

EXECUTIVE SUMMARY

The Georgia Department of Education is the fiscal agent authorized by the Georgia Board of Education (GBOE) to supervise the submission of Perkins IV related documents on behalf of the Georgia Department of Education (GaDOE) and the Technical College System of Georgia (TCSG). The supervision of postsecondary and secondary technical education enhancement related activities are under the TCSG and GaDOE respectively. The shared responsibilities of these two agencies enable the state of Georgia to provide adequate academic skills, technical skills and workplace readiness skills at all levels of education. Consequently, the needs of students and industries are fulfilled. In Georgia, TCSG and GaDOE are in partnership with business and industry group, to ensure that students who graduate from their institutions attain the level academic and skill standards expected of them.

The Perkins grant award for Georgia is equally shared between GDOE and TCSG, except the awards for State Institutions, for the purpose of implementing and improving secondary and postsecondary Career, Technical and Education (CTE) programs. Perkins grant awards received by the State are used to implement and improve secondary and postsecondary CTE programs. The two agencies work collaboratively to ensure that Georgia students receive adequate academic skills, technical skills and workplace readiness skills.

Annual compliance review of Georgia's Career, Technical and Agricultural Education (CTAE) programs in secondary schools are conducted every five years and every three years for postsecondary schools for CTE programs, to ensure that institutions are following state and federal guidelines and attaining established standards. Local education agencies (LEAs) and technical colleges receive technical assistance during the visits. Also, they receive technical assistance throughout the year.

I. Implementation of State Leadership Activities [Section 124]

A. Required Use of Funds:

Conducting an assessment of the vocational and technical education programs funded under Perkins IV;

- CTAE programs are assessed every five years with GaDOE staff as team leaders to determine program success in meeting Perkins Standards.
- Georgia Department of Corrections (GDC) programs are audited quarterly and assessed using the Georgia Program Assessment Inventory (GPAI) to determine program success in serving the needs of all including special needs students.
- Each local agricultural education program is subject to regular reviews to ensure that they are meeting the needs of students and to ensure that performance standards are met.
- CTAE staff ensures that facilities and curriculum are conducive for the needs of students including special population.
- As required by the Office of Civil Rights (OCR), reviews are conducted in selected school systems throughout Georgia to determine if OCR standards are in place.

Developing, improving, or expanding the use of technology in career and technical education;

- Georgia teachers continued to administer course assessments as end of course pre-tests/post-tests in addition to end-of-pathway tests.

- CTAE teachers are offered training through the Educational Technology Centers (ETC) across the state.
- Students are offered opportunities to develop, build, and become proficient in technology performance standards as they relate to CTAE program areas.
- Local Education Agencies (LEAs) are given the charge to update equipment and materials for career and technical education on rotational schedules.
- CTAE instructors as well as CTI, CCAE, and Project Success Coordinators are required to update curriculum materials, take appropriate curriculum/technology/industry related courses to enhance their individual programs, and provide opportunities for students to be involved with the most current available technology in their program of study.
- The state provides teachers of local educational agencies with staff development opportunities and information on the utilization of the most up-to-date technology.
- On-line computer based staff development was offered to local school system CTAE directors and ECP coordinators on monthly basis through Webinar Illuminate Sessions.
- Engineering and Technology Education programs continued to update and use computer technology modules in the classroom/laboratory environment.
- CTAE programs continued to emphasize electrical, mechanical, and fluid systems, as well as programming computer numerical control equipment, robots, programmable logic control devices, lasers, prototyping machines and computer integrated manufacturing cells.
- There were extensive collaborative efforts with GACollege411 to broaden the scope of GACollege411 web site to include comprehensive education and career planning for all students and Teachers-As-Advisors tools and materials.
- GaDOE staff continued to work on new web sites that would be added to the Georgia DOE web site including Teachers-As-Advisors and Nontraditional Employment Fields.

Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;

- CTAE developed an annual comprehensive plan of professional learning activities designed to meet the training needs of all groups within CTAE and other agencies that collaborate and support CTAE programs.
- GaDOE continues to work in collaboration with the Georgia Association of Career and Technical Educators (GACTE) to ensure that CTAE instructors, administrators, guidance counselors and others are provided instructional resources and industry training.
- Professional development topics were developed and implemented to serve the needs of CTAE administrators and supervisors.
- As a part of the new Georgia Performance Standard curriculum project, seven CTAE high school pathways were implemented this year, and multiple training initiatives were offered for each pathway. The training included instruction in academic mapping of our standards, a curriculum unit building process, and also networking discussion on content changes and integration.
- Through collaboration with Southern Regional Education Board (SREB), workshops that focused on Math, Science and Literacy Integration were developed and offered to the teachers.
- In collaboration with the Georgia Institute of Technology, computer programming training was provided to CTAE teachers, to prepare them to teach computer programming and AP Computer Science training.

- CTAE Career Resource Network provided professional development opportunities for Department of Juvenile Justice (DJJ) administrators and instructors through in-service meetings throughout the year.
- Georgia’s Career and Technical Education Resource Network provided peer teacher, vendor, local, state, and even nationally recognized leaders and educators in workshops to motivate teachers.

