

EXECUTIVE SUMMARY

The Georgia Department of Education (GaDOE) and Technical College System of Georgia (TCSG) have split supervisory responsibilities that enable the state of Georgia to adequately provide academic skills, technical skills and workplace readiness skills at all levels of education. The Georgia Board of Education (GBOE) authorized the GaDOE as the fiscal agent to manage Perkins IV related documents on behalf of the Georgia Department of Education (GaDOE) and the Technical College System of Georgia (TCSG). Partnerships with business and industry groups are coordinated by these agencies, to ensure that Georgia students graduate with expected performance levels in both academic and skill standards. Purposely, for the implementation and improvement of secondary and postsecondary Career, Technical and Education (CTE) programs, the Perkins grant award for Georgia is equally shared between GaDOE and TCSG, except the awards for State Institutions. The grant awards received by the State are used to implement and improve secondary and postsecondary CTE programs.

The State of Georgia conducts annual secondary and postsecondary compliance reviews, to guarantee that institutions are following state and federal guidelines and attaining established standards. GaDOE conducts on-site program compliance reviews on a five-year rotation schedule of Georgia's secondary level Career, Technical and Agricultural Education (CTAE) programs and every three years TCSG conducts its rotation reviews of postsecondary CTE programs. During program reviews, local education agencies (LEAs) and technical colleges receive onsite technical assistance. In addition, school systems receive ongoing technical assistance throughout the year.

SECONDARY NARRATIVE

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;

- Annual Compliance Program Reviews were conducted to evaluate efforts by the local systems to provide equal opportunity for all students and faculty including special populations (non-traditional) in all CTAE programs.
- State staff conducted five (5) Office for Civil Rights Compliance Reviews, to ensure equitable distribution of federal CTE funds and to encourage high-quality CTAE programs for all students.
- Local school systems with inadequate core indicator performance levels were required to establish program improvement plans.
- Annual assessment of the Youth Apprenticeship Program (YAP) was conducted in the spring.
- Georgia Department of Corrections (GDC) programs were audited quarterly and assessed using the Georgia Program Assessment Inventory (GPAI). Indicators of program success and special needs students were included in the service assessment.
- Work-based learning assessments included data for students enrolled in employability skill development, internships, and cooperative education.
- CTAE staff continued to ensure that facilities and curriculum are conducive for the needs of students including special populations.
- The regional coordinators monitor and evaluate each CTAE program within their region, provide technical assistance throughout the year and maintain rigorous standards of accountability.

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

- Georgia DOE used *Elluminate*, an on-line teleconferencing application to present and disseminate information updates to local system administrators, teachers/coordinators regarding the CTAE programs.
- Extensive collaborative efforts with GAcollge411 to broaden the scope of the GAcollge411 web site to include comprehensive education and career planning for all students and Teachers-As-Advisors (TAA) tools and materials. GaDOE is ready to establish a TAA website to house all information regarding the creation, implementation and evaluation of a TAA program which includes Non-Traditional Occupations (NTO) activities at various grade levels.
- Staff continued to enhance the Georgia DOE web site Non-Traditional Employment Fields with additional information regarding 6S1 and 6S2.
- Georgia C-NET, an on-line data collection system, was developed and is being upgraded annually to monitor data regarding students enrolled in state approved work-based learning courses; provided data to conduct employer satisfaction surveys, and a variety of reports used to monitor statewide WBL implementation.
- CTAE programs continued to offer students opportunities to develop, build and become proficient in technology performance standards.
- The use of technology in agricultural education included but not limited to: Global Positioning Systems (GPS), embryo technology, artificial insemination, computer-based record keeping, mechanical technology and Biotechnology.
- The GDC continued the expansion of technology in the classroom in collaboration with the technical colleges.
- Computer assisted instruction in GDC expanded to 5 additional sites in 2011 and computerized occupational assessments were implemented at 4 additional sites.
- Local Education Agencies continued to update equipment and materials for career and technical education on a rotational basis.
- The state provided teachers of local educational agencies with staff development opportunities and information on the utilization of the most up-to-date technology.

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;

- Workshops for new agricultural teachers were conducted during the summer prior to the beginning of the school year to help new teachers get a head start on running and coordinating a successful program.
- State staff provided professional development opportunities to enable CTAE administrators and supervisors to implement and serve the program needs.
- CTAE continued to work in collaboration with the Georgia Association of Career and Technical Educators (GACTE) to ensure that CTAE instructors, administrators, guidance counselors and others that work with students are provided instructional resources and industry training.
- Professional development topics were developed and implemented to serve the needs of CTAE administrators and supervisors to include a strand for new supervisors and administrators.
- Professional developments were created and validated by the advisory committees for all program specific concentrations in the areas of Curriculum & Instruction, Career Technical Student Organizations, Professional Organizations and Industry Certification.
- As a part of the new Georgia Performance Standards curriculum project, two (2) additional 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.

