

## **EXECUTIVE SUMMARY**

The Georgia Board of Education (GBOE) authorized the Georgia Department of Education (GaDOE) to carry out Perkins IV secondary career and technical education enhancement related activities and the Technical College System of Georgia (TCSG) is authorized to supervise career and technical education at the postsecondary level. GaDOE and TCSG work collaboratively to ensure that academic skills, technical skills and workplace readiness skills that meet the needs of students and industries are adequately provided. Businesses and industries throughout the state are in partnership with these agencies to ensure that secondary and postsecondary graduates meet the needs of industries.

With the exception of awards for State Institutions, Perkins grant awards received by the State are equally divided between GaDOE and TCSG to implement and improve secondary and postsecondary Career, Technical and Agricultural Education (CTAE) programs. The two agencies work collaboratively to ensure that academic skills, technical skills and workplace readiness skills are adequately made available to Georgia's students.

To ensure that all secondary and postsecondary institutions meet state and federal standards, the secondary CTAE programs are reviewed every five years and the postsecondary programs are reviewed every three years. Through on-site visits, teams of secondary and/or postsecondary educators provide local education agencies with technical assistance.

### **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;*

- GaDOE staff participated in at least 5 Annual CTAE Program Reviews as either team members or sub-team leaders to evaluate efforts by a local school system to provide all students and faculty, including special populations, in all CTAE programs with equal opportunity.
- GaDOE staff assisted in the facilitation of five (5) Office for Civil Right Compliance Reviews to ensure equitable distribution of federal funds and to encourage high-quality CTAE programs for all students.
- Supervised Agricultural Experiences and Future Farmers of America (FFA) to ensure that program related performance standards are met.

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

- Extensive collaborative efforts with GACollege411 to broaden the scope of the GACollege411 website to include comprehensive education and career planning for all students.
- Preliminary work on a new website to be added to the Georgia DOE website including Teachers-as-Advisors and Non-traditional Employment Opportunities (NEO).
- CTAE Program Review team members recommended that systems develop a written equipment replacement plan as part of the Perkins Program Review process.

- Through the use of the GaDOE Educational Technology Centers, CTAE Instructors and Administrators have received 21<sup>st</sup> Century technology training and instruction.
- Webinar Technology was used to provide training and updated information to CTAE participants.
- Multiple Back-to-Industry trainings were offered to ensure that our CTAE instructors are up-to-date with new technologies in industries.
- Global Positioning Systems (GPS), embryo technology, artificial insemination, computer based record keeping, mechanical technology, and Biotechnology are among the technologies in Agriculture that developed, improved or expanded.
- Students have access to greater technological support with laser engraving, prototyping, student machines, computer integrated manufacturing cells, and real world problem solving opportunities
- Students are working in a variety of areas such as robotics, computer aided design, fluidics, computer numerical control, and many other technological areas.
- State staff supports local educational systems by providing staff development and information to teachers utilizing the latest methods in technology. Staff development and information to teachers were provided through: podcast, webinars, video conference, etc.

*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;*

- GaDOE staff facilitated workshops/presentations according to the needs of local education agencies (LEAs) regarding Career Development, PeachState Pathways and Teachers-as-Advisers.
- Conducted year long training program for new CTAE administrators on the following: Curriculum and Pathway update; economic development; school climate and leadership; budgeting, finance and personnel; and law policy and legislation.
- Conducted 15 Technical Assistance meetings for CTAE Leaders and a Winter CTAE Leadership Conference.
- CTAE continued to work in collaboration with the Georgia Association of Career and Technical Educators (GACTE) to ensure that instructors, administrators, guidance counselors and others are provided instructional resources and industry training.
- Professional development activities were created and validated by specific advisory committees for Curriculum & Instruction, Career Technical Student Organizations, Professional Organizations and Industry Certification.
- As a part of the new Georgia Performance Standards (GPS) curriculum project, 28 CTAE high school pathways were implemented in FY2009, and multiple training initiatives were offered for each pathway. Training included instruction in academic mapping of CTAE standards, a curriculum unit building process, and also networking discussion on content changes and integration.
- The work-based learning initiative called C-Net continued to require many professional development opportunities to reinforce total on-line process for student record keeping.
- Through Southern Regional Education Board (SREB) workshops that focus on Middle School grading and transition, strategies were developed and shared with teachers and counselors.

- Agricultural Education teachers in Georgia were offered a variety of professional development opportunities throughout the year including summer and mid-winter leadership conferences.

