

Consolidated Annual Report, Program Year 2013 - 2014 Georgia

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Secondary: End of Pathway Assessments have been developed for all courses, and assessments are reviewed and critiqued each year.

Statewide professional learning workshops for both administrators and teachers regarding updates on End of Pathway Assessments were provided at the Statewide Data Collector's Conference in September, the annual CTE Director's Winter Conference in February, and also at the statewide teacher in-service conference in July.

An assessment process has been developed to evaluate performance of WBL students according to the criteria listed on the training plan. A process has also been established to enter this record into the Georgia C-NET database.

Each CTE course has assessments built into the curriculum provided by the four technical colleges that partner with The Department of Juvenile Justice (DJJ) and Georgia Preparatory Academy (GPA). Also, the Business, Management, and Administration CTE teachers at the Muscogee Youth Detention Center (YDC) and the Atlanta YDC administered Specific Learning Objectives (SLO) to their students.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Secondary: Georgia C-NET is an online database used by all Work Based Learning (WBL) coordinators. The training plan developer and assessment tools for employability skills contain a collection of data regarding outcomes. DJJ/GPA uses the Juvenile Tracking System to collect and analyze data. DJJ employs a data department which creates reports and analyzes data. GPA started using Infinite Campus in September 2014. Infinite Campus will further enhance DJJ/GPA's capabilities to collect and analyze data outcomes.

The CTE Resource Network is a system which teachers use in identifying the pathways they are teaching. This system maintains a record of professional developments that teachers participated in as well as teacher contact information. The CTE Resource Network provides each CTE administrator and teacher with a profile page. The profile page for all persons managing work-based learning programs is connected to C-NET, the on-line database. It allows WBL coordinators to customize training plans, track progress, and keep complete records of employer/student information.

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Secondary Georgia conducted Annual Compliance Reviews of local school systems that offer CTE programs to ensure that they are providing equal opportunity for all students and faculty including special needs students served through Coordinated Career Academic Education (CCAЕ) and Career Technical Instruction (CTI) programs. Regional coordinators of CTE and regional coordinators of agricultural education monitored and evaluated CTE programs within their region and maintained rigorous accountability standards. The CTE staff continued to ensure that program facilities and curriculum are conducive for the needs of all students including special populations and nontraditional students.

Each of the conferences organized by the Career & Technical Student Organizations (CTSO) in Georgia were evaluated by their attendees and the evaluation tools were reviewed by the Executive Director and Board of Directors so that improvements can be made for upcoming events. Independent Certified Public Accountants (CPAs) review the finances of each CTSO annually.

The regional agricultural education coordinators and regional CTE program coordinators continued to provide technical assistance to each CTE program within their region with a focus on maintaining rigorous standards of accountability. The self-study process in all CTE Perkins Compliance Reviews include assessment of the WBL/YAP programs. All records, data and files related to WBL/YAP are examined during compliance reviews and an annual assessment of the Youth Apprenticeship Program (YAP) is conducted in the spring. An on-line process was established to allow system WBL/YAP coordinators to enter data regarding the identified performance criteria of the Youth Apprenticeship Program. Reports summarizing the statewide data are analyzed and feedback comparing system data to the state averages are sent to each grant recipient. Program improvement plans are required from all systems where performance measures are inadequate. An online Annual WBL Assessment was also developed for other WBL programs, in addition to YAP, and this assessment includes data for students enrolled in employability skill development, internships, and cooperative education.

CTE teachers continued to administer end of pathway assessments and/or pre-test/post-test assessments to students which included the use of online resources. The Georgia Department of Corrections (GDC) continued to conduct quarterly Quality Assurance Site visits and annually audited all CTE programs. GDC also used the Georgia Program Assessment Inventory (GPAI) to determine if the CTE programs are operating within best practices to meet the needs of all students.

DJJ/GPA collaborated with the Technical College System of Georgia (TCSG) partners in assessing Career and Technical Education (CTE) programs for expansion and the addition of new programs.

Postsecondary

The Technical College System of Georgia (TCSG) assessed career and technical programs utilizing Performance Accountability System (PAS). PAS is an assessment/evaluation vehicle utilized to measure a college's effectiveness and efficiency in program implementation and planning. The Performance Accountability System is a self-evaluative and reporting procedure that is comprised of review components at varying award levels (i.e. technical certificates of credit, diplomas, and degrees).

Assessed and evaluated CTE programs funded under Perkins IV and usage/documentation of Perkins expenditures as a part of the Performance Accountability Review (PAR). Conducted two types of PAR (Standard and Risk-based) at selected colleges. 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—including the provision of services and resources purposed for special population students. Each college has 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 four Standard PARs and five Risk-based PARs during FY 2014. The review teams were comprised of professionals from various colleges within the system—representing Academic Affairs, Student Affairs, Administrative Services and Institutional Effectiveness.

Evaluated the Perkins One-Year Funding Application from TCSG's 24 technical colleges and 1 technical division of the University System of Georgia Board of Regents' colleges. This includes specific evaluation of each college's services designed to equip special populations students for high skill, high wage, high demand occupations.

Assessed the colleges' implementation of Perkins Improvement Plans which evaluates each college's programmatic efforts towards enabling special population students to meet adjusted levels of performance.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary On-site workshops, as well as online webinar technology were used in providing curriculum and accountability updates. CTE teachers, administrators, and school counselors had access to a shared professional learning website to register for professional learning opportunities throughout the year. In addition, this shared website provided an archival history of professional learning workshops and conferences for the CTE staff members.

Industry certification, work-based learning, Science, Technology, Engineering and Mathematics (STEM) certification, academic and technical integration activities, as well as Career and Technical Student Organization professional learning opportunities were offered on regular basis to ensure that timely technological and curricular up-to-dates were provided.

Georgia continued to broaden the scope of the GaCollege 411 website to include comprehensive career education and planning for all students and to enhance Teachers-As-Advisors (TAA) tools and materials. CTE staff continued to promote and facilitate STEM Festivals in multiple locations to encourage non-traditional careers focused on new and emerging technologies such as telecommunications in the health pathways. The STEM program continued to utilize virtual delivery and simulation activities which are complemented by hands-on project based learning experiences. Local school systems' teachers and staff were provided staff development and CTE related information by utilizing Elluminate and Blackboard Sessions, Educational Technology Centers, Webinars and Teleconferences. Promethean/Smart Boards were installed in all CTE classrooms in the Department of Juvenile Justice/Georgia Preparatory Academy classrooms. All DJJ CTE teachers received new laptop bundles, which included a laptop, docking station, and monitor. These laptops use technology to connect to the Promethean boards and students have access to computers in CTE classrooms.