- Continued to implement C-NET, a work-based learning initiative. This initiative required many professional development opportunities to reinforce the total on-line process for student record keeping. Georgia C-NET provides work-based learning coordinators with a tool for development of training plans which matches the federal O-NET tasks list.
- In addition to technical staff development activities offered throughout the year, agriculture teachers were provided with 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;

- In FY 2011, a booklet titled “Ag-Ed Reinforcing Academics” was created and distributed across the State, in addition to a “best-practices” booklet which showcased different ways to incorporate academics into the agricultural education program.
- The State continued to promote the Georgia Performance Standards (GPS). The Standards have academic standards integrated throughout CTAE standards, as well as CTAE foundation skills.
- Workshop sessions were conducted on academic integration with specific emphasis on project ideas and basic integration information for Business and Computer Science teachers.
- CTAE teachers were encouraged to continue to integrate academic standards in daily curricula and to collaborate with academic teachers on a regular basis, to ensure that academic educators are included in their local advisory committees.
- Through professional development, training opportunities were provided to CTAE teachers to expand the use of supplemental materials in their classrooms.

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;

- GaDOE staff facilitated a two-day interactive project embedded in GaDOE’s SkillsUSA Career Expo to include female law enforcement officers, non-traditional occupation information and the exposure to multiple high skill, high wage occupations to career development, individual career plans, and non-traditional training were incorporated in program certification standards.
- Workshops were conducted for high school level and middle school level non-traditional students in areas such as manufacturing, engineering, health occupations along with other areas.
- Career Technical Instruction (CTI) intervention programs were provided at schools through CTAE to support special population students in healthcare and other programs. Several local school systems offered “Men in Medicine” during the summer to encourage non-traditional enrollment and posters, videos, and handouts etc. were used for demonstration.
- Georgia’s course standards continued to reflect career exploration as a part of the course content in all courses, with emphasis on Non-Traditional and minority role models.
- Georgia’s membership in the National Alliance for Partnerships in Equity (NAPE) and through application/grant proposal, attended a national academy on Perkins secondary core indicators 6S1 and 6S2.
- CTAE staff continued to collaborate with accountability and evaluation team in creating documents necessary for the collection of Perkins data regarding non-traditional 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.

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 continued to promote and support the partnership with the Georgia Institute of Technology to provide training and assistance to computer science instructors.
- Georgia's career development initiative provided tools and materials that support partnerships with postsecondary institutions by providing opportunities for young people and their parents to receive information regarding postsecondary programs of study, admissions requirements, financial aid, and dual credit programs like articulation, Move On When Ready, and Accel.
- The career development initiative also provided opportunities for parents to receive career-related information like labor market trends, high school programs and curriculum, career assessments, occupational information and postsecondary opportunities; a delivery system, Teachers-as-Advisors (TAA), builds a more informed parent population by providing better and more frequent one-on-one parent conferences. Parents receive career-parent booklets, and brochures that encourage parents to support their child's education and career planning efforts
- The program specialist for Professional School Counselors was moved to the Career, Technical and Agricultural Education Division to promote an enhanced collaborative effort with local school counselors.
- GAcollge411, 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.
- The Georgia Career Information System provided valuable planning information for students and their families. This tool represents a collaborative effort between the GaDOE and a network of 19 state systems, to provide a comprehensive web-based program for education and career planning.

Serving individuals in state institutions;

- GaDOE continued to provide career related services to the State Schools for the Blind and Deaf and also to incarcerated youths in state institutions.
- Youth centers were reviewed to ensure that appropriate program improvements were in place.
- CTAE staff offered professional development workshops to instructors in state institutions (schools for the deaf and blind) as well as the state correctional facilities.
- The Shared Vision group continued to engage in development of a working team inclusive of members from other state level partners, local workforce areas as well as other stakeholders.
- GaDOE staff assisted with the creation of learning plans for students in the state correctional facilities and the Department of Juvenile Justice.
- CTAE programs are accessible to the entire population in GDC.
- CTAE staff was invited to facilitate a 3-hour training session for instructors at Georgia's School for the Deaf which including reference to core indicators 6S1 and 6S2.

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

- Georgia's support of career development is an equal opportunity program in which ALL students have the opportunity to learn about themselves, explore the world of work as well as educational opportunities and implement a plan of action and management when delivered through a Teachers-as-Advisor program and/or professional school counselor program. The Georgia General Assembly passed legislation (May, 2010 BRIDGE) to mandate local school advisement in grades 6-12.

- Collaborates with GACollege411 to encourage the production of other resources in Spanish (funding is available through Georgia Board of Regents federal grant).
- The Office of Civil Rights conducted five (5) compliance reviews to ensure that all students are given access and admission opportunities to all CTAE classes/programs regardless of race, color, ethnicity, gender or disability.
- The web site www.occsupplydemand.net that identifies high-wage, high-demand and high-skilled occupations aligned with Georgia's 11 Program Concentrations is located on the education and career planning tool for use by all staff, parents and students.
- Programs of Study in Career Pathways contain sample occupations that meet Georgia's definitions for high-demand, high-wage, and high-skilled. These visual tools are available to all students including special populations.
- State staff consults with Georgia's Students With Disabilities program manager and with program specialists to focus on CTAE students who are "at risk" and who receive special services.
- The agricultural education career development events supported students' opportunity to learn high-skills that lead to high-wage and high-demand occupations.
- Also, all the proficiency award areas promote and support education that lead to high-skill, high-wage, and high-demand occupations.
- 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.
- GaDOE continued to collaborate with GACollege411 to encourage the production of other resources in Spanish.