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;

- Georgia Performance Standards (GPS) have academic standards integrated throughout CTAE standards as well as CTAE foundation skills, and academic educators are also members of the GPS curriculum development teams.
- CTAE teachers were encouraged to integrate academics in daily curriculum, collaborate with academic educators on regular basis, and include academic educators in their local advisory committees.
- At the summer conference, a session was conducted on integrating academics with emphasis on project ideas and basic integration information for Business and Computer Science teachers.
- Through implementation of seven new CTAE Career Pathways, Academic Integration continued to be a major focus of the training process and delivery.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;

- Resource materials that promote and facilitate, awareness, recruitment, retention, and placement of nontraditional students while promoting the use of “Taking the Road Less Traveled” and “Destination Success” were provided to high and middle schools.
- Continued Georgia’s membership in the National Alliance for Partnerships in Equity (NAPE) and, through application/grant proposal, was one of the five states selected to attend a national academy on Perkins secondary core indicators 6S1 and 6S2.
- CTAE staff collaborated with accountability and evaluation team to create documents necessary for the collection of Perkins data regarding nontraditional programs of study (Peach State Pathways).
- Local Education Agencies continued to receive training on program recruitment techniques and placement opportunities for non-traditional students in the workplace.
- Workshops were developed and implemented focusing on Non-Traditional Student Enrollment by the Guidance and Career Development Leadership team.
- Career Technical Instruction (CTI) teacher endorsement workshops were offered during the year. This program focuses on supporting CTAE students that are disadvantaged or in a special population’s classification.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study;

- GaDOE formed partnership with Georgia Institute of Technology to provide training and assistance to computer science instructors.

- Society for Human Resource Management serves as certifying agency for business program certification.
- Most of the DJJ courses include work that applies towards a Technical College Certificate and students that meet admission requirements get dual credit for courses completed.
- GaDOE staff serves as a member of the Georgia Consortium for Financial Literacy that provides better financial education and planning services for the citizens of Georgia.
- GaCollege411, the primary tool in Georgia for education and career planning, provides valuable planning information for students and their families. This tool is free and represents a collaborative effort between the GaDOE and the Georgia Student Finance Commission to provide a comprehensive web-based program for education and career planning.
- Marketing, Sales and Service has articulation agreements with most Technical Colleges in GA.
- GDC has a Corporate Advisory Board that meets semi-annually, unions, construction trades, manufacturing, health occupations as well as educational institutions are represented on the 25 member Corporate Advisory Board.
- GDC has increased partnerships through establishing boards and other working relationships with business and post secondary institutions.

Serving individuals in state institutions;

- CTAE related services were provided to the State School for the Blind and Deaf and also to incarcerated populations in state institutions.
- Youth centers were reviewed to ensure that appropriate program improvements were in place.
- The Shared Vision group continued to engage in developing a working team inclusive of members from other state level partners, local workforce areas as well as other stakeholders.
- GaDOE staff offered professional development opportunities to instructors in state institutions (schools for the deaf and blind) as well as the state correctional facilities.
- State staff assisted with the creation of learning plans for students in the state correctional facilities and the Department of Juvenile Justice.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and

- GaDOE staff reviewed local plans to determine if plans met the needs of special populations and also assisted with the identification of adaptive technology for CTAE courses.
- CTI teacher endorsement workshops were offered during the year. This program focused on supporting disadvantaged or special population students in CTAE student programs.
- As mandated in the Five Year Review, support for special populations is among the criteria evaluated during technical visits.
- Created and adopted new GPS for middle school CTAE programs that would meet the needs of special populations through accommodations per students' Individualized Education Plan (IEP).
- Licensed technical trades as well as computer repair/technology were offered by the LEAs and GDC.
- The website www.occsupplydemand.net which identifies high-wage, high-demand and high-skilled occupations aligned with Georgia's 11 Program Concentrations was added to the education and career planning tool for use by all staff, parents and students.

- The Peach State Pathway program of study contains sample occupations that meet the Georgia definitions for high-demand, high-wage, and high-skilled. These visual tools were available to all students including special populations.
- Georgia supports a career development opportunity program in which ALL students have the opportunities to learn about themselves, explore the world of work and educational opportunities and implement a plan of action and management when delivered through a teachers-as-advisor program and/or professional school counselor program.
- GaDOE Collaborates with GaCollege411 to encourage the production of other resources in Spanish.
- Georgia's 22 agricultural education career development events support students' opportunity to learn high skills that lead to high wage and high demand occupations.
- All 49 agricultural education proficiency award areas promote and support education that leads to high skill, high wage, and high demand occupations. All CTAE students are eligible for participation in these career development events and proficiency applications. Agricultural Education instructors are encouraged to promote the involvement of special populations.

Offering technical assistance for eligible recipients

- The major parts of agricultural education staff responsibilities include offering technical assistance to local agricultural education teachers in areas of agricultural mechanics, animal science, forestry and horticulture. Technical assistance is provided in a variety of ways such as individual student support, curriculum assistance to teachers, group workshops and seminars, as well as involvement in career development events in each specific technical area of agriculture.
- Program specialist visit schools to provide technical assistance to teachers that need it, in addition to emails and phone calls.
- State staff provided assistance via CTAE program reviews and Office of Civil Rights Compliance Reviews.
- Staff facilitated learning sessions for eligible recipients when requested regarding Peach State Pathways Career Development Program, Nontraditional Employment Fields and Gacollege411
- Facilitated training sessions with eligible recipients at appropriate conferences regarding Peach State Pathways, Nontraditional Employment Fields and Gacollege411.
- GaDOE staff attended as a participant in appropriate training workshops and learning sessions regarding Peach State Pathways, Nontraditional Employment Fields and Gacollege411.
- ECP state coordinator was available through email, phone, webinars, conference calls and local visits to systems to provide technical assistance when needed or requested.
- State staff assisted local systems with implementation of curriculum and completion of program certification standards.
- GaDOE staff conducted update and technical assistance meetings for CTAE program leaders.