*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;*

- Through the implementation of the 28 new CTAE career pathways, academic integration continued to be a major focus of the training process and delivery.
- To support, incorporate and improve academics, competencies were revised and a new curriculum resource DVD with hundreds of lessons aligned with the Georgia Performance Standards and correlated to academic standards was produced.
- Academic integration is one of the criteria for CTAE program reviews.
- CTE teachers integrated academics in daily curriculum, collaborated with academic educators on a regular basis and included an academic educator on their local advisory committees.
- GaDOE developed PeachState Programs of Study designed to promote seamless transition to postsecondary education.
- Workshops on developing units of instruction that integrate mathematics and CTE were conducted regionally. The teams included math and CTE instructors and units of instruction developed were made available for state use.

*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;*

- Local School Systems received training on program recruitment techniques and placement opportunities for non-traditional students in the workplace; LEAs were provided with materials and tools (The Road Less Traveled) with guided activities on the recruitment of students in non-traditional fields.
- The GAcollge 411 program is dedicated to improving student achievement and is continuously available to all students in the local schools.
- CTAE career counselor constantly develops and disseminates career information, including non-traditional training, and employment information.
- GaDOE programs were articulated with TCSG programs.
- Local systems were encouraged to provide dual enrollment opportunities and Industry representatives were included in the development of Georgia Performance Standards (GPS).
- Continued to promote the website, Occupational Supply and Demand System ([www.occsupplydemand.org](http://www.occsupplydemand.org)), which identifies high-wage, high-skilled and high-demand occupations specific to Georgia as well as identifies those occupations considered non-traditional based on national data.
- Collaborated with CTAE's accountability and evaluation team to create documents to enable the collection of Perkins data regarding non-traditional programs of study.
- Staff began preliminary work on the development of a website to focus on Non-traditional Fields of Employment and Core Indicator 6S1 and 6S2.

*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 programs were articulated with TCSG programs.
- Local systems were encouraged to provide dual enrollment opportunities; industry representatives were included in the development of Georgia Performance Standards (GPS).
- CTAE division worked collaboratively with many state agencies in a “Shared Youth Vision” for Georgia to serve special population students.
- The Special Populations Advisory Board for students planned activities and added business professionals to serve as members, which provided favorable improvement perspectives to the board leaders as they planned outside activities.
- Work-Based Learning (WBL)/Youth Apprenticeship Program (YAP) coordinators maintained an advisory committee that included representatives of employers, partnerships, and postsecondary education. Work-based learning programs established partnerships and working relationships with their local Career Center of the Georgia Department of Labor.
- Middle School career exploration programs were designed to introduce students to Career Pathways through career development, basic technical skills and then allowing them to choose pre-pathway courses to take in 8<sup>th</sup> grade that could ultimately lead to completion of CTAE program of study by students.
- Statewide Middle School CTAE Advisory Council met with representatives of businesses, local school systems, technical colleges, and potential employers to review programs and curriculum offerings.

*Serving individuals in state institutions;*

- The Shared Vision group engaged in developing a working team inclusive of members from other state level partners, local workforce areas as well as other stakeholders.
- Youth Centers were reviewed for programmatic improvements.
- GaDOE supported Macon State Institution by implementing horticulture courses for students with the support of agricultural education staff.
- Services are provided to the State School for the Blind and Deaf regarding program compatibility.

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

- State staff participated in program reviews throughout the state to determine if strategies are in place for promoting non-traditional programs/careers especially males in Healthcare Science, females in Construction, males in Family and Consumer Sciences and females in Mechanical Services Operations.
- As part of the Program Review process, documentation and teacher interviews focus on support for special populations.
- Career Technical Instruction (CTI) and Career Coordinated Academic Education (CCA)E teacher annual endorsement workshops were offered. These two programs focused on supporting CTAE students that are disadvantaged or in a special population’s classification.
- Created and adopted new GPS for middle school CTAE programs that will meet the needs of special populations through accommodations per students’ IEP.

*Offering technical assistance for eligible recipients*

- CTAE Regional Coordinators provided technical assistance through 15 meetings to local systems on Program Reviews, budgeting, local plan development, the development of program improvement plans and Perkins Core Indicators.
- Program Review documents and procedures were provided to local school systems and information on updates made available to them.
- Through site visits to schools, emails and phone calls, CTAE staff provided technical assistance to teachers, counselors and administrators.
- State staff facilitated training sessions with eligible recipients at appropriate conferences regarding PeachState Pathways, Non-traditional Employment Fields and GAcollege411.
- State staff assisted local systems with implementation of curriculum and completion of program certification standards.

