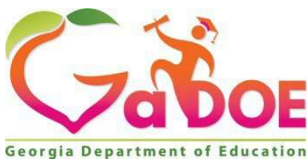




# Economic Development Partnership Application



July 2023 - June 2024

## Economic Development Partnership Application Description

Name of Program:	Economic Development Partnership (EDP) Designation
Dissemination Date:	March 21, 2023
Deadline for Receipt of Applications:	April 28, 2023 at 5:00 pm (Due to the timeline associated with the EDP process, the deadline for applications cannot be extended).
Purpose:	To recognize school districts that understand the role CTAE plays in economic development through partnerships with business and industry, and pathway alignment to the needs of their local/regional workforce.
Eligible Applicants:	School Districts. The EDP designation is a district wide process. The EDP is not awarded to a specific school within a district. The designation recognizes the district and applications must be submitted as a district.
Application:	<p>Application Documents: <u>All documents are required to be submitted at one time.</u></p> <p><u>General Application Form:</u></p> <ol style="list-style-type: none"><li>1. Read carefully.</li><li>2. Complete each section.</li><li>3. Include required signatures.</li></ol> <p><u>SWOT Analyses:</u></p> <ol style="list-style-type: none"><li>1. Requires three SWOT Analyses to be completed. One from each of the following contributors:<ol style="list-style-type: none"><li>a. The district Superintendent and/or CTAE Director</li><li>b. A Business and Industry partner</li><li>c. An Economic Development stakeholder</li></ol></li></ol> <p>To complete the SWOT Analyses, contributors will need a copy of the Designation Criteria and Continuum Criteria, which is included in this Application Packet.</p> <p>An Economic Development stakeholder is identified as a member of the Chamber of Commerce, Development Authority, or other regional/local economic development partnership or organization.</p> <p><u>Pathway Alignment Worksheet</u></p> <ol style="list-style-type: none"><li>1. Read carefully.</li><li>2. Complete each section.</li><li>3. Directions and required signatures are located on the 2<sup>nd</sup> page of the worksheet.</li></ol> <p><u>Other documents included in the Application Packet for Support:</u></p> <ol style="list-style-type: none"><li>1. EDP Eligible District Criterium</li><li>2. Selection Committee Rubric for scoring Application Packet.</li></ol>

EDP Application and Program Timeline:

The application process for the EDP Cohort was announced at the February 2023 Winter Conference.

Up to 10 School Districts will be chosen to pursue EDP Designation. Application Window will be from March 21, 2023, through April 28, 2023.

GaDOE EDP Review Committee will utilize a selection process that consists of 2 rounds. The Review Committee will be made up of GaDOE CTAE staff, Economic Development partners, and other CTAE stakeholders as identified.

- 1<sup>st</sup> Round (May 2023)
  - GaDOE Selection Committee will evaluate Application Packets and make recommendations to move districts into the 2<sup>nd</sup> Round.
- 2<sup>nd</sup> Round (Completed prior to the June 2023 GACTE conference)
  - A virtual meeting.
  - Requires participation of business and industry and economic development stakeholders.
  - GaDOE Selection Committee will select the districts that will pursue the FY 24 EDP Designation.

FY 24 Districts accepted into the EDP Designation program will have a soft announcement at the GACTE Annual Conference in June 2023.

FY 24 Districts selected to participate in the EDP Designation program will be recognized at the Annual GEDA Conference in September 2023 (not a requirement to attend this event but encouraged as part of the process for the EDP).

FY 24 EDP Districts who earned the designation will be announced/recognized at the annual GACTE Conference, June 2024.

**The EDP Designation will be officially awarded at the annual GEDA conference in September 2024 (representative attendance is a requirement of the EDP process).**

**If a district is not selected to receive the EDP Designation, they will move into the next year of district's pursuing the designation for FY 25 and work a required EDP Action Plan. The goal of the program is for the district to ultimately receive the designation.**

Georgia Power Grant Award:

School districts accepted into the cohort will be eligible to receive a grant from Georgia Power. Grant funds awarded are based on the number of districts accepted into the EDP process for FY 24. Thus, the grant amount is set at greater than or equal to \$2,500.00.