B. Permissible Activities Include [Section 124]

Improving career guidance and academic counseling programs;

- GaDOE in collaboration with the Georgia Student Finance Commission as well as other agency heads, utilizing grant (College Access Challenge Grant) funds from the Georgia Board of Regents, developed a comprehensive education and career planning web-based program free to all students and their families in Georgia.
- GaDOE has designed multiple tools and resources to be posted on Gacollege411 to assist educators in the delivery and utilization of the web-based program at the local levels.

- Georgia uses Peach State Pathway Education and Career Planning Tool to serve as an organizational, informational, conversational, and visual tool for education and career planning for ALL students and their family.
- A section of the Self Study for Perkins Program Reviews focuses on career guidance & counseling.
- State staff created videos, power point presentations, lessons, and activities for teachers, counselors and graduation coaches to be used in CTAE courses by parent and teacher groups in middle schools and community gatherings, to assist interested parties understand career guidance changes and needs, potential tools and resources that target student needs and help middle school students make positive choices when identifying their chosen Career Pathway Program of Study.
- GaDOE provided technical assistance to high school and middle school counselors of available options for career guidance and academic counseling programs.
- One of the major components of the CTI program and the students' Individualized Education Plan (IEP) is to provide career and academic guidance and counseling to students with disabilities through a variety of assessments.
- The Coordinated Career Academic Education (CCAEE) and Project Success curriculum include standards that required students to explore various career and academic opportunities upon graduation from high school.
- The Education Career Partnerships (ECP) coordinators worked collaboratively with high school graduation coaches to coordinate guidance and counseling services.
- The GaCollege 411 initiative, the Georgia Career Information System, counseling webinars and system reviews encouraged site based career centers and use of Teacher-As-Advisors program to improve career guidance activities.
- DJJ provides transition counseling through a counselor at the Eastman YDC, in addition to career guidance and links students to postsecondary vocational education programs.
- Counselors at the YDC's have access to GCIS programs for career guidance.

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;

- GaDOE participated in efforts to create a statewide process with the Technical College System of Georgia and Georgia Board of Regents to address all dual enrollment programs including articulation.
- Agricultural Education programs throughout the state of Georgia worked on articulation with post secondary career and technical programs.
- GaDOE formed partnership with Georgia Institute of Technology to provide assistance to computer science instructors.
- GaDOE staff began a process of participating in the "College Accounting" pilot to gather data for College Board to create an "AP Accounting" course – a partnership with the AICPA (American Society of Certified Public Accountants), Kansas State University, and the University of Connecticut.
- Schools implementing Business Education program certification were required to develop an articulation agreement with a postsecondary institution.
- GaDOE staff work closely with TCSG and other postsecondary institutions to form articulations agreements, joint enrollment and dual enrollment opportunities.
- Staff worked with TCSG staff to align high school courses with post-secondary courses.

- Students participated in field trips and college fairs to explore opportunities at post secondary institutions.
- DJJ established agreements with Augusta Tech, Central Georgia Tech, Heart of Georgia Tech, South Georgia Tech, and Columbus Tech to allow students to earn credit toward technical certificates in various programs while working toward a high school diploma or GED.
- The DJJ vocational directors' duties include reviewing and updating the curriculum as needed.

Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;

- GaDOE/CTAE created a comprehensive scope and sequence of Teacher-As-Advisor activities including activities at the middle and high school to promote continued postsecondary education.
- Collaborated with the Georgia Board of Regents to assist with a project, Apply To College Week, whereby multiple high schools assist high school seniors with completing a college application via GaCollege411.
- Most of the DJJ courses offer dual credit for students who qualify for admission to the Technical College after serving in YDC.
- Students are encouraged to continue the certificate programs at the Technical College after their release from incarceration, if they did not complete a Technical College Certificate while with the DJJ.

Supporting career and technical student organizations;

- State staff assisted with judging Career Technical Student Organization (CTSO) competitive events
- Conducted webinars and workshops regarding nontraditional careers and career planning.
- Continued to support the growth of all available Career and Technical Student Organizations in middle school CTAE programs.
- State Program Specialists served as Advisors and assisted with all state sponsored CTSO events.
- Teacher Support grants and Industry Certification grants include CTSO activities as indicators.
- Charts were created for teachers that indicate the correlation between each curriculum standard and elements in each course to CTSO competitive events that compliment standards.
- The CTSO activities assisted in the development of leadership potential, collaborative group interaction, and increase self-confidence for all students.
- CTSO members had the opportunity to participate in local, state and national competitive events and leadership activities.

Supporting public charter schools operating career and technical education programs;

- State staff continued to meet with charter schools representatives to help them understand career and technical education, career exploration opportunities for middle schools and how to implement new programs in charter schools.
- State program specialists provided technical support to public charter schools as well as those that are not charter schools.
- Charter school teachers participated in training and other workshop opportunities that were offered across the state including webinars and conferences.

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;

- CTAE program curricula offer Work-Based Learning components that involve coops and internships with businesses and industries.
- GaDOE staff ensured that new GPS were supported by business and industry.
- Credentials from business and industry were available to students after a successful completion of a career pathway.
- Programs at GDC offered work related experience with live work programs which allow inmates to practice their skills on projects at the prisons and other state or local government agencies.
- The agricultural education staff worked collaboratively with facilities at several universities, colleges, and technical schools, to offer opportunities for students and teachers.
- Parents, business and industry leaders were utilized as judges, chaperones and sponsors.
- Each local agricultural education program has the opportunity to explore “industry certification” in a variety of content areas.

Supporting family and consumer sciences programs;

- GaDOE developed career pathways for all FACS programs.
- Promoted FACS program through CTAE brochures and annual reports.
- Offered capital equipment grants to support new programs.
- Held regional and state meetings to support and offer professional development for educators
- The agricultural education program offers a variety of program activities that support family and consumer science, operate a leadership camp that incorporates family and consumer science programs.

Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;

- GaDOE staff worked with business partners to created internship opportunities for students that may become future staff of businesses.
- Created foundations with business/industry partnerships.
- Work-based learning is among the indicators in Programs of Works submitted annually by CTAE teachers.
- Business partners were added to support the state teacher advisory board for intervention programs.
- Local program coordinators worked diligently to secure partnerships with business and industry to support their CTSO’s and program activities that are part of their extended day activities.
- Staff continued to conduct presentations with workforce development groups, Chamber of Commerce, and in conjunction with regional Youth Apprenticeship Program (YAP) meetings held periodically throughout the year.
- YAP programs continued to establish relationships with faculty at post secondary institutions.
- Business and industry had input in courses that were selected for dual enrollment and also in the creation of courses or pathways.
- Some dual enrollment courses offered to secondary students require work based learning, internships or apprenticeships.
- Because of scheduling issues, some of the dual enrollment courses were taught at the high school and some at the postsecondary campus by full-time and adjunct faculty.

- Staff worked with Council Society for Human Resource Management (SHRM) to implement and revise program certification standards.
- Utilized members of the business community as judges at CTSO State Leadership Conferences as well as to provide financial support for CTSOs.
- Established partnership with the Georgia Society of CPAs and the Georgia Bar Association for the business law courses – teacher training.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;

- Some of the programs of study that were phased in this year require the use of career academies and/or distance learning to be able to provide the necessary instruction for students at some of the local school levels.
- Business and industry had input in courses being selected for dual enrollment and also the creation of courses or pathways not currently being offered.
- Virtual courses were available for students for dual enrollment credit.
- GPS courses were cross referenced with the career clusters.
- Visitations were made to schools that are “career academies” to gain knowledge of other schools.
- Business and Computer Science courses were developed for the Georgia Virtual School.
- GaDOE staff continued to participate in the GPS development team research on: Current Industry Needs, Transition Opportunities to Postsecondary, National and State Credentialing and Regulatory Agencies and Guidelines, Student Interests and WBL opportunities and Virtual School course development.
- The major part of the agricultural education staff responsibilities includes offering technical assistance to local agricultural education teachers in areas of agricultural mechanics, animal science, forestry and horticulture.

Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV;

- State staff in agricultural education worked with instructors across Georgia in the process of applying for incentive grants. Some of the grants are designed to award teachers for incorporating innovative initiatives for the students that they teach. One such example is The Ideas Unlimited Award provided each year to a Teacher of Agriculture in Georgia.
- Extended Day Grants were offered to CTAE programs that offer specified CTSO activities and Work-Based Learning experiences.
- Middle School Support Grant Initiative was available for local CTAE administrators to complete for Extended Day funds, and support the growth of middle school CTSO programs across the state.

Providing activities to support entrepreneurship education and training;

- The agricultural education staff provided training and education for teachers to ensure that best practices are followed in implementing the proficiencies that support students to become entrepreneurs in a technical area of agriculture.
- Continued the Statewide Entrepreneurship Advisory Committee, made up of business and marketing teachers.
- Entrepreneurship standards are found in all middle school CTAE courses, curriculum guides, and training session topics for each middle school career exploration program.

- GaDOE continued to provide staff development related to economic development to New CTAE administrators with a special focus/session on entrepreneurship.
- CTAE programs proficiency areas allow for entrepreneurship opportunities
- The Georgia Micro Enterprise Network meets with the CTAE Directors and provides information and resources for entrepreneurial training at several of our institutions.
- All pathway courses support entrepreneurship education and training. The new manufacturing pathway continues to encourage the development and set-up as well as operation of a manufacturing enterprise within the final pathway course.
- Collaborated with Governor's Office of Workforce Development in providing 12th grade students the opportunity to take the Work Ready Assessment to receive the Work Ready Certificate that can give them preference in hiring with Work Ready businesses.
- ECP coordinators at the local level assisted with Career Days, Career Fairs, job shadowing, guest speakers, internships and work based learning opportunities to expose students to the entrepreneur possibilities.
- Entrepreneur pathways have been developed and made available for students to pursue.

Providing career and technical education programs for adults and school dropouts to complete their secondary school education;

- The agricultural education "area teachers" continued to provide courses and training to adults in their respective technical area of livestock, forestry, horticulture, or Ag Mechanics.
- Also, Georgia agricultural education offered a complete "young farmer" program specifically designed to work with adults and school dropouts to increase their potential for a successful career or to further their education.
- CTAE staff at GDC coordinates activities with the GDC academic staff to ensure that inmates complete secondary education.
- Through the dual enrollment partnership agreements with the Technical College System of Georgia and the University System of Georgia's Board of Regents, adults and dropouts are able to receive assistance to continue their education and pursue certificates, diploma's and in some cases degrees.
- CTAE staff continued to participate in the development of Georgia Performance Standards (GPS).
- GaDOE continued to establish CTAE programs in alternative schools throughout the state.

Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;

- The Georgia Department of Corrections developed a Memorandum of Agreement with the Department of Labor and the Board of Pardons and Paroles to assist program completers find employment upon release.
- Offenders complete the GDC re-entry handbook workshops and are referred to post secondary or adult education programs in the community.
- GaDOE Collaborated with the Governor's Office of Workforce Development in providing 12th grade students the opportunity to take the Work Ready Assessment to receive the Work Ready Certificate that can give them preference in hiring with Work Ready businesses.
- Work-based learning programs are inclusive of special population students. As part of the program instruction for special populations, work-based experiences along with awareness of post-secondary options are included.
- Collaboration between the coordinators and other career and technical staff members are ongoing throughout the year. Exposure to employment opportunities are shared by the program instructors and CTI/CCAIE coordinators. Also, students and coordinators work with

the guidance department in accessing information on technical colleges and/or four year institutions and attending post-secondary institution tours.

