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 FY2015 marked the fifth year of full implementation of End of Pathway Assessment (EOPA) in Georgia high schools. During this past school year, 40,746 EOPA exams were given to Georgia pathway completers. Each year, local educational agencies (LEAs) must report their EOPA Testing Demographic Data through an EOPA On-Line Portal. The EOPA test data is then deposited into a state-level portal that contains many different types of student data collected from local school systems. Whereas the state Georgia did not develop any new technical skill assessments during the FY2015 school year, a number of End of Pathway Assessment (EOPA) exam options were added to the Georgia Technical Skill Attainment Inventory based on the full implementation of Federal 16 Career Cluster pathways. The new EOPA exam options added to the Technical Skill Attainment Inventory that are designated as industry-recognized credentialing exams for FY2015 included:


Adding these additional industry-recognized credentialing opportunities to the Georgia Technical Skill Attainment Inventory provided our high school pathway completers with outstanding opportunities to earn a greater number of valuable industry-recognized credentials before graduating from high school. Additionally, 42 national occupational assessments, developed specifically for secondary students, were added to the Georgia Technical Skill Attainment Inventory for FY2015.

Activities continued during FY2015 in Georgia to identify resources to assist our pathway completers with passing End of Pathway Assessments (or technical skill assessments). The following instructional resources were identified: vendor developed student study guides; teacher preparation guides, practice tests, sample questions, vendor software (that included practice tests) and vendor developed exam blueprints. Professional learning activities were also conducted for Career, Technical and Agricultural Education (CTAE)/Career Technical Education (CTE) instructors and Administrators that outlined many of the available instructional resources that could be used to assist with increasing pass rates on End of Pathway Assessments (EOPAs).

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 continued to work on the enhancement of the GaCollege411 web site to help students collect data to enable them analyze career opportunities and develop Career Pathway Program of Study and be prepared for postsecondary options or enter the workforce directly after secondary graduation.

An extension of the Offender Parolee Probationer State Training Employment Program (TOPPSTEP) partnership with Department of Labor (DOL) allows Georgia Department of Corrections (GDC) to capture employment information on released inmates and determine post release success in training related employment. GDC has an established data collection network and program outcomes that are routinely analyzed. Georgia C-NET is an on-line database used by WBL coordinators. The training plan developer and assessment tools for employability skills contain a collection of data regarding outcomes.
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 In FY 2015, Georgia DOE staff conducted Five year Monitoring and Risk Assessment Reviews of local school systems that offer CTE programs to ensure that equal program opportunities are made available to all students and faculty including special needs students.

In addition to Monitoring and Risk Assessment Reviews in 2015, five Office of Civil Rights (OCR) reviews were conducted in select school systems throughout Georgia, to ensure that all students have equal access to programs.

To ensure that program facilities and curriculum are conducive for the needs of all students including special populations and nontraditional students, the CTE staff continued to monitor and direct programs throughout the year.

Department of Juvenile Justice/Georgia Preparatory Academy conducted a CTE student survey to assess student interests to determine future program development. In the previous survey from 2013, students rated Culinary Arts, Barbering, and Automotive as the highest areas of interest. Current anecdotal evidence indicates this has not changed.

At the conclusion of the event in each of the conferences held by Career & Technical Student Organizations (CTSO) in Georgia, attendees evaluated the workshops. These evaluation tools were then reviewed by the Executive Director and Board of Directors for improvements purposes in upcoming events.

Regional CTE program coordinators and regional agricultural education coordinators continued to provide technical assistance to each CTE program within their region with a focus on maintaining rigorous standards of accountability.

Postsecondary

The Technical College System of Georgia (TCSG) assessed CTE programs funded under Perkins IV at the 23 technical colleges and 1 technical division that comprise the Technical College System of Georgia, utilizing the Technical College System of Georgia’s 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). PAS utilizes benchmarks for various performance indicators and annually evaluates program performance based on these benchmarks.

TCSG assessed and evaluated CTE programs funded under Perkins IV and usage/documentation of Perkins expenditures as a part of the Performance Accountability Review (PAR). The System conducted two types of on-site PARs (Standard and Risk-based) at selected colleges. The Standard PAR is structured to be a verification of the college’s PAS self-assessment of 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 prepared solely to monitor a college’s compliance with fiscal policies and federal regulations regarding the usage and documentation of Perkins monies. TCSG conducted four on-site Standard PARs and four on-site Risk-based PARs during FY 2015. The review teams were comprised of 5-10 professionals from various colleges within the system—representing Academic Affairs, Student Affairs, Administrative Services and Institutional Effectiveness. Additionally, the System evaluated the Perkins One-Year Funding Application from 23 (TCSG) technical colleges and 1 (Board of Regents) technical division. This includes specific evaluation of each college’s services designed to equip special population students for high-skill, high-wage, high-demand occupations.

Lastly, the System assessed the colleges’ implementation of the annual Perkins Improvement Plans. This evaluates the colleges’ 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

Each Career & Technical Student Organizations maintains a website for their individual organizations and there is a collective website maintained by the CTSO Coordinator of the Georgia Department of Education, for information that relates to these groups. Executive Directors provide resources for local advisors by posting a variety of online resources and videos on their websites. Executive Directors utilize the Career, Technical & Agricultural Education Resource Network (CTAERN) to send important notifications to local advisors. CTSO business and other program related trainings are often conducted utilizing webinars and/or video conference calls.

As a part of our Georgia’s Industry Certification Program, industry staff related to specific programs and GaDOE staff determine the technology that needs to be in the classroom/lab in order for the program to be certified.

Using various professional learning strategies and opportunities, CTE instructors, CTE administrators, and school counselors were provided with 21st century technology training and instruction.

On-site workshops, as well as online webinar technology were major methods of providing curriculum and accountability updates. CTE teachers, administrators and school counselors had access to professional learning websites, to register for professional learning opportunities throughout the year. In addition, these websites provide on-going archival history of professional learning workshops and conferences for the CTE staff members.