The New CTE Leaders program had a session that focused on how to improve efficiency with the use of technology.

Systems had the opportunity to apply for reserved funding through the PerkinsPlus grant in order to address and implement cutting edge technology in CTE programs and obtain End-of-Pathway Assessments. Ring cards and brochures were developed for informational purposes to share with parents, students, postsecondary and secondary transition specialists. The Transition Career Partnership (TCP) web page provided E-documents and links for teachers to access materials and resources.

Technology equipment was obtained by local school systems through capital equipment grants, and teachers were permitted to attend various types of training available through several conferences and Regional Education Service Agencies (RESAs) on the use of technology in their labs.

Postsecondary

Enhanced the 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 24 technical colleges the enhanced ability to control their launching site for entry into their dedicated areas of the LMS.

Enhanced the utilization of 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.

Expanded and upgraded to version 12.6 of 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.

Further promoted and researched areas through the Alternative Content Project (ACP) to assist in lowering text and course material cost to students by the usage of electronic/digital formats, Open Education Resources (OER), Learning Objects (LOs), and internal development of content.

Designed and deployed Early Alert Reports extracted from the LMS, allowing colleges, utilizing this environment, to identify students at risk for low grades and attendance.

Expanded the use of electronic and digital communication (i.e. listserves) to advise, inform, and assist professionals in special populations, disability services, and career services. Listserves provide a forum for college professionals to ask questions, offer solutions, and for Technical College System of Georgia staff to disseminate key information about best practices.

Expanded the use of conference calls and webinars to disseminate information to college special populations, disability and career services coordinators.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

Secondary: A yearly and comprehensive professional learning plan is developed in December and is finalized in March of each year to meet the professional learning needs of CTE programs. Collaborative professional learning was provided through business and industry partners, the Georgia Association of Career and Technical Educators (GACTE), the Professional Standards Commission (PSC), as well as the CTE Resource Network to ensure that CTE instructors, CTE administrators and school counselors are provided instructional resources and industry-standard training.

Professional learning topics were developed with direct input from business and industry subject matter advisory committee representatives, middle and high school CTE instructors and administrators, as well as middle and high school counselors.

Professional learning has been created and validated by content-specific advisory committees and business and industry representatives for all career clusters in the areas of curriculum and instruction, career, technical student organizations, work-based learning coordinators, school counselor administrators, professional organizations, and industry certification.

State staff provided professional development opportunities to CTE teachers, administrators, supervisors and counselors on how to implement and manage program needs.

The New CTE Leaders Academy was designed to promote and develop leadership skills for new CTE directors. During this year-long program, training focused on various topics to ensure that new leaders have the skills to meet the duties of their position.

During the school year, CTE continued to work in collaboration with the Georgia Association of Career and Technical Educators (GACTE) to ensure that CTE instructors, administrators, guidance counselors and others who work with students are provided instructional resources and industry training.

New Course Roll Out training was held on multiple new courses, biotechnology training, workshops on differentiated learning, technology and teaching strategies, as well as literacy strategies were also offered.

The CTE staff offered numerous workshops around the state on instructional differentiation and strategies to increase the number of students in non-traditional careers. The summer teachers' academy, the Georgia STEM Institute, and the Georgia STEM Forum, three of Georgia's premier professional development events were offered.

CTE in Georgia once again provided the New Teacher workshop for new CTE teachers. This three day workshop is conducted during the beginning of the school year. This program assists new teachers to get a head start on running and coordinating a successful CTE education program.

Agricultural Education in Georgia once again provided the "hit the ground running" workshop for new agricultural teachers. This workshop is conducted during each summer prior to the beginning of the school year. This program assists new teachers to get a head start on running and coordinating a successful agricultural education program.

A variety of workshops were offered and disseminated on Georgia's Career and Technical Education Resource Network (CTERN) website by peer teachers, vendors, local, state, and even nationally recognized leaders.

Postsecondary

Provided professional development for the Career Services Directors/Coordinators through peer group meetings, listserv and coordinator contact. Provided training and staff development at Career Services peer group meetings to include data updates, STEM program updates, employer relations, and career counseling. Meetings and trainings were held in conjunction with the Georgia Association of Colleges and Employers (GACE) annual Career Fair and with the GACE annual conference.

Provided professional development for Special Populations and Disability Services Coordinators through peer group meetings, listserv and coordinator contact and technical assistance. Provided training and staff development at peer group meetings for System colleges Disability Services and Special Populations Coordinators. Agendas included data, assistive technology, and ADA compliance, support group meetings and activities, and emphasis on STEM and non-traditional program choices and completion. Sponsored state staff and three college special populations coordinators to attend the National Alliance for Partnerships in Equity (NAPE) Professional Development Institute where they attended workshops, plenary sessions and visited Capitol Hill.

Provided staff development presentations and technical assistance 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. Conducted Office for Civil Rights Compliance Reviews at two colleges utilizing a checklist for compliance in admissions, disability services, career placement, building accessibility, marketing, and non-discrimination policies and procedures.

Faculty Development training was provided to TCSG colleges in three formats: Phase I training, Phase II training, and Online Modules. The Phase I and Phase II training are each a hybrid training session where instructors completed online modules using "Softchalk" and internet technology and then participated in a one-day in class training session. During FY14, instructors from all 24 TCSG colleges participated in one or more of the sessions; 458 instructors participated (which is a 39% increase over the 330 who participated in FY13). In addition, for FY14 Phase I and II 22 sessions of Phase I and II were conducted, a 47% increase over FY 13.

Eighteen (18) Faculty Development training modules allow instructors to work on areas of interest or need: Anger Management, Appropriate Assessments, Assessment Strategies, Behavior Theories, Collaborative Learning, Conflict Management, Creating/Motivating Environment, Dealing w/Inappropriate Behavior, Diversity Adaptations, Effective Lessons, Managing Collaborative Activities, Measurement Models, Problem Solving, Standards, Goals & Objectives, Student Diversity, Syllabus Management, Time Management, and Types of Assessments.

TCSG entered into a candidacy status to become an Accredited Training Sponsor (ATS) for construction trades occupational programs with the National Center for Construction Education and Research (NCCER). NCCER is one of the few nationally recognized, industry sponsored, organizations that recognizes construction trades training and education programs as well as allows accredited programs (faculty trained and certified by the ATS) to issue individual student NCCER training credentials. As a NCCER ATS, TCSG can now work directly with individual colleges training programs to allow them to issue these nationally recognized, portable, and transferrable NCCER training credentials to their students.