- Continued to provide annual scholarships and financial aids to agricultural education students through the National FFA Organization and the State FFA association.
- The agricultural education program worked diligently to find appropriate jobs and/or increase training opportunities for students in the program.

Developing valid and reliable assessments of technical skills;

- The state of Georgia continued its field testing activities during the year to ascertain the level of student performance in several national credentialing examinations.
- Several local educational agencies volunteered to participate in statewide field testing activities in the following pathways: Small Business Development; Accounting; Therapeutic Services/Medical Services; Therapeutic Services/Nursing; and Architectural Drawing & Design. These field testing activities were conducted in anticipation of offering wide-scale testing statewide during the FY2011 school year.
- Program pathways had assessments identified. Most of the pathways had assessments that were industry credentials that a student would need for entry level employment.
- Through the use of Work Ready Certificate assessments for high school seniors, many students were able to acquire a credential that would assure business/industry employers what skills those individual students did possess.
- Work Keys was also available online to enable students eliminate the gaps in their assessment and improve the level of their credential.
- Pilot pathway completer assessments were completed to evaluate the proficiency of pathway completers.
- State program specialists worked closely with program area advisory groups to identify national, third party credentialing exams that provided a good alignment to the Georgia Performance Standards or GPS.
- The Subject Matter Expert (SME) groups conducted a cross-walk of competencies tested on exams (using testing agency blueprints) versus the standards and corresponding elements contained in the GPS.
- The SME Groups identified approximately 60 credentialing exams that will serve as end-of-pathway assessments for students who successfully complete the designated career pathway courses.
- For GDC, the Technical Colleges provided completion assessments on technical skills.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

- Through the use of Work Ready Certificate assessments for high school seniors, many students were able to acquire a credential that would assure business/industry employers what skills those individual students did possess.
- Work Keys was also available online to enable students eliminate the gaps in their assessment performance and improve the level of their credential.
- Pilot pathway completer assessments were offered to evaluate the proficiency of pathway completers.
- GDC worked on data-sharing program with GA Department of Labor (DOL) to obtain employment reports on completers who have been released from facilities in Georgia.
- High School Work-Based Learning (coops and internships) collected employment information on Career Tech students across the state.

- Local school systems completed a post-secondary outcome survey on students with disabilities who left high school the previous year. This survey requires the school system to contact all students with disabilities who were enrolled in their local school system the previous year to check whether that student is currently engaged in post-secondary schooling, employment, day habilitation, unengaged, etc.
- The agricultural education program in Georgia created a recruitment and retention program which involves students in the program, agriculture teachers, staff members, University officials, and business and industry personnel.
- The C-Net is a student database for Work-Based Learning students in Career Technical and Agricultural Education classes. The CTAE Resource Network provides each CTAE administrator and teacher with a profile page. This profile page for all persons managing work-based learning programs is connected to C-NET on-line database. It allows coordinators to customize training plans, track progress, and keep complete histories of employer/student information.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and

- GaDOE hosted the Georgia Career and Technical Education (GACTE) conference in July for all CTAE teachers and administrators. Attendees were encouraged to continue implementing CTAE programs in Georgia and presented the benefits of providing CTAE in local systems.
- GaDOE staff visited postsecondary institutions that produce CTAE teachers to assist new teachers and to retain other teachers.
- State staff conducted staff development with New CTAE Leaders on the process of attracting industry certified teachers to programs.
- Marketing Education teachers, DECA advisors and WBL coordinators were offered extensive training and professional development opportunities.
- New Teacher Workshops were held (in addition to New Teacher Institute) in the Fall to provide content specific lesson plans, CTSO training, information on forming a successful Advisory Committee, teacher certification assistance and other needed training for new teachers. The Program Specialist spoke at the New Teacher Institute and continued to stay in contact with new teachers to offer support. Veteran teachers serve as mentors to new CTAE teachers.

Supporting occupational and employment information resources.

- Completed specified course standards and/or sequence of courses that provide students with accreditation opportunities as recognized by industry.
- Georgia Medical Care Foundation Certified Nurse Assistant credentials provide students with the opportunity to gain employment and all skills are transferable to any higher level nursing program for continuing education and assists students in finding jobs and continuing their education.
- Program Specialists worked closely with the Georgia Department of Labor (GDOL), the Georgia Biotech Institute, and other agencies to provide teachers with up to date and appropriate occupational resources.
- GDOL staff made regular scheduled visits to GDC facilities to provide occupational information and resources.

- GDCs have established Career Resource Centers in 22 of our facilities and will be expanding the program to all facilities.

II Progress in Developing and Implementing Technical Skill Assessments

Program of study added and narrative of progress in the area

During 2009-2010 School Year, Subject Matter Expert (SME) groups worked to either identify a national, third-party assessment or in some cases, develop ten assessments for career pathways in Phase II Part A of our End-of-Pathway Assessment Development Process. The ten pathways included: Accounting; Architectural Drawing & Design; Construction; Early Childhood Education; Fashion Marketing; Manufacturing; Marketing Communications & Promotion; Plant Science & Horticulture; Teaching as a Profession, and Therapeutic Services/Medical Services. SME groups were comprised of representatives from secondary, postsecondary, local system CTAE administration and industry. In evaluating existing, national third-party assessments, an evaluation rubric containing more than 40 criteria points was utilized by SMEs to rate the validity and reliability of any chosen assessment. After extensive evaluation efforts by SME groups, three national, third-party exams were chosen as end-of-pathway assessments, while development activities took place for seven assessments. SME groups worked with two different national, established career & technical testing agencies that facilitated each stage of the assessment development process. Development activities took place over a six-month timeframe.