Industry certification, work-based learning, Science, Technology, Engineering and Math (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 regular technological and curricular updates are provided.

Postsecondary Georgia Virtual Technical Connection (GVTC) began migration from Blackboard ANGEL Learning Management System (LMS) to Blackboard Learn LMS. The LMS provides enterprise course management software for development and delivery of online and hybrid/blended courses. The new Learn environment will provide a more current and up-to-date delivery platform enhancing the students’ learning experience as well as provide faculty a more robust distance education delivery method. The new LMS is scheduled to be implemented Fall and Spring Term of 2016.

Along with the LMS migration, Georgia Virtual Technical Connection (GVTC) began re-developing, re-configuring, and re-purposing the 23 technical colleges’ individual portal web pages. These portals allow each of the colleges the enhanced ability to control their launching site for college-specific announcements, information, and content directly related to the distance education student.

GVTC continued 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. Additionally, GVTC began pilot and beta testing of the latest version of the Blackboard Collaborate web conferencing application. This is a tool designed for synchronous online delivery of course content to students and a meeting platform for faculty and staff.

Georgia Virtual Technical Connection continued researching and promoting the Alternative Content Project (ACP) to assist in lowering text and course material cost to students by using electronic/digital formats. Open Education Resources (OER), Learning Objects (LOs), and internal development of content. Lastly, GVTC continued utilization of Early Alert Reports extracted from the LMS, allowing colleges utilizing this environment, to identify students at risk for low grades and attendance. With these additions, GVTC began development of new reports to be utilized in the Learn LMS environment.

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  Georgia DOE conducts comprehensive professional learning plan yearly, developed to meet the professional learning needs of all parts of CTE programs. Collaborative professional learning is provided through business and industry partners, the Georgia Association of Career and Technical Educators (GACTE), and the CTE Resource Network, to ensure that CTE instructors, CTE administrators, school counselors and school counselor administrators are provided instructional resources and industry-standard training.

Professional learning topics focus on the needs of middle and high school CTE instructors, administrators, as well as counselors.

Professional learning was created and validated by content-specific advisory committees for all career clusters in the areas of curriculum and instruction, career, technical student organizations, work-based learning coordinators, school counselors administrators, professional organizations, and industry certifications.

A free two-day CTE New Teachers Conference is held in the Fall for all CTE teachers with 3 or less years of experience and Regional drive-in update sessions are provided for all CTE educators in the Fall, Spring and Summer.

During the school year, CTE Division of the Georgia Department of Education 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.

The professional development consortium (Career, Technical & Agricultural Education Resource Network (CTAERN) of Georgia offers professional development workshops by program area to all CTE teachers. These workshops cover curriculum, instruction, technology, student organizations, etc.

CTE educators have opportunities to attend and present at state and national conferences and
Regional Drive in meetings are held across the state to provide updates to teachers.

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

The New CTE Leaders Academy is designed to promote and develop leadership skills for new CTE Directors. This is a year-long program focusing on various topics to ensure that new leaders have the skills to meet the duties of their position.

Postsecondary

The Technical College System of Georgia (TCSG) provided professional development for Career Services/Directors/Coordinators through bi-annual peer group meetings. TSCG provided training and staff development at Career Services peer group meetings which included data updates, STEM program updates, employer relations and career counseling. The System also implemented the use of Virtual Job Shadow across all campuses, provided one-on-one training, as well as delivered webinars to train Career Services staff on how to utilize Virtual Job Shadow to help provide students a better understanding of careers. Additionally, a three day webinar conference was provided to Career Services providers at all college locations. Meetings and trainings were also held at the Georgia Association of Colleges and Employers (GACE) annual conference.

The System provided training and professional development for Special Populations and Disability Services through bi-annual peer group meetings. The agendas for the peer group meetings included data, assistive technology, ADA compliance, support group meetings, and activities with emphasis on STEM and non-traditional participation and completion. TCSG also provided staff development presentations to college staff on compliance and Title IX and ADA/Section 504, with emphasis on grievance policies and procedures, accessibility, working with disabled students and eliminating harassment.

The Technical College System of Georgia’s Department of Student Affairs held a state-wide Student Affairs Summit with over 200 student affairs professionals. Summit sessions were offered in the areas of student affairs, student conduct, retention, career services, special populations, and disability services.

The System provided professional development at peer group meetings on Perkins management issues, including training for Perkins Coordinators and Vice Presidents of Administration on the federal Uniform Grant Guidance. This presentation was additionally presented to Student Affairs and Institutional Effectiveness staffs.
TCSG was successfully designated an Accredited Training Sponsor for the National Center for Construction Education and Research (NCCER) construction trades curricula. 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. TCSG is one of approximately 20 state education agencies, nationwide, to achieve NCCER ATS status. 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. This past year, five TCSG colleges formally applied to become NCCER Accredited Training and Education Facilities (ATEF); with one of those achieving ATEF designation. The other four are still in the process of their self-assessment. TCSG Master Trainers trained and certified 18 craft instructors who issued over 2,000 student construction trades craft module completion credentials.

The System provided multiple training sessions to college distance education coordinators on the migration procedures and methods for migrating off of the ANGEL LMS and onto the Learn LMS. Additionally, the System continued to provide training and staff development to distance education coordinators, directors, deans and faculty. Topics included current technology trends, hybrid/online content delivery methods and resources, LMS updates, multimedia tools, Blackboard Collaborate, Respondus/Studymate, Early Alert reporting, migration procedures and enhancements, sharing of promising practices, and system level support.

Georgia Virtual Technical Connection (GVTC) continued to provide ANGEL LMS specific training: videos, handouts, tutorials, and face-to face sessions. In addition GVTC began to design, develop, and deploy the same products specific to the new Learn LMS. The Learn sessions were first targeted to Distance Education administrators and then faculty and staff.

TCSG provided staff development and training on its curriculum database which includes program standards and course competences. Three workshops were given emphasizing TCSG’s curriculum database use for new program and course development.

