

GCCA - 2018 Annual Report Form

4. Georgia College and Career Academy Partners Roles and Responsibilities

This section provides you an opportunity to show the relationships your GCCA has established with its critical partners and how well your GCCA is doing at accomplishing the goals required to achieve Certification.

Review the data from last year and update to reflect if your school has reached an agreement with your GCCA's strategic partners on the respective roles and responsibilities of each partner as it relates to each of the decisions/goals listed.

	INSTRUCTIONS
252	<p>1. The rows in the matrix below describe the decisions that are made by a College and Career Academy's strategic partners. Place a checkmark in cell decisions/goals listed.</p>
253	<p>2. Please use the set of columns that describes your Academy: a GCCA with a stand-alone charter contract, a GCCA included within a charter system.</p>
254	<p>3. Once you have placed checkmarks in the appropriate cells, please highlight the decisions/goals in column B in green if your GCCA accomplished the decisions/goals for which your GCCA has only partially accomplished the goal; and highlight in red those decisions/goals on which your GCCA has no information.</p> <p>Please note that you are not required to provide as part of your Annual Report the Assurances described in the Certification Manual for Standard 5 (or SWSS contract).</p>
255	<p>KEY:</p> <p>Accomplished Fully</p> <p>Partially Accomplished</p>

Georgia College and Career Academy Partners Roles and Responsibilities Chart							
	Standard 1: Governance and Leadership - Operates under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.	GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract				
			Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)
259	Ensure the GCCA has a written mission statement that is focused on workforce development and student success and represents stakeholder needs as defined in the Performance Contract.	S1-A1					
260	Comply with Performance Contract requirements, including tracking of annual performance goals, flexibility waiver utilization, governing board training (including any required LSGT training for GCCAs within a charter system), and (where applicable) fiscal management and administration, and credentials of the chief financial officer.	S1-A2					
261	Ensure the majority of the GCCA's governing board members represent business and industry.	S1-A3					
262	Implement a consistent process to ensure that its activities avoid conflicts of interests	S1-A4					
263	Work in concert with applicable established school processes and procedures consistent with the Performance Contract	S1-A5					
264	Adopt and change by-laws as needed to support the Performance Contract and to define processes required of the GCCA Board	S1-A6					
265	Participate in annual training and take responsibility for governance, position development, and visionary focus and may have fiduciary responsibilities.	S1-A7					
266	Support the autonomy of school leadership to carry out its responsibilities for meeting achievement and instructional goals without micro-managing	S1-A8					
267	Encourage a culture of collaborative learning with business partners, CTAE, core academics, and postsecondary institutions by creating expectations and opportunities for collaboration with and across disciplines	S1-A9					
268	Conduct on a regular basis an in-depth review of program expenditures to ensure effective use of resources and materials	S1-A10					
269	Collaborate with postsecondary institutions to ensure that students receive college credits	S1-A11					
270	Ensure the CEO has knowledge and training related to work force and economic development	S1-A12					

271	Ensure the GCCA Roles and Responsibilities Chart reflects any Memoranda of Understanding (MOU) and other agreements among the GCCA, district, the local technical college partner, and other higher education, business, and community partners -- and that all partners fully execute their roles and fulfill their responsibilities	S1-A13					
272	In the event that the parties disagree, the parties will pursue a resolution that considers that the district's BOE retains control and management over the GCCA while considering the spirit of the GCCA partnership. In the event that neither the GCCA governing board can resolve an issue, the final resolution will come from the District's BOE Chair and the resolution of the conflict will ensure that the mission of the GCCA is not compromised nor does it prevent any of the parties from operating according to legal obligations or the individual policies of any party	S1-A14					
273	Select, evaluate, retain, transfer, promote, demote, and/or terminate the CEO	S1-A15					
274	Select, evaluate, retain, transfer, promote, demote, and/or terminate principal, faculty and all other staff	S1-A16					
275	Utilize flexibility, including the teacher certification waiver where needed, to provide the best instructors possible	S1-A17					
276	Align budget priorities with the strategic integrated work force development operations plan, including personnel, curriculum, supply, equipment, maintenance, and operations costs	S1-A18					
277	Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)	S1-A19					
278	Personnel Decisions						
279	Ensure the CEO is fully supported in the ongoing efforts at work force development	S1-A20					
280	Evaluate the principal (LKES), teachers (TKES) and all other staff	S1-A21					
281	Manage day-to-day human resources	S1-A22					
282	Manage HR processing, including employment contracts and benefits administration	S1-A23					
283	Financial Decisions and Resource Allocation						
284	Adopt a budget to fund the implementation of the strategic integrated work force development operations plan	S1-A24					
285	Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	S1-A25					
286	Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds	S1-A26					
287	Establish financial policies and standard operating procedures	S1-A27					

