

EXECUTIVE SUMMARY

The Georgia State Board of Education (GBOE) with the State School Superintendent provides statewide leadership that ensures student success in Georgia's public schools. The Georgia Department of Education and the Technical College System of Georgia (TCSG) have joint supervisory responsibilities which ensure that students in Georgia are adequately prepared for work and advanced education. The Technical College System of Georgia (TCSG) is the agency that supervises career and technical education at the postsecondary level. The Georgia Department of Education (GaDOE) supervises career and technical education at the secondary level. Georgia's TCSG and GaDOE work collaboratively to ensure that academic skills, technical skills and workplace readiness skills that are available to students to meet the needs of Business and Industry. Throughout the state, local businesses and industries are in partnership with TCSG and GaDOE to ensure that secondary and postsecondary graduates meet the challenging needs of industries.

For Georgia to implement and improve secondary and postsecondary Career and Technical Education (CTE) programs, the Perkins grant award 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.

To ensure that Career, Technical and Agricultural Education (CTAE) programs are in compliance with state and federal standards, programs in secondary schools are reviewed every five years and CTE in postsecondary schools are reviewed every three years. During on-site visits, the program compliance review teams of secondary and/or postsecondary educators provide technical assistance to local education agencies.

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.

- Georgia conducted Annual Compliance Reviews 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.
- An annual assessment of the Youth Apprenticeship Program (YAP) was conducted in spring 2012.
- Program assessment is a major component part of the CTAE Compliance Program Review/evaluations as well as industry certification. The process includes how local CTAE programs meet the needs of all students including special population students.
- CTAE programs around the state administered the end-of-pathway assessments in their program areas.
- Local school systems with inadequate core indicator performance levels were required to establish program improvement plans and submit quarterly updates
- Regional coordinators of CTAE and regional coordinators of agricultural education regions monitor and evaluate CTAE programs within their region and maintain the most rigorous standards of accountability.
- CTAE staff continued to ensure that program facilities and curriculum are conducive for the needs of all students including special populations.

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

- Georgia continued with collaborative efforts with GAcollege411 to broaden the scope of the 411 web site to include comprehensive education and career planning for all students with enhanced Teachers-As-Advisors (TAA) tools and materials.
- GaDOE continues the effort to establish a TAA website to house all information regarding the creation, implementation and evaluation of a TAA program which include nontraditional fields of employment activities at various grade levels.
- CTAE Staff facilitated Science, Technology, Engineering and Mathematics (STEM) Festivals in multiple facilities to exhibit engaging new and emerging technologies such as the efforts in telecommunications in the health field industry.
- Continued to enhance and update the Georgia DOE website Nontraditional Employment Fields (NTO) with additional information regarding 6S1 and 6S2.
- The New CTAE Leaders program had a session that focused on how to improve efficiency with the use of technology.
- Local Education Agencies are charged with the responsibility of updating equipment and materials for CTAE programs on a rotational schedule.
- Teachers attended trainings that were available through state conferences and Regional Educational Service Agency (RESA) on the use of modern technology in the labs.
- In the area of Agricultural Education, Georgia continued to make use of new and expanding technologies related to the subject matter. Some examples of developing, improving, or expanding the use of technology in agricultural education includes but is not limited to: Global Positioning Systems (GPS), Embryo Technology, Artificial Insemination, Computer Based Record Keeping, Mechanical Technology, and Biotechnology.

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.

- State staff provided professional development opportunities to CTAE teachers, administrators and supervisors on how to implement and manage the program needs.
- The Ag-Ed Leadership Academy which is designed to promote leadership within the profession helps new teachers get a head start on running and coordinating a successful agricultural education program.
- During the school year, 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.
- Additional CTAE high school pathways were implemented and multiple training initiatives were offered for each pathway. The training included instruction in academic mapping of Georgia's standards, a curriculum unit building process, and also networking discussion on content changes and integration.
- Teachers were provided with summer and mid-winter leadership conferences in addition to technical staff development activities.
- The state continued to provide professional developments that 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.
- Georgia 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 the development of training plans which matches the federal O-NET tasks list.

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.

- The Georgia Performance Standards (GPS) curriculum for CTAE includes the integration of academics within the career and technical programs with academics imbedded in the curriculum.
- Through professional development, teachers had opportunities to expand their uses of supplemental materials in the classroom.
- The phase-in of the Common Core Georgia Performance Standards (CCGPS) started in the 2012-2013 school year. There are CCGPS that specifically address literacy in Science and Technical subjects (grades 6-8, 9-10, and 11-12).
- The phase-in of Career Technical and Agricultural Education Resource Network CTAERN curriculum instructional resources will provide teachers with adaptable prefabricated lesson plans to implement in their classrooms.
- GaDOE continued to encourage CTAE teachers to integrate academic standards in daily curricula and to collaborate with academic teachers on a regular basis.
- Teachers were encouraged to ensure that academic educators are included in their local advisory committees.
- The Engineering and Technology Education program area continued to stress academic integration. Science, Technology, Engineering, and Math (STEM) standards were considered in the Georgia Performance Standards curriculum materials for this program area.
- Multiple workshops were offered engaging teams of teachers across multiple disciplines to offer project based learning to students as teams.
- Three STEM regional two-day conferences were offered in 2012, bringing industry and education together to engage students and parents at all levels.