The TCSG Academic Affairs staff provided staff development and training in the fundamental roles of being an Academic Affairs administrator. Two workshops were held in FY 2015 which emphasized leadership traits, strategic planning, financials, TCSG structure, new program requests, human resources management, and managing student issues.

The TCSG Secondary Education Initiatives Department sponsored eight Dual Enrollment trainings throughout the state. These trainings were to introduce the new Move On When Ready Dual Enrollment Program as well as train on procedures for the new program. Additionally, the Secondary Education Initiatives Department conducted High School Coordinators peer group meetings that provided staff development and training to include admissions and financial aid information, data collection and input training as well as community and guest speakers. In addition to peer group meetings, webinars and conference calls were conducted to continue staff development and provide system updates.

Since many TCSG instructors come from industry, faculty development is important for instructors to be prepared in the classroom. Faculty Development training is 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 complete online modules using “Softchalk” and internet technology and then participate in a one-day in class training session. During FY 2015, instructors from all TCSG colleges participated in one or more of the sessions; 381 instructors participated in the Phase I and Phase II training. TCSG offered 13 Phase I sessions and 9 Phase II sessions.

Along with peer group meeting and other professional development opportunities, individual training modules were made available for instructors to use at no cost to the instructor or college. These 18 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 with 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.

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?
Step 3: Use of Funds: Part B

Secondary  Georgia DOE continued to support workshops and trainings offered across the state to middle and high school academic and CTE teachers with primary focus on understanding and implementing differentiated instruction and providing best practices for true academic integration into CTE classrooms and how to collaborate with academic teachers in the delivery of integrated instruction. Tremendous efforts were made through STEM activities and trainings to establish collaborative efforts in local schools for teachers to plan, create and deliver collaborative instructional lessons that foster high skill and high wage occupations. Continued efforts were made in creating instructional resources for CTE teachers covering new Career Cluster foundation courses that have embedded academic skills centered on industry concepts in CTE classroom activities and instruction.

Georgia Performance Standards have integrated academic standards as well as CTE foundation skills, commonly referred to as employability skills. All CTE teachers were encouraged to integrate academics in daily curriculum, collaborate with academic educators on regular basis, and include academic educators on their local advisory committees. At conferences, teachers were able to receive training on the integration of academics and explore ideas on how to work with their academic counterparts and industry experts.

In 2015, CTE instructors continually received support from the State Director of CTE and the Department of Juvenile Justice (DJJ)/Georgia Preparatory Academy (GPA) central office staff. The instructors regularly attended workshops and conferences that support CTE programs through professional development. On monthly basis, the DJJ holds structured district wide Professional Learning for CTE instructors. Integration of academics were offered through professional development and where possible, GPA offered the CTE courses that count as a 4th science.

Each CTSO provided multiple State Officer Training activities throughout the year for the students who serve their respective organizations. The Georgia Department of Education also hosted two training events for the State Officers of the 8 student organizations. Student skills were also developed statewide through leadership activities and competitions that were provided by each CTSO at their Fall Conference, Fall Rally, and State Leadership Conference.

During FY 2015, Georgia Department of Education (GaDOE) continued to conduct workshops and trainings that emphasize non-traditional career opportunities. Students were bused to the non-traditional festivals and were provided multiple opportunities to experience non-traditional careers in action. Several regional workshops were offered for academic and CTE project-based training to engage teachers, students, and parents.

Throughout the development and implementation of Career Clusters/Pathways, academic integration activities were a major focus of professional learning opportunities. Multiple workshops were developed and provided that focused on Literacy, mathematics, and science integration activities. A major area of emphasis and professional learning was on engaging teams of teachers across multiple disciplines to offer project-based learning in all curricula areas.

Postsecondary  The Technical College System of Georgia is a member of National Alliance of Partnerships in Equity (NAPE). The System held a Micro Messaging two-day workshop for faculty and special population coordinators with staff from the National Alliance of Partnerships in Equity. Micro Messaging guides efforts to recruit, support and retain underrepresented students, in particular women, underrepresented minorities and students with disabilities. TCSG provided training and staff development at peer group meetings which included data updates, STEM programs and promoting students in non-traditional programs. Career Services personnel attended meetings and trainings with the Georgia Association of Colleges and Employers (GACE) at the annual conference to stay up to date on current and emerging professions.

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  Various professional learning events were held during the year focusing on STEM-related events, such as the two-day STEM Forum, and the three-day STEM Academy, to ensure that all teachers are familiar with the importance of allowing all students to have the opportunity to understand what is required to prepare for high skills and high wage careers.

GaDOE staff provided on-going support for schools working on STEM Certification where it is required that non-traditional fields are the main focus.
The Georgia Work-Based Learning Manual contains standards and guidelines for work-based learning programs which provide guidance to coordinators for placement of students in occupational fields that meet the “high skill, high wage, high demand” requirement. The Career Technical Instruction (CTI) program is specifically designed to assist students with IEP’s that are enrolled in CTE courses. The CTI instructors use WBL placement as a transitional tool to assist special needs students learn life skills and occupational skills.

All Five Year Compliance Reviews of CTE programs throughout Georgia (mandated by Perkins legislation) include a review of non-traditional enrollment in CTE programs. If deficiencies are found in this area, they must be addressed in the schools’ Compliance Review Improvement Plan.

Systems have an opportunity to apply for reserved funding through the PerkinsPlus grant in order to address and implement activities to increase or promote non-traditional participation and completion. Local school systems received training on recruitment techniques and placement opportunities for non-traditional students in the workplace. School systems were provided with materials and tools with guided activities that focus on the recruitment of students in non-traditional fields. The State Board of Education website provides links to the materials and tools related to non-traditional and emerging professions. Georgia College 411 is dedicated to improving student achievement through continued availability to all students in the local school systems. At trainings during the school year and summer workshops for intervention, teachers receive information regarding non-traditional training for students on post-secondary options and employment. Local school systems are encouraged to educate their faculty about the benefits of promoting nontraditional enrollment in courses. CTI and CCAE/Project Success teachers are advised to solicit assistance from business/industry advisory groups to allow students to participate in job shadowing, mentoring, guest speaker presentations, internships, etc. Students from special populations are 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 Coordinator of Equity and Special Populations position provides assistance to all Special Populations, Disability Services and Career Services Coordinators in System colleges. The Coordinator 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. System Office personnel provided staff development presentations and support to college staff and faculty with emphasis on non-traditional training and employment in an effort to enhance student retention and graduation.

