in Section 134(b)(2)(C) of Perkins V. Furthermore, the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare career and technical participants for non-traditional fields; provide equal access for special populations to career and technical education courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations as described in Section 134(b)(5) of Perkins V and to support the objectives as included in the Local Education Agency's (eligible recipient) annual Local Application.

9. The projected programs, services, and activities identified in the Local Application for Career and Technical Education were planned in consultation with representatives of the educational and training agencies available in the area to be served and with the participation of members of business and industry, labor organizations, representatives of special populations, parents, students, teachers, and other interested individuals as specified in Section 134(a) of Perkins V as indicated in the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.

10. The Local Plan/Application for Career and Technical Education, upon approval by the GaDOE, constitutes an agreement to operate, maintain, and fund the programs and services as identified therein.

11. Appropriate career and technical education administration and supervision at the system and school levels will be provided for the proper and efficient operation of programs funded under the Georgia Quality Basic Education Act (QBE) and Perkins V in accordance with State Board Rule 160-5-1-.22 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.22.pdf>).

12. Appropriate facilities and qualified personnel will be provided for the programs, services, and activities proposed in this Local Plan for Career and Technical Education.

13. Annual program reports and such other reports as may be required shall be submitted to the GaDOE.

14. The Georgia Statewide TeachGeorgia website (<http://www.teachgeorgia.org>) or an equivalent recruitment and retention tool, is utilized for recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession [Section 134 (b)(8)].

15. Each eligible recipient will annually evaluate progress toward meeting or exceeding each of the performance indicators at the United States Department of Education's approved benchmark, develop and implement strategies and participate in program reviews as conducted by the GaDOE as specified in Section 113(b)(2) of Perkins V as indicated in the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.

16. Evaluation and accountability provisions for Local Education Agencies (LEAs) will be carried out in accordance with Section 113 and Section 134(c)(2)(C) and Section 135(b)(5).

17. The Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application for Career and Technical Education is on file with the local school system. The goals and objectives are linked to the budget page for use of Perkins funds.

18. Funds allocated for the Extended Year program will be utilized in accordance with State Board Rule 160-4-3-.09 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.09.pdf>). LEAs shall comply with all accountability and reporting requirements set forth in the grant program application.

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19. Funds allocated for the Youth Apprenticeship Program (YAP) will be utilized in accordance with State Board Rule 160-4-3-.13

(<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.13.pdf>).

LEAs shall comply with all accountability and reporting requirements set forth in the grant program application.

20. Funds allocated for Industry Certification will be utilized in accordance with state rules and regulations. Local Education Agencies (LEAs) shall comply with all accountability and reporting requirements set forth in the grant program application.

21. For the Extended Day program, funds allocated will be utilized in accordance with State Board Rule 160-4-3-.11

(<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.11.pdf>)

and in accordance with state regulations. Local Education Agencies (LEAs) shall comply with all accountability and reporting requirements set forth in grant program applications.

22. For the Young Farmer Agribusiness program, funds allocated will be utilized in accordance with State Board Rule 160-4-3-.07

(<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.07.pdf>)

and in accordance with state regulations. Local Education Agencies (LEAs) shall comply with all accountability and reporting requirements set forth in the grant program application.

23. Funds allocated for the Food Systems Technology program will be utilized in accordance with State Board Rule 160-4-3-.08

(<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.08.pdf>).

24. Federal funds will be made available subject to final Grant Award and instructions from the United States Department of Education (USED). Funds for state grant programs will be available pending approval in the state budget.

25. This one-year application for funding is based on the objectives of the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application for Career and Technical Education as submitted by the local school system. Each eligible recipient will be a part of the Monitoring and Risk Assessment process resulting in a plan for improvement.

26. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is a federal act. The requirements set forth in relation to this act may not be waived under charter status by Local Education Agencies (LEAs) accepting funds in relation to this act.

27. The LEA agrees that the projected programs, services, and activities identified in the FY2027 Annual Plan for Career, Technical and Agricultural Education will be planned with the participation of members of business and industry, labor organizations, representatives of special populations, parents, students, teachers, counselors, and other interested individuals.

The above assurances are signed by Larry Fleming on 07/31/2026.