Grant Fund Use:

Funds must be spent in accordance with the grant directions:

The funds must be spent within two years of acceptance. (Deadline- July 31, 2025).

A period report on progress (how the funds have been/will be spent) will be required in the spring of 2024, with a Final Report required by the Spring of 2025. **The final report will require at least 1 story/evidence of how the funds were spent (ex. photographs of staff attending an event / externships).**

Grant funds can be spent on the following:

The intent of the funds to be spent in a manner that will support the EDP process, enable the district to gain a broader understanding of Economic Development, and further strengthen the relationship between Business and Industry, Economic Development, and Education stakeholders.

Acceptable Economic Development related activities:

- Establishing a district educator externship program
- Implement an Economic Development training for staff program
- Fund engagement opportunities with business and industry such as tours for educators, industry inspired events for educators/students, etc.

If you are unsure if an event or activity qualifies, contact Patrick Ledford ([Patrick.ledford@doe.k12.ga.us](mailto:Patrick.ledford@doe.k12.ga.us))

Length of Grant

Funds must be utilized by July 31, 2025.

**Submission Requirements and Information:**

- Applications should be submitted to [lplan@doe.k12.ga.us](mailto:lplan@doe.k12.ga.us)
- Email subject line should read: FY 24 *EDP Application-District Name*
- Each system should submit a completed application as a single file in the following format:

*FY24 EDP Application\_ Name of District*

- Complete applications must be submitted by 5:00 pm on April 28, 2023.
- Once application is accepted, a confirmation email will be sent.
- Forms with signature requirements must be signed with authentic digital signatures.
- Incomplete applications will not be considered.
- Applications received after due date will not be considered.

Application or EDP Questions:

Please contact Patrick Ledford, Economic Development Liaison, 470-270-4010 or [Patrick.ledford@doe.k12.ga.us](mailto:Patrick.ledford@doe.k12.ga.us)

<b>Name of School System</b>	
<b>County of School System</b>	
<b>Name of Superintendent</b>	
Superintendent Email	
<b>Name of CTAE Director</b>	
CTAE Director Email & Phone	
<b>Business/Industry Partner</b> (Name, Title, Company)	
Bus. & Ind. Partner Email & Phone	
<b>Economic Development Contact</b> (Name, Title, & organization)	
ED Contact Email & Phone	
<p><b>Please provide a detailed description of the school system.</b>  (Demographics should include the number of schools, students, administrators, counselors, teachers, staff members, and any other information to help team members assess the school system.)  This can be included as appendices when the application packet is submitted.</p>	
<p><b><u>Georgia Power Grant Funds</u></b>  Please provide a detailed plan of how your district plans to utilize the Georgia Power grant funds as directed by the application guidelines.</p>	
<p><b>Who completed the SWOT Analysis for the application packet?</b> (Name, Title, &amp; Organization)</p>	
<b>Superintendent</b> (signature)	
<b>CTAE Director</b> (signature)	
<b>Business/Industry Partner</b> (signature)	
<b>Economic Development Contact</b> (signature)	
<p><b>All completed EDP Application Packets should be submitted to <a href="mailto:lplan@doe.k12.ga.us">lplan@doe.k12.ga.us</a>.  The subject line of the email should read as follows: <i>FY 24EDP Application_District Name</i>.</b></p>	

# SWOT Analysis Guide

## Economic Development Partnership Application

Please use the space below to provide information on the community's strengths, weaknesses, opportunities, and threats (SWOT) for completing the Economic Development Partnership (EDP). A SWOT Analysis should be completed by a representative of the school system (superintendent and/or CTAE director), one representative from a business/industry partner, and one representative from an Economic Development partner (ex. chamber of commerce, development authority, public/private partnership).

**Superintendent and/or CTAE Director**

Superintendent's Name: \_\_\_\_\_ CTAE Director's Name: \_\_\_\_\_

<b>Strengths</b> What does your entity do well? What unique resources can your entity draw on? What do others see as your entity's strengths?	<b>Weaknesses</b> What could be improved? Where do you have fewer resources than others? What are the perceptions of others outside the organization?