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

Secondary Students received assistance with researching college interests, career interests, and transitioning back into their communities. They also received assistance and support through DJJ Reentry Services and Community Services. Each Career & Technical Student Organization employs a full time Executive Director who is available to answer phone calls and email inquiries in order to provide local assistance. The Georgia Department of Education also supports the employment of a part time CTSO Coordinator to provide assistance regarding the activities of CTSOs.

Regional Coordinators of CTE programs provided several technical assistance workshops to local school systems including grant application and budget assistance workshops, 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.

The Georgia Career Information System (GCIS) continued to be 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.

State staff continued to provide technical assistance 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.

Postsecondary

TCSG offered technical assistance to eligible recipients in various ways throughout the 2015 fiscal year. The Coordinator of Equity and Special Populations (CESP) offered technical assistance through direct contact and listserv deployment with Career Services, Disability Services, Special Populations and Title IX compliance. The Coordinator also 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.
The Director of Grants provided technical assistance to eligible recipients regarding Perkins performance indicators and allowable expenditures to increase the colleges’ effectiveness with meeting and exceeding Perkins performance indicators. The assistance was provided through professional development sessions during peer group meetings, on-site visits, phone calls, webinars, and emails.

Georgia Virtual Technical Connection (GVTC) continued to provide technical support for the ANGEL Learning Management System to students and faculty, as well as all software provided through GVTC. In addition, GVTC upgraded system level support Helpdesk software to version 5.2.3. This version allows colleges the capabilities of developing local departments. It also continues to provide a more direct line of feedback from the local colleges to the system level thus enhancing response time and promoting a better online environment for the student’s distance education experience.

The GVTC Student Services Coordinator continued to assist students by researching and identifying available courses in the online environment. This included explaining the online application process; guiding students through utilizing the online application; and providing them contact information to personnel at the college(s) who assist with financial aid, registration, and program advisement. The Secondary Education Initiatives Coordinator (SEIC) provided technical assistance, pathway and Programs of Study information to High School Coordinators and community stakeholders. The SEIC also provided technical assistance and program information regarding dual enrollment and technical articulation opportunities at the Georgia School Counselors Association and to school systems throughout Georgia.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

15196

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

2145

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

Secondary Executive Directors of CTSOs serve on committees, task forces, attend meetings, and provide data and information to State Institutions as needed and/or requested.

Georgia’s correctional institutions continued to offer CTE programs in agriculture, business education and marketing, broadcast video, nutrition and food science, and administrative support systems. CTE representatives serve on committees, task forces, attend meetings, and provide data and information to State Institutions as needed and/or requested. One example is the on-going work and collaboration with the Professional Standards Commission (PSC) in an effort to assist providers in conducting the training necessary for the endorsement of WBL coordinators. Work is on-going with the Technical College System of Georgia to increase, articulation, dual enrollment, and other postsecondary options for students.

The 28 schools in the DJJ/GPA school system are state institutions with approximately 1500 students.

Teachers at the state school for the deaf and blind as well as at the Juvenile Justice facilities across the state are able to offer the CTE programs, if they elect to do so. The teachers attend CTE professional development trainings, and receive updates and resources related to our programs.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

7598

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

235

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.
Secondary The CTE staff continued to offer technical assistance to schools including institutions serving individuals with disabilities 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.

Teachers had the opportunity to participate in new teacher workshops and learn how to support for special population students inside the CTE program areas. New facility plans were reviewed to ensure that they met the needs of special populations. State staff reviewed End of Pathway Assessments with teachers to ensure that they lead to industry credentials for students passing assessment. Every CTE student is eligible for participation in these career development events and proficiency applications. All CTE Education instructors were encouraged to promote student participation among special populations. The CTE Regional Coordinators continued to monitor 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 Education program specialists provided support and technical assistance to public charter schools as well as those that are not charter schools. Teachers at these schools also participated in trainings and other opportunities that were offered across the state for CTE teachers including webinars and conferences. Many school systems with charter schools have implemented the “one school-wide WBL coordinator delivery model”, to make WBL available to all their students. WBL is an important and viable component of the CTE program in Georgia charter schools. The Georgia Association of Career and Technical Educators offers a separate professional affiliate and separate professional learning strands for teachers in public charter schools operating career and technical education programs. Appropriate professional learning opportunities are provided to those administrators and instructors.

Public charter schools are eligible for STEM Certification and many are working on certification and several Georgia’s premier CTE programs are located in charter schools.

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

CTE does not differentiate between charter and non-charter school offering CTE programs; however, both types of schools are expected to be in compliant with federal Perkins guidelines.

Teachers at these schools also participated in trainings and other opportunities that were offered across the state for CTE teachers including webinars and conferences.

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

Yes

Secondary Coordinated Career Academic Education (CCAE) Coordinators provided CTE intervention support for students at-risk of dropping out and/or failing CTE courses, including Family and Consumer Sciences. CTI and CCAE Coordinators were encouraged to bring students from special populations to attend the FCCLA Leadership Rally in Perry, GA each year, to expose students to family and consumer science programs as a viable career option. CTI Coordinators provided direct special education support to students with disabilities according to their IEP in all CTE courses, including Family and Consumer Sciences (FACS).

State staff continued to promote Family and Consumer Sciences Programs at local schools by extending capital equipment grants to support new programs.

Regional and state meetings that promote and support FACS programs were offered across the state.
The agricultural education program continued to offer a joint Future Farmers of America (FFA)-(Family, Career and Community Leaders of America (FCCLA) leadership camp that incorporates family and consumer science programs into the activities. Students in the Education pathway, Early Childhood pathway and other pathways of the Family and Consumer Sciences programs have opportunities to participate in related internship experiences through the work-based learning program. Students have equitable opportunities to participate in appropriate work-based learning experiences.