Provided staff development and training at state-wide meetings on analysis of Perkins data including special populations, program requirements, enhance services to dual enrollment students and allowable uses of Funds.

Provided in-service training to secondary administrators, counselors and faculty on dual enrollment benefits, policies, procedures and funding.

Provided professional development and training for High School Coordinators to include admissions and financial aid information, national trends, Career Technical Agricultural Education (CTAE) Career Cluster Pathways, STEM programs, college access and data collection and input training. Webinar seminars, peer group meetings, community and guest speakers listserv, and conference calls were conducted for staff development and system updates.

Provided training and staff development for distance education coordinators, directors, and deans, discussing topics of current technology trends, hybrid and online content delivery methods and resources, LMS updates and enhancements, sharing of promising practices, and system level support.

Provided multiple training sessions to faculty members throughout the state on the usage of applications to include ANGEL Learning Management System, multimedia tools, Blackboard Collaborate, and Respondus/Studydrive.

Georgia Virtual Technical Connection (GVTC) provided training to update, design, develop, and deploy, via the GVTC training web site, various faculty instructional videos demonstrating utilization of the Learning Management System (LMS) and other enterprise applications.

Conducted staff development and training sessions on how to utilize the Early Alert reports from the LMS environment. Faculty and staff trained on the utilization of the Early Alert Reports have access to tools that allow just-in-time advisement as well as assisting at risk students and providing them with needed assistance, correcting identified areas of weak or poor performance. By working with the students early on in the process, it allows a better opportunity for successful completion of the student's program area.

Coordinated and conducted a Student Success Summit for TCSG faculty and administrators to discuss best practices for enhancing student completion.

Provided staff development and training on TCSG's curriculum database which includes program standards and course competences. Three different workshops emphasized TCSG's curriculum database use for new program and course development.

4. During the reporting year, how did your state provide 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?

Secondary: Career development, individual career plans, and non-traditional training have been incorporated in middle and high school CTE course standards.

Students received information and classroom instruction that focused on current and emerging professions about non-traditional fields in Georgia. To expose students to high skill, high wage, and high demand occupations, training materials and resources that focus on non-traditional fields and emerging professions were made available to all local school systems.

School systems became committed to the development of Individualized Graduation Plans as part of a state law which mandates all students to choose a career pathway by the end of their 8th grade year to transition to 9th grade culminating in a plan of study for their next four to six academic years. Schools systems were measured annually on the percentage of 8th grade students with complete Individualized Graduation Plan approved by their parents/guardians. In 2014, GaDOE conducted workshops and trainings emphasizing non-traditional career opportunities. Students were bused to the non-traditional festivals and were provided multiple opportunities to experience non-traditional careers. The GaDOE developed non-traditional occupations promotional materials which were distributed to LEAs. The CTE division continued to promote nontraditional enrollment in CTE programs (women in Math, Science, Technology, TI; men in Family and Consumer Sciences, Cosmetology, etc.) The CTE division continued to encourage Career Technical Instruction (CTI) and Coordinated Career Academic Education (CCAEE) teachers to solicit assistance from business/industry advisory groups and to allow students to participate in job shadowing, mentoring, guest speaker presentations, internships, etc...

The GaDOE conducted workshops on non-traditional recruiting for CTE teachers. The Georgia Department of Education website provided links to the materials and tools related to non-traditional and emerging professions. Georgia College 411 was dedicated to improving student achievement through the continued availability to all students in the local school system. This included training during the school year and summer workshops for intervention teachers regarding non-traditional information for training students on post-secondary options and employment. 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. Students from special populations were highly encouraged to explore a wide range of occupations (both traditional and non-traditional careers) based on their strengths, abilities, and interests.

Postsecondary

A statewide Director of Equity and Special Populations position provides technical assistance to all Special Populations, Disability Services and Career Services Coordinators in System colleges. The Director served as Past President of NAPE, served on the NAPE Executive Committee during this fiscal year, attended the annual conference and provided information from the National Alliance for Partnerships in Equity (NAPE) to TCSG colleges via the listserv and webinars.

The state Director of Equity and Special Populations provided guidance to colleges focusing on emerging STEM careers, recruitment and retention of students in engineering, aircraft/aviation maintenance, electronics and other high skill and high wage careers.

TCSG disseminated to all 24 colleges NAPE's Counselor Toolkits. These Toolkits were used by the special populations and high school coordinators to offer STEM career and program information to secondary counselors, faculty and students.

Provided assistance and workshops to TCSG Vice Presidents of Student Affairs and Directors of Admissions to enhance awareness of opportunities in nontraditional programs and special populations student issues.

Provided staff development presentations and support to college staff and faculty with emphasis on non-traditional training and employment in an effort to enhance dual enrollment participation, student retention and graduation.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary:

Through the New Teacher workshop, teachers had the opportunity to participate in sessions that provided:

- support for special population students inside the program area
- new facility plans were reviewed to ensure that they meet the needs of special populations
- End of Pathway Assessments were reviewed with teachers to ensure that they lead to industry credentials for students passing assessment

All 22 of the agricultural education career development events supported a students' opportunity to learn high skills that lead to high wage and high demand occupations. In addition, all 49 proficiency award areas promoted and supported education that leads to high skill, high wage, and high demand occupations. All students were eligible for participation in these career development events and proficiency applications. Agricultural Education instructors were encouraged to promote student participation among special populations.

The CTE staff offered technical assistance to schools on how to develop programs for special populations to increase the number of students in non-traditional careers. The state also offered the Girls Adventures in STEM program, which exposes middle school girls including special populations to STEM careers.

The Coordinated Career Academic Education (CCAIE) and Career Technical Instruction programs continued to provide support to all teachers in meeting the needs of special population students. The coordinators of these programs continued to play a vital role as students prepared for high skill, high wage, and high demand jobs.

The CTE Region Coordinators monitored local school systems through annual compliance reviews to ensure that special populations are receiving adequate and appropriate support.

Georgia continued to support career development, 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. This is delivered through a teachers-as-advisor program and/or professional school counselor program.

Postsecondary

Continued to provide a statewide Director of Equity/Special Populations position which provided technical assistance to all special populations and disability services coordinators in system colleges.

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 underrepresented gender programs and special population student issues.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary: The CTE Regional Coordinators provided numerous technical assistance workshops to local school systems including 15 grant application and budget assistance workshops, six regional update meetings, and an annual winter conference. In addition, CTE Regional Coordinators provided technical assistance by answering emails and phone calls from CTE directors and supervisors.