**Opportunities**

What opportunities are open to the EDP?  
What trends could EDP take advantage of?  
How can you turn EDP strengths into opportunities?



**Threats**

What threats could harm the Economic Development Partnership?  
What are other entities doing?  
What threats do your weaknesses expose you to?



# SWOT Analysis Guide

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**Business and Industry Partner:** Name: \_\_\_\_\_ Title: \_\_\_\_\_

<b>Strengths</b> What does your entity do well? What unique resources can your entity draw on? What do others see as your entity's	<b>Weaknesses</b> What could be improved? Where do you have fewer resources than others? What are the perceptions of others outside the organization?



**Opportunities**

What opportunities are open to the EDP?  
What trends could EDP take advantage of?  
How can you turn EDP strengths into opportunities?



**Threats**

What threats could harm the Economic Development Partnership?  
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**Economic Development Stakeholder:** Name: \_\_\_\_\_ Title: \_\_\_\_\_

<b>Strengths</b> What does your entity do well? What unique resources can your entity draw on? What do others see as your entity's strengths?	<b>Weaknesses</b> What could be improved? Where do you have fewer resources than others? What are the perceptions of others outside the organization?

**Opportunities**

What opportunities are open to the EDP?  
What trends could EDP take advantage of?  
How can you turn EDP strengths into opportunities?



**Threats**

What threats could harm the Economic Development Partnership?  
What are other entities doing?  
What threats do your weaknesses expose you to?



Empty space for writing responses to the Opportunities section.

Empty space for writing responses to the Threats section.



## Economic Development Partnership Pathway Alignment Worksheet

### Directions:

- 1) List the pathway name in the first column.
- 2) List the total pathway enrollment for the last school year **by school district**.
- 3) **Indicate** if the pathway is aligned with the PERKINS V QUALITY CTAE Definition (see [Georgia-CLNA-Guidance-Form.pdf \(gadoe.org\)](#)).\*
- 4) **Indicate** if the pathway is aligned to a key local industry.
- 5) List the business partners **(no more than 5)** currently involved with the pathway.
- 6) Utilize the note space for any comments.
- 7) **The Superintendent/CTAE Director, Business and Industry Partner, and Economic Development Stakeholder for the School District must review the form.**
- 8) **Additional Pathway Alignment Worksheets are available at the end of the Application Packet**

**NOTE:** Below is the definition of PERKINS V QUALITY CTAE.

**\*SCOPE:** Eligible Recipient CTAE quality programs must:

- Provide Work-Based Learning (WBL) opportunities according to state course standards.
- Hold at least two Advisory Committee meetings annually for each CTAE pathway/program/cluster.
- Align secondary and postsecondary career paths (e.g., articulation agreements, dual credit).
- Hold at least two (2) CLNA stakeholder meetings annually and offer quality CTAE state approved programs according to the results of the CLNA.
- Offer Credentials of Value (defined in performance indicators) as recognized by GaDOE CTAE.
- Provide equity and access to all students including special populations as defined in Perkins V.

# Georgia Department of Education Economic Development Partnership School District Designation Criteria

## **Required Elements**

*School Districts receiving the Economic Development Partnership Designation must complete the following requirements and score as Executing or Excelling on all Criteria elements as outlined below:*

- ✓ District leaders <sup>1</sup> complete economic development focused training courses:
  - Officials may include Superintendent, CTAE Director, Principals, Economic Development Point of Contact, etc.
  - [CTAE Economic Development Overview \(uga.edu\)](https://ga.doe.edu/ctae/economic-development-overview)
- ✓ Evidence of business and community partnerships:
  - The school district clearly engages economic developers and employers in meeting local and regional workforce development needs.
  - Engagement is demonstrated through Work-based Learning opportunities, mutually beneficial relationships, school system engagement with business, business engagement with students, business presence on pathway advisory committees, etc.
  - Evidence shows substantive and ongoing engagement.
- ✓ Single point of contact for economic development and business:
  - The school district designates an individual responsible for coordinating and maintaining partnerships and communication with economic development and business partners.
  - This person must be granted sufficient time to work outside of the office, engaging partners and maintaining access to district leadership and resources.
- ✓ Employability skills
  - Evidence of system wide effort to support students in their development of employability skills through CTAE programs and other areas of focus throughout the system.
- ✓ Analysis of pathway alignment to the PERKINS V QUALITY CTAE definition and in-demand or high-growth careers within the local or regional economy:
  - Districts submitted a pathway alignment worksheet (in application).