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.

- Staff conducted workshops for high school level and middle school level non-traditional students in areas such as manufacturing, engineering, and health occupations.
- All Five Year Reviews (mandated by Perkins legislation) include review of non-traditional enrollment in CTAE programs. If deficient, this area must be addressed in the school's Improvement Plan.
- CTAE guidance and career development team constantly develops and disseminates career information, including nontraditional training and employment information.
- Materials and tools with guided activities were made available to school systems, to help them with recruitment of students in non-traditional fields.
- The State Board of Education website provides links to materials and tools related to non-traditional and emerging professions. The Georgia College 411 website is dedicated to improving student achievement through continued availability to all students in the local school system.
- Local school systems were encouraged to educate their faculty about the benefits of promoting nontraditional enrollment in courses (women in Math, Science, Technology, T&I; men in Family and Consumer Sciences, Cosmetology, etc.)
- Career Technical Instruction (CTI) and Coordinated Career Academic Education (CCAEE)/ Project Success (PS) teachers were advised to solicit assistance from business/industry advisory groups to allow students to participate in job shadowing, mentoring, guest speaker presentations, internships, etc.

- CTAE staff continued to collaborate with the accountability and evaluation teams in creating documents necessary for the collection of Perkins data regarding non-traditional programs of study.

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.

- The Special Populations Advisory Board for students' includes business professionals in addition to education representatives. This board provided favorable perspective to our board leaders as we plan outside activities. Also, advisory councils in the local school systems were utilized to assist in preparation of students to transition from school to post-secondary outcomes.
- Local systems were encouraged to implement an interagency transition council to create a partnership among schools, institutions of higher education, community leaders, parents, and local businesses that enhance the visibility of students from special populations involved in CTAE programs.
- The Georgia Career Information System (GCIS) provided valuable planning information for students and their families. This tool represents a collaborative effort with GaDOE and a network of 19 state systems, to provide a comprehensive web-based program for education and career planning.
- 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.

Serving individuals in state institutions.

- The Shared Vision group has been engaged in developing a working team inclusive of members from other state level partners, local workforce areas as well as other stakeholders. The Georgia Department of Juvenile Justice is part of this initiative as we provide encouragement to our youth to continue their education.
- Compliance review of the youth centers were conducted and technical assistance provided for programmatic improvements.
- Georgia Department of Juvenile Justice (DJJ) and Youth Detention Centers (YDC) conducted a professional development workshop for our CCAE Coordinators on *Implementing CTAE Programs for Youth in DJJ YDC's*, where the audience learned about the strategies used to provide quality CTAE programs to youth committed to youth development centers, how technical college credits are awarded to youth, and techniques developed to partner with the Technical Colleges of Georgia in delivering programs to incarcerated youth.

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

- The Technical College System of Georgia presented a professional development workshop for CTI Coordinators on documentation requirements for diploma, certificate, and degree program offerings through the Technical College System of Georgia for students with disabilities.
- The Coordinated Career Academic Education (CCAЕ) and Career Technical Instruction (CTI) programs are designed to support all teachers in meeting the needs of special populations' students. The coordinators of these programs play vital roles as students prepare for high skill, high wage, and high demand jobs.
- Tools are designed to assist school systems in providing information to access this market of jobs that require training for students from special populations. Many of our stakeholders provide opportunities for our students to gain knowledge and preparation for skills that are in demand in

the workplace. Stakeholders include: High Schools/High Tech, Bridges by the Marriott Foundations, and training through Contextually Applied Mathematics (CAM) for special population students.

- Georgia's support of career development is an equal opportunity program in which ALL students have the opportunities to learn about themselves, explore the world of work and educational opportunities and implement a plan of action and management when delivered through a teachers-as-advisor program and/or professional school counselor program. The Georgia General Assembly passed legislation (May, 2010 BRIDGE) to mandate local school advisement in grades 6-12. Georgia's College and Career Ready Performance Index (CCRPI) mandates that 8th graders enroll at the 9th grade with an Individual Graduation Plan (IGP) based on career-related assessments and exploration.
- Georgia continues to work with GAcollge411 to provide the most updated educational and career planning information.
- Georgia conducted five Office for Civil Rights compliance reviews to ensure all students are given access and admissions to all CTAE classes/programs regardless of race, color, ethnic group, gender or disability.
- The Career Pathways programs of study contain sample occupations that meet the Georgia definitions for high-demand, high-wage, and high-skilled. These visual tools are available to all students including special populations.
- The staff consults with Georgia's Students with Disabilities program specialist to focus on CTAE students who are "at risk" and who receive special services.
- Purchased multiple banners highlighting women in nontraditional fields of employment. Selected banners were distributed to program specialist in selected fields of employment such as Engineering and the Trades.

Offering technical assistance for eligible recipients.