**B. Permissible Activities Include [Section 124]**

*Improving career guidance and academic counseling programs;*

- Through professional learning, guidance counselors provided training created and implemented to reinforce the academic strengths that can be supported through CTAE programs.
- Workshops promoting Georgia Career Information System (GCIS), GAcollege 411, incorporating student portfolios into curriculum and adding graduation specialist into the high schools.
- State staff worked to create videos, presentations, lessons, and activities for teachers, counselors, and graduation coaches to use in CTAE courses, parent groups, all middle school classrooms, and with teacher groups and community gatherings to assist interested parties understand career guidance changes and needs, potential tools and resources targeting student needs, and help middle school students make positive choices by identifying their chosen Career Pathway Program of Study.
- Education Career Partnership (ECP) identified career guidance and academic counselors as the vital pieces for ensuring its success in the future years. The career interest and aptitude tests as well as the awareness and exploration were encouraged and implemented by counselors at the school level. The use of one of ECP's best practices, Career day or fairs, helped expose students to different career interests. The ECP coordinators worked cooperatively with the high school graduation coaches to coordinate services as well.
- The Georgia Career Related Education (CRE) manual contains a "counselors section" which is used by coordinators to provide collaboration on the implementation of programs.

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

- Articulations were implemented and re-evaluated as new curriculum was developed and implemented.
- GaDOE developed PeachState Programs of Study designed to promote seamless transition to postsecondary education.
- Postsecondary educators were part of the GPS development team.

- CTAE staff worked closely with TCSG and other postsecondary institutions to form articulation agreements, joint enrollment and dual enrollment opportunities.
- Partnered with Georgia Institute of Technology to provide assistance to computer science instructors.
- Required schools that implement program certification to develop an articulation agreement with a postsecondary institution.
- ECP managers were involved in the training provided to YAP and WBL coordinators about how to participate in the articulation process.

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

- GaDOE developed PeachState Programs of Study designed to promote seamless transition to postsecondary education.
- CTAE programs make every effort to maintain good working relationships with state institutions for the purpose of articulating credit and providing seamless transitions for students into these programs.
- YAP participants were tracked through their postsecondary training component and where appropriate, encouraged to pursue their education into baccalaureate programs.

*Supporting career and technical student organizations;*

- Georgia's nine Career Technical Student Organizations (CTSOs) served over 138,000 students and each had the opportunity to participate in local, state and national competitive events.
- Offered staff development for educators to incorporate their CTSOs in the curriculum structure.
- Provided Teacher Support Grants and Family, Career and Community Leaders of America (FCCLA) camp grant for educators.
- Organized regional, state and national competitions, and leadership meetings for students.
- Sponsored state rally, regional competition, Fall Leadership and State Leadership Conferences and secured CTSO judges for CTAE Competitive Events program.
- Created program CD for teachers demonstrating how to integrate FBLA into the classroom.
- Program of Work (POW) was created and updated annually for teachers to qualify for extended day pay. This POW was based on performance activities related to work-based learning standards CTSO and Career Related Education (CRE).

*Supporting public charter schools operating career and technical education programs;*

- Many school systems with charter schools have implemented the "one school-wide Work-Based Learning (WBL) coordinator delivery model," to make WBL available to their students.
- State staff met with the Executive Director of Charter Schools to help them understand career and technical education career exploration program opportunities that are presently available to middle schools and how to implement new programs to broaden the offerings of their charter school.
- Enhanced DOE/CTAE/Career Development web page to provide more career related information including PeachState Pathways and Programs of Study to schools in Georgia including charter schools.

*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;*

- New CTAE leaders visited 2 of Georgia's Innovation Centers that support specific strategic industries (Agricultural and Manufacturing).
- Offered credentials from business and industry, where available, and ensured that they supported new GPS.
- Work-Based Learning (WBL) components involved coops and internships with businesses and industries.

*Supporting family and consumer sciences programs;*

- About 21 professional learning opportunities were created and implemented to support Family and Consumer Sciences (FACS) programs with industry certification, curriculum building and implementation, CTSO involvement, and back to industry training initiatives.
- Developed Career Pathways for all FACS programs and program promoting brochures.
- Offered capital equipment grants to support new programs.
- The agricultural education program offered a variety of programs that support family and consumer sciences.
- Macon Department of Juvenile Justice (DJJ) offers Nutrition and Food Science pathways in family and consumer sciences program which is popular and motivational for the students.
- Held regional and state meetings to support and offer professional development for educators.
- Developed teacher internship with more appropriate ties to the early childhood curriculum and new GPS is on-going. Students in FACS programs have equitable opportunities to participate in appropriate work-based learning experiences where the "one school-wide WBL coordinator delivery model" is being implemented.