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<sup>1</sup> District leaders are defined as those individuals serving in an administrative or leadership capacity at the district level.

- Worksheet collects enrollment data, pathway completer data, and regional employment in specified industries/occupations and identifies pathways aligning to the PERKINS V QUALITY CTAE<sup>2</sup> definition of careers and the local economy.
  - Evidence of the district utilizing their Comprehensive Local Needs Assessment (CLNA) to obtain EDP
    - [Labor Market Reports and Resources | CTAE Delivers: 2020-2021 Annual Report](#)
- ✓ 100% of CTAE Directors and CTAE Supervisors as well as 75% of CTAE teachers and school counselors, complete one externship<sup>3</sup> every five years:
- Educators (CTAE directors, CTAE supervisors, CTAE teachers and counselors) must complete an orientation video or another documented deliverable explaining the fundamentals of economic development, best practices for externships, and how to apply their experience to classroom activities and learning.
  - Districts must maintain records documenting externship completion.
  - Externships meets or exceeds quality guidelines outlined in the GaDOE’s Educator Externship Packet: [Educator Externship Guide](#)
    - UGA Externship Video: [Georgia Teacher Externship Study](#)
- ✓ The EDP Continuum Criteria consists of six areas containing 24 different elements for evaluation. The evaluation is made up of four tiers: Launching, Advancing, Executing, and Excelling. To be awarded the EDP designation, a district must score as Executing or Excelling in all elements.

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<sup>2</sup> Offer CTAE pathways that lead to at least one of the following:

- 1) **a high-skill occupation**- occupations that require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.
- 2) **a high-wage occupation**- an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Georgia Department of Labor
- 3) **an in-demand occupation** – an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

<sup>3</sup> Externships are defined as time spent in a workplace to learn through direct experience about trends, skill requirements and opportunities in industries related to their subject in order to enrich and strengthen their teaching and bring relevance to student learning (College and Career Academy Support Network, 2010, p. 3).

## Continuum Criteria

*School Districts receiving the Economic Development Partnership designation must score as Executing or Excelling in all element areas.*

### 1. CTAE Advisory Committees.

- a. Advisory committees meets demonstrating evidence of engagement and clear outcomes:

<b><u>Launching:</u></b> Advisory committees meets once annually, inadequately demonstrating engagement and clear outcomes.	<b><u>Advancing:</u></b> Advisory Committees meet twice a year. Engagement is improving and outcomes clarified.	<b><u>Executing:</u></b> Advisory Committee meets at least three times annually, adequately demonstrating engagement and clear outcomes.	<b><u>Excelling:</u></b> Advisory Committee meets monthly or bi-monthly, visibly demonstrating engagement and clear outcomes.
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- b. Advisory Committees led by local employers:

<b><u>Launching:</u></b> District officials take the primary role in leading advisory committee.	<b><u>Advancing:</u></b> Local employers are participating in advisory committees.	<b><u>Executing:</u></b> 75% of advisory committees are actively led by local employers and/or stakeholders	<b><u>Excelling:</u></b> Local employers and/or stakeholders actively plan, organize, and lead all advisory committees.
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- c. Teachers complete advisory committee training program (in-house or external):

<b><u>Launching:</u></b> Few teachers complete advisory committee training.	<b><u>Advancing:</u></b> 50% of teachers have completed advisory committee training.	<b><u>Executing:</u></b> 75% teachers complete advisory committee training.	<b><u>Excelling:</u></b> All teachers complete advisory committee training.
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- d. Employers relevant to offered pathways actively participate in and/or are on an advisory committee:

<b><u>Launching:</u></b> 25% of employers relevant to offered pathways actively participate in and/or are on their respective advisory committee.	<b><u>Advancing:</u></b> 50% of employers relevant to offered pathways actively participate in and/or are on their respective advisory committee.	<b><u>Executing:</u></b> 75% of employers relevant to offered pathways actively participate in and/or are on their respective advisory committee.	<b><u>Excelling:</u></b> 100% of employers relevant to offered pathways actively participate in and/or are on their respective advisory committee.
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## 2. Industry Certification of Pathway Programs.