288	Maintain a reserve fund	S1-A28					
289	Ensure sound fiscal management and monitor budget implementation	S1-A29					
290	Ensure GCCA receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent) and GCCA partners, including funds for payment of CEO; costs related to facility(y)(ies), equipment, and furnishings owned by the district for use by the GCCA, including for renovation, maintenance, equipment and furnishings; costs related to the internet connections and networking for the GCCA; and any other agreed upon continuing or one-time revenue	S1-A30					
291	Hold the CEO accountable for implementing the strategic integrated work force development operations plan on schedule and within budget	S1-A31					
292	Operational Decisions						
293	Provide input into school operations that is consistent with Strategic Integrated Work Force Development Operations Plan and performance contract goals, including adopting human resources policies, procedures, and handbooks	S1-A32					
294	Establish school partnerships for CCA growth	S1-A33					
295	Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support	S1-A34					
296	Manage transportation decisions, including authority to contract for transportation service	S1-A35					
297	Manage the facility or facilities that are owned and operated by the school system for use of the GCCA	S1-A36					
298	Maximize the use of the facility among all Academy partners	S1-A37					
299	Standard 2: Strategic Planning and Sustainability - Maintains and communicates a purpose and direction that fully utilizes flexibility to support a commitment to high expectations for learning as well as shared values and beliefs about teaching and learning.	GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract				
300			Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)
301	Adopt a strategic plan that addresses specific interim and long-term goals, regularly reviews progress against its goals, identifies strategies to improve its results, and holds itself accountable for implementing improvement strategies and determining impact.	S2-A1					
302	Provide pathway options that meet employment needs of the region and state and take into account students' interests	S2-A2					
303	Adopt policies, processes, and procedures to guide GCCA efforts to hire, place, and retain qualified professional and support staff	S2-A3					

	304	Publicize programs addressing high priority career fields and encourage students to enroll in these programs	S2-A4						
	305	Monitor comprehensive information about student learning and conditions that support learning.	S2-A5						
	306	Regularly communicate student and school performance data to all stakeholders, including data on GCCA students vs. general population students	S2-A6						
	307	Implement a process to receive input from students to increase institutional effectiveness	S2-A7						
	308	Ensure the GCCA actively participates in the Georgia College and Career Academy Network (GCCAN)	S2-A8						
	309	Create dual enrollment agreements and maximizes dual credit/articulated opportunities with post-secondary partners.	S2-A9						
	310	Establish a process to ensure a high degree of collaboration between the GCCA governing board and the local board of education	S2-A10						
	311	Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	S2-A11						
	312	Standard 3: Teaching and Assessing for Learning - Ensure curriculum, instructional design, and assessment practices fully utilize flexibility to support and ensure teacher effectiveness and student learning	GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract					
	313			Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)
	314	Establish and maintain a culture with innovative practices that ensures students are college and career ready with coursework aligned to these expectations	S3-A1						
	315	Instruct and evaluate students on work ethics and employability skills through its programs of study, including application of academic knowledge and skills, problem solving, work behavior, critical thinking, teamwork, communications, creativity and innovation, and awareness of the global marketplace	S3-A2						
	316	Use data that goes beyond standardized test scores to identify student learning needs	S3-A3						
	317	Encourage student participation in career and technical student organizations (CTSOs) and other professional organizations	S3-A4						
	318	Ensure the GCCA has evidence of its strong commitment to instructional practices that includes active student engagement, a focus on depth of understanding, and the application of knowledge and skills	S3-A5						
	319	Establish shared accountability for student learning between the school and all stakeholders	S3-A6						
	320	Collaborate with stakeholders to improve teaching and learning	S3-A7						