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

- Included business and postsecondary instructors in curriculum advisory and development committees.
- Worked with business partners on internships for students.
- Created 2 new FACS foundations with business and industry partnerships.
- Professional Development opportunities were provided to assist teachers in the implementation of work-related experiences for students.
- Complete Work-Based Learning guide was made available to teachers and CTAE Administrators to assist them with the implementation of work-based learning related activities.
- New GPS based pathways continue to be initiated, and are being implemented along with the development of appropriate assessment tools to appropriately evaluate the delivery of content. The department initiated a program entitled Remote Access Manufacturing Project (RAMP) which is a partnership between eight local school systems, representing a variety of areas from across the state, and technical colleges.
- Presentations were conducted with workforce development groups, Chamber of Commerce, and in conjunction with the region YAP meetings held periodically throughout the year. All YAP programs have established relationships with faculty at postsecondary institutions.

- Some of the dual enrollment courses available to secondary students require work-based learning, internships or apprenticeships to provide instructions to students. Because of scheduling issues, some of the courses were taught at the high school and some at the postsecondary campus by full-time and adjunct faculty.

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

- CTAE staff worked on related courses to enhance the new career pathways.
- Engineering and Technology Education courses were offered in newly developed career academies in both new and renovated facilities.
- State staff participated 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.
- Supported the creation of 9 new high school curricula to align with the Georgia Governor's identified strategic industries.
- Based on the needs of the state, the Governor developed a Strategic Industry Task Force to determine the employment needs of the state in the following areas: Aerospace, Healthcare & Eldercare, Agribusiness, Life Sciences, Energy & Environment; and Logistics & Transportation. Considerations in planning the development of career pathways include: Current Industry Needs, Transition Opportunities to Postsecondary, National and State Credential and Regulatory Agencies and Guidelines, Student Interests and Work-Based Learning Opportunities.
- Some of the programs of study that were phased in this year required 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.

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

- Extended Day Grants were offered to CTAE programs that offer specified CTSO activities and WBL experiences.
- Middle School Support Grant Initiative was made available to local CTAE administrators to complete and submit to State for Extended Day funds, and support the growth of middle school CTSO programs across the state.

*Providing activities to support entrepreneurship education and training;*

- Provided staff development related to economic development to new CTAE leaders with a special focus/session on entrepreneurship.
- Entrepreneurship standards were introduced in all middle school CTAE courses, curriculum guides, and training session topics for each middle school career exploration program.
- Different CTAE program proficiency areas allowed for entrepreneurship opportunities.
- Staff provided training and education for teachers to make sure the best practices were followed in implementing the proficiencies areas and support to enable students become entrepreneurs in technical areas.
- A Statewide Entrepreneurship Advisory Committee, made up of business and marketing teachers, was formed in 2009.

- The National Entrepreneurship Forum was promoted repeatedly to marketing teachers.
- Education Career Partnership (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 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;*

- Supported the creation of 9 new high school curricula to align with the Georgia Governor's identified strategic industries.
- State staff participated in pathway development in program concentrations.
- CTAE staff participated in the Georgia Performance Standards (GPS) development team research on: Current Industry Needs, Transition Opportunities to Postsecondary, National and State Credentialing and Regulatory Agencies and Guidelines, Student Interests and Work-based Learning Opportunities and Virtual School course development.
- The agricultural education "area teachers" provided courses and training to adults in their respective technical area of livestock, forestry, horticulture, or Ag. Mechanics. In addition, 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 any secondary school education opportunities.
- CTAE programs were established in alternative schools throughout the state.
- The Intervention Program Specialist at GaDOE works with postsecondary institutions and personnel to provide shared information. Teachers/program coordinators can provide academic and technical support for students throughout their high school career.

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

- Collaborations took place between the ECP coordinator, YAP and WBL coordinators at the local schools in assisting students in their education, work placement opportunities, or jobs in their career fields.
- The agricultural education program worked hard to find appropriate jobs and/or increase training opportunities for students in the program.
- Annually, scholarships and financial aid were made available to agricultural education students through the National FFA Organization and the State FFA Association.
- CTAE staff trains guidance counselors, CTAE teachers and administrators to provide education and training information beyond high school with the PeachState Career Planning documents which have been developed for each Career Tech Program.
- Collaborations took place between the ECP coordinator, Youth Apprenticeship and the Work Based Learning coordinators at the local schools in assisting students in their education, work placement opportunities, or jobs in their career fields.
- Created PeachState Pathway and each Program of Study represents a secondary/postsecondary 6-year plan that includes postsecondary alignment with technical colleges and university system schools.