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. Ongoing support is provided throughout the year at face-to-face meetings and events as needed.

The Transition Career Partnership (TCP) state coordinator was available for technical assistance through email, phone calls, conference calls, regional drive-in trainings, newsletters and visits to local systems when needed or requested.

Webinar sessions were delivered on a variety of program topics to assist locally designated Transition Career Partnership managers and state coordinators to present updates and information at many state: - conferences, workshops and training sessions throughout the year - Transition Career Partnership state webpage was maintained with current documents, links and resources for any areas of assistance

Through professional learning opportunities, school counselor workshops were offered to reinforce academic and career advisement for all students in middle and high school. Regional two-day workshops were offered to teams of school counselors from school systems to ensure that student advisement plans are incorporated in the local system school improvement plans.

The Georgia Career Information System (GCIS) was available to all students in DJJ/GPA. School counselors were available to assist students with online applications to college, and students were able to use GaCollege411 with the assistance of school counselors.

Postsecondary

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 Coordinator of Secondary Education Initiatives position; position provided technical assistance to all high school coordinators and made regular staff development presentations and technical assistance visits to enhance services to dual enrollment students.

The GVTC Student Services Coordinator continued to assist students with the application process, advisement, enrollment and local college contact information.

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 and Communities-In-Schools of Georgia programs regarding dual enrollment and articulation opportunities.

Provided technical assistance to school systems regarding dual enrollment and technical articulation opportunities.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

25054

Number of students participating in Perkins CTE programs in state correctional institutions:

9879

Describe the CTE services and activities carried out in state correctional institutions.

Secondary: There were 26 schools in the Department of Juvenile Justice (DJJ)/Georgia Preparatory Academy (GPA) DJJ/GPA school system state institutions. Approximately 1400 students attended school in the DJJ school system and are enrolled in CTE classes.

DJJ continued to offer CTE programing in partnership with four technical colleges in the State of Georgia.

The State Institutions continued to offer CTE programs in agriculture, business education and marketing, broadcast video, nutrition and food science, and administrative support systems.

The state supported school in Macon Georgia implemented horticulture courses for students with the support of agricultural education staff. The CTE staff continued to work with the Georgia School for the Deaf to develop an agricultural education program. Plans are underway to provide a complete program (including all components of AgEd) for the Atlanta Area School for the Deaf.

The CTE staff offered professional development opportunities to instructors in state institutions (schools for the deaf and blind) as well as the state correctional facilities for students and worked with teachers at the state schools with resources and opportunities for program development.

Executive Directors of CTSOs served on committees, task forces, attended meetings, and provided data and information to State Institutions as needed and/or requested.

Postsecondary

TCSG is in partnership with Georgia Governor's Taskforce for Prisoner Reentry. State bond funds were used to provide all of the equipment necessary for the labs and classrooms. Within this partnership, the initial programs were Light Diesel Truck Technical Certificate of Credit at three prisons, and Basic Welding Technical Certificate of Credit at one prison.

TCSG partnered with the Georgia Department of Juvenile Justice (DJJ) as part of Georgia Governor's Taskforce for Prisoner Reentry. TCSG trained DJJ counselors on Prior Learning Assessment (PLA) to assist with granting credits to DJJ students after release and when they enroll in TCSG colleges.

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

12526

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

35781

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Secondary: Through the new teacher workshop, teachers had the opportunity to participate in sessions that provided - support for special population students inside the program area - new facility plans were reviewed to ensure that they meet the needs of special populations - End of Pathway Assessments were reviewed with teachers to ensure that they lead to industry credentials for students passing assessment

All 22 of the agricultural education career development events supported a students' opportunity to learn high skills that lead to high wage and high demand occupations. In addition, all 49 proficiency award areas promoted and supported education that leads to high skill, high wage, and high demand occupations. All students were eligible for participation in these career development events and proficiency applications. Agricultural Education instructors were encouraged to promote student participation among special populations.

The CTE staff offered technical assistance to schools on how to develop programs for special populations to increase the number of students in non-traditional careers. The state also offered the Girls Adventures in STEM program, which exposes middle school girls including special populations to STEM careers.

The Coordinated Career Academic Education (CCAЕ) and Career Technical Instruction programs continued to provide support to all teachers in meeting the needs of special population students. The coordinators of these programs continued to play a vital role as students prepared for high skill, high wage, and high demand jobs.

The CTE Region Coordinators monitored local school systems through annual compliance reviews to ensure that special populations are receiving adequate and appropriate support.

Georgia continued to support career development, 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. This is delivered through a teachers-as-advisor program and/or professional school counselor program.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

Secondary: Program specialists at the state level continued to provide technical assistance to public charter schools.

Teachers at the charter schools also participated in training and other opportunities that specific program areas offered across the state for CTE teachers including webinars and conferences.

The GaDOE served as a resource center to all teachers by providing resources, information, technical assistance and support to CTE programs throughout the year.

The CTE programs in Georgia's Charter Schools, in conjunction with the systems have implemented the "one school-wide WBL coordinator delivery model", to make WBL available to all their students.

The Georgia Association of Career and Technical Educators (GACTE) offered a separate professional affiliate and separate professional learning strands for teachers in public charter schools that offer career and technical education programs. Appropriate professional learning opportunities were provided to public charter school administrators and instructors.

State staff offered technical assistance to schools to develop program populations and to increase the number of students in non-traditional careers.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Secondary: CTI Coordinators provided direct special education support to students with disabilities according to their IEP in all CTE courses, including Family and Consumer Sciences and CCAE Coordinators provided CTE intervention support for students at-risk of dropping out and/or failing CTE courses, including Family and Consumer Sciences. Coordinators of CTI and CCAE bring students from special populations to attend the FCCLA Leadership Rally to expose them to family and consumer science programs as a viable career option.

CTE staff developed career pathways and courses for all Family and Consumer Sciences Programs and promoted Family and Consumer Sciences programs through CTE ring cards

GaDOE offered capital equipment grants to support new Family and Consumer Sciences CTE programs. State CTE staff continued to provide regional and state FACS meetings to support and offer educator-focused professional development opportunities. The agricultural education program continued to offer a joint FFA-FCCLA leadership camp that incorporates family and consumer science programs into the activities.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

Yes

Secondary: Local systems were eligible to submit a Perkins Plus incentive grant targeting specific goals locally to provide activities to prepare special populations for high skill/wage/demand occupations, end of pathway assessments, increase non-traditional enrollment, or meet core indicators.