Offering technical assistance for eligible recipients

- Provided technical assistance via program review and Office for Civil Rights Compliance Review visits.
- Facilitated learning sessions for eligible recipients upon request regarding Career Pathways Career Development Program, Non-Traditional Employment Fields and GACollege411.
- Facilitated training sessions with eligible recipients at appropriate conferences regarding Career Pathways, Non-Traditional Employment Fields and GACollege411
- CTAE staff participated in appropriate training workshops and learning sessions regarding Career Pathways, Non-Traditional Employment Fields and GACollege411
- GaDOE staff answered emails and phone calls from instructors, supervisors, and counselors to name a few, and provided assistance according to ++needs.
- Technical assistance was 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.
- 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.
- GaDOE staff facilitated learning sessions for eligible recipients when requested regarding Peach State Pathways Career Development Program, Non-Traditional Employment Fields and GACollege411.

b. Permissible Activities Include [Section 124]

Improving career guidance and academic counseling programs;

- GaDOE continued the collaborative effort 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, to enhance the 411 website. In addition, GaDOE designed multiple tools and

resources to be posted on GACollege411 to assist educators in the delivery and utilization of the program at the local level.

- GaDOE moved the Program Specialist for Professional School Counselors under the CTAE umbrella to foster a more closely aligned program for career guidance and academic counseling programs. As result of this, we have been able to offer multiple opportunities for additional career guidance and academic counseling professional learning.
- In Georgia, the Peach State Pathway Education and Career Planning Tool is utilized to serve as an organizational, informational, conversational, and visual tool for education and career planning for ALL students and their families.
- CTAE programs are featured at Parent-Teacher Association gatherings or Open House. LEAs create brochures and newsletters to inform stakeholders about their programs, the curriculum, and the career exploration activities that are available.
- GaDOE provided technical assistance to high school and middle school counselors on 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.

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

- The Georgia Department of Corrections (GDC) established a written Memorandum of Understanding with the Technical College System of Georgia concerning articulated credits.
- Articulation agreements were established and implemented. These were re-evaluated as new curricula were developed. Dual enrollment is available in some schools.
- CTAE Students often participate in field trips and college fairs to explore opportunities at post secondary institutions.
- GaDOE continued to participate 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.
- GaDOE staff continued to work closely with TCSG and other postsecondary institutions to form articulation agreements, joint enrollment and dual enrollment opportunities.
- The Department of Juvenile Justice (DJJ) has 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.

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

- The students are encouraged to continue advanced certificate programs at the Technical College after their release from incarceration, if they did not complete a TCC while with the DJJ. Most DJJ courses offer dual credit for students who qualify for admission to the Technical College serving their Youth Development Center (YDC).
- CTAE Teacher Support grants and Industry Certification grants include Career and Technical Student Organization (CTSO) activities as indicators.
- CTAE programs support foundation skills by teaching soft skills through competitions and leadership events and program specialists support leadership activities, competitive events, local officer and State officer training.
- GaDOE staff created a comprehensive scope and sequence of Teacher-As-Advisor activities including activities at the middle and high school to promote continued postsecondary education.

- CTAE staff 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 GAcollge411.
- CTAE activities that support transition were carried out across the state and movement between the high school, TCSG, and the University System of Georgia (USG) were noticeable.
- High school students in CNA classes, and possibly initial LPN classes, have the opportunity to complete the LPN program at the postsecondary school, when they choose to participate in a bridge program for an associate degree in Nursing. At completion of the associate degree program, they may be able to bridge into the BS Nursing program at a four year university. Students are exposed to pathways to continue their education into higher level programs.

Supporting career and technical student organizations;

- CTAE program specialists served as CTSO advisors and assisted with all state sponsored student organization events and also provided training to student leaders.
- CTAE student organizations are co-curricular; teachers incorporated CTSO activities into their lesson plans.
- CTSO members had the opportunity to participate in local, state and national competitive events and leadership activities.
- Program of Work (POW) is based on performance of activities related to two standards, CTSO and Career Related Education (CRE) which encompasses Work-Based Learning (WBL). All WBL coordinators encouraged and promoted the participation of their students in the related CTSO and assisted them with CTSO related activities and projects.
- Professional development activities were developed and offered for each of the Career and Technical Student Organizations.
- GaDOE offered regional, state and national competitions, and leadership meetings for students.
- Teacher Support grants and Industry Certification grants included CTSO activities as indicators.
- CTAE staff continued to support the growth of all available Career and Technical Student Organizations in middle school CTAE programs.

Supporting public charter schools operating career and technical education programs;

- CTAE program specialists provided support to public charter schools as well as those that are not charter schools. Teachers at these schools may also participate in training and other opportunities that are offered across the state for CTAE programs (particularly healthcare teachers) including webinars and conferences.
- CTAE staff continued to meet with charter school 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 charter schools according to need.
- CTAE programs were offered in Charter Schools.
- Many school systems with charter schools have implemented the “one school-wide WBL coordinator delivery model,” to make WBL available to all their students. WBL is an important and viable component of the CTAE program in all Georgia 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;

- CTAE regional coordinators and agricultural education staff members maintain good working relationships with each local system and administrators in their area of the state. CTAE program staff also work cooperatively with faculties at several universities, colleges, and technical schools to offer opportunities for students and teachers.