*Developing valid and reliable assessments of technical skills;*

- Through the use of Work Ready Certificate assessments for high school seniors, students were able to acquire credentials that would assure business/industry employers what skills individual students did possess.
- Work Keys was also made available online to students to eliminate the gaps in their assessment and improve the level of their credentials.
- Through career development events, the agricultural education program and FFA offered very valid and reliable assessments of technical skills to students. Each career development event provided not only a written assessment but also a practical “hands-on” activity in which the students were scored and ranked based upon students’ performance.
- End of pathway assessments developed by professional testing companies were established for Fashion Marketing, Marketing, Communications and Promotion Pathways.
- 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 they possess. Work Keys was also available online so students could eliminate the gaps in their assessment and improve the level of their credentials.
- Assessment process was developed to evaluate performance of WBL students according to the criteria listed on the training plan and also established process to enter this record into the Georgia C-NET data base.

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

- CTAE staff worked with the CTAE Resource Network to develop and initiate the use of the Education Career Partnerships (ECP) Annual Report online for data collection and analysis.
- Agricultural education program in Georgia implemented a variety of data collection systems that reflect academic and employment outcomes among our students that included monthly reporting system for teachers, regional data collection of participations among students in each of the career development events and proficiency areas, and annual performance evaluations of teachers.
- Developed C-Net student database for Work-Based Learning students in Career Technical and Agricultural Education classes and the CTAE Resource Network for teachers to identify the pathways they are teaching. The CTAE Resource Network provides each CTAE administrator and teacher with a profile page. The profile page for all persons managing work-based learning programs is connected to C-NET, the online database and allows coordinators to customize training plans, track progress, and keep complete histories of employer/student information.
- Statewide Work-Based Learning (Coops, Youth Apprenticeship and Internships) employment related information were collected.

*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*

- State staff visited postsecondary institutions that produce CTAE teachers to assist new teachers and retain other teachers.
- The Department of Juvenile Justice (DJJ) and the Georgia Department of Corrections (GDC) work with technical colleges to recruit instructors for most of the CTAE programs.

- Conducted staff development with new CTAE leaders on the process to get new Trade & Industry and Healthcare Science teachers certified.
- Agricultural Education program in Georgia created a recruitment and retention program which involved students in the program, agriculture teachers, staff members, University officials, and business and industry personnel.

*Supporting occupational and employment information resources.*

- Education Career Partnership (E CP) coordinators provided several presentations, career fairs, guest speakers and other activities where they not only shared information but also the resources where they were able to find their information.
- Occupational supply and demand, United States Department of Labor and the GACollege411 websites were made available to system ECP coordinators to enable students to have access to occupational and employment information.
- DJJ subscribed to the GCIS program through Georgia State University and worked with the Georgia Department of Labor (DOL) for employment opportunities for youths upon release from the DJJ.
- Efforts were made to support occupational and employment information resources among the technical area teachers on the staff. The director for agricultural education provided extensive employment information resources on the state Ag-Ed website.
- The new and enhanced version of GACollege411 provides Georgia students with occupational and employment information resources customized around Georgia's 11 Program Concentrations and 60+ PeachState Pathways.

## **II Progress in Developing and Implementing Technical Skill Assessments**

In the FY2009 School Year, the Georgia Department of Education's (GaDOE) Career, Technical and Agriculture Education (CTAE) Division continued its commitment to identifying and developing valid and reliable end-of-pathway assessments that measure technical skill attainment on behalf of CTAE students. During this 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 FY2008 school year. These pathways included 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 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 FY2010 school year.

### **III Implementation of State Program Improvement Plans**

Georgia secondary does not have to submit State Improvement Plans this year because Georgia did not miss any of the proposed targets for its benchmarks.

### **IV Implementation of Local Program Improvement Plans**

Every local sub-recipient submits Local Program Improvement Plans to the state concerning performance targets that were not met by race, gender and special population. GaDOE will 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. Postsecondary Implementation of State Leadership Activities [Section 124]**

### **A. Required Uses of Funds**

- *Conducting an assessment of the vocational and technical education programs funded under Perkins IV*
  - ◆ 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)**. There are two types of PAR. The Standard 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. The Risk-based PAR is an on-site visit providing an in-depth review of a college's Perkins budget procedures, Perkins budget documentation, Perkins asset management procedures, and Perkins-paid personnel. Overall, both PAR processes verify that each institution is meeting state standards and federal requirements.