Also during the FY2009 School Year, piloting activities were conducted on two end-of-pathway assessments developed during the previous school year. Georgia's identified pathways are *Engineering and Therapeutic Services/Nursing*. All piloting activities were directed under the auspice of the testing agency which developed the exams. Over 200 students participated in piloting activities representing fifteen different high schools in eleven or 6.1 percent of local educational agencies. Based on the results of piloting activities, an item analysis was conducted for each multiple-choice test item included on exams. The item analysis process was conducted by trained psychometricians of sponsoring testing agency. SME groups worked to rewrite or delete test items identified by testing agency as problematic. Cut-score work sessions for these two assessments will be held during the 2010-2011 school year.

During the current academic year, 5 percent of local educational agencies will adopt these program assessments.

III Implementation of State Program Improvement Plans

Georgia secondary does not have to submit State Improvement Plans this year.

IV Implementation of Local Program Improvement Plans

The LEAs submit Improvement Plans to the state concerning their performance targets that were not met by race, gender and special population. GaDOE continues to offer technical assistance to local school systems on how to improve the performance measures that were not met.

V Tech Prep Grant Award Information

Tech Prep is not applicable.

I. State Leadership Activities [Section 124]

A. Required Uses of Funds

- ◆ Evaluated the institutional effectiveness and efficiency of programs offered by the technical colleges and technical divisions at Board of Regents institutions through the **Performance Accountability System (PAS)**. PAS is composed of four modules: program assessment, community needs assessment, planning and budgeting.
 - ◆ Verified the PAS and Perkins submissions, the implementation of the Perkins Local Plan and the One-Year Funding Application, and Perkins expenditures through the **Performance Accountability Review (PAR)**. The PAR is an on-site visit providing a comprehensive review of three to nine program groups by a team of five to seven college staff coordinated by Technical College System of Georgia (TCSG) staff. Overall, the PAR process verifies that each institution is meeting state standards and federal requirements.
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- **Developing, improving, or expanding the use of technology in career and technical education**
 - ◆ Provided technology training to 65 instructors through the Faculty Development Institute Phase II training; Four Phase II sessions were conducted throughout Georgia.
 - ◆ Provided technology training to over 1000 instructors throughout Georgia on Quarter-to-Semester curriculum database (i.e. use of database and use of advisement tool).
 - ◆ Continued use of listserves for special populations and disability services college coordinators and TCSG staff. These listserves provide a format for discussion and questions/answers among the coordinators to assist with serving students and to disseminate information
 - ◆ Provided leadership to coordinators of instructional technology in TCSG colleges.
 - ◆ Continued to utilize ANGEL course management software, a learning management system which provides enterprise course management software for development and delivery of online courses
 - ◆ Continued to provide Alternative Media Access Center (AMAC) technology to colleges, including Braille, talking books, and other services for individuals with physical, sensory and print-related learning disabilities.
 - ◆ Continued to provide academic support through a tutoring service, SMARTTHINKING, for online English and Math courses and a Learner Support Center website.
 - ◆ Continued to provide Respondus, an assessment tool that allows instructors to create interactive tests; and continued to provide Turnitin, a tool that allows instructors to prevent plagiarism.
 - ◆ Provided Studymate Class, a self study tool designed to allow instructors and students to develop and utilize interactive course/study materials.
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- **Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors**
 - ◆ Provided training to 165 new faculty members from 24 technical colleges through the Faculty Development Institute Phase I Training. Presented instructional methods,

techniques, information, technology training, and other material. These sessions were conducted throughout Georgia.

- ◆ Facilitated regional and statewide faculty meetings to provide updates and/or discussion of curricular updates.
- ◆ Continued use of Georgia LEARN, the Technical College System of Georgia's Learning Enhancement and Academic Resource Network, professional development focused on improving instructional techniques for instructors/administrators.
- ◆ Provided staff development to individual colleges to assist with Quarter-to-Semester institutionally developed courses.
- ◆ Provided professional development at peer group meeting to Career Services Directors. Sessions included training regarding effective placement strategies and best practices.
- ◆ Continued Ford Partnership in Advanced Studies (Ford PAS) training. This included examples of Ford PAS curriculum and how it integrates hands-on learning with a high level of academic standards as well as inquiry-based and project-based learning.
- ◆ Provided a series of Career Academy workshops for individuals or teams of individuals interested in starting Career Academies; also provided information about the Ford Partnership in Advanced Studies (Ford PAS), including examples of Ford PAS curriculum and how it integrates hands-on learning with a high level of academic standards.
- ◆ Continued to meet with peer groups of Student Services Vice Presidents, Coordinators of Special Populations Services, Disability Services and Admissions Directors to enhance awareness of students in non-traditional programs and special population student issues.
- ◆ Coordinated peer group staff development meetings for Disability Services Coordinators. The agenda included data collection, working with specific disabilities (deaf and hard of hearing students, schizophrenia, etc.), assistive technology, documentation, and technical standards.
- ◆ Continued to provide Alternative Media Access Center (AMAC) technology to colleges, including Braille, talking books, and other services for individuals with physical, sensory and print-related learning disabilities.
- ◆ Continued to provide technical assistance to college staff regarding Title IX and ADA/504, with emphasis on grievance policy and procedures, eliminating harassment and accessibility issues.
- ◆ Continued to provide staff development/technical assistance to individual colleges to help improve their services to special population students.
- ◆ Continued to provide staff development to individual colleges to train faculty/staff on harassment prevention.
- ◆ Coordinated and provided professional development at each quarterly peer group meeting for Career Services Directors. Sessions included training regarding effective placement strategies and best practices. In addition, new Career Services Directors were paired with veteran Directors for peer-to-peer mentoring.
- ◆ Assisted career and technical student organizations by providing guidance and leadership to the advisors for each of the five major student organizations (Collegiate DECA SSLC, PBL, NTHS, and Skills USA).