- Parents and business & industry leaders serve as judges, chaperones, and sponsors in local, state and national competitions.
- CTAE 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 “one school-wide WBL coordinator delivery model” provided an equitable opportunity for students in all CTAE areas to participate in appropriate work-based learning experiences which enabled them to experience first-hand, all aspects of the industry.

Supporting family and consumer sciences programs;

- Students in the Education pathway, Early Childhood pathway, as well as other Family and Consumer Sciences (FACS) programs had opportunities to participate in related internship experiences through the WBL programs.
- Local school systems promoted Family and Consumer Sciences programs through CTAE brochures and annual reports.
- GaDOE continued to offer capital equipment bond grants to support new programs.
- FACS regional and state meetings were held to support and offer educator-focused professional development opportunities.
- Variety of program activities that support family and consumer sciences were offered by the agricultural education program.
- Fifteen (15) professional learning opportunities were created and implemented to support FACS programs with industry certification, curriculum building and implementation, CTSO involvement, and also back to industry training initiatives.

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

- Some projects completed in the DJJ Carpentry program were donated to the Habitat for Humanity store, or were built for local community organizations.
- Also, local business representatives were involved in the DJJ vocational advisory committees that meet with instructors and administrators.
- New Georgia Performance Standards-Based pathways continue to be initiated, and are being implemented along with the development of appropriate assessment tools to appropriately evaluate delivery of content.
- GaDOE supported a program titled “Remote Automated Management Project” (RAMP) which is a partnership between fourteen (14) local school systems, representing a variety of areas from across the state, and one (1) technical college.
- The Department of Corrections formed a corporate advisory board to enhance business relationships and also enhance employment of offenders upon release. The Board reviews CTAE courses and makes recommendations for additional industry certifications.
- Staff worked with business/industry partners in creating internship opportunities for CTAE students.
- Numerous partnerships were formed between technical colleges and agricultural education programs around the state.
- CTAE staff conducted workshops and made presentations with workforce development groups and the Chamber of Commerce periodically throughout the year.
- The WBL/YAP programs have working relationships with faculty at postsecondary institutions.
- CTAE programs continued to utilize members of the business community as judges at CTSO State Leadership Conferences as well as to provide financial support for CTSOs.
- Business partnerships were in place to support Georgia’s Industry Certification Program sponsored by the American Marketing Association of Atlanta.

- Because of scheduling issues, some of the dual enrollment courses continued to be taught at the high school and some at the postsecondary campus by full-time and adjunct faculty.
- Some of the dual enrollment courses available for secondary students require WBL, internships or apprenticeships to be able to provide the necessary instruction for students.
- Business and industry have input in courses being selected for dual enrollment and also the creation of courses or pathways not currently being offered.
- A complete Work-Based Learning guide is available to teachers and CTAE administrators to assist them with the implementation of work-related activities in CTAE programs.

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

- Business and industry had input in courses selected for dual enrollment and course content development or pathways being offered and being created.
- Dual enrollment credit opportunities were available to CTAE students through Virtual courses.
- The Georgia Governor’s Strategic Industry Task Force was developed to determine the employment needs of the state in the following identified areas: Aerospace, Healthcare & Eldercare, Agribusiness, Life Sciences, Energy & Environment; and Logistics & Transportation.
- Visits were made to schools that are “career academies” to gain knowledge of programs they offer.
- Engineering and technology education courses are still being offered in newly developed career academies in both new and renovated facilities.
- An integral 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;

- The Middle School Support Grant Initiative was available for local CTAE administrators to offer Extended Day at the middle school to support the growth of CTSO programs across the state.
- Extended Day Grants were offered to Marketing Programs that offer specified DECA activities and WBL experiences.
- Industry Certification grants were offered to exemplary Marketing Education Programs.
- State Agricultural Education staff 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.
- State staff assisted in the evaluation of Perkins Plus grants for the schools that focused on core indicators 6S1 and 6S2; offered additional professional learning for those schools.

Providing activities to support entrepreneurship education and training;

- Entrepreneurship is an integral part of every CTAE class. Entrepreneurship curriculum exists in both Marketing and Business Administration programs. Students in these areas are placed in WBL/YAP.
- State staff collaborated with the Governor’s Office of Workforce Development in providing 12th grade students the opportunity to take the Work Ready Assessment in order to receive the Work Ready Certificate that can give them preference in hiring with Work Ready businesses.
- The Georgia Micro Enterprise Network continued to meet with the local CTAE directors and provided information and resources for entrepreneurial training at several of our institutions.
- 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.

- The State continued to provide staff development related to economic development to New CTAE administrators with a special focus/session on entrepreneurship.
- Entrepreneurship standards were included in all middle school CTAE courses, curriculum guides, and training session topics for each middle school career exploration program.
- Every CTAE course supports entrepreneurship education and training. The new manufacturing pathway continued to encourage the development and set-up as well as operation of a manufacturing enterprise within the final pathway course.
- CTAE administrators and teachers assisted with Career Days, Career Fairs, job shadowing, guest speakers, internships and WBL opportunities to expose students to entrepreneurship opportunities.
- Entrepreneurship activities were set during National Entrepreneurship Week in February 2010 and the National Entrepreneurship Forum was promoted repeatedly to marketing teachers.
- Postsecondary and Industry trainers were used in specific workshops and conferences to foster a spirit of cooperation.