- Continued to provide technical assistance to school systems through CTAE program reviews and Office for Civil Rights compliance reviews.
- Facilitated learning sessions for eligible recipients when requested regarding Career Pathways Career Development Program, Nontraditional Employment Fields and GAcollge411
- Facilitated training sessions with eligible recipients at appropriate conferences regarding Career Pathways, Career Development, Nontraditional Employment Fields and GAcollge411
- CTAE staff participated in appropriate training workshops and learning sessions regarding Career Pathways, Nontraditional Employment Fields and GAcollge411.
- Georgia enlarged a popular chart produced and published by the Georgia Department of Labor, *Georgia's Hot Careers to 2018*, for distribution to instructors and counselors throughout the state.
- Staff answered emails and phone calls from instructors, supervisors, and counselors.
- 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 continued to facilitate learning sessions for eligible recipients when requested regarding Peach State Pathways Career Development Program, Non-Traditional Employment Fields and GAcollge411.

B. Permissible Activities Include [Section 124]

Improving career guidance and academic counseling programs.

- GaDOE continued to adopt efforts that enhance the *Teachers-As Advisers* program by adding multiple activities and plans to a series of "soft skills" leadership activities
- GaDOE continues 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 services to first-time college bound students in all fields of study including nontraditional fields of employment.

- Through professional learning, guidance counselor training has been created and implemented to reinforce the academic strengths that can be supported through CTAE.
- CTAE programs complete presentations 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.
- Technical assistance to high school and middle school was provided to counselors on available options for career guidance and academic counseling programs.
- The Georgia Career Related Education (CRE) manual contains a “counselors section” which is used by coordinators to provide collaboration on implementation of the program. Many guidance counselors also attend the regional WBL/YAP meetings to gain insight into program implementation. During statewide administrator meetings a breakout session for guidance counselors is conducted.
- GACollege411 is used in the classrooms and CTAE students maintain career portfolios.
- Training related to career pathways and the importances of Career Tech programs for counselors were provided at different locations during the year.
- Workshops that promote GACollege411 and the Bridge Bill requirements were provided to Georgia educators.
- GaDOE staff continued to provide technical assistance to high school and middle school counselors on available options for career guidance and academic counseling programs.
- The Peach State Pathway Education and Career Planning Tool are continually utilized to serve as organizational, informational, conversational, and visual tool for education and career planning for all students and their families.
- The availability of career interest and aptitude tests as well as the awareness and exploration that students need to identify their compatible career areas greatly improved our guidance areas.
- The use of Transition Career Partnerships (TCP’s) best practices, career days or fairs, helped expose students to different career interests and opportunities.

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

- Technical colleges allow students to earn credit toward technical certificates in various programs while working toward a high school diploma or GED, the Georgia Department of Corrections (GDC) established a written Memorandum of Understanding with the Technical College System of Georgia concerning articulated credits.
- The Department of Juvenile Justice (DJJ) established agreements with Augusta Tech, Central Georgia Tech, Heart of Georgia Tech, South Georgia Tech, and Columbus Tech to allow students to earn credit toward technical certificates in various programs while working toward a high school diploma or GED.
- CTAE Students participated in field trips and college fairs to explore opportunities at post secondary institutions.
- GaDOE staff continued to work closely with TCSG and other postsecondary institutions in the state to form articulation agreements, joint enrollment and dual enrollment opportunities.
- An Articulation committee composed of representatives from Technical College System of Georgia, Board of Regents and GaDOE was formed and met regularly during the year to create the most effective process.
- The Articulation Committee developed and recommended six statewide articulation agreements at the technical college levels. Eight more courses were initiated to be added next year.

- Review sessions were held twice during the year to review additions and deletions to current list to ensure that needs of students were met.
- The Technical College System of Georgia agreed to implement a process that would grant high school students instant credit for articulated courses if the course assessment is passed.

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

- Career pathways were created and revised to ensure that students continued past the different exit points after high school and made transitions and continued on to the baccalaureate program level of their career choice.
- GaDOE continued to encourage students to pursue 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 staff continued to collaborate with the Georgia Board of Regents to assist with the project, *Apply to College Week*, whereby multiple high schools assist high school seniors with completing a college application via GACollege411.
- The GaDOE began the process of converting the Peach State Pathways to the 16 Federal Career Clusters.
- 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.
- GaDOE staff and the University of Georgia's Marketing Education professor worked together on many professional development conferences.
- GaDOE staff continued to create a comprehensive scope and sequence of *Teacher-As-Advisor* activities including activities at the middle and high school to promote continued postsecondary education.

Supporting career and technical student organizations.

- Professional development on how to support and promote Career and Technical Student Organizations were developed and offered throughout the year.
- CTSO members participated in local, state and national competitive events and leadership activities.
- TCP worked to assist and support family and consumer science programs in Georgia by creating pathways, articulation agreements, dual enrolled courses, judging at competitions and encouraging students to participate.
- CTAE staff worked closely with the leaders of different CTSO's and assisted with regional and state sponsored CTSO events.
- A number of schools in Georgia now offer Career Academies where CTSO's related to CTAE programs play major roles.
- GaDOE staff continued to coordinate regional, state and national competitions, and leadership meetings for students.
- CTAE career development and leadership events support the Georgia Performance Standards.
- State program specialists continued to encourage and promote the participation of students in their program related CTSOs in addition to assisting them with CTSO related activities and projects.