- **Support for career and technical education programs that improve the academic, and career and technical skills of students...through the integration of academics with career and technical education**
 - ◆ Continued peer group training with TCSG High School Coordinators in an effort to increase articulation between high schools and technical colleges.
 - ◆ Continued efforts in articulation of courses between Department of Education and TCSG.
 - ◆ Provided leadership to integrate academic and career and technical competencies in the development of curriculum using statewide committees of employers and instructors.
 - ◆ Provided leadership in the revision process for General Education courses.
 - ◆ Provided guidance, support, and implementation of statewide program revisions.
 - ◆ Provided leadership in the integration of academics with career and technical education within Career Academies through Ford PAS and other measures.
 - ◆ Provided leadership, guidance, and support, in design, development and deployment of distance education course content and materials.

- **Providing preparation for non-traditional fields in current and emerging professions and other activities that expose students (including special populations) to high skill and high wage occupations.**
 - ◆ Continued to provide a statewide Equity/Special Populations Coordinator position; coordinator provided technical assistance to all special populations and disability services coordinators in system colleges.
 - ◆ Continued to provide information from the National Alliance for Partnerships in Equity (NAPE) with system colleges via a listserve.
 - ◆ Continued to meet with peer groups of Students Services vice presidents, coordinators of special populations (special needs), admissions directors, and equity coordinators, to enhance awareness of students in non-traditional programs and special population student issues.
 - ◆ Continued emphasis on nontraditional training and employment. State staff provided guidance and support in development of marketing materials, formation of support groups, creation of lending libraries, and development of awareness programs at the local colleges.
 - ◆ Continued to highlight opportunities in nontraditional careers at college peer group meetings and state conferences, showcasing programs and students.
 - ◆ Continued follow-up to the Technical Assistance Project, in collaboration with the National Alliance for Partnerships in Equity (NAPE) and the Georgia Department of Education. This Project provided virtual training to colleges and secondary partners across the state to implement the Five Step Improvement Process focused on increasing the participation and completion of under-represented gender students in nontraditional career and technical education programs.

- **Supporting partnerships to enable students to achieve State academic standards, and career and technical skills**
 - ◆ Reviewed and continued transfer agreements between TCSG and Mercer University for majors in Early Childhood Care and Education and Criminal Justice.
 - ◆ Reviewed and continued transfer agreements between TCSG and the University of Georgia for majors in Early Childhood Care and Education.

- ◆ Continued partnership between TCSG and the Georgia Department of Early Care and Learning. This initiative is called Bright From The Start (BFTS) and provides early child care training for Georgia’s citizens, educational resources for existing and future students in technical colleges, and helps to improve the quality of child care providers in Georgia. Worked closely with BFTS to be sure we were providing accurate information.
 - ◆ Worked with CARE Solutions, Inc. (a management consulting firm purposed to assist educational entities with the use of technological initiatives and database management) to provide CARE with TCSG student information so they could identify who was eligible for scholarships and incentives through CARE.
 - ◆ Continued a partnership with the Georgia Apartment Industry Education. Foundation (GAIEF) to support the Career Academies initiative.
 - ◆ Continued a partnership with the Georgia Energy and Industrial Construction Consortium (GEICC) to promote training in the Energy and Industrial Construction fields, in conjunction with Career Academies.
 - ◆ Partnered with Ford, Inc. to supply professional support in Georgia’s educational reform initiative—“Georgia CAN.”
 - ◆ Partnered with the Construction Education Foundation of Georgia (CEFGA); the Transportation Education Foundation of Georgia (TEFGA) and Georgia Secondary SkillsUSA to conduct approximately twenty (25) Skilled and Technical Sciences contests.
 - ◆ Provided guidance to adjunct instructors who taught college level courses at high schools throughout the state of Georgia.
 - ◆ Provided instructional guidance to adjunct professors who taught high school students about programs of study offered at the technical colleges within the TCSG system.
 - ◆ Coordinated efforts to allow business and industry representatives to present relevant information to high school students on various fields and programs of study.
 - ◆ Coordinated efforts to allow business and industry representatives to attend college days career programs at high schools and technical colleges.
- **Support for programs for special populations that lead to high skill, high wage careers**
 - ◆ Continued to provide a system-funded Equity/Special Populations Coordinator position; coordinator provided technical assistance to all special populations and disability services coordinators.
 - ◆ Continued to train special populations coordinators and other college staff regarding the need to emphasize programs/careers that lead to high skill, high wage careers. Encouraged use of state websites <www.gcic.peachnet.edu> and <www.occsupplydemand.org> that provide information on this topic.
 - ◆ Continued to provided peer group meetings for special populations and disability services coordinators regarding how to best serve special population students.
- **Offering Technical Assistance for Eligible Recipients**
 - ◆ Continued to provide a system-funded Equity/Special Populations Coordinator position; coordinator provided technical assistance to all special populations and disability services coordinators as well as Fatherhood Program coordinators; coordinator makes regular college staff development presentations on special populations students and how best to serve them in our colleges.

- ◆ Provided technical assistance regarding Perkins performance indicators and allowable expenditures to local recipients through peer group meetings, on-site visits, phone calls, and emails.
- ◆ Provided technical assistance to college staff via the Accountability and Institutional Effectiveness Peer Group meetings, to assist colleges in meeting Perkins regulations and maintaining requisite documentation.
- ◆ Continued to provide technical support for the ANGEL Learning Management System to students and faculty, as well as all software provided through the Georgia Virtual Technical College (GVTC).