- *Developing, improving, or expanding the use of technology in vocational and technical education*
  - ◆ Provided leadership to coordinators of instructional technology in our technical colleges.
  - ◆ Emphasized the use of instructional technology in the Faculty Development Institute attended by nearly 218 new faculty members during the year.
  - ◆ Continued the development of online courses and online staff development opportunities for staff and faculty.
  - ◆ Continued the use of ANGEL Learning Management System, providing 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.
  - ◆ Enhanced online tutoring service, SMARTTHINKING, by adding Accounting and Chemistry in addition to Math and Writing subject areas.
  - ◆ Continued to provide Respondus, an assessment tool that allows instructors to create interactive tests; Turnitin, a tool that allows instructors to prevent plagiarism, and Softchalk, an application that allows instructors to build interactive web-based lessons and content.
  - ◆ Provided Elluminate Live, a web-based conferencing/classroom application for faculty and staff.
  - ◆ Developed an electronic curriculum database to house and evaluate courses and program information.
  - ◆ Planned cooperatively with the Health Workforce Planning and Analysis Center of the University System of Georgia, also in partnership with private Georgia institutions of higher education to develop regional simulation laboratories. These laboratories will provide critical, expanded clinical experiences for students of all allied health areas.
  
- *Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel*
  - ◆ Continued to provide professional development at each quarterly peer group meeting to Career Services Directors. Sessions included training regarding the utilization of unemployment records, effective placement strategies and best practices, and the development of a peer-to-peer mentoring system.
  - ◆ Facilitated regional and statewide faculty meetings to provide updates and/or discussion of curricular updates.
  - ◆ Provided nearly 100 new faculty members with instructional methods, techniques, information, and material through the Faculty Development Institute.
  - ◆ Continued to meet with peer groups of Students Services vice presidents, coordinators of special populations (special needs), disability services, admissions directors, and equity coordinators to enhance awareness of students in non-traditional programs and special population student issues.
  - ◆ Provided more than 500 classes for faculty development for college faculty through the 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.

- ◆ Assisted vocational and technical student organizations by providing guidance and leadership to the advisors for each of the five major student organizations (DEX, SSLC, PBL, NTHS, and Skills USA).
  - ◆ Coordinated regular peer group staff development meetings for disability services coordinators. The agenda included data collection, working with specific disabilities (Asperger's, autism, and learning disorders), assistive technology, and documentation.
  - ◆ Held regular peer group staff development meetings for special population coordinators. The agenda included recruitment, retention and graduation strategies for special population students, data collection, and support services with a special emphasis on opportunities in non-traditional careers.
  - ◆ 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.
  - ◆ Provided staff development to individual colleges to help improve their services to special population students.
  - ◆ 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.
  - ◆ Provided staff development training for faculty and staff, in the utilization of Elluminate Live, a web-based Conference/Classroom application.
  - ◆ Provided staff development training for faculty on the usage of the ANGEL Learning Management System, enabling delivery of web-enhanced, hybrid, and online courses.
  - ◆ Provided staff development training for faculty on the usage of Softchalk, an application that allows instructors to build interactive web-based lessons and content.
  - ◆ Provided training to High School Initiatives teams on Dual Enrollment, Program Requests, and Programs of Study.
  - ◆ Held three workshops for faculty and administrators of technical colleges seeking Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) Emergency Medical Technician-Paramedic programs across the state. To produce appropriate self-study materials, one of these workshops featured the executive director of CoAEMSP.
- *Providing support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education*
    - ◆ Provided leadership to integrate academic with career technical education within Career Academies through Ford PAS and other measures. Provided leadership in the revision process for General Education courses to include CTE competencies.

- ◆ Provided guidance, support, and implementation of statewide program revisions.
  - ◆ Attended Ford PAS training to obtain information to provide on-going assistance to college personnel.
- *Providing preparation for non-traditional training and employment*
    - ◆ Continued to provide a statewide Equity/Special Populations Coordinator position; coordinator provides 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 technical colleges via a listserv.
    - ◆ 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 non-traditional 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 technical colleges.
    - ◆ Continued to highlight opportunities in non-traditional careers at college peer group meetings and state conferences, showcasing programs and students.
    - ◆ Provided a 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 non-traditional career and technical education programs.
    - ◆ Continued to pay membership in NAPE for Georgia.
- *Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills*
    - ◆ Developed partnerships with the Georgia Apartment Industry Education Foundation (GAIEF) to support the Career Academies initiative.
    - ◆ Developed 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."
    - ◆ Continued to support transfer agreements between TCSG and Mercer University for majors in Early Childhood Care, Education and Criminal Justice.
    - ◆ Continued to support transfer agreements between TCSG and the University of Georgia for majors in Early Childhood Care and Education.
    - ◆ Established transfer agreements between TCSG and Concordia University for Early Childhood Care and Education.