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

- Some school systems have alternative schools in which CTAE programs are offered to students. The Georgia Department of Juvenile Justice and Department of Corrections also offer Career & Technical Education courses to inmates.
- Each of 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.
- Georgia agricultural education continued to offer 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.
- GaDOE continued to establish CTAE programs in alternative schools throughout the state.
- 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 were able to receive assistance to continue their education and pursue certificates, diplomas and in some cases degrees.

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

- CTAE coordinators and other career and technical staff members continued to work collaboratively throughout the year. Students were provided employment opportunities shared by the program instructors and CTI/CCAEC coordinators. Also, students and coordinators worked with the guidance department in accessing information on technical colleges and/or four year institutions and participated in postsecondary institution tours.
- A Memorandum of Agreement with the Department of Labor and the Board of Pardons and Paroles was developed by the Georgia Department of Corrections to assist program completers find employment upon release.
- GDC offenders completed the GDC re-entry handbook workshops and were referred to post secondary or adult education programs in the community.
- GaDOE continued to collaborate 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 which would 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 postsecondary options are included.

- The State continued to provide annual scholarships and financial aid to agricultural education students through the National FFA Organization and the State FFA Association.

Developing valid and reliable assessments of technical skills;

- Georgia administered End-of-Pathway Assessments during the year to ascertain the level of student performance in numerous national credentialing examinations.
- 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 of their skills.
- CTAE staff continued to work closely with program area advisory groups to identify national, third party credentialing exams that provided close alignment to the Georgia Performance Standards (GPS).
- Technical Colleges provided completion assessments on technical skills at the GDC.
- Subject Matter Expert (SME) groups were convened to review the current listing of technical skill attainment measurements in the Georgia inventory. Additional national credentialing exams were identified to be used during the 2012 school year to provide more options for students seeking specific industry-related credentials.

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

- Agriculture program continued to use the C-NET student database for WBL students in Career Technical and Agricultural Education classes. The CTAE Resource Network provided administrators and teachers with a profile page, which shows all persons managing work-based learning programs. The program allows coordinators to customize training plans, track progress, and keep complete histories of employer/student information.
- Local school systems completed a postsecondary outcome survey on students with disabilities who left high school the previous year. This survey required the school systems 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 postsecondary schooling, employment, day habilitation, unengaged, etc.
- CTAE created a recruitment and retention program for agricultural education in Georgia which involved students in the program, agriculture teachers, staff members, University officials, and business and industry personnel.

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

- CTAE regional coordinators conducted staff development with New CTAE Leaders on the process of attracting industry certified teachers to programs.
- The Georgia Association for Career and Technical Education (GACTE) conference was hosted by the GaDOE in July for all CTAE teachers and administrators. Attendees were once again encouraged to continue implementing CTAE programs in Georgia and were presented the benefits of providing CTAE in local systems.
- In addition to the New Teacher Institute, New Teacher Workshops were held 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. GaDOE Program Specialists 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.
- CTAE program teachers, advisors and WBL coordinators were offered extensive training and professional development opportunities.

Supporting occupational and employment information resources;

- GaDOE made collaborative efforts with GAcollege411/GCIS to improve and enhance the information provided on their web site.
- GaDOE worked with program teachers and administrators to enhance the Individual Graduation Plan, to replace Georgia's Programs of Study as a result of the new state legislated BRIDGE Bill.
- 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. GDC has established Career Resource Centers in 26 of our facilities and will be expanding the program to all facilities.

II. Progress in Developing and Implementing Technical Skill Assessments

During the FY2011 school year, final development activities were completed for three state-developed assessments. These customized assessments were End-of-Pathway Assessments for Teaching as a Profession, Plant Science/Horticulture, and Engineering. Under the direction of an established career and technical testing agency, piloting activities were conducted for the three referenced assessments during the first semester of the school year. After the piloting activities were completed; an item analysis was conducted by the testing agency for each assessment. Based on the results of the item analysis, subject matter expert (SME) groups of the respective program areas were reconvened to re-write test items, add test items, or delete test items to ensure better item performance on the actual assessment. Once the item analysis activities were concluded, the same SME groups worked together to set the criterion referenced cut-scores for the assessments during the second semester of the school year under the guidance and direction of the testing agency.

Also during FY2011, SME groups were convened to review the current listing of technical skill attainment measurements in the Georgia inventory. Additional national credentialing exams were identified to be used during the 2012 school year to provide more options for students seeking specific industry-related credentials.

III. Implementation of State Program Improvement Plans

See attached benchmark goals for Georgia State Secondary Improvement Plans in the reporting year.

IV. Implementation of Local Program Improvement Plans

Each LEA submitted Improvement Plans to the state concerning their performance targets that were not met by race, gender and special population. CTAE staff continued to provide 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.