	321	Ensure all professional growth opportunities are targeted to specific instructor needs	S3-A8							
	322	Ensure high quality and rigorous course descriptions and course syllabi, aligned with TCSG and Career Pathways standards where applicable and with industry standards in all cases	S3-A9							
	323	Ensures access to support to address the physical, social, financial and emotional needs of students in the school	S3-A10							
	324	Implement a process to provide career development planning for students	S3-A11							
	325	Ensure close coordination with students' home high schools, and with technical colleges to address other student needs such as counseling, assessment, referral, and educational planning	S3-A12							
	326	Adopt and implement a plan to increase student enrollment and success in courses that offer dual and concurrent enrollment credits	S3-A13							
	327	Ensure all requirements for delivery of services for English Learner (EL), special education (SPED), gifted, and remedial programs are met	S3-A14							
	328	Establish curriculum and activities that promote the success of students in the work force, including soft skills and employability skills	S3-A15							
	329	Establish assessments to determine the success of the work force development provided by the Academy	S3-A16							
	330	Establish methods for monitoring the implementation with fidelity of the work force development curriculum and activities	S3-A17							
	331	Select instructional delivery models, including Work Based Learning and online learning platforms (e.g., Georgia Virtual School)	S3-A18							
	332	Create and maintain a school culture that mirrors the culture of the work force in the community	S3-A19							
	333	Establish schools climate goals and manage plan to ensure goals are met	S3-A20							
	334	Standard 4: Economic and Work Force Development – Develop Career Pathways, Dual Enrollment, and Post-Secondary Certifications which fully utilize flexibility to support an alignment to the economic and work force needs of the community and are driven and evaluated by its business partners.	GCCA Certification Standards and Assurances	GCCA with a stand-alone charter contract						
	335	Involve community stakeholders in development of the GCCA. (The development of the GCCA is an on-going process.)	S4-A1	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
	336	Actively solicit community and stakeholder input	S4-A2							

	Ensure stakeholders provide fund-raising support or donated equipment and in-kind services to the GCCA	S4-A3						
338	Promote work-based learning activities and uses data to continuously improve the program	S4-A4						
339	Collaborate with employers to develop work-based learning opportunities for students and GCCA faculty and staff	S4-A5						
340	Utilize data collected from business partners to assure appropriate technical, work ethic, and employability skills are embedded in the curriculum	S4-A6						
341	Participate in economic development of the region and state to assure that a trained workforce is available	S4-A7						
342	The GCCA actively participates in economic development of the region and state to assure that a trained workforce is available	S4-A8						
343	Ensure the GCCA attracts and welcomes visitors as a function of its role in economic development	S4-A9						
344	Ensure the GCCA governing board and management collaborate to develop career pathways, dual enrollment, and postsecondary certifications which fully utilize flexibility to support an alignment to the economic and workforce needs of the community and are driven and evaluated by its business	S4-A10						
345	Ensures that an industry presence is reflected throughout in all aspects of the GCCA	S4-A11						
346	Select technology, instructional materials, and other resources aligned with community workforce development needs	S4-A12						
347	Ensure staff remains current in its ability to meet work force development needs through high quality professional development and externships	S4-A13						
348	Recommend>Select curricula aligned to the Pathways , Dual Enrollment, and Post-Secondary Certifications, including any changes in curriculum as needed to improve student achievement, with the assistance of the school system to define community work force needs precisely, including connecting the GCCA with local businesses and assisting in the collection and analysis of jobs-related information that can be used in developing and/or refining the curriculum	S4-A14						
349	Create and adopt a strategic integrated work force development operations plan (including performance goals and measures, and milestones and timelines) that will yield a high quality GCCA that manifests the vision and achieves the mission of the school, including a focus on preparing students to meet work force needs while integrating academics and advanced career/technical education programs in the school system	S4-A15						
350	Ensure Pathways are aligned with dual enrollment and postsecondary options through post-secondary partners	S4-A16						
351								