Supporting public charter schools operating career and technical education programs.

- State program specialists continued to provide technical support to charter schools.
- Teachers at charter schools participated in trainings, and other leadership opportunities offered across the State for CTAE programs.

- State staff often met with charter school representatives to help them understand career and technical education, career exploration opportunities for middle schools and how to implement new programs.
- Transition Career Partnership (TCP) provides the same opportunities available to public schools and to charter schools.
- School systems with charter schools implemented the “one school-wide Work-Based-Learning (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 programs in the current pathway model-of-delivery are indicative of programs that offer experience in all aspects of the industry for which students are preparing to enter.
- The new GPS are supported by business and industry. Credentials from business and industry, are available, at the successful completion of a career pathway.
- CTAE programs at GDC provided opportunities for 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.
- TCP assisted in development of pathways that incorporate and align all the necessary educational and training components by targeting industries in all pathways to ensure that Georgia’s current and future workforce is able to compete in a global economy.
- The career pathways that are being developed and implemented by the state include a minimum of three courses and in many cases more courses in that industry at the secondary level. These pathways are being connected to the postsecondary degrees, diplomas and credentialing so students can make seamless transitions.

Supporting family and consumer sciences programs.

- The state continued to provide a variety of program activities that support family and consumer science.
- Professional learning opportunities were implemented to support FACS programs with industry certification, curriculum building and implementation, CTSO involvement, and also back to industry training initiatives.
- GaDOE offered capital equipment bond grants to support new CTAE programs.
- State staff provided FACS regional and state meetings to support and offer educator-focused professional development opportunities.
- Through CTAE brochures and annual reports, local school systems promoted FACS programs.
- The Career Technical and Agricultural Education Resource Network (CTAERN), a consortium of all school systems in the state provides the training and re-training necessary to retain WBL/YAP coordinators in the field. Some WBL coordinators in the state require the addition of the WBL endorsement to their certification.
- Collaborative effort exists between the Georgia Department of Education, the CTAERN, Professional Standards Commission, and approved providers for the WBL endorsement to insure this path is readily available.

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

- Local business representatives continued to be involved in the DJJ vocational advisory committees that meet with instructors and administrators to plan and discuss programs.

- A variety of partnerships exist within the Georgia agricultural education programs. Adjunct opportunities are utilized among several staff members or the University of Georgia and/or Fort Valley State.
- Numerous partnerships are provided between technical colleges and CTAE programs and the Georgia Farm Bureau also partnered with agricultural education to provide cooperative educational activities.
- 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 local school systems, representing a variety of areas from across the state, and one technical college.
- Two faculty members remotely serve both teachers and students in all fourteen locations. This is an innovative project with little dollar support or encouragement from department administration. This program continues to grow due to local school system demand and support.
- CTAE staff continued to conduct workshops and make presentations with workforce development groups and the Chamber of Commerce periodically throughout the year.
- 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.
- Members of the business community and higher institutions were utilized as judges at CTSO State Leadership Conferences as well as to provide financial support for CTSOs.
- Many business partnerships are in place due to Georgia’s Industry Certification Program (sponsored by the American Marketing Association of Atlanta), due to Georgia’s new DECA Foundation, due to approximately 200 business professional who serve as judges for DECA competitive events and who serve as mentors in the classrooms, due to business persons on local Advisory Committees, etc.
- Dual enrollment courses continued to be taught at the high school and at the postsecondary campuses by full-time and adjunct faculty.
- GaDOE staff continued to work with business/industry partners in creating internship opportunities for CTAE students.

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

- Georgia began a curriculum revision process which embraced the 16 national career clusters and added a 17th cluster (Energy) which is needed in Georgia.
- Dual enrollment credit opportunities continued to be provided to CTAE students through Virtual learning.
- CTAE teachers visited schools that are “career academies” to gain knowledge of programs they offer.
- Business and Industry had input in courses selected for dual enrollment and course content development or pathways being offered and being created.
- CTAE programs have local advisory committees that consist of business and industry. The teams consider current industry needs, transition opportunities to post secondary, national and state credentialing and regulatory agencies guidelines and work-based opportunities.
- The WBL specialist participated in meetings of development teams reviewing Georgia Performance Standards of CTAE courses to insure that WBL/YAP is an integral part of the curriculum. The WBL specialist also insured that WBL/YAP is included in the development of instructional resources for the Georgia curriculum.

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 specific CTAE initiatives and WBL experiences.
- Industry grants were offered to exemplary CTAE programs.
- State CTAE staff worked with instructors across Georgia in the application process for incentive grants. Some of the grants were designed to award teachers for incorporating innovative initiatives for the students that they teach.
- State staff continued to assist in the evaluation of Perkins Plus grants for the schools that focused on core indicators 6S1 and 6S2 and STEM related projects.