Systems can use the Perkins Plus grant to implement innovative initiatives.

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

Secondary: The CTE staff at Georgia Department of Corrections (GDC) continued to coordinated activities with the GDC academic staff to ensure that inmates complete their secondary education. Students who are in the Adult Education Program and pursuing General Education Diploma (GED) in the DJJ school system participated in CTE classes. GED graduates had the opportunity to enroll in the technical colleges at the YDCs that offer the CTE programs.

Through 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, diploma's and in some cases degrees. GaDOE also partnered with University System of Georgia (USG) with Early College programs to address school dropout's prevention and at risk dropouts as well.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Secondary: Collaborative activities took place between the Transition Career Partnership (TCP) coordinators, High School Graduation Coaches and the Work-Based Learning coordinators at the local school systems assisting students in their education, work placement opportunities, or jobs in their career fields of study.

GaDOE collaborated with the Governor's Office of Workforce Development in providing high school students the opportunity to become familiar with the new Go Build Georgia program that was initiated by the Governor's Office of Workforce Development connecting technical trades with high school, high wage, and high demand jobs in Georgia.

Through workshops and presentations, more use of GaCollege411.org was encouraged for students to explore the projected, future, job demands in Georgia.

There is a reentry program in the Department of Juvenile Justice that assists students with job placement and education once they are released from the facility. The Workforce Investment Act (WIA) funds assists students leaving Eastman YDC with job search and placement.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Secondary: CTE staff offered differentiation workshops with Science, Technology, Engineering, and Math (STEM) Coordinator to teachers across the state and conducted an integrating academics session at the summer conference with project ideas and basic information on how to integrate CTE programs. Common core objectives are embedded in foundation course training provided to teachers throughout June and July.

The Department of Juvenile Justice (DJJ) /Georgia Preparatory Academy (GPA) central office staff continued to conduct workshops on the integration of academics for their instructors.

The technical colleges continued to assist the Georgia Department of Corrections (GDC) in expanding and enhancing the academic integration in their CTE programs through Career Centers and Customer Service/Computer Technology Classes. CTE staff continued to provide and conduct workshop trainings across Georgia to support academic and career and technical teachers focus on understanding and implementing differentiated instruction in classrooms and providing best practices for true academic integration into CTE classrooms, and training was provided on how to work with academic teachers. A tremendous effort was made through STEM activities and trainings to establish collaborative efforts in local schools for teachers to plan, create, and deliver collaborative instructional lessons for students. Continued efforts were made to create instructional resources for CTE teachers covering new Career Cluster foundation courses to embed academic skills centered on industry concepts in CTE classroom activities and instruction.

As CTE staff conducted the mandatory Five-Year Perkins Compliance Reviews. One of the sixteen criteria on this review of Career Tech Programs evaluates the integration of academics.

CTE continued to place emphasis on academic integration and high technical skills through dual enrollment, articulation agreements and joint enrollment with the technical colleges and University System of Georgia institutions.

Postsecondary

Conducted professional development workshops for new faculty as part of the Faculty Development Institute which emphasized the importance of imbedding academic competences into occupational courses and occupational courses into academic competences.

2. During the reporting year, how did your state support 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.

Secondary: Local systems were encouraged to implement an interagency transition council to create a partnership between schools, institutions of higher education, community leaders, parents, and local businesses that enhance the visibility of students from special populations involved in CTE programs.

Local CTI programs were encouraged to implement a CTI Advisory Committee to address and meet the unique needs of students with disabilities in the workplace. Representation of business and industry, community agencies, University System of Georgia representatives, Technical College System of Georgia representatives, parents, students, and teachers was also highly recommended.

Partnerships formed with other agencies that support individuals from special populations in their transition from school to desired post-secondary outcome include: Workforce Investment Act (WIA) in conjunction with the Georgia Department of Labor, Department of Vocational Rehabilitation (VR), Junior Achievement, High School High Tech in conjunction with the Georgia Department of Labor, National Secondary Transition Technical Assistance Center - University of North Carolina – Charlotte, Georgia State University – Center of Leadership in Disability, Georgia Transition Steering Committee, Georgia Deaf Extreme, and Junior Achievement.

The Georgia Department of Corrections (GDC) has a Corporate Advisory Board that meets semi-annually. The 25 member board includes representatives from unions, construction trades, manufacturing, health occupations and educational institutions. The GaDOE continued to encourage local systems 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 CTE programs. The agricultural education staff of GaDOE worked cooperatively with faculties at several universities, colleges, and technical schools to offer opportunities for students and teachers. Parents and business leaders were utilized as judges, chaperones, and sponsors for CTE activities and events. The ACCT program had a partnership with the following foundations: Construction Education Foundation of Georgia, Transportation Education Foundation of Georgia, Printing Imaging Association of Georgia and Media Education Foundation of Georgia. These organizations assist with student competitions and industry certification. A statewide CTE Career Cluster Advisory Committee was formed for each cluster. The committees included representatives from Business and Industry, the University System of Georgia, the Technical College System of Georgia, the State Chamber of Commerce, GaDOE staff, and teachers and administrators from local school systems. The CTE coordinators provided training for new leaders in the effective use of advisory committees, and ensured continuous use and evaluation of advisory committees through our compliance reviews.

Postsecondary

Assisted the Governor's Office of Workforce Development in scheduling and conducting regional workshops involving secondary counselors and staff, CTAE directors, administrators and technical college personnel

Worked with Georgia Energy and Industrial Construction Consortium (GEICC) and other Georgia energy industry representatives to enhance secondary education energy career pathway. Continued implementation of a TCSG Energy Industry Fundamentals Certificate program as part of the Program of Study (POS).

Supported student organizations such as SkillsUSA, which is 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.

Worked closely with Bright from the Start (BFTS), a Georgia Department of Early Care and Learning agency that determines the rules and regulations for Early Childcare in Georgia. As a joint effort, TCSG provides 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.

Participated in multiple planning and status meetings between Georgia Department of Education (DOE) , the University System of GA (USG) and TCSG to discuss dual credit strategies.

Conducted regional meetings with Communities-In-Schools of Georgia, a dropout prevention program, to identify and develop strategies to better support dual enrollment efforts in middle and high schools.

Participated in multiple planning and status meetings between TCSG and Georgia Student Finance to discuss HOPE funding and community outreach. HOPE is a state of Georgia sponsored scholarship available to Georgia residents who demonstrate academic achievement.