The Career & Technical Student Organization (FCCLA) supports students enrolled in family and consumer sciences programs.

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 have the opportunity to apply for reserved funding through the PerkinsPlus grant in order to address and implement innovative initiatives.

Extended Day Grants are offered to Marketing programs that offer specified DECA activities and Work-Based Learning experiences.

Industry Certification grants are provided to exemplary CTE Programs.

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 Some school systems have alternative schools in which CTE programs are offered.

The Georgia Department of Juvenile Justice and Department of Corrections offer Career & Technical Education courses to the inmates.

Students who are in the Adult Education Program/General Education Diploma (GED) in the DJJ school system are able to participate in CTE courses. Nearly all DJJ/GPA adult learners who would be, or who formerly were dropouts, are enrolled in a GED program.

The Coordinated Career Academic Education/Project Success programs are specifically designed for students who are at risk of dropping out of high school. The teacher/coordinator is available to provide academic and technical education support for students throughout their high school career. This support may include, but is not limited to curriculum standards, end of course testing, high school graduation testing, end of pathway assessments, etc. CTI and CCAE Coordinators also provide assistance to the career and technical faculty for those students pursuing post-secondary options in their program of study.

The CTE Program Specialist for Special Populations at the Georgia Department of Education works closely with postsecondary institutions and personnel to provide and share information.

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 GaDOE continued to collaborate 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. For students to explore the projected and future job demands in Georgia, more use of GaCollege411.org was encouraged through program reviews, workshops and presentations.
Collaborative activities continued to take 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.

Postsecondary The Coordinator of Equity and Special Populations conducted peer group meetings and webinars with Career Services Directors focusing on tools to increase student access to potential jobs. These included Virtual Job Shadow services as well as other websites and technologies.
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   Our Standards have academic standards integrated throughout and each course has a standards which address employability/soft skills. CTE Teachers are encouraged to integrate academics in daily curriculum, collaborate with academic educators on a regular basis, and include an academic educator on their local advisory committees. At conferences teachers are able to receive training on the integration of academics and ideas on how to work with their academic counterparts.

CTE staff continued to offer 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. CTE instructors receive continued support from the Director of CTE and the DJJ/GPA central office staff. They regularly attend workshops and conferences that support them through professional development. On monthly basis, DJJ holds structured district wide Professional Learning for our teachers. Integration of academics has been offered through professional development. Where possible, GPA offers those CTE courses that count as a 4th science.

The Georgia technical college system 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. During the mandatory Five-Year Perkins Compliance Reviews, GaDOE staff evaluates the academic integration in CTE curriculum.

Articulation agreements and dual enrollment with the technical colleges and University System of Georgia institutions continued to place emphasis on academic integration and high technical skills.

Postsecondary

As discussed earlier in the report, TCSG provides faculty development training for instructors (Phase I training, Phase II training, and online training). TCSG hires many instructors from industry, and these instructors know their subject matter but have had limited experience in teaching. TCSG provides training that assists instructors with how to teach and reach students with different learning styles, from diverse backgrounds, from different generations, and with different levels of experience. Specific teaching methods, such as active learning, are discussed and modeled and instructors are taught different ways of covering, teaching, and assessing material. By using appropriate teaching methods, students are able to develop and perfect appropriate skills—academic skills and program-specific skills. TCSG instructors collaborate with Georgia’s Department of Education (K-12) teachers and coordinators and University System of GA (USG) instructors as needed to be sure appropriate academic and program-specific skills are taught and assessed. For example, TCSG instructors are involved with the articulation of appropriate K-12 programs and appropriate USG courses. In addition, each program area has an IFCC (Instructional Faculty Consortium Committee) meeting annually and instructors review the curriculum, including academic and technical courses and skills needed for success, as well as share best practices.

During the Phase I and Phase II training, some of the topics related to improving academic and career/technical skills of students through the integration of academics with career/technical education are as follows:
In Phase I, advising information was presented on the importance of advising and how good advising improves completion and graduation rates. In addition to information presented on advising prior to the training, an in-class discussion was conducted and the presenter emphasizes the importance of good advising. Additionally in Phase I, information on advisory committees was presented. In class, the presenter talks about the importance of advisory committees and encourages instructors to use advisory committee members more than to just attend advisory committee meetings—for example, as guest speakers and more. Information is also provided on the importance of critical thinking and inquiry skills—developed in general education courses—and how to incorporate academics into career programs. In the Phase II training, instructors present material on their subject area, so instructors are exposed to both academic and career and technical content. This allows for a better understanding of the importance of integrating academics with career and technical education. The Phase I training included a section on the history of the technical college and information was provided on why general education (academics) are now required as part of the diploma and degree programs.

In the Phase II training, a student services representative talked to participants about the important role instructor’s play in student services and student success, specifically in the areas of financial aid and registrar information. The student services representative talks about the importance of --not necessarily giving answers but helping the student get the right answers. The instructors have online modules available to them and these modules cover topics relative to the integrating of academics with career/technical education. Some of the related topics available to instructors are Appropriate Assessments, Assessment Strategies, Collaborative Learning, Diversity Adaptations, Managing Collaborative Activities, Measurement Models, and Problem Solving.

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 High school CTE programs offer articulated credit through their area post-secondary institutions. Some CTE programs participate in dual enrollment programs and postsecondary instructors, business and industry, program alumni, academic teachers, and counselors serve on program advisory committees.

Secondary and postsecondary instructors, business, industry, program alumni, academic teachers, and counselors also serve as judges at CTSO competitions. They also serve as speakers and provide field trips and/or shadowing opportunities, and many have contributed by participating in monthly webinars. Many CTE programs partner with local employers to offer job-shadowing opportunities in local businesses and supervised Work-Based Learning (WBL) and Youth Apprenticeship (YAP) experiences when appropriate.