- a. School district demonstrates a commitment to earning and maintaining industry certification for pathways when applicable:

<b><u>Launching:</u></b> Few career pathways are industry certified.	<b><u>Advancing:</u></b> 50% of the career pathways are industry certified.	<b><u>Executing:</u></b> Most career pathways are industry certified.	<b><u>Exceling:</u></b> 90% to 100% of all pathways are industry certified.
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- b. School district follows a strategic plan focusing on increasing industry certification of pathways to a majority of offered programs within five (5) years:

<b><u>Launching:</u></b> No strategic plan or the strategic plan does not demonstrate efforts to increase industry certification of pathways.	<b><u>Advancing:</u></b> A strategic plan has been proposed and at least one pathway is in progress	<b><u>Executing:</u></b> A detailed strategic plan demonstrates efforts to increase industry certification of pathways.	<b><u>Exceling:</u></b> A detailed strategic plan is in place, is active, and the number of industry certification of pathways has increased and /or completed.
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## 3. Alignment and Operation of the Work-Based Learning (WBL) Program.

- a. WBL program aligns with the Georgia WBL Standards and Guidelines Manual ([Manual](#)) and Perkins V Indicator of Performance 5S3 ([PERKINS Indicators](#)):

<b><u>Launching:</u></b> Program does not align with GA WBL Coordinator Resource Manual.	<b><u>Advancing:</u></b> 50% of the standards in the GA WBL Coordinator Resource Manual have been met.	<b><u>Executing:</u></b> Program closely aligns with GA WBL Coordinator Resource Manual.	<b><u>Exceling:</u></b> 100% of the standards in the GA WBL Coordinator Resource Manual have been met.
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- b. WBL placements align with students designated career pathway and the local economy:

<b><u>Launching:</u></b> 25% of placements align with student career pathways and the local economy.	<b><u>Advancing:</u></b> 50% of placements align with student career pathways and local economy.	<b><u>Executing:</u></b> 75% of placements align with student career pathways and the local economy.	<b><u>Exceling:</u></b> 90% -100% of placements align with student career pathways and the local economy.
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- c. The local school system supports equitable Work-Based Learning (WBL) opportunities by providing a school-wide WBL Coordinator, adequate resources, and a manageable workload:

<p><b><u>Launching:</u></b> Student enrollment in WBL placements exceed the state class size limitations and recommended workload for WBL programs, jeopardizing student safety and program effectiveness.</p>	<p><b><u>Advancing:</u></b> A plan is in place to for a manageable workload and to follow DOE recommended class size for the upcoming school year.</p>	<p><b><u>Executing:</u></b> A realistic manageable workload, following DOE recommended class size is in place, which promotes student safety and program effectiveness.</p>	<p><b><u>Excelling:</u></b> A manageable workload, following DOE recommended class size is in place, which allows 2 or more worksite visits per student to ensure student safety and program effectiveness.</p>
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- d. Students engage in career exploration and experiential learning activities such as STEAM/STEM education, capstone projects, WBL, etc.

<p><b><u>Launching:</u></b> Students are not exposed to or engaged in career exploration or experiential learning activities.</p>	<p><b><u>Advancing:</u></b> There is some evidence students in middle and high school are exposed and engaged in career exploration or experiential learning activities.</p>	<p><b><u>Executing:</u></b> Evidence supports that students in elementary, middle, and high school are exposed to and/or engaged in career exploration or experiential learning activities.</p>	<p><b><u>Excelling:</u></b> A comprehensive strategy is being actively utilized, demonstrating students in elementary, middle, and high school are engaged in career exploration or experiential learning activities.</p>
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- e. Evidence of exploration and/or implementation of all WBL categories such as Youth Apprenticeship (YAP), Internships, Cooperative Education, Employability Skill Development (ESD), or Greater Promise Partnership (GPP).