Assisted with training and development for College and Career Academies throughout Georgia. Worked with Career Academy CEO's to ensure student participation in programs of study and dual enrollment.

Assisted with the selection process to identify and develop new College and Career Academies in the state of Georgia.

TCSG continues to add and refine articulation agreements with colleges and universities under the USG system as well as independent colleges and universities.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Secondary: Georgia continued to provide career related activities to local school systems through access to GaCollege411 and activities that focus on career awareness and exploration. The state developed new course offerings to reflect the Programs of Study.

Students and teachers were provided the opportunity to participate in career and leadership conferences which focused on career guidance and academic success.

School counselor workshops were offered to reinforce academic and career advisement for all students in middle and high school. Two-day regional workshops were offered to teams of school counselors from school systems to ensure that the student advisement plans are incorporated in the local system school improvement plans.

To improve career guidance and academic counseling programs, GaCollege411 and Bridge Bill requirements were included in professional development workshops.

The CTE Division distributed "ring cards" of the career pathways and important links to all counselors in Georgia as well as pathway related posters to display at their schools.

In Georgia, Career Planning Tools were utilized to serve as organizational, informational, conversational, and visual tools for education and career planning for all students in healthcare and their families.

Each of the seven Youth Detention Centers in Georgia had a school counselor and they participated in the GACTE annual conference. The counselors also attended the Georgia School Counselors Association conferences and were registered in the CTE Resource Network.

Postsecondary

Provided Georgia Career Information Systems (GCIS) services to 24 TCSG colleges to assist admissions and career services staff in providing information to help students with program and career choices/ decisions. This will increase the colleges' (and the system's) ability to meet the State adjusted level of performance with regard to placement.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Secondary: Articulation agreements were established and implemented at the local level with local schools and post-secondary institutions. Dual enrollment opportunities were also available and utilized in many schools. Students often participated in field trips and college fairs to explore opportunities at postsecondary institutions.

An articulation committee composed of representatives from Technical College System of Georgia (TCSG), Board of Regents and GA DOE continued to meet regularly during the year to ensure the most effective agreement process.

In the reporting year, fourteen statewide articulated courses were offered to students for college credit at technical colleges in the state of Georgia.

The Articulation Committee and CTE Staff continued to work closely with TCSG and other state postsecondary institutions in exploring and establishing additional articulation agreements and dual enrollment opportunities. Review sessions between educational agencies were held twice a year to ensure that additions and deletions are made to the dual course lists to ensure that current and changing student needs were met.

Technical colleges continued to allow students to earn credit toward technical certificates in various programs while working toward a high school diploma.

Postsecondary

Participated in the Georgia Department of Education (DOE) project to develop Georgia's Career Cluster Pathways to better align secondary and postsecondary course content for greater ease of transition of high school students to college.

Continued to partner with Georgia Department of Education's CTAE division to develop articulation assessments for secondary career and technical education courses aligned with post-secondary courses. The assessments are developed with consultation with the Career and Technical Education Consortium of the States (CTECS) and focus group work conducted by college faculty teaching the specific post-secondary career and technical courses.

Articulation assessments were developed for the following: Financial Accounting I: ACCT1100, Introduction to Construction: COFC 1010; Culinary Arts: CUUL 1000; Introduction to Early Childhood Care and Education: ECCE 1101; Principles of Marketing: MKTG 1100; Introduction to Welding Technology: WELD 1000; Introduction to Computers: COMP1000; Introduction to Healthcare: ALHS1040

Continued the process of developing statewide articulation assessments with secondary and post-secondary faculty on the following: Introduction to Design and Media: DMPT 1000, CAD Fundamentals: DFTG 1101, Principles of Cooking: CULL 1120, Electrical Systems: AUTT 1020; Medical Terminology: ALHS1090.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Secondary: Efforts have yielded more encouraging results with each passing year and the demand for additional educational services needed and imperative to students as they moved from one level to another. Activities to support the program areas of the STEM Career Cluster pathways in Engineering, Energy and Manufacturing were implemented across the state and Georgians have witnessed better student transition between the high school, the technical college system of Georgia (TCSG), and the university system of Georgia (USG).

Several initiatives were in place to facilitate the transition of sub baccalaureate agricultural education students into baccalaureate programs. Some of the initiatives include the creation of a recruitment and retention program for agricultural education and the creation of the University of Georgia, Athens (UGA) agricultural education advisory board. Georgia's Move-On-When-Ready dual enrollment program continued to lead to a significant enrollment increase which allowed technical college and University System of Georgia students to pursue baccalaureate programs.

The study of Development of Family and Consumer Sciences Education degree program is now aligned with Georgia Department of Education Family and Consumer Sciences pathway offerings.

Students from special populations were encouraged to apply for support from various community organizations to help them in their transition of sub baccalaureate career and technical education into baccalaureate programs.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Secondary: The Georgia Career and Technical Student Organizations (CTSO's) continued to experience strong membership growth and an increase in student participation throughout Georgia.

Standards were established which ensured that CTSO's and CTE instructors conduct quality student organization activities that maximize students' potential for premier leadership, personal growth, and career success.

The state offered professional development activities for educators which enabled them to incorporate their CTSO into the curriculum standards.

Non-traditional and minority CTSO participation continued to increase through co-curricular activities that promote both leadership and competitive event success. CTSO related activities were offered at the local, regional, state and national levels. The CTE program specialists at the state level continued to work with new teachers to create new CTSO chapters.

Career Technical Instruction (CTI) was specifically designed for students who are served through Individualized Education Plan (IEPs), giving them the opportunity to participate in a CTSO, to assist them in the development of leadership potential, collaborative group interaction, and increase self-confidence.

Postsecondary

TCGS supported student organizations such as SkillsUSA, a partnership of students, teachers and industry working together to ensure America has a skilled workforce. Coordinator of Student life to provided leadership training and guidance to Postsecondary Student Organization Officers and organizations. The SkillsUSA State Director accompanied the State Officer Team to the SkillsUSA Washington Leadership Training Institute (WLTi) in Washington, DC., to the annual State Directors Training Development Conference in Louisville, KY and to the National Leadership and Skills Conference (NLSC) in Kansas City, Missouri.