There is a Career & Technical Student Organization for every defined CTE pathway in the Georgia’s curriculum. These organizations are co-curricular and encourage partnerships with members of the business community to enable students to experience a well-rounded educational program with true exposure in the world of work beyond the classroom.

Work-Based Learning and Youth Apprenticeship (WBL/YAP) coordinators maintain an advisory committee that includes representatives of employers, partnerships, and post-secondary education. Work-Based Learning programs have partnerships and working relationships with their local Career Center of the Georgia Department of Labor. All Youth Apprenticeship enrollments require a Program of Study to be on file which specifies the postsecondary component of the training plan. Work-Based Learning coordinators are organized into six regions of the state, each of which has an elected chairperson and vice-chairperson. The regional chairperson and vice-chairperson organize three meetings during the year for region memberships which are hosted by and conducted in the facility of one of the business partners in the region.

Regional Coordinators of CTE programs encourage and support local systems in the establishment and implementation of active advisory committees to include representation from labor, chamber of commerce, business and industry, postsecondary educators, parents and students. GaDOE staff also provided training for new leaders in the effective use of advisory committees, and ensured continuous use and evaluation of advisory committees through annual compliance reviews.
Postsecondary  During FY 2015, the staff of The Technical College System of Georgia facilitated multiple partnerships with various agencies throughout the state to enable student academic, career and technical skill achievement. The TCSG Curriculum Program Specialist for Industrial Technologies (CPSIT) continued to work with Georgia Energy and Industrial Construction Consortium (GEICC) and other Georgia energy industry representatives to promote the TCSG Energy Industry Fundamentals Certificate program. This technical certificate of credit is specifically designed as a dual enrollment program; three of the seven courses are taught at the high school level.

TCSG’s Department of Academic Affairs 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.

The Technical College System of Georgia Technical Education Staff participated in multiple planning and status meetings between TCSG and Georgia Department of Education, Georgia Student Finance Commission and the University System of Georgia to discuss dual credit strategies.

The Technical College System of Georgia Office of College and Career Transitions assisted with the identification of, and training and development for Career Academies in Troup County, Hart County, and Griffin-Spalding school districts. The Office also worked with Career Academy CEO’s across the state to ensure student participation in dual enrollment technical college programs.

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

Yes

Secondary  The CTE Division of the GaDOE employs a Career Development/Career Guidance Director and Counselor and they develop resources that can be used by middle school and high school counselors, teachers, students and parents. Also, curriculum in all courses have a “job readiness” component.

The Georgia WBL Manual contains a “counselors section” in the appendices which is used by coordinators to provide collaboration on implementation of the program. Many guidance counselors also attend regional WBL/YAP meetings to gain insight into program implementation. During statewide administrator meetings, a breakout session for guidance counselors is conducted. The State Program Specialists attend statewide counselor meetings and share information about CTE programs.

State staff conduct webinars and presentations at Conferences. Local education Agencies (LEAs), collaborate with state agencies on trainings related to career guidance.  School counselors in the DJJ/GPA system received training in 2015 and also attended GACTE.  School counselors receive all necessary supplies and materials needed to perform their jobs. They are members of the CTAERN.  DJJ is continuously improving its transition program and procedures as increased opportunities become available for online learning through technical colleges and Georgia’s College Core Curriculum (eCore).

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

Postsecondary  The Technical College System of Georgia (TCSG) purchased Virtual Job Shadow services and deployed statewide. The System also provided training to Career Services staff on how to utilize the technology to enhance students’ understanding of career choices.

The Coordinator of Equity and Special Populations conducted peer group meetings and webinars with Career Services Directors focusing on tools to increase student access to potential jobs. These included Virtual Job Shadow services as well as other websites and technologies. Additionally, the Coordinator held meetings and trainings with the Georgia Association of Colleges and Employers (GACE).

TCSG provided membership for colleges to access Georgia Career Information Center (GCIC) which contains assessments, explorations and search strategies as well as the most comprehensive and accurate state and national occupational and educational information.
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 committee composed of representatives from Technical College System of Georgia (TCSG), Board of Regents (BOR) and GaDOE met during the school year and GaDOE tried to encourage the importance of state colleges increasing articulation agreement process.

Review sessions between state educational agencies were held to ensure additions and deletions were made to the dual course lists, to ensure that current and changing student needs were met.

The Articulation Committee explored additional statewide articulation course agreements between technical colleges and local systems.

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

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.

CTE Regional Coordinators, through the annual compliance reviews and grant application process monitor systems’ transition and career partnership activities.  Georgia’s Move on When Ready (MOWR) program provides local school systems the opportunity to establish agreements, including articulation agreements, between secondary and postsecondary program to provide postsecondary education and training opportunities for students.  

Postsecondary

The Technical College System of Georgia (TCSG) signed a system wide agreement to join the US Department of Labor Registered Apprenticeship College Consortium (DOL RACC) in early 2015. During the spring, TSCG Academic Affairs staff facilitated numerous meetings with colleges and industry representatives to establish registered apprenticeship programs around the state, particularly in manufacturing. At present, a working partnership has now been established with the US DOL, the Georgia Office of Economic Development and TCSG to follow up on all leads from industry requesting information about apprenticeship programs.

TCSG also provided technical assistance to colleges to add and refine articulation agreements with both University System of Georgia colleges and universities, and independent colleges. TCSG colleges continued to sign articulation agreements for specific programs and specific colleges/universities. For example, Athens Technical College has an articulation agreement with Piedmont College for its Biotechnology AAS. Gwinnett Technical College has an articulation agreement with Georgia State University for its Early Childhood Care and Education AAS. In addition, the Technical College System of Georgia, Office of Technical Education contracted with the Career and Technical Consortium of States (CTECS) to provide articulation assessments to high school students. High school students passing these assessments will be able to bank high school credit until they enroll in TCSG.

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  The Move On When Ready dual enrollment program continued to steadily increase in enrollment which allows technical college and University System of Georgia students to pursue baccalaureate programs.

The Dual Enrollment Committee made up of all the state educational agencies continued to work to expand the articulation course list between technical colleges and university system colleges.