		GCCA with a stand-alone charter contract							
		GCCA Certification Standards and Assurances	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
352	Standard 5: Performance Contract The GCCA fully utilizes flexibility provided by a performance contract and can meet annual state academic accountability goals by fulfilling state and federal accountability requirements. Specifically, GCCAs must meet applicable state performance targets. Likewise, GCCAs must fully utilize flexibility to support meet innovations, fiscal, and governing board requirements established in its performance contract.	S5.A1							
353									
354	Meets its State Performance Goals, including:								
355	<ul style="list-style-type: none"> Increase in the percentage of students earning college credits via dual enrollment by <u>X%</u> by the end of its contract term. 								
356	<ul style="list-style-type: none"> Increase in the number of students in work-based learning programs by <u>X%</u> during each year of its contract term. 								
357	<ul style="list-style-type: none"> Graduation rate exceeds that of the district and/or state by <u>X%</u> during each year of its contract term after a baseline is established in Year 1 of the performance contract. 								
358	<ul style="list-style-type: none"> Increase in the percentage of students who earn technical certificates by <u>X%</u> by the end of the contract term after a baseline is established in Year 1 of the performance contract. 								
359	<ul style="list-style-type: none"> Increase in the percentage of students who are employed in a job directly related to technical certificates received or enrolled in post-secondary education within six months of graduation from high school by <u>X%</u> by the end of the contract term after a baseline is established in Year 1 of the performance contract. 								
360	Ensure the GCCA implements the innovations outlined in its performance contract.	S5.A2							
361	Ensure the GCCA maintains its fiscal integrity, as applicable, including:	S5.A3							
362	<ul style="list-style-type: none"> Working Capital Ratio (current assets divided by current liabilities) is at least 1.0 								
363	<ul style="list-style-type: none"> Covers short term financial obligations 								
364	<ul style="list-style-type: none"> Unrestricted cash days: unrestricted cash/(total expenses/365) is at least 45 days and one-year trend is positive 								
365	<ul style="list-style-type: none"> Maintains adequate cash on hand 								
366	<ul style="list-style-type: none"> Enrollment variance: (actual FTE- projected FTE)/ projected FTE is no more than 8% 								
367	<ul style="list-style-type: none"> Adequately predicts FTE to allow budgeting 								
368	<ul style="list-style-type: none"> Does not default on its loans 								
369	<ul style="list-style-type: none"> Efficiency Margin (Change in net assets/ total revenue) is above 0.0 								
370	<ul style="list-style-type: none"> Debt to Asset Ratio: (Total liabilities/ total assets) is below 95% 								
371	<ul style="list-style-type: none"> Presents no evidence of fraud 								

372	<ul style="list-style-type: none"> Submits annual audit report on time, conducted by a third party, and in accordance with GAGAS 				
373	<ul style="list-style-type: none"> Ensure the school meets all financial reporting guidelines including those related to grants 				
374	Ensure the GCCA implements governing board autonomy with integrity, which includes:				
375	<ul style="list-style-type: none"> Makes decisions at the school governing board level as indicated in the GCCA Partners Roles and Responsibilities Chart 				
376	<ul style="list-style-type: none"> Utilizes the autonomy of the governing board as it is guaranteed by law regarding personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals and school operations. 	S5.A4			
377	<ul style="list-style-type: none"> Governing board follows governance best practices, which are also incorporated into the school's written policies 				
378	<ul style="list-style-type: none"> Complies with Governing Board Training Requirements 				
379	<ul style="list-style-type: none"> Adhere to Open and Public Meetings and Records laws 				
380	<ul style="list-style-type: none"> Ensure Governing Board Members and employees sign and comply with conflict of interest policies 				
381	Provide input into school operations that are consistent with its Strategic Workforce Development Operations plan and performance contract goals, including establishing human resources policies, procedures, and handbooks.	S5-A5			
382	Meets Beating the Odds and CCRPI accountability goals as applicable.	S5-A6			
383	Manage day-to-day human resources including HR processing, employment contracts, and benefits.	S5-A7			
384	Manage transportation decisions, including authority to contract for transportation service.	S5-A8			
385	Manages the facility or facilities that are owned and operated by the school system for use of the GCCA.	S5-A9			
386	Maximizes the use of the facility among all Academy partners.	S5-A10			
387	Establishes and maintains a school culture that mirrors the culture of the workforce in the community.	S5-A11			
388	Establishes school climate goals and ensures these goals are met.	S5-12			

**The LBOE retains its constitutional authority*

You have reached the end of Tab 4: Partner Roles and Responsibilities

Please proceed to Tab 5: Innovations and continue answering the questions there.

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