<p><b><u>Launching:</u></b> Little evidence of exploration and/or implementation of all WBL categories.</p>	<p><b><u>Advancing:</u></b> Medium evidence of exploration and /or implementation of all WBL categories.</p>	<p><b><u>Executing:</u></b> Strong evidence of exploration and /or implementation of all WBL categories.</p>	<p><b><u>Excelling:</u></b> WBL is a clear priority within the District supported by exploration and/or implementation of all WBL categories</p>
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#### 4. Evidence of Employability Skill Development and Application.

- a. Specific employability skills are identified through coordination with key stakeholders and prepare students for careers within their identified pathway:

<p><b><u>Launching:</u></b> School district has not engaged with stakeholders in identifying specific employability skills relating to students' career pathways.</p>	<p><b><u>Advancing:</u></b> School district has engaged with less than 50% of stakeholders to identify specific employability skills relating to students' career pathways.</p>	<p><b><u>Executing:</u></b> School district has adequately engaged stakeholders in identifying specific employability skills relating to student's career pathways.</p>	<p><b><u>Excelling:</u></b> School district annually and adequately engages stakeholders in identifying specific employability skills relating to student's career pathways.</p>
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- b. District integrates employability skill development into daily curriculum and instruction in kindergarten through twelfth grade:

<p><b><u>Launching:</u></b> Employability skill development is not integrated into daily curriculum and instruction.</p>	<p><b><u>Advancing:</u></b> A plan is in place to integrate employability skill development.</p>	<p><b><u>Executing:</u></b> Teachers successfully integrate employability skill development into daily curriculum and instruction.</p>	<p><b><u>Excelling:</u></b> Teachers collaborate and create lesson plans to ensure employability skill development is integrated into daily curriculum and instruction.</p>
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- c. Students are provided opportunities to engage with stakeholders and local industries to demonstrate employability skill development:

<p><b><u>Launching:</u></b> Students are presented with few or no opportunities to demonstrate employability skills related to their career pathway.</p>	<p><b><u>Advancing:</u></b> System is actively creating opportunities for students to demonstrate employability skills related to their career pathway</p>	<p><b><u>Executing:</u></b> Students are presented with multiple opportunities to demonstrate and strengthen employability skills related to their career pathway.</p>	<p><b><u>Excelling:</u></b> Students demonstrate their strengthened employability skills related to their pathway to stakeholders and local industries.</p>
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## 5. Pathway Alignment with the Local and Regional Economy

- a. The Pathway Alignment Worksheet demonstrates alignment with the PERKINS V QUALITY CTAE definition, in-demand and high-growth careers within the local, regional, or state economy, or in demand jobs as identified by the local economic development organization or other authoritative sources. The worksheet should demonstrate that in-demand jobs in the local and regional economy are represented by a career pathway in the school district.

<p><b><u>Launching:</u></b> Pathways not aligned to local, regional, and state economy and in-demand jobs.</p>	<p><b><u>Advancing:</u></b> A plan is in place and the system is actively aligning the local, regional, and state economy and in-demand jobs</p>	<p><b><u>Executing:</u></b> Pathways properly align to the local, regional, and state economy and in-demand jobs.</p>	<p><b><u>Exceling:</u></b> Pathways are aligned to the local, regional, and state economy and cross walked with high-skilled, high-wage, and in-demand jobs.</p>
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- b. Pathway alignment is validated with economic development officials:

<p><b><u>Launching:</u></b> Local economic development officials have not been consulted on pathway alignment</p>	<p><b><u>Advancing:</u></b> Local economic development officials have been consulted and have reviewed pathways in the past, but the process is not routine.</p>	<p><b><u>Executing:</u></b> Local economic development officials provide feedback on pathway alignment within the District annually.</p>	<p><b><u>Exceling:</u></b> Local economic development officials meet annually to review pathways and provide feedback, with their feedback being routinely considered in pathway development and the process prioritized.</p>
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- c. Career Technical Student Organizations (CTSOs) demonstrate alignment with district CTAE pathway offerings.