GA Improvement
Plan for 6S1 & 6S2 0:

POSTSECONDARY NARRATIVE

I. Implementation of State Leadership Activities

a. Required Uses of Funds

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

- ◆ Evaluated the career and technical programs offered by the system's 26 technical colleges and 2 Board of Regents technical divisions through the Performance Accountability System (PAS). PAS is a mechanism of assessment developed to measure a college's effectiveness and efficiency in program implementation and planning. This assessment is conducted at various award levels, inclusive of technical certificates of credit (TCC), diplomas, and degrees.
- ◆ Evaluated the Perkins One-Year Funding Application from 26 technical colleges and 2 Board of Regents technical divisions.
- ◆ Assessed the implementation of Perkins Local Improvement Plans, Perkins expenditures, and program effectiveness through the Performance Accountability Review (PAR). The PAR is an on-site comprehensive assessment of the college's compliance with state standards and federal regulations. There are two types of PAR—Standard and Risk-based. The Standard PAR includes a review of the college's compliance with all state standards and regulations regarding instructional programs and college operations, as well as federal policies regarding Perkins monies. Each college will have a Standard PAR every six years. The Risk-based PAR, however, is purposed solely to monitor the college's compliance with fiscal policies and federal regulations regarding the use and documentation of Perkins monies. TCSG conducted three Standard PARs and five Risk-based PARs during FY 2011. The review teams consisted of professionals from other colleges within the system, representing Academic Affairs, Student Affairs, Administrative Services, and Institutional Effectiveness.
- ◆ Assessed and updated the curriculum for all instructional programs, to include 473 technical certificates of credit, 132 diplomas, and 134 degrees.

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

- ◆ Utilized electronic and digital communication (i.e. list serves) to advise, inform, and assist professionals in special populations, disability services, and career services. List serves provide a forum for college professionals to ask questions, and for TCSG staff to disseminate key information about best practices.
- ◆ Continued to provide Alternative Media Access Center (AMAC) technology to colleges, including Braille and talking books and other services for students with physical, sensory, and print related learning disabilities.
- ◆ Developed the Student Advisement Program a portion of the Curriculum Database, to enable students and college personnel to digitally evaluate students' academic progress toward graduation. The Student Advisement Program was developed in a cooperative exchange between the Data Center, Academic Affairs and Student Affairs at TCSG.
- ◆ Created a Helpdesk to increase the responsiveness of the TCSG System Office to college personnel in the areas of Academic Affairs, Student Affairs, and Administrative Services; the Helpdesk provided assistance regarding Information Technology solutions, curriculum database usage, and student advising.

- ◆ Continued utilization of ANGEL, a Learning Management System (LMS) which provides enterprise course management software for development and delivery of online and hybrid/blended courses.
- ◆ Added individual portal web pages to the Georgia Virtual Technical Connection (GVTC) site, allowing each of the 26 technical colleges the enhanced ability to control their launching site for entry into their dedicated areas of the LMS.
- ◆ Continued to provide academic support through a tutoring service, SMARTTHINKING, for online English and Math courses.
- ◆ Continued to provide Respondus, an assessment tool and Studymate Class, a self-study tool, which allows instructors to create interactive tests. It also provides course/study materials for students.
- ◆ Continued to provide Turnitin, an application that allows students the capability to verify the originality of their work and to assist instructors in the prevention of plagiarism.
- ◆ Provided Blackboard Collaborate web conferencing application, a tool designed for synchronous online delivery of course content to students and a meeting platform for faculty and staff.

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 level

- ◆ Provided leadership, guidance and oversight for the Career Services Directors Peer Group.
- ◆ Participated in two peer group meetings that provided staff development /training. One meeting was held in conjunction with the Georgia Association of Colleges and Employers (GACE) annual conference.
- ◆ Worked in conjunction with the Career Services Peer Group President to plan and coordinate peer group meetings, and provide professional development to local coordinators and directors.
- ◆ Coordinated peer group meetings for college Disability Services Coordinators. The agenda included data, services to students with head trauma, assistive technology, and ADA compliance.
- ◆ Coordinated peer group meetings for college Special Populations Coordinators. The agenda included Lending Library processes, support group meetings and activities, and emphasis on nontraditional program choices and completion.
- ◆ Provided technical assistance and staff development presentations to college staff on compliance with Title IX and ADA/Section 504, with emphasis on grievance policies and procedures, accessibility, and eliminating harassment.
- ◆ Conducted Office for Civil Rights Compliance Review at two colleges. A peer review team conducted the two- day visit, utilizing a checklist for compliance in admissions, disability services, career placement, building accessibility, marketing, and non-discrimination policies and procedures.
- ◆ Continued to provide staff development presentations/technical assistance to individual colleges to enhance services to special populations students, including students in non-traditional programs.
- ◆ Provided a series of five workshops to Academic Affairs representatives to enhance knowledge and skills regarding curriculum revision, faculty workload, and accreditation requirements.

