

GA DOE
Heavy Equipment Grant Narrative
DeKalb County Schools CTAE – Dunwoody High School

Question 1: Has the Heavy Equipment Operations (HEO) Pathway been approved locally for the FY25 school year? If yes, provide evidence. If not, please indicate projected approval date.

The DCSD CTAE department supports the addition of the HEO pathway. The district is committed to ensuring the success program.

We also had an “HEO Day” on April 10th to invite kids and teachers to explore this new potential opportunity/pathway. We had a sampling of around 600 students attend the event. Out of the 600 students, we surveyed approximately 200 students and 30 students expressed interest in starting the HEO pathway next year. We have 1900 kids in the building. We estimate that we would have over 100 students that would be interested in the new HEO pathway.

Question 2: Does this program have a current teacher allotment and has an instructor been hired? Please explain.

Yes, we have one to start the program. He is currently the engineering teacher. We also have another teacher lined up to help as the program grows. This additional teacher is already in the CTAE department and had a previous career as a general contractor and is bilingual for our Spanish speakers.

Question 3: Is this Heavy Equipment Operations (HEO) pathway being established as an addition to a current Construction pathway? If yes, is the program currently industry certified or going through the Industry Certification process? If applicable, what is the projected completion date to achieve Industry Certification? If applicable, what year was the program last accredited as an industry certified program? *

We currently do not offer a Construction pathway. The HEO pathway would be a new pathway offered at DHS.

Question 4: Does your school currently partner with companies in the horizontal or linear construction sector (civil contractors, highway contractors, utility contractors, etc.)? If yes, please list those companies and a contact for each. *

Yes, we currently have letters of support from:

- C.W. MATTHEWS - Jeremy Whitaker
- E.R. SNELL - Jake Slusher
- STEWART BROTHERS - Hugh C. Lewis

They are currently supporting the programs by assisting with the Capstone Project, Providing WBL and internship opportunities, assisting instructors with the classroom content and training, providing evaluations for the quality of workforce and training and continuing to work with the school permanently placement of students in the construction industry.

Question 5: Which company, or companies, will serve as lead partners assisting with the facilitation of classroom guest speakers, job-site visits, live-equipment exercises and capstone projects for students utilizing live equipment? *

- C.W. MATTHEWS
- E.R. SNELL
- G.P.'S ENTERPRISES
- STEWART BROTHERS

Question 6: Do companies from the horizontal construction sector (civil contractors, highway contractors, utility contractors, etc.) currently hire your students/graduates? If yes, please explain. *

Yes, all contractors listed (C.W. MATTHEWS, E.R. SNELL, G.P.'S ENTERPRISES, STEWART BROTHERS) offer internships and full-time hires after graduation. These companies represent an integral part of the job recruitment process.

Question 7: Do you currently have an Advisory Committee that meets two times per year that includes business and industry, as well as post-secondary partners and/or apprenticeship programs? Provide evidence. *

Yes, our engineering teachers are highly involved with local organizations and companies.

We will be adding the HEO Advisory Committee meetings during this coming school year. We will be expanding this committee to include C.W. Matthews, E.R. Snell, G.P.'s Enterprises and Stewart Brothers for this specific pathway.

Question 8: Do you have space that can accommodate the following? Please address each item individually. You will include photos and floorplan with dimensions of the proposed space at the end of the application within the Required Document Upload section. Review the [Classroom Designs document](#) for example layouts. Please note any relevant timelines for facility modifications needed.

- **Dedicated simulator space (minimum 10'x10' per simulator)**
- **Concurrent classroom and simulator supervision. - This can be achieved with glass partitions or windows between classroom and dedicated simulator space**
- **Classroom should accommodate up to 24 students**
- **12-24 laptops for online curriculum**

- **Dust-controlled environment suitable for electronics (i.e., not setup in Carpentry lab)**
- **Electrical drops (110/115V)**
- **Wired internet access for each simulator**

Use this space to explain anything needed pertaining to the training facility items 1-7 above.*

We currently have a dedicated larger classroom for the simulators/classwork. The room has adequate space to hold 4 simulators.

The classroom is also equipped with 27 computers for classroom use. Electronics are already in place. The room has a large closet to hold the pods. The classroom is a dust-controlled environment suitable for electronics (it is currently a computer lab)

Question 9: How will this workforce impact reporting be sustained in the event of instructor or administrator turnover?*

The teacher, CTAE admin and industry partner representatives will keep records of students who successfully complete the program. They will also track job placement with the advisory members from C.W. Matthews, E.R. Snell, G.P.'s Enterprises and Stewart Brothers.

To grow this program, we will use multiple teachers. If one leaves, another will always be available for data tracking and peer mentoring.

The Assistant Principal over CTAE will keep all records in case of multiple teacher turnover.