- ◆ Continued to support transfer agreements between TCSG and the Georgia Department of Early Care and Learning. This initiative is called Bright From the Start 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.
- ◆ Partnered with Peace Officers Standards and Training (POST) and Georgia Public Safety Training Center (GPSTC) to develop the Basic Law Enforcement technical certificate.
- ◆ Developed and entered into a Memorandum of Understanding (MOU) with Bright From the Start to provide guidance, support, and educational opportunities for Georgia's providers of early childhood education.
- ◆ Provided guidance to High School Coordinators to assist in the development of business partnerships to ensure that students participate in job shadowing and interviewing throughout courses in their respective program of study.
- ◆ Provided assistance to High School Coordinators to coordinate Parents' Night in local high schools. Information regarding dual enrollment was provided to educate and inform parents, students, community stakeholders, and high school faculty.
- ◆ Collaborated with Georgia Board of Examiners of Licensed Practical Nurses and the Instructional Faculty Consortium Committee (IFCC) to amend practical nursing curriculum into a semester format.
- ◆ Collaborated with Georgia Board of Examiners of Licensed Practical Nurses and the Georgia Board of Nursing to develop and promote a statewide initiative to expand production of Qualified Medication Aides in Georgia. Helped plan legislative suggestions for extension of pilot status of the initiative.
- ◆ Served as a member partner to the Center to Champion Nursing in America (CCNA) a joint initiative of AARP, the AARP Foundation, and the Robert Wood Johnson Foundation. TCSG is a partner in technical assistance and support to the State Nursing Teams through a technical assistance grant to build strategic partnerships, understand the role of policy, regulation and advocacy, increase faculty capacity and diversity, and education redesign.
- ◆ Partnered with Construction Education Foundation of Georgia (CEFGA) and secondary SkillsUSA to conduct sixteen (16) construction competitions in Atlanta at the Georgia International Convention Center.
- ◆ Committed funds for a partnership with the Construction Education Foundation of Georgia (CEFGA) and the Transportation Education Foundation of Georgia (TEFGA); Georgia Postsecondary SkillsUSA and Georgia Secondary SkillsUSA to sponsor construction and transportation competitions for the 2010 SkillsUSA Championships.
- ◆ Provided contract funds for a SkillsUSA Consultant, who established and maintained industry partnerships that were vital to the success of the SkillsUSA State Championships. Partners included, but were not limited to: State Farm Insurance Company; DeWalt Tools; Irwin Tools; Snap-On Tools; Miller Electric & Georgia Power.

- *Serving individuals in state institutions*
  - ◆ Conducted group orientation for inmates transitioning out of the correctional system.
  - ◆ Supported program development by the technical colleges to offer programs of study in the local and state correctional institutions.
  
- *Providing 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 provides 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](http://www.gcic.peachnet.edu) and [www.occsupplydemand.org](http://www.occsupplydemand.org) that provide information on this topic.
  - ◆ Continued to provide quarterly 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 provides technical assistance to all special populations and disability services coordinators and Georgia Fatherhood Program coordinators.
  - ◆ 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).
  - ◆ 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.
  - ◆ Provided technical assistance to faculty via the Instructional Faculty Consortium Committee (IFCC). Program topics included, but were not limited to: program revision, accreditation, program certification, program structure, and text book adoption.
  - ◆ Provided technical assistance to college administrators regarding compliance with state standards and curriculum development through peer group meetings, phone calls, and emails.
  - ◆ Provided technical assistance to college personnel to ensure successful development and distribution of programs of study.
  - ◆ Provided technical assistance to new High School Coordinators. This included training regarding funding, legislation, and programs of study.

- ◆ Continued to provide leadership, guidance, technical assistance, and staff development opportunities for the Career Services Peer group; Georgia Fall Leadership and SkillsUSA Planning Committees.