- ◆ Provided a series of two (2) workshops to Student Affairs representatives to enhance knowledge and skills regarding student advising, financial aid, admissions, and best practices in Student Affairs.
- ◆ Provided a workshop to Administrative Services representatives to enhance knowledge regarding financial regulations and processes.
- ◆ Provided training via the Faculty Development Institute specific to technology enhanced methods, to include usage of free and open resources.
- ◆ Continued to enhance and provide leadership, guidance, and support, in design, development and deployment of distance education course content and materials.
- ◆ Updated Distance Education Quality Assurance Best Practices Guide ensuring alignment with accrediting bodies. This Best Practices Guide was made available to all TCSG institutions for local usage and adoption.
- ◆ Continued to meet with institutions' Distance Education Coordinators/Directors/Deans, discussing topics of current technology trends, hybrid and online content delivery methods and resources, LMS updates and enhancements, sharing of best practices, and system level support.
- ◆ Participated in DegreeWorks training in order to provide training and assistance to the local colleges. DegreeWorks is a Web-based degree audit and advising software that provides students and advisors guidance in determining the most ideal paths to program completion. It reflects transfer articulation and allows for individual degree planning.
- ◆ Coordinated and hosted two VPAA peer group meetings centered on semester course scheduling and evaluating faculty workloads. Coordinated and hosted one Deans of Instruction peer group meeting to design student schedules for various technical programs, evaluate the annual college schedules, and discuss the transitional summer quarter.
- ◆ Coordinated regional training sessions led by Southface, promoting sustainable energy and environmental technologies, for Industrial Trades faculty, concerning new construction rules being implemented for June 2011 and beyond.
- ◆ Designed and offered 10 regional training sessions for TCSG faculty and administrators regarding student advising mechanisms. Over 500 college personnel were trained on this interim tool during these sessions.

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

- ◆ Reviewed online resources that supplement traditional textbooks for health studies.
- ◆ Processed over 100 new and existing program conversions through the Curriculum Database for fiscal year 2011.
- ◆ Re-evaluated all program curricula (through statewide instructor meetings), to include integration of academic and CTE competencies.

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

- ◆ Georgia's Technical College System was chosen by the National Alliance for Partnerships in Equity (NAPE) to be one of eleven states of the STEM Equity Pipeline Project, funded by the National Science Foundation (NSF). Four colleges were chosen through an application process, to participate. The colleges met for initial training and a follow-up training and met monthly via conference calls with NAPE staff. Colleges focused on the recruitment and retention of students

in engineering, aircraft/aviation maintenance, and electronics. College teams included high school and special populations coordinators, instructors, and some secondary staff.

- ◆ Continued to provide a statewide Director of Equity/Special Populations position. The position 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) to System colleges via the list serve.
- ◆ Offered assistance and workshops to Vice Presidents of Student Affairs and Directors of Admissions to enhance awareness of opportunities in nontraditional programs/careers and special populations student issues.
- ◆ Continued emphasis on non-traditional training and employment. State staff provided staff development presentations and guidance and support to college staff and faculty to enhance student retention and graduation.
- ◆ Developed program based web pages which include photographs of workers in non-traditional occupations.

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

- ◆ Supported Student organizations such as SkillsUSA, a partnership of students, teachers and industry working together to ensure America has a skilled workforce.
- ◆ Partnered with Construction Education Foundation of Georgia (CEFGA); Transportation Education Foundation of Georgia (TEFGA) and Georgia Secondary SkillsUSA.
- ◆ Allocated Perkins funds to pay the salary of the SkillsUSA State Director to provide leadership and guidance to Georgia's postsecondary SkillsUSA organization.
- ◆ Allocated funds to contract with a SkillsUSA Consultant who established and maintained industry partnerships throughout Georgia.
- ◆ Allocated funds for the SkillsUSA State Director to accompany the State Officer Team to the SkillsUSA Washington Leadership Training Institute (WLTi).
- ◆ Allocated funds to cover registration fees and travel expenses for the SkillsUSA State Director to attend the annual State Directors Training Development Conference in Louisville, Kentucky.
- ◆ Partnered to produce live video streaming of the statewide Nursing Leadership Seminar (through TCSG participation in the Center to Champion Nursing in America and the Georgia Nursing Leadership Council) in support of nursing education in conjunction with the Institutes of Medicine Nursing 2010 initiatives.
- ◆ Developed new state rules regarding curricular standards for licensure for Practical Nursing in conjunction with the Georgia Board of Examiners of Licensed Practical Nursing.
- ◆ Developed new statewide standards for the academic preparation of students for certification as Emergency Medical Responders, Emergency Medical Technicians, and Paramedics, in conjunction with the State Office of Emergency Medical Services and Trauma.
- ◆ Developed new statewide standards for professional practice for the certification of Emergency Medical Responders, Emergency Medical Technicians, and Paramedics, in conjunction with the State Office of Emergency Medical Services and Trauma.
- ◆ Developing advanced and specialized training curriculum and programs for in-service officers, in conjunction with the Peace Officers Standards and Training Council staff.

- ◆ Developed articulation agreements for bachelor's degree completion for students who complete the Associate of Applied Science degree in the Radiology Technology and Respiratory Care programs.

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

- ◆ Continued to provide a statewide Director of Equity/Special Populations position. This position provided technical assistance to all special populations and disability services coordinators in system colleges.
- ◆ 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 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 to highlight opportunities in nontraditional careers at college peer group meetings and state conferences, showcasing programs and students.