Developed and enhanced students' leadership and technical skills through participation in state and national competitions. Georgia Collegiate DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. At the International Career Development Conference, three Georgia students were recognized for scores in the top three for their respective competitions. Another four students earned a place in the top 10 for their events. Phi Beta Lambda Organization competed at the National Leadership Conference. Forty-three (43) of these competitors were PBL National Competitive Events winners including seven (7) First Place national champions. Three of the eleven national Outstanding Chapters were from Georgia. Four members received National Leadership Conference scholarships and six of the twelve Institute for Leaders scholarships went to Georgia PBL members. At the 2014 SkillsUSA National Championships, Georgia postsecondary students earned a total of 48 medals (21 Gold; 6 Silver; 21 Bronze) and 69 students earned SkillPoint certificates for exceeding the industry cut scores in their skilled areas. The Georgia Fall Leadership Conference (GFLC) provided intensive leadership training and staff development for approximately 750 students and advisors.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Secondary: The State of Georgia implemented the Federal Career Cluster model requiring CTE pathways with three sequential courses which reflect the business and industry employment opportunities in the local community. The CTE programs at Georgia Department of Corrections continued to provide 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.

The CTE programs continued to arrange for business and industry speakers to address students and provide opportunities for field trips, job shadowing, and other job placement opportunities.

The current pathway model-of-delivery is indicative of programs that offer experience in all aspects of the industry for which students are preparing to enter.

The GaDOE ensured that new course standards and curriculum contents are supported by business and industry and students receive credentials from business and industry where available, after successful completion of the career pathway. The CTE programs across the state continued to have business and industry advisory committee meetings.

By delivering WBL through coordinators in each high school, local school systems provide equitable opportunity for students in all CTE areas to participate in appropriate work-based learning experiences which enables them to experience first-hand, all aspects of the industry.

A week-long STEM Institute was held during the summer for CTE teachers to visit and participate in interactive activities at various business and industry partners in Atlanta. Non-traditional employment workshops were held at various colleges and universities for middle school students and teachers. All CTE students had access to Work-Based Learning opportunities through WBL programs offered in local high schools and many of these WBL experiences involved cooperative education and internships with business and industry.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

Secondary: Teachers at the state school for the deaf and blind offer CTE, attend GaDOE professional development trainings and receive updates and resources related to CTE programs.

Representatives from business and industry participated in the development of courses for the new career clusters and pathways that have been implemented.

The Department of Juvenile Justice/Georgia Preparatory Academy (DJJ/GPA) partnered with South Georgia Tech, Augusta Tech, Central Georgia Tech, and Oconee Fall Line Tech to provide instruction at Sumter YDC, Augusta YDC, Macon YDC, Milan YDC and Eastman YDC and Technical Certificate of Credit (TCC) could be earned in each program area. Full time instructors/teachers work on the DJJ/GPA campuses to provide instruction and are able to bring real world experience and guidance into the classroom from their private business.

The CTE programs continued to have active Advisory Committees with local business and industry representatives who provide quality input and support for the programs.

The GDC established a corporate advisory board to enhance business relationships and create employment opportunities for offenders upon their release.

Professional development opportunities were provided to assist teachers in the implementation of work-related experiences for students. A complete Work-Based Learning guide was made available to teachers and CTE administrators to assist them with the implementation of work-related activities. Some dual enrollment courses were taught at the high school and some were taught at the postsecondary campus by full-time and adjunct faculty, because of scheduling conflicts.

Business and industry had input in courses being selected for dual enrollment and also the creation of courses or pathways to be offered. Some of the dual enrollment courses available for secondary students require Work-Based Learning, internships or apprenticeships to be able to provide the necessary hands on instruction necessary for students enrolled in the occupational areas.

Postsecondary

Participated in a partnership with the Georgia Department of Education and business and industry entities to develop a "Pathways to Prosperity Network" strategic plan for career and technical education pathways. This initiative complements state legislation that mandates career awareness, exploration, and career pathways for Georgia students.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Secondary: On regular basis, local CTE administrators and teachers receive information about the recommendations of business and industry partners. Construction Education Task Force was formed to review the standards and Industry Certification process for updates. GaDOE collaborated with industry partners to create a pathway in Digital Animation and updated courses in Granite Technology. The CTE staff continued to work on the creation of an additional pathway in Industrial Maintenance for career academy students in response to business and industry requests to fill a shortage of employees.

The Agriculture, Food and Natural Resources (AFNR) Curriculum Advisory Committee continued to be the primary group responsible for improvement and development of the new Agriculture pathways in Georgia. The responsibilities of agricultural education staff include offering technical assistance to local agricultural education teachers in areas of agricultural mechanics, animal science, forestry and horticulture.

The cosmetology program at Macon YDC was expanded to offer courses leading up to licensure.

The CTE programs at Muscogee YDC and Atlanta YDC teach Introduction to Business and Technology under the new GaDOE Business, Management, and Administration Career Cluster.

Executive Directors for CTSOs offered advice or support in the process of development of new career and technical education courses as needed.

Virtual courses were made available to enable students to get dual enrollment credit by the postsecondary institutions.

Specific career cluster area business and industry committees were created to provide input in the identification of courses to be selected for dual enrollment.

Also, business and industry committees were involved with the creation of new courses and pathways that had not been offered that will prepare students for jobs that are necessary to meet the needs of the workplace.

GaDOE partnered with the Technical College System of Georgia in opening additional career academics to offer students more accessibility to career pathways.

Postsecondary

Participated in a partnership with Georgia Department of Education to develop K-12 curricula for the College and Career Clusters Pathways and better align secondary and post-secondary course content.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Secondary: TCP managers at the local system levels assisted with Career Days, Career Fairs, job shadowing, guest speakers, internships and work based learning opportunities to expose students to entrepreneur possibilities.

New CTE pathway courses have been developed with entrepreneurship standards activities integrated into the lessons and made available for students to pursue.

GaDOE collaborated with the Governor's Office of Workforce Development, Technical College System of Georgia, and local high schools to promote "Go Build Georgia" to inform students of the workforce demand in the area. CTE 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 technical areas.

Postsecondary

TCSG provided entrepreneurship education and training through activities at the college level to include Georgia Collegiate DECA, Phi Beta Lambda, SkillsUSA, and the Georgia Fall Leadership Conference (GFLC).

11. During the reporting year, did your state use Perkins funds to improve 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?

Yes

Secondary: GaDOE staff continued to provide support to new and potential teachers by offering resources and guidance on a continual basis. The agricultural education program in Georgia created a recruitment and retention program which involves students in the program, agriculture teachers, staff members, University officials, and business and industry personnel. The Agricultural Education team in Georgia also participates in the Teach AG campaign to help spark interest among students to consider a career in teaching. DJJ/GPA continued to work with four technical colleges in Georgia to recruit and retain teachers. Several of the current CTE teachers came from private industries and some own or run their own businesses. GaDOE staff conducted a two day New Teacher Workshop (in addition to New Teacher Institute) in the Fall to provide content specific lesson plans, CTSO training, information on forming a successful Advisory Committee, teacher certification assistance and other needed training for new teachers. The New CTE Leaders Academy is designed to promote and develop leadership skills for new CTE Directors. This is a year-long program which focuses on various topics to ensure that new CTE leaders have the skills to meet the duties of their position.