Question 10: What is the current need in your area for this program? How are you currently addressing those needs? How will this funding be used to further meet the need? How will the program increase student credentialing and produce industry career path placements? Please include any additional resources that will be provided by the school to support related career path placements of students into industry positions or advanced post-secondary training. (500-word limit)*

It is our expectation, based on student interest, that this pathway will be one of the most successful CTAE pathways offered at Dunwoody High. We have a growing number of students that express interest in joining the workforce immediately after graduation and others that are looking for alternative programs. Our HEO event on April 10th allowed students to see the simulators in action. The teacher and student support for this program was immediate.

This program will offer our students the opportunity to engage in a training simulation/program that will aid them in workforce placement directly after graduation. They will graduate with knowledge, field experience and connections to local

contractors. This will dramatically close the gap in the inefficiencies in the recruitment/hiring process and lead to a faster impact on production/placement.

Question 10: How will students be identified, recruited, and selected for the Heavy Equipment Operations pathway?

We currently do not offer the Industry Fundamentals and Occupational Safety course, but plan to offer this course this coming school year. This will be offered as a semester course.

Question 11: Has your school already implemented the “Industry Fundamentals and Occupational Safety” course? Please indicate whether this is, or will be, a year-long course or semester course. (If this is a year-long course and still must be implemented, please be aware of simulator warranties that may only last a year. In this case, the school should indicate plans to set up and test simulator equipment taking this timeline into consideration.)

We plan to set up and test the simulators this coming fall to ensure they are in proper working condition. This will allow us time to attend to any warranty issues.

Question 12: What is the enrollment reach for the Heavy Equipment Operations pathway? Will students from other schools have access?

We had a sample of students attend our HEO event day on April 10th. Out of the 600 students that attended, we have 30 students that want to start this pathway during FY24-25 school year. We anticipate this program growing to well over 100 students, once the rest of the school fully understands what this new pathway offers. The teacher that is currently teaching our engineering classes will launch the program. We have another current teacher that has a strong construction/contracting background that will be added in as we grow the program and the number of sections that are offered.

Question 13: Briefly describe the activities that occur, or will occur, throughout the year with the program’s Advisory Committee and list each member and his/her organization, position, and email. (Please attach any letters of support from industry partners, including from the lead industry partner committed to facilitating student capstone projects utilizing live equipment within the Required Document Upload section below. Include meeting minutes from previous two (2) years within the Required Document Upload section below.) (250-word limit for activities description)*

Since this is a new pathway, we have not yet met as an Advisory Committee. Our Advisory committee will receive training through the University of Georgia Carl Vinson Institute of Government in August 2024. Industry partners will attend this training along with school administration, DCSD CTAE leadership, and the HEO instructor.

The Advisory Committee will meet twice a year, once in the fall and once in the spring. They will discuss overall program maintenance needs, guest speakers, field observations, capstone project and the overall number workforce development opportunities (internships, work-based learning and employment).

Current Advisory Committee members are listed below:

- Sheldon Deroux, Dunwoody HS HEO Instructor
- John Nash, Dunwoody HS Instructor
- Joel Posey, Assistant Principal (CTAE)
- Jeremy Whitaker - CW Matthews
- E.R. Snell - Jake Slusher
- Stewart Brothers - Hugh Lewis
- Doryiane W. Gunter, CTAE Director
- Brandy Turnipseed, CTAE Instructional Coordinator (Trade/Industry/WBL)

Question 14: Please provide a description of the program's plan to enhance workforce impacts and assist students with connecting to industry-related career path opportunities such as Work-Based Learning, Full-Time or Part-Time Employment, enrollment in related Apprenticeship or Technical College programs, or 4-Year Degree programs. What strategies will be implemented and how will success be measured? How will additional school or system personnel support these efforts? (500-word limit)*

We will partner with the HEO Advisory Committee to attend job fairs and schedule guest speakers to promote job awareness and opportunities for students. Our CTAE department, counseling department, and work-based learning coordinator will ensure seats are available for HEO students in work-based/apprenticeship opportunities with partnered contractors. As the program grows, we will increase the number of available seats. This will be tracked by the WBL Coordinator, Head Counselor, and HEO teacher. Industry speakers will mentor students on post-secondary options.

Question 15: How will the local system ensure Heavy Equipment Operations Pathway Simulator Grant requirements continue to be met annually, even in the event of personnel turnover at the instructor or administrative level? This includes workforce impact reporting and live-equipment Capstone Projects facilitated by a lead industry partner. (250-word limit)

The DCSD CTAE department provides support to all CTAE pathway programs. This includes providing instructional support, lab equipment updates, program continuous improvement annually. Along with the local school administration, HEO instructor, and CTAE team will support all program reporting as required by the GADOE and the grant initiative. The data from the workforce impacts and Capstone Projects will be made available to any incoming employee.