The study of Development of Family and Consumer Sciences Education degree program continued to be aligned with Georgia Department of Education Family and Consumer Sciences pathway offerings. Special population students are 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  A Program of Work (POW) exists to allow Work-Based Learning coordinators to qualify for extended day pay. This POW is based on performance of activities related to two standards, Career Technology Student Organization (CTSO) and Career Related Education (CRE) which encompasses work-based learning. All WBL coordinators encourage and promote the participation of their students in the related CTSO and assist them with CTSO related activities and projects.

Each CTSO director supports the programs of the other organizations by volunteering onsite at the various conference activities and through idea sharing at the monthly directors’ meetings.

The Georgia Career and Technical Student Organizations (CTSO’s) continued to experience strong membership growth and steady increase in student participation throughout Georgia.

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.

Postsecondary  The Technical College System of Georgia’s Student Life Coordinator (SLC) facilitated the work of student organizations such as SkillsUSA, a partnership of students, instructors and industry working together to ensure America has a skilled workforce. The Coordinator accompanied the State Officer Team to the SkillsUSA Washington Leadership Training Institute (WLTI) in Washington, DC, as well as the National Leadership and Skills Conference (NLSC) in Louisville, KY. Additionally, the Coordinator provided leadership training and guidance to Postsecondary Student Organization Officers and organizations. The SLC also supported chapters throughout the state of Phi Beta Lambda (almost 600 participants) and National Technical Honors Society (679 participants).

While continuously encouraging students to participate in state and national competitions, the Student Life Coordinator developed and enhanced students’ leadership and technical skills through various clubs and organizations. Phi Beta Lambda Organization competed at the National Leadership Conference. Forty-five (45) of these competitors were PBL National Competitive Events winners including four (4) First Place national champions. Five of the national Outstanding Chapters were from Georgia. In the SkillsUSA Georgia state competition, 492 students competed and 144 advisors attended. In 75 contests, students won 99 gold, 81 silver and 57 bronze medals. At the 2015 SkillsUSA National Championships, Georgia postsecondary students earned a total of 32 medals (12 Gold; 12 Silver; 8 Bronze). The Georgia Fall Leadership Conference (GFLC) provided intensive leadership training and staff development for approximately 625 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  Delivery of WBL through coordinators in each high school provides an equitable opportunity for students in all CTE areas to participate in appropriate work-based learning experiences which enable them to experience first-hand, all aspects of the industry.

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 DJJ and GDC 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. CTE students continued to have 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.

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.
Postsecondary The Technical College System of Georgia (TCSG) signed a system wide agreement to join the US Department of Labor Registered Apprenticeship College Consortium (DOL RACC) in early 2015. During the spring, TSCG Academic Affairs staff facilitated numerous meetings with colleges and industry representatives to establish registered apprenticeship programs around the state, particularly in manufacturing. At present, a working partnership has now been established with the US DOL, the Georgia Office of Economic Development and TCSG to follow up on all leads from industry requesting information about apprenticeship programs.

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 Presentations were conducted with workforce development groups, Chamber of Commerce meetings, and in conjunction with the region WBL/YAP meetings held periodically throughout the year. All WBL/YAP programs have relationships with faculty at postsecondary institutions.

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

DJJ/GPA partners with South GA Tech, Central GA Tech, Augusta Tech and Oconee Fall Line Tech to provide instruction at four Youth Development Campuses. Contracts are renewed annually. Some of these instructors own businesses and are able to bring real world experience into the classroom.

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

The Special Populations Advisory Board includes business professionals in addition to education representatives to serve as members. This provides a favorable perspective to our board leaders as we plan student activities. Also, advisory councils in the local schools systems are utilized to assist in preparation of students to transition from school to post-secondary outcomes.

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

Akin to the other CTE program areas, local CTI programs are encouraged to implement a CTI Advisory Committee to address and meet the unique needs of students with disabilities in the workplace. Advisory committee representation of business and industry, community agencies, University System of Georgia, Technical College System of Georgia, parents, students, and teachers is also highly recommended.

Other supporting partnerships with 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 (GDOL), Georgia Vocational Rehabilitation Agency (GVRA), Junior Achievement, Department of Juvenile Justice, High School High Teach (HSHT) in conjunction with Georgia Department of Labor, Georgia Transition Steering Committee, Georgia Deaf Extreme

Postsecondary TCSG partnered with the Georgia Department of Education and the University System of Georgia to join the Pathways to Prosperity Network. Through this project the goal is to improve the transition of high school students to two-year and four-year colleges in our state and decrease the number of high school dropouts. Needs assessments were conducted in two regions of the state that agreed to pilot the project.

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 Our alignment to the Federal Career Clusters has been a huge focus for our state, and under the directions of a state wide advisory committee consisting of business and industry and post-secondary participants, several CTE pathways are available for Georgia schools and teachers are provided new course training as well as classroom resources. A number of school systems in Georgia now offer Career Academies where healthcare plays a major role. In these career academies more career pathways are able to be offered that may not be available at the home high school or comprehensive high school.

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.

CTE administrators and teachers receive information on regular basis about the recommendations of business and industry partners. DJJ/GPA currently offers distance education for some students through the technical colleges and University System of Georgia (USG) schools. They currently have an expansion project underway at Eastman YDC which will add Culinary Arts Collision Repair program. Among the responsibilities of CTE staff are to offer technical assistance to local agricultural education teachers in areas of agricultural mechanics, animal science, forestry and horticulture.

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

Yes

Secondary Several CTSOs offered competitive events which encouraged students in entrepreneurship ideals and trainings.

DJJ currently offered an entrepreneurship pathway at our Atlanta campus. Entrepreneurship is discussed in the Graduate Education Program and the RESPECT program.

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

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.

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 DJJ/GPA works with the four technical colleges in partnership to recruit and retain instructors. Several of the current instructors transitioned from business and industry into teaching, but some of them continued to own their own businesses.