## B. Permissible activities [Section 124]

- *Improving career guidance and academic counseling programs*
  - ◆ Provided updated information to college personnel regarding how to develop a sound academic advising program. Topics include academic advising, characteristics of a good advisor, advising special populations, and goal development.
  - ◆ Provided information to high school counselors on the benefits of High School Initiative programs (Articulation, Dual Enrollment, Joint, and On-line programs).
- *Supporting career and technical student organizations*
  - ◆ Continued to assist vocational and technical student organizations by providing guidance and leadership to the advisors for each of the five major student organizations (DEX, SSLC, PBL, NTHS, and Skills USA).
  - ◆ Provided staff development sessions during the Georgia Fall Leadership Conference for advisors of the major student organizations and other local postsecondary organizations.
  - ◆ Provided one-on-one training (via the SkillsUSA Consultant), guidance and support for instructors and advisors at the technical college that hosted the 2009 SkillsUSA State Championships.
  - ◆ Provided information, via listserv, from National SkillsUSA to SkillsUSA advisors in the technical colleges. Information included training opportunities; training programs; competition guidelines; etc.
  - ◆ Provided the Vice Presidents of Student Affairs with quarterly updates on student organizations and encouraged them to either start new chapters or to re-activate inactive ones.
  - ◆ Utilized Perkins funds to pay registration fees, travel, and all other conference-related fees for SkillsUSA State Director and two SkillsUSA advisors to accompany SkillsUSA State Officers to the SkillsUSA Washington Leadership Training Institute (WLTi).
  - ◆ Approximately ten colleges have a chapter of **Delta Epsilon Chi (ΔEX) or (DEX)**, a marketing organization for college students, preparing students for careers in the area of marketing with 187 members statewide. Membership in DEX is an essential resource for future professionals that will benefit from marketing, management, entrepreneurial skills and knowledge. The 2009 State Conference was held in Atlanta, where approximately 23 students won 1<sup>st</sup> place in their respective contests. The 2009 National Conference was held in April in Anaheim, California. Eight students placed in the top ten, and two students were recognized as semi-finalists. Additionally, two students received the Chapter Leadership award.
  - ◆ **Phi Beta Lambda (PBL):** PBL prepares students for careers in business. PBL students compete on the local, state and national levels. The State conference was

held in Atlanta, Georgia where students competed for an opportunity to continue to the national level. At the 2009 National Conference in Anaheim, California, two students received 1<sup>st</sup> place awards, one student received a 2<sup>nd</sup> place award, one student received a 3<sup>rd</sup> place award, and one student received the CMAP President Level Award.

- ◆ **SkillsUSA:** This national organization prepares students for careers in technical, skilled and service occupations. Students competed by demonstrating their hands-on technical skills. During 2009, 27 technical colleges had SkillsUSA chapters. The State Conference was held April 17- 19 in Augusta, Georgia, at Augusta Technical College. Sixteen construction-related competitions that were hosted by the Construction Education Foundation of Georgia (CEFGA) were also held in conjunction with the Skills secondary championships in April. These contests were held in Atlanta at the Georgia International Conference Center. The national conference was held in Kansas City, Missouri, in June of 2009. A delegation, including the Commissioner of the Technical College System of Georgia; a technical college president; an executive vice president and several vice presidents of Student Affairs attended the 2009 SkillsUSA National Championships. Georgia postsecondary students were awarded 12 gold medals, 12 silver medals and 5 bronze medals. In addition, thirty-seven students (37) received the Skill Point Certificate that certifies attainment of industry specific skills for their respective area of competition.
  - ◆ **National Technical Honor Society (NTHS):** NTHS is an organization that honors student achievement and leadership, promotes educational excellence and enhances career opportunities for its membership.
  - ◆ **Statewide Student Leadership Council (SSLC):** This is an organization of local technical colleges' Student Government officers and representatives.
- 
- *Supporting partnerships between education and business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels*
    - ◆ Provided guidance to technical college personnel in Floyd County to create a collaborative funding model which enabled Dual Enrollment to persist in that service area.
    - ◆ Provided guidance to Valdosta Technical College to create partnerships with the following businesses to ensure student employment opportunities: Fresh Beginnings, Sears, 1<sup>st</sup> State Bank and Trust, Smith Northview Hospital, Publix, Convergys, South GA Medical Center and Guardian Bank.
    - ◆ Joined College Access Partnership with GA Student Finance Commission, the University System of Georgia, and the GA Department of Education.
  
  - *Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education*

- ◆ Provided guidance to technical college staff to develop 30 programs of study to disseminate to high school students across the State of Georgia.
- *Supporting occupational and employment information resources*
  - ◆ Provided information to students via high school college fairs throughout the state. Topics included: TCSG colleges and programs, financial aid, admissions processes, and program offerings.
  - ◆ Provided information via GAcademy 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.

## **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 Program Improvement Plans**

Georgia Postsecondary did not miss 90% of any of its benchmarks, and as such does not have to submit any State Improvement Plans this year.

## **IV Implementation of Local Program Improvement Plans**

This year, 13 postsecondary sub-recipients will have to submit Local Program Improvement Plans. These are mostly for 5P2, 5P1, and 2P1. Most colleges that have to submit a plan are only doing so for one measure. The most common special populations showing a performance gap are: the Disabled, Displaced Homemakers and Single Parents. The state will be offering special technical assistance to help those colleges with improving performance on these measures, particularly with these populations. Improvement plans will be required as part of the Local Application process to ensure continuous funding.

## **V Tech Prep Grant Award Information**

Does not apply.