<p><b><u>Launching:</u></b> Less than 25% of pathways offered are aligned with a CTSO.</p>	<p><b><u>Advancing:</u></b> 25% or more of the pathways offered are aligned to a CTSO.</p>	<p><b><u>Executing:</u></b> 75% or more of pathways offered are aligned to a CTSO.</p>	<p><b><u>Exceling:</u></b> 90% to 100% of pathways offered are aligned to a CTSO.</p>
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- d. Evidence the District's CLNA has been utilized in their pursuit of the EDP designation.

<p><b><u>Launching:</u></b> Little evidence supporting the District's utilization of their CLNA in the pursuit of the EDP designation.</p>	<p><b><u>Advancing:</u></b> The District has a plan for utilizing their CLNA in the pursuit of the EDP designation.</p>	<p><b><u>Executing:</u></b> Strong evidence of the District utilizing their CLNA in the pursuit of the EDP designation.</p>	<p><b><u>Excelling:</u></b> The District continuously utilizes both their CLNA and EDP application to enhance their CTAE programs.</p>
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- e. District demonstrates a strong relationship with local post-secondary partners through dual enrollment or articulated credit offerings that align with local, regional, and State in-demand jobs.

<p><b><u>Launching:</u></b> Lack of dual enrollment or articulated credit offerings; evidence of poor communication and lack of relationships with local post-secondary partners</p>	<p><b><u>Advancing:</u></b> System has a plan for increasing dual enrollment or articulated credit opportunities that meets the needs of local, regional, and state in- demand jobs.</p>	<p><b><u>Executing:</u></b> Strong evidence of dual enrollment or articulated credit opportunities that meets the needs of local, regional, and state in- demand jobs.</p>	<p><b><u>Excelling:</u></b> Dual enrollment or articulated credit opportunities are offered continuously to meets the needs of local, regional, and state in-demand jobs.</p>
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- f. Students are aware of pathways offered to them, how they relate to in-demand and high-growth careers within the local, regional, or state economy and understand how their career plan aligns with pathways:

<p><b><u>Launching:</u></b> Students are unaware of career pathways offered and how they support the local, regional, or state economy.</p>	<p><b><u>Advancing:</u></b> System has a plan for increasing student awareness of career pathways and knowledge of how the career pathways support the local, regional and/or state economy.</p>	<p><b><u>Executing:</u></b> Students are aware of career pathways offered and demonstrate an understanding of how they support the local, regional, or state economy.</p>	<p><b><u>Excelling:</u></b> Students are aware of career pathways offered and through career interest and aptitude testing have a developed a career plan that aligns with their career pathway.</p>
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## 6. Culture of Economic Development within the School District and Community.

- a. Board of Education and school district leaders understand their role in the local economic development strategy:

<p><b><u>Launching:</u></b> BOE and leadership do not understand their role in economic development.</p>	<p><b><u>Advancing:</u></b> BOE and school district leaders are collaborating with local and regional economic developers to better understand their role in economic development.</p>	<p><b><u>Executing:</u></b> BOE and leadership understand their role in economic development.</p>	<p><b><u>Excelling:</u></b> BOE and leadership understand and educate other school personnel on their role in economic development.</p>
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- b. Educators and School Counselors understand their role in local economic/workforce development efforts:

<p><b><u>Launching:</u></b> Educators do not understand their role in economic development.</p>	<p><b><u>Advancing:</u></b> Training is in place to increase educators understanding of their role in economic development.</p>	<p><b><u>Executing:</u></b> Educators understand their role in economic development.</p>	<p><b><u>Excelling:</u></b> Educators understand their role in economic development and have begun implementing projects related to local economic development in their curriculum.</p>
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- c. Local economic development officials and key stakeholders understand their role in student education, specifically K-12 education:

<p><b><u>Launching:</u></b> Economic development officials do not understand their role in student education.</p>	<p><b><u>Advancing:</u></b> Training is in place to increase economic development officials understanding of their role in student education.</p>	<p><b><u>Executing:</u></b> Economic development officials understand their role in student education.</p>	<p><b><u>Excelling:</u></b> Economic development officials are actively engaged in the local K-12 education district.</p>
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- d. Community and business relationships are demonstrated through active engagement focused on enhancing the economic and workforce conditions in the community. Relationships maintain clear channels of communication and alignment of economic development and education efforts:

<p><b><u>Launching:</u></b> The community does not demonstrate a strong culture of engagement and partnership focused on economic and workforce development. Parties have minimal communication and interaction.</p>	<p><b><u>Advancing:</u></b> The community is actively becoming more engage in economic and workforce development. Communication and interaction have increased among all parties.</p>	<p><b><u>Executing:</u></b> The community demonstrates a strong culture of engagement and partnership focused on economic and workforce development. All parties have a high-level of communication and interaction.</p>	<p><b><u>Exceling:</u></b> All parties provided evidence of the strong culture of engagement and partnership focused on economic and workforce development.</p>
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- e. The local economic development organization is engaged with the school system on a regular basis through participation in events, sharing information at professional development days, regular meetings with school leadership, and other ongoing engagement with the school system

<p><b><u>Launching:</u></b> There is little evidence of engagement between the economic development organization and the school system.</p>	<p><b><u>Advancing:</u></b> There is evidence the economic development organization is becoming more engaged with the school system.</p>	<p><b><u>Executing:</u></b> There is clear evidence that the economic development organization is engaged on a regular basis with the school system through meetings, events, support, and professional development.</p>	<p><b><u>Exceling:</u></b> Multiple joint presentations, meetings, and events throughout the year demonstrate the engagement of the economic development organization with the school system.</p>
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**Georgia Department of Education  
Career Technical Agricultural Education (CTAE)  
Economic Development Partnership (EDP)  
FY 2024  
Application Scoring Rubric**

District Name: _____	Available Points
<b>1. Application Packet</b>	<b>20</b>
a. Application contains required signatures	
b. School district is properly described on application	
c. Required number (3) of SWOT Analyses included when submitted	
d. Application Packet is legible and professional	
<b>2. SWOT Analysis (District) Address the 6 Designation Criteria Areas</b>	<b>30</b>
a. CTAE Advisory Committee	
b. Industry Certification of Pathway Programs	
c. Alignment and Operation of the Work-Based Learning (WBL) Program	
d. Evidence of Employability Skill Development and Application	
e. Pathway Alignment with the Local and Regional Economy	
f. Culture of Economic Development within the School District and Community	
<b>3. SWOT Analysis (B and I Partner) Addresses the 6 Designation Criteria Areas</b>	<b>30</b>
a. CTAE Advisory Committee	
b. Industry Certification of Pathway Programs	
c. Alignment and Operation of the Work-Based Learning (WBL) Program	
d. Evidence of Employability Skill Development and Application	
e. Pathway Alignment with the Local and Regional Economy	



f. Culture of Economic Development within the School District and Community	
<b>4. SWOT Analysis (ED Partner) Addresses the 6 Designation Criteria Areas</b>	
	<b>30</b>
a. CTAE Advisory Committee	
b. Industry Certification of Pathway Programs	
c. Alignment and Operation of the Work-Based Learning (WBL) Program	
d. Evidence of Employability Skill Development and Application	
e. Pathway Alignment with the Local and Regional Economy	
f. Culture of Economic Development within the School District and Community	
<b>5. Pathway Alignment Worksheet</b>	
	<b>20</b>
a. Worksheet contains required signatures	
b. Pathways and enrollment clearly and accurately defined	
c. Pathway Business and Industry partners clearly identified	
d. Document reviewed by appropriate Local Economic Development official	
<b>6. Demonstrated Understanding of PERKINS V EDP Requirements</b>	
	<b>20</b>
a. Demonstrated understanding of PERKIN V QUALITY CTAE definition on the Pathway Alignment Worksheet	
b. District's SWOT Analysis effectively utilizes their CLNA	
<b>Total Points Earned</b>	
<b>Total Points</b>	<b>150</b>
<b>Score (Total Points Earned /Total Points)</b>	