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 participated in the Teach AG campaign to help spark interest among students to consider a career in teaching. The New CTE Leaders Academy is designed to promote and develop leadership skills for new CTE Directors. This is a year-long program focuses on various topics to ensure that these new leaders have the skills to meet the duties of their position.

The 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. A collaborative effort exists between the Georgia Department of Education, the CTAERN, Professional Standards Commission, and approved providers for the WBL endorsement to ensure that this path is readily available.
12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

Secondary  The Georgia Department of Labor representatives regularly make presentations at the regional YAP/WBL meetings as well as the GACTE conference. Collaborative efforts are in place with the Governor’s Office of Workforce Development.

Completion of specified course standards and/or sequence of courses provide students with accreditation opportunities as recognized by industry.

Georgia Medical Care Foundation Certified Nurse Assistant credentials provides students with the opportunity to gain employment and all skills are transferable to any higher level nursing program (for continuing education) assists students in finding jobs and continuing their education.

The Education Program Specialist works closely with the Georgia Chamber of Commerce, the Metro Atlanta Chamber, Georgia AHEC Network, the Georgia Dept. of Labor, the Georgia Biotech Institute, GA Hospital Association, GA Respiratory Association, GA Athletic Trainers Association, Hometown Health (rural hospital association), and other agencies to provided teachers with up-to-date and appropriate occupational resources.

DJJ/GPA uses the CTE Resource Network. Current Occupational Outlook Handbooks have been ordered for all school counselors. CTE instructors embed employment projections, for the areas in which they teach in their daily instruction.

Postsecondary  The Technical College System of Georgia (TCSG) provided college with membership to access Georgia Career Information Center (GCIC) which contains assessments, explorations and search strategies as well as the most comprehensive and accurate state and national occupational and educational information.
Step 4: Technical Skills Assessment

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

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.

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
<th>Percent of Students Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</th>
<th>Action step to be implemented</th>
<th>Staff member responsible for each action step</th>
<th>Timeline for completing each action step</th>
</tr>
</thead>
<tbody>
<tr>
<td>3P1</td>
<td>While none of the special populations failed to meet 90% of the statewide rate, we did notice that males underperformed significantly. Black students also formed a large percent of those who weren't retained. We do not have the ability to cross-reference race and gender (which we will do at a later date), but suspect that black males are a group needing more help to be retained.</td>
<td>TCSG will further examine data to determine if more complex sub-populations can be targeted for improvement.</td>
<td>Randy Dean will work with TCSG Data Center to have more data run.</td>
<td>02-29-16</td>
</tr>
<tr>
<td>3P1</td>
<td>While none of the special populations failed to meet 90% of the statewide rate, we did notice that males underperformed significantly. Black students also formed a large percent of those who weren't retained. We do not have the ability to cross-reference race and gender (which we will do at a later date), but suspect that black males are a group needing more help to be retained.</td>
<td>Each Georgia Technical College has a Student Navigator, who is responsible for retention. The Student Navigators will establish a statewide Peer Group and meet.</td>
<td>Derek Debrowiak</td>
<td>03-31-16</td>
</tr>
<tr>
<td>3P1</td>
<td>While none of the special populations failed to meet 90% of the statewide rate, we did notice that males underperformed significantly. Black students also formed a large percent of those who weren't retained. We do not have the ability to cross-reference race and gender (which we will do at a later date), but suspect that black males are a group needing more help to be retained.</td>
<td>Student Navigators will contact</td>
<td>College Student</td>
<td>06-01-16</td>
</tr>
</tbody>
</table>
### Core Indicator

**Disaggregated categories of populations failed to meet 90% of the statewide rate, we did notice that males underperformed significantly. Black students also formed a large percent of those who weren't retained. We do not have the ability to cross-reference race and gender (which we will do at a later date), but suspect that black males are a group needing more help to be retained.**

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Action step to be implemented</th>
<th>Staff member</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>3P1</td>
<td>Several of our technical colleges are Achieving the Dream colleges, but we will encourage all of them to take advantage of these resources to better serve minority students.</td>
<td>Marjorie Kuezi-Nke</td>
<td>03-31-16</td>
</tr>
<tr>
<td>3P1</td>
<td>Obtain list of student dropped due to fee non-payment.</td>
<td>Penni Habberly</td>
<td>03-31-16</td>
</tr>
<tr>
<td>3P1</td>
<td>TCSG will work on building guided pathways to automatically register students in the coursework they need each semester.</td>
<td>Joe Dan Banker</td>
<td>06-30-16</td>
</tr>
<tr>
<td>Core Indicator</td>
<td>Disaggregated categories of cross-reference race and gender (which we will do at a later date), but suspect that black males are a group needing more help to be retained.</td>
<td>Action step to be implemented</td>
<td>Staff member</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1S1</td>
<td>Georgia STEM Educator Laureates Program On-Going Program to provide incentives for teachers implementing non-traditional encouragement techniques in classrooms Dr. Gilda Lyon</td>
<td>Georgia Sharing STEM Success (GS 3) Begun Teachers visit STEM schools to share non-traditional ideas.</td>
<td>Dr. Gilda Lyon</td>
</tr>
<tr>
<td>1S1</td>
<td>Georgia STEM Educator Laureates Program On-Going Program to provide incentives for teachers implementing non-traditional encouragement techniques in classrooms Dr. Gilda Lyon</td>
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<td>Dr. Gilda Lyon</td>
</tr>
<tr>
<td>1S1</td>
<td>Georgia STEM Educator Laureates Program On-Going Program to provide incentives for teachers implementing non-traditional encouragement techniques in classrooms Dr. Gilda Lyon</td>
<td>STEM Georgia Teacher’s Academy III-Augusta Planned Teachers academy focusing on encouraging girls to complete engineering projects. 170 teachers in attendance</td>
<td>Dr. Gilda Lyon</td>
</tr>
</tbody>
</table>

**Local Program Improvement Plans**

19 postsecondary recipients will be required to implement a local program improvement plan for Perkins.

98 local secondary school systems will be required to implement improvement plan for Perkins Core Indicators.