CTE staff participated in the new CTE teacher's workshop and GaDOE hosted the first CTE job fair in May to help employ CTE teachers this year.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Secondary: GaCollege411 was used for students to have access to college information, job information and career and college financial resources.

Occupational supply and demand, United States Department of Labor and the GaCollege411 websites were made available to local school system TCP managers to enable students to get direct access to occupational and employment information.

To support and promote employment, several resource websites were shared during the course of the year through meetings, professional development, webinars, drive-in meetings and emails.

The CTE regional coordinators provided class presentations, career fairs, local area summits, open houses, guest speakers and other activities where they shared information and also made employment resources available to students, parents, teachers and businesses.

The Georgia Department of Labor (DOL) representatives regularly present information at the regional YAP/WBL meetings as well as the GACTE conference. Collaborative and information sharing efforts are ongoing with the Governor's Office of Workforce Development.

Georgia CTSOs play integral role in preparing students to become college and career ready members of the society who hold productive leadership roles in their communities. CTSOs are committed to the growth of students in all CTE career pathways. These organizations provide motivation, leadership training, and career development opportunities for middle and high schools students enrolled in CTE programs and enhance their occupational, employability and leadership skills through various activities such as conferences, award programs, service projects, and competitive events.

The Georgia DJJ/GPA uses the CTE Resource Network, and all school counselors have the most current Occupational Handbook and the Georgia Career Information System (GCIS) is available to all students.

Students created portfolios to share with prospective employers.

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Secondary: Since the inception of the statewide End of Pathway Assessment (EOPA) measurement process (as a result of Core 2S1), student participation in the End of Pathway Assessment testing activities have increased each fiscal year. Now that new pathways have been created and implemented based on the Federal Career Cluster model, we anticipate an additional annually increase of approximately five percent in the number of students participating in EOPA testing activities.

Postsecondary: TCSG uses successful CTE course completion as a Technical Skill Attainment measure. Thus 100% of our students are covered on the postsecondary side.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	18341	31382	58.4443311452425
Postsecondary Students	104596	104596	100

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
3P1	<p>The Technical College system of Georgia converted from a quarter system to a semester system in Academic Year 2012. Unfortunately our main Perkins programmer has been ill since that time so we were not able to do a complete re-write of our Perkins data system until this fall. We have now completely re-programmed our Perkins data and believe that it is a much more accurate measurement of our performance. In the process some measures have gone up and some have gone down compared to the previous year. We think it is only fair to compare these new numbers to a new baseline of data programmed the same way. Thus, we ran the past three years using the new programming. Our FY 2014 rate on 3P1 was 51.11% which is within 90% of the three-year average of 52.79%. 3P1: 2012 DEN 15046 2012 NUM 8335</p>	<p>Will work with OCTAE to have our baseline for Perkins data reset using three years of correctly programmed data for semesters.</p>	Randy Dean	03-31-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
5P2	<p>2012 Rate 55.4% 2013 DEN 10140 2013 NUM 5259 2013 Rate 51.86% 2014 DEN 10303 2014 NUM 5266 2014 Rate 51.11% AVG Rate 52.79% 90% 47.51%</p> <p>The Technical College system of Georgia converted from a quarter system to a semester system in Academic Year 2012. Unfortunately our main Perkins programmer has been ill since that time so we were not able to do a complete re-write of our Perkins data system until this fall. We have now completely re-programmed our Perkins data and believe that it is a much more accurate measurement of our performance. In the process some measures have gone up and some have gone down compared to the previous year. We think it is only fair to compare these new numbers to a new baseline of data programmed the same way. Thus, we ran the past three years using the new programming. Our FY 2014 rate on 5P2 was 12.94% which is within 90% of the three-year average of 13.29%. 5P2: 2012 DEN 28117 2012 NUM 3878 2012 Rate 13.79% 2013 DEN 22707 2013 NUM 2981 2013 Rate 13.13% 2014 DEN 24002 2014 NUM 3106 2014 Rate 12.94% AVG Rate 13.29% 90% 11.96%</p>	Will work with OCTAE to have our baseline for Perkins data reset using three years of correctly programmed data for semesters.	Randy Dean	03-31-15
1S2	The GaDOE has developed and implemented a comprehensive program of activities specifically focused on Mathematics emphasis through our STEM initiative.	Georgia will host "STEM Georgia Teacher's Academy" where teachers will learn how to engage students in problem-based learning.	Gilda Lyon	07-31-15
6S2	The GaDOE has devised and	GaDOE in collaboration with	Gilda Lyon	03-31-15

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	implemented a comprehensive program of activities specifically focused on the promotion of nontraditional training and employment in preparation for high-skill, high-wage, or high-demand occupations.	college and university partners around the state hosted "Girls Adventures in STEM". At this event hundreds of middle school girls are exposed to math, science, and career tech workshops that are integrated and expose the young girls to a plethora of careers that need non-traditional employees.		

Local Program Improvement Plans

Postsecondary- 9 recipients will be required to implement an improvement plan.

Secondary - In 2013/2014, thirty-three percent of the LEAs met the 90% threshold in core indicator 1S2 and fifty-six percent met the 90% threshold in core indicator 6S2. In 2012 the Georgia Department of Education converted to End of Course Test (EOCT) based on the scores that were included in the State's computation of College and Career Ready Performance Index (CCRPI). Consequently, the State's Secondary performance level for core indicator 1S2 dropped to 37.48% in 2014 and 2013 to 55.09%. Since 1S2 and 6S2 are related in measurement of completion, the performance level for 6S2 dropped to 16.09% in 2014 and 16.75% in 2013. 1S2

2014 Denom 13545 2014 Num 5076 2014 Rate 37.48% 2013 Denom 12524 2013 Num 6899 2013 Rate 55.09%

6S2

2014 Denom 13058 2014 Num 2101
 2014 Rate 16.09% 2013 Denom 12522 2013 Num 2097 2013 Rate 16.75%

Considering the new secondary measures in place, Georgia is requesting for new performance targets using 2 years average performance rates - 1S2 Average of 46.3% or less target and 6S2 Average of 16.4% or less target.