Offering technical assistance for eligible recipients

- ◆ Provided technical assistance regarding Perkins performance indicators and allowable expenditures to local recipients through peer group meetings, on-site visits, phone calls, webinars, 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 System-funded Director of Equity/Special Populations position; position provided technical assistance to all special populations and disability services coordinators. The Director made regular staff development presentations and technical assistance visits to enhance services to special populations students.
- ◆ 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).
- ◆ Updated the system level support Helpdesk software, allowing better and more direct usage at the local level. Updates provided a more direct line of reporting from faculty to administrators thus enhancing response time and allowing a better online environment for the student's usage. Conducted training sessions on usage and management of the system for all points of contact at the local level.
- ◆ Provided training to Career-Technical Agricultural Education (CTAE) Directors and high school counselors throughout the state regarding the benefits of postsecondary education during PROBE Counselor Workshops.
- ◆ Provided technical assistance to new and existing High School Initiative Coordinators at peer group meetings to improve services and ensure Perkins benchmarks were met.
- ◆ Provided assistance to develop programs of study with technical colleges and high schools throughout the state to ensure Perkins measures were met.

b. Allowable Activities

Improving 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 the TCSG Data Center as an advisement tool for students showing the quarter courses they have completed matched to their semester equivalent. Provided training and information to administrators and faculty regarding student advisement.
- ◆ Implemented Degree Works at all 26 colleges in the system. DegreeWorks provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools to help advisors provide consistent and meaningful direction to students. Transfer articulation support helps staff and students determine how coursework from other institutions is assessed and applied at yours. Students receive the academic advice they need to succeed and your advisors gain new capabilities to help them counsel their students more successfully.
- ◆ Designed and offered 10 sessions around the state for TCSG faculty and administrators regarding student advising mechanisms. Over 500 college personnel were trained on this interim tool during these sessions.

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

- ◆ Began developing statewide articulation exemption tests with secondary and postsecondary faculty. The initial six courses are: early childhood, marketing, accounting, construction, welding, and culinary.
- ◆ Contracted with the Career and Technical Consortium of States (CTECS) to build the articulation exemption tests.
- ◆ Organized statewide articulation taskforce composed of superintendents, college presidents, principals, CTAE directors, as well as staff from TCSG and GaDOE.

Supporting career and technical student organizations

- ◆ Developed/enhanced students' leadership and technical skills through participation in State and National competitions.
- ◆ Collegiate DECA: Prepared students for careers in marketing. During 2011, approximately seventy nine (79) students participated in the State conference and approximately sixty (60) competed at the National conference. At the National level, six (6) students placed third in five (5) competitions. These students represented three (3) technical colleges.
- ◆ National Technical Honor Society: Honored student leadership and achievements and promoted educational excellence for its membership. The 2011 conference (in conjunction with the Statewide Student Leadership Council) was held in Atlanta with approximately 200 students and advisors in attendance. Students competed in Extemporaneous Speaking; Job Interview Skills and Prepared Speech.
- ◆ Phi Beta Lambda: Prepared students for careers in business. In 2011, two hundred and twenty five (225) students competed at the State level; one hundred and twenty -one (121); includes individual and team events, competed at the National conference. Thirty (30) National competitors were PBL National Competitive Events winners.
- ◆ SkillsUSA: TCSG's largest student organization prepared students for the workforce through both State and National hands-on competitions. State competitions were held in two (2) phases. Phase 1 was held in Atlanta in conjunction with Georgia Secondary SkillsUSA and phase 2 was held in Columbus, Georgia at Columbus Technical College. The 2011 National Championships were held in Kansas City, Missouri in June. Georgia Postsecondary students earned a total of 34 medals (13 Gold; 15 Silver; 6 Bronze) and 70 students earned SkillPoint certificates for

exceeding the industry cut scores in their skilled areas. Experts from business and industry served as Technical Chairs and Judges.

- ◆ Provided intensive leadership training and staff development for approximately 800 students and advisors through the Georgia Fall Leadership Conference (GFLC).

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

- ◆ Developed green focused program of study with Georgia Power, GaDOE and Southern Polytechnic State University.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and 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.
- ◆ Continued to provide guidance and support in the design and implementation of master course templates assisting in the development and delivery of online and blended/hybrid courses and materials.
- ◆ Reviewed and revised the clinical experiences of 16 health technologies programs to ensure a variety of high quality experiences for every student.
- ◆ Processed over 100 new program requests from the TCSG statewide colleges in fiscal year 2011. These program requests generally reflect new skills needed in the various service areas all around the state.
- ◆ Assisted with selection process to identify and develop new career academies in the state of Georgia.

Providing activities to support entrepreneurship education and training

- ◆ Provided support to local coordinators to assist students who competed on both the State and National level in Entrepreneurship contests. These competitions were designed to teach students how to develop proposals to start businesses, ranging from sole proprietorship to corporations and franchises. Emphasis was placed on financial planning and practicality of product/service.

Supporting occupational and employment information resources

- ◆ Provided information to students regarding post-secondary options, 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.

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 were reviewed this year as part of the transition to semester curriculum. 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 benchmarks and is therefore not required to submit State Program Improvement Plans.

IV. Review of Accountability Data

- ◆ 14 colleges were required to write Perkins Local Improvement Plans. There are 22 plans required in total. They were fairly evenly distributed between 2P1, 3P1, and 5P2. This is partly due to the smaller scale of these measures as compared to 1P1 and 4P1. The Technical College System of Georgia is providing technical support to colleges in the development and implementation of their improvement plans.