Providing activities to support entrepreneurship education and training.

- TCP managers at local school systems 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.
- Agricultural education staff continued to provide 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.
- Entrepreneurship standards were included in all middle school CTAE courses, curriculum guides, and training session topics for each middle school career exploration program.
- The statewide Entrepreneurship Committee worked in tandem with a local high school entrepreneurship program and a local city's economic development commission to provide innovative opportunities to entrepreneurship students.
- GaDOE continued to provide staff development related to economic development to New CTAE Administrators with a special focus/session on entrepreneurship.
- Every CTAE pathway supports entrepreneurship education and training.

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

- The Georgia DJJ offers CTAE courses to its students.
- GaDOE continued to establish CTAE programs in alternative schools throughout the state.
- Adults and potential dropouts were able to receive assistance to continue their education and pursue certificates, diplomas and in some cases degrees, through the dual enrollment partnership agreements with the Technical College System of Georgia and the University System of Georgia's Board of Regents.
- CTAE course were offered in school systems that have alternative education programs.
- Agriculture Education programs 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

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

- Annual scholarships and financial aid packages were made available to agricultural education students through the National FFA Organization and the State FFA Association.
- Work-based learning programs continued to include special population students along with awareness of postsecondary options.
- CTAE regional coordinators and other staff members continued to work collaboratively throughout the year. Students were provided employment opportunities shared by the program instructors and CTI/CCAIE 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.

Developing valid and reliable assessments of technical skills.

- GaDOE continued to convene Subject Matter Expert (SME) groups that reviewed current listing of technical skill attainment measurements in the Georgia inventory. Additional national credentialing exams were identified and used during the 2012 school year to provide more options for students seeking specific industry-related credentials.
- Technical Colleges continued to provide completion assessments on technical skills at the GDC.
- FY2012 marked the second full year of implementation of end of pathway assessment for Georgia high schools.
- The three customized state end-of-pathway exams which were implemented during the FY2011 school year were once again utilized during the FY2012 school year.
- During the FY2012 school year, CTAE program area advisory committees (and corresponding Subject Matter Experts) continued to work to identify additional existing, national credentialing exams as well as national occupational assessments which were added to the Georgia Technical Skill Attainment Inventory for FY2012.
- SkillsUSA Work Force Ready System assessments were utilized in addition to other appropriate exams including: NCCER, Autodesk, ADDA, PrintEd, NIMS for pathway completers

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

- Local school systems completed post-secondary outcome surveys on students who were served through Individualized Education plan (IEP) who left high school the previous year. This survey requires the school system to contact all students with disabilities who were enrolled in their local school system the previous year to check whether that student is currently engaged in post-secondary schooling, employment, military, day habilitation, unengaged, etc.
- Career Technical Instruction (CTI) and Coordinated Career Academic Education (CCAIE) coordinators reported the post-secondary outcome for each CTI and CCAIE student they served at any point in the students' high school career. These results were compiled, analyzed and driving factors in our decisions in planning and improving secondary and postsecondary academic educational programs along with employment opportunities for students from special populations. In addition, this data was also used in the planning and implementation of professional development for CTI and CCAIE Coordinators as they support students in transitioning to postsecondary and employment.
- CTAE programs in Georgia implemented a variety of data collection systems that reflect academic and employment outcomes among our students. Some of these include (but are not limited to) – 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.
- Each CTSO has an alumni component which enables the CTSO to track student success after graduation.

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.

- Attendees of the Georgia Association for Career and Technical Education (GACTE) conference were encouraged to continue to implement additional CTAE programs in their local school systems.
- The regional coordinators continued to develop and conduct leadership training for new CTAE administrators.

- New Teacher Institute and New Teacher Workshops were held in 2012 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.

Supporting occupational and employment information resources.

- Georgia continued to work with CTAE teachers and administrators to enhance the Individual Graduation Plan as a result of the state BRIDGE Bill, which replaced Georgia’s Programs of Study.
- GaDOE program specialists continued to work closely with the Georgia Department of Labor (GDOL), the Georgia Biotech Institute, and other state agencies to provide teachers with up to date and appropriate occupational resources.
- CTAE coordinators provided many class 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.
- Several resource websites were shared during the course of the year through meetings, Elluminates and emails.
- GAcollge411 was used for students to have access to job information and resources.

II. Progress in Developing and Implementing Technical Skill Assessments.

FY2012 marked the second full implementation year of end of pathway assessment for Georgia high schools. The three customized state exams which were completed during the FY2011 school year were once again utilized during the FY2012 school year (as well as during the second semester of the FY2011 school year.) Whereas no new development activities for Technical Skill Attainment occurred during the FY2012 school year, our program area advisory committees (and corresponding Subject Matter Experts) did continue to work to identify additional existing, national credentialing exams as well as national occupational assessments which were added to the Georgia Technical Skill Attainment Inventory for FY2012.