B. Permissible activities [Section 124]

▪ Improve career guidance and academic counseling programs

- ◆ Developed a crosswalk for all TCSG courses to map each quarter course to appropriate semester course(s). Used software developed by TCSG Data Center to pull up each student's quarter major and quarter courses taken. System Office staff matched these courses to that student's semester major and the semester courses satisfied.
- ◆ Provided training and information to administrators and faculty regarding how to advise students with transition from quarters to semesters.
- ◆ Established agreements between secondary and postsecondary career and technical education programs to provide secondary education and training opportunities for students.
- ◆ Established local articulation agreements between secondary and postsecondary technical colleges to provide training and certification for high school students.
- ◆ Established a list of courses with the Georgia Department of Education for statewide articulation.
- ◆ Updated existing articulation agreements between secondary and postsecondary schools throughout the state of Georgia.

▪ Support career and technical student organizations

- ◆ Conducted the 2010 Georgia Fall Leadership Conference (GFLC), which provides leadership training opportunities for technical college students and advisors. Approximately 800 people attended the GFLC.
- ◆ Planned, developed, and implemented all activities related to local, state and national conferences/competitions for Collegiate DECA **Phi Beta Lambda (PBL)**, **SkillsUSA**, **National Technical Honor Society (NTHS)**, and **Statewide Student Leadership Council (SSLC)** during 2010.
- ◆ Seven colleges had a chapter of Collegiate DECA, a marketing organization for college students preparing for careers in the area of marketing. Approximately 80 students and advisors attended the State conference in Atlanta, GA in April 2010. At the National level, there were 15 semi-finalists.
- ◆ **Phi Beta Lambda (PBL):** PBL prepared students for careers in business. . Students competed on the local, state and national levels. The 2010 State conference was held in Atlanta, Georgia. Approximately 300 students competed for an opportunity to continue to the national level. At the National conference this year, PBL students earned twenty five (25) competitive event awards.

- ◆ **SkillsUSA:** This national organization prepared students for careers in technical, skilled and service occupations. Students competed by demonstrating their hands-on technical skills. During 2010, 26 technical colleges had SkillsUSA chapters. The State conference was held in two phases. Phase 1 was held in Atlanta in conjunction with Georgia Secondary SkillsUSA, and phase 2 was held in April at Augusta Technical College. The national conference was held in Kansas City, Missouri, in June 2010. Georgia Postsecondary students were awarded a total of 24 medals. In addition, 42 students received the Skill Point Certificate for exceeding the industry cut score in their respective skills area. Leaders from business and industry serve as Technical Chairs and judges.
 - ◆ **National Technical Honor Society (NTHS):** NTHS is an organization that honored student achievement and leadership, promotes educational excellence and enhances career opportunities for its membership. NTHS (in conjunction with SSLC) held its annual Leadership conference in Atlanta March 2010. Approximately 200 students and advisors were in attendance. 2010 was the first year this combined conference included competitions. Students competed in the following competitions: extemporaneous speaking; prepared speech and job interview.
 - ◆ **Statewide Student Leadership Council (SSLC):** This is an organization of local technical colleges' Student Government officers and representatives. The State conference was held in Atlanta March 2010, Georgia (in conjunction with NTHS) where approximately 200 students and advisors attended.
 - ◆ Provided Perkins funds for a SkillsUSA State Advisor to accompany the SkillsUSA State Director and Skills State Officer Team to the 2010 SkillsUSA Washington Training Leadership Conference (WLTI).
 - ◆ Supported partnerships between education and business or business intermediaries including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels.
- **Supporting occupational and employment information resources**
 - ◆ Provided information to students via high school college fairs throughout the state. Topics discussed included: TCSG colleges and programs, financial aid, admissions processes, and program offerings.
 - ◆ Provided information via Georgia College 411 to assist students in identifying and preparing for appropriate careers, taking into account a student's skills and interests; students are paired with potential careers through a Career Matching Assistant.
- **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, an distance education**
 - ◆ Provided an online environment through the ANGEL Learning Management System for the continual development and delivery of online/distance education courses and/or materials.
 - ◆ Provided guidance and support in the design and implementation of online Master course templates assisting in the development and delivery of online courses and materials.

II Progress in Developing and Implementing Technical Skill Assessments

The TCSG has technical skill assessments in all program areas. One hundred percent (100%) of all students are assessed. The TCSG has state standards that mandate a statewide grading scale and competencies to be covered in all courses. These competencies are determined by state technical committees in each program area. The technical committees are composed of industry representatives as well as instructors and state staff. These standards are reviewed every three years. Every technical college also has a local advisory committee in each program area. These committees are composed of local industry representatives, who give feedback on the competencies taught in all courses. Performance Accountability Reviews (on-site peer reviews) ensure that these competencies are being taught and that the statewide grading scale is being followed.

III Implementation of State Improvement Plans

Postsecondary – N/A. TCSG did not miss 90% of any of its measures.

IV Implementation of Local Improvement Plans

19 colleges were required to write Perkins Local Improvement Plans. The measures missed were mostly 5B (due to the small-scale of the measure the 90% threshold does not help much), 5A, and to a lesser degree 5A. In terms of Gap Analyses, the populations that most under-performed were Displaced Homemakers and the Economically Disadvantaged. To a lesser degree Single Parents, Nontraditional, the Disabled, and Limited English Proficient under-performed institutional rates.

V Tech Prep

N/A – GA merged Tech Prep

VI Financial Status Reports (FSRs)

Attached Separately

VII Performance Report, Enrollment Data

Attached Separately



GA Improvement
Plan for 6S1 & 6S2 0.