III. Implementation of State Program Improvement Plans.

See attached benchmark goals for Georgia State Secondary Improvement Plans and Quarterly Report of Improvement in the reporting year. Georgia is currently in the third year of not meeting 90% of its target on core indicators 6S1 and 6S2. A comprehensive Plan of Improvement is being implemented and quarterly status reports for corrective action are reported to the Office of Vocational and Adult Education. Attached is a copy of Georgia’s Improvement Plan for 6S1 and 6S2. You will also find attached corrective action plans for improvement for core indicators 1S2 Academic Attainment in Math and 2S1 Technical Skill Attainment, which the State of Georgia failed to meet 90% of our targets in FY2011. To support the implementation of these improvement plans, Georgia has allocated additional funds in the amount of \$15,145.00 along with our \$30,000.00 Nontraditional allocation to support these activities.

IV. Implementation of Local Program Improvement Plans.

For each unmet performance target, LEAs submitted Improvement Plans to the state concerning the core indicators. 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.



POSTSECONDARY 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.

- Assessed the career and technical education programs offered at the 25 technical colleges that comprise the Technical College System of Georgia and 1 technical division at a Board of Regents college, using the Performance Accountability System (PAS). PAS is an evaluation tool, utilized to measure a college's effectiveness and efficiency in program implementation and planning. The Performance Accountability System is comprised of review components at varying award levels (technical certificates of credit, diplomas, and degrees).
- Evaluated the Perkins One-Year Funding Application from 25 (TCSG) technical colleges and 1 (Board of Regents) technical division.
- Assessed the colleges' implementation of Perkins Local Improvement Plans, Perkins expenditures, and program effectiveness through the Performance Accountability Review (PAR). The PAR is an on-site peer-reviewed assessment of each college's compliance with state standards and federal regulations. There are two types of PAR—Standard and Risk-based. The Standard PAR is structured to assess a 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 once every six years. The Risk-based PAR, however, is purposed solely to monitor a college's compliance with fiscal policies and federal regulations regarding the usage and documentation of Perkins monies. TCSG conducted three Standard PARs and four Risk-based PARs during FY 2012. The review teams were comprised of professionals from various colleges within the system—representing Academic Affairs, Student Affairs, Administrative Services and Institutional Effectiveness.

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

- 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.
- Continued the utilization and enhancement of college individual portal web pages supported by Georgia Virtual Technical Connection (GVTC), allowing each of the 25 technical colleges the enhanced ability to control their launching site for entry into their dedicated areas of the LMS.
- Continued to utilize Respondus, an assessment tool, and Studymate Class, a self-study tool which provides course/study materials for students and allows instructors to create interactive tests.
- Upgraded to version 11 of Blackboard Collaborate web conferencing application, a tool designed to provide synchronous online delivery of course content to students and a meeting platform for faculty and staff.
- Established an Alternative Content Project (ACP) designed to assist in lowering text and course material cost to students, by the usage of multi-media formats, including, Open Education Resources (OER), Learning Objects (LOs), and internal development of content.
- Utilized electronic and digital communication (i.e. list serves, Blackboard Collaborate, Tandberg) to advise, inform, and assist administrators, faculty and staff at the 25 technical colleges with various TCSG updates and information exchanges.
- Implemented the Degree Works advising tool throughout the system. This software fully integrates with Banner student management system, and offers a student portal for self-advising.

- Fully implemented TCSG Curriculum Database (Cdb) software, to allow colleges to access the program curriculums via the web as well as assist in the creations of new courses and programs. This same tool also provides a format for program reviews and probes.

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.

- Developed the GaTAPP program for the Technical College System of Georgia, approved by the Professional Standards Commission. The Georgia Professional Standards Commission is a non-traditional secondary teacher preparation program.
- Provided training via the Faculty Development Institute for 427 instructors (18 different sessions) specific to technology enhanced teaching methods, to include usage of free and open resources. Sessions also included speakers on legal affairs, student services, and GVTC (Georgia Virtual **Technical Connection**).
- Continued to meet with institutions' Distance Education Coordinators/Directors/Deans, to discuss topics related to current technology trends, hybrid and online content delivery methods and resources, learning management system updates and enhancements, sharing of best practices, and system level support.
- Provided multiple training sessions to faculty members throughout the state on the usage of various technologies and applications, such as:
 - ANGEL Learning Management System
 - Multimedia tools
 - Blackboard Collaborate
 - Respondus/Studydrive
- Coordinated and hosted a Summit meeting for TCSG and Board of Regents faculty and administrators to discuss best practices and design of completion plans for higher education.
- Provided leadership, guidance and oversight for the Career Services Directors/Coordinators through peer group meetings, list serve and coordinator contact.
- Coordinated Career Services peer group meetings that provided staff development /training, (including data, employer relations, and career counseling). One meeting was held in conjunction with the Georgia Association of Colleges and Employers (GACE) annual conference.
- Provided Georgia Career Information Systems (GCIS) to the 25 technical colleges to assist admissions and career services staff in providing information to help students with program and career decisions.
- Provided leadership, guidance and oversight for Special Populations and Disability Services Coordinators through peer group meetings, list serves and coordinator contact and technical assistance.
- Coordinated peer group meetings for Disability Services Coordinators. The agendas included data, assistive technology, and ADA compliance.
- Coordinated peer group meetings for college Special Populations Coordinators. The agendas 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, working with disabled students and eliminating harassment.
- Provided staff development presentation to college disability services, admissions, financial aid, veterans' affairs and security staff on working with students/returning veterans with Post Traumatic Stress Disorder (PTSD).
- 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 population students, including students in non-traditional programs.

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.

- Re-evaluated program curricula (through statewide instructor meetings), to include integration of academic and CTE competencies.
- Provided training via the Faculty Development Institute for 427 instructors (18 different sessions) specific to integrating academic and career technical education concepts and classroom components

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.

- The Technical College System of Georgia 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. These four colleges continued participation in the STEM Equity Pipeline Project. The colleges met with NAPE staff monthly (in person and via conference call) to receive technical assistance from the TCSG Director of Equity/Special Populations. The colleges continued to focus on the recruitment and retention of students in engineering, aircraft/aviation maintenance, and electronics.
- Continued to provide a statewide Director of Equity/Special Populations position. The position provided technical assistance to all Special Populations, Disability Services and Career 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, guidance, support to college staff and faculty to enhance student retention and graduation.

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.

- Assisted the Governor’s Office of Workforce Development in scheduling and conducting regional workshops involving introduce high school counselors, CTAE directors, administrators and technical college personnel. The workshops introduced of the State’s Go Build Georgia Initiative. This initiative is designed to increase awareness that there is a critical shortage in skilled construction trades workers, and that it will worsen in the coming years. A total of 15 regional workshops were conducted. Approximately 1200 individuals attended the workshops.
- Worked with Georgia Energy and Industrial Construction Consortium (GEICC) and other Georgia energy industry representatives to develop a new Energy career pathway at the high school level. Provided Georgia Department of Education with suggested curriculum to develop the pathway. Also developed and implemented a TCSG Energy Industry Fundamentals Certificate program. This TCC is specifically designed as a dual enrollment program; three of the seven courses are taught at the high school level.
- Partnered with the Associated General Contractors of Georgia to form regional construction workforce alliances comprised of high school teachers, technical college faculty and administration, and local industry. The goal of these alliances is to increase awareness of high wage occupations in the construction field. Currently three regional alliances are active with an additional two alliances in the planning stages.
- Supported student organizations such as SkillsUSA, a partnership of students, teachers and industry working collaboratively to ensure America has a skilled workforce.
- Partnered with the Construction Education Foundation of Georgia (CEFGA) and the Transportation Education Foundation of Georgia (TEFGA), to highlight job opportunities in the construction and transportation sectors and to promote training and entry into these sectors by Georgia’s workforce.
- Allocated funds to contract with a SkillsUSA consultant who established and maintained industry partnerships that sponsor SkillsUSA throughout Georgia.
- Worked closely with Bright from the Start (BFTS), a Georgia Department of Education agency that determines the rules and regulations for Early Childcare in Georgia. As a joint effort, we provide a Frequently Asked Questions electronic handout to assist students and potential students with Early Childhood Care and Education in Georgia.
- Incorporated Ford Partnership for Advanced Studies Next Generation Learning (Ford PAS NGL) strategies and protocols in the Faculty Development Institute. Ford PAS NGL mobilizes educators, employers, and community leaders to create high school graduates that are both college-ready and career-ready—an emerging workforce prepared to compete successfully in the 21st century economy. One of the strands of Ford PAS is Transforming Teaching and Learning. Some of the Ford PAS techniques and protocols are shared with instructors in the Faculty Development Institute to encourage them to use active learning strategies.
- Partnered with Construction Education Foundation of Georgia (CEFGA); Transportation Education Foundation of Georgia (TEFGA); New Media Education Foundation of Georgia; and Georgia Secondary SkillsUSA.
- Participated in multiple planning and status meetings between TCSG and Board of Regents to discuss completion strategies.

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

- Incorporated Disability Services information in the Faculty Development Institute. Provided information regarding disability provisions and regulations.

- 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 Vice Presidents of Student Affairs, Special Populations/Special Needs Coordinators, Directors of Admission, 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.

- A Curriculum Program Specialist (CPS) is assigned to each program area, and the designated CPS informs instructors about trends, curriculum, and more.
- 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 Connection (GVTC).
- Continued the utilization of the system level support Helpdesk software, ensuring better and more direct line of feedback from local institutions, enhancing response time and promoting a better online environment for students' distance education experience.
- Established an Educational Technology position dedicated to assisting Subject Matter Experts (SMEs) in the design, development, and delivery of course materials, content and learning objects. This position also assists in the identification of Open Educational Resources and Electronic/Digital materials to assist in lowering costs to students.
- Provided technical assistance and Programs of Study information to Principals at the School Improvement Leadership Conference.
- Provided technical assistance and program information at the Georgia School Counselors Association, regarding dual enrollment and articulation opportunities.
- Provide technical assistance to Superintendents in Cobb, Savannah, Rome and Valdosta, Georgia, regarding dual enrollment and technical articulation opportunities.
- 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.
- 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 population students.
- 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.

B. Allowable Activities

Improving career guidance and academic counseling programs.

- Included faculty advising training in the Faculty Development Institute. Provided information on advising packages and protocols.
- Implemented Degree Works at all 25 colleges in the system. DegreeWorks provides a comprehensive set of web-based curriculum 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 the receiving institution. Students receive the program-specific advice they need to succeed and advisors gain new capabilities to help them counsel their students more successfully.

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

- Continued the development of statewide articulation assessments with secondary and postsecondary faculty. The initial six courses are: early childhood, marketing, accounting, construction, welding, and culinary arts.
- Developed the second round of statewide articulation assessments with secondary and postsecondary faculty. These second round courses are: Refrigeration Fundamentals, Introduction to Healthcare, Medical Terminology, Electrical Systems, Introduction to Computers, Principles of Cooking, CAD Fundamentals, Intro to Design and Media.
- Contracted with the Career and Technical Consortium of States (CTECS) to build the second round of articulation assessments.
- Participated in the Georgia DOE project to develop career clusters to better align secondary and postsecondary course content for greater ease of transition of high school students to college.

Supporting career and technical student organizations.

- Developed and improved students' leadership, technical skills, and workforce readiness through participation in state and national competitions.
- Collegiate DECA: Prepared students for careers in Business (Administration, Management, Marketing, Entrepreneurship, Accounting, and Web Design) and Hospitality (Culinary, Travel, Tourism). During 2012, approximately sixty-nine (69) students participated in the State conference and approximately forty (40) competed at the National conference. At the National level, one (1) team consisting of three (3) students obtained first place, one (1) student won 2nd place, and seven (7) placed as finalists. These students represented two (2) technical colleges.
- National Technical Honor Society: Honored student leadership and achievements and promotes educational excellence for its membership. The 2012 conference (in conjunction with the Statewide Student Leadership Council and Collegiate DECA) was held in Valdosta, with approximately 180 students and advisors in attendance. Students competed in Job Interview Skills and Prepared Speech.
- SkillsUSA: Prepared students for the workforce through both State and National hands-on competitions. State competitions were held in three (3) phases. Phase 1 was held in Atlanta in conjunction with Georgia Secondary SkillsUSA, phase 2 was held at Atlanta Technical College and phase 3 was held at the Marriott Marquis in Atlanta. The 2012 National Championships were held in Kansas City, Missouri in June. Georgia Postsecondary students earned a total of 44 medals (11 Gold; 10 Silver; 22 Bronze) and 54 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 for competitive events.
- Georgia Fall Leadership Conference (GFLC): Provided intensive leadership training and staff development for approximately 800 students and advisors.

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

- Processed new program and course revision requests from the TCSG colleges and Instructional Faculty Consortium Committee Program Meetings in fiscal year 2012. This activity reflects current occupational needs in various communities throughout the state of Georgia and occupational updates in the various program areas.
- Continued to provide 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.
- Processed over 100 new program requests from the TCSG statewide colleges. These program requests generally reflect new skills needed in the various service areas throughout the state.
- Assisted with the selection process to identify and develop new Career Academies in the state of Georgia.
- Assisted with training and development for Career Academies in Savannah and DeKalb County, Georgia. Worked with Career Academy CEO's to ensure student participation in programs of study and dual enrollment.
- Maintained subscription to Economic Modeling Specialists International (EMSI) software application to provide tools and research for current data and reports relevant to workforce development from federal databases and clearinghouses to support development and improvement of occupational programs.
- Supported improvement fire science programs to enable returning military veterans to more seamlessly receive appropriate civilian credentials for military training and expertise as well as to further their educational careers from the preliminary military instruction.

Providing activities to support entrepreneurship education and training.

- DECA: Students competed on both the State and National level in Entrepreneurship contests designed to develop skills related to creating business proposals, starting a business, and business etiquette. Students created and marketed business plans and ideas for products or services to judges that are business and industry professionals, and were ranked on written and oral presentations.
- SkillsUSA: Students competed in Entrepreneurship contests designed to test their knowledge regarding business development processes and market analysis. Emphasis was placed on financial planning and practicality of the product/service. Teams presented oral presentations based upon written plans and problem-solving techniques.

Supporting occupational and employment information resources.

- Provided information to students regarding postsecondary options, via high school college fairs throughout the state. Topics discussed included: TCSG colleges and programs, financial aid and admissions processes.
- Invested in and utilized the EMSI occupational outlook and labor market information system to assist colleges with service area studies and program viability questions.

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 statewide instructional faculty consortia committees (IFCC) in each program area. 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

- 15 colleges missed 90% of their benchmark on a measure. The most commonly missed measures were 5P1 and 5P2 due to the small scale. Displaced Homemakers and Limited English Proficient were the most commonly required Gap Analyses. One college is in sanctions. TCSG is working very closely with them on technical assistance to bring their performance up to their benchmark.