Consolidated Annual Report, Program Year 2015 - 2016 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 Whereas the state Georgia did not develop any new technical skill assessments during the FY2016 school year, several End of Pathway Assessment (EOPA) exam options were added to the Georgia Technical Skill Attainment Inventory. The new EOPA exam options added to the Technical Skill Attainment Inventory that are designated as national, industry-recognized credentialing exams for FY2016 included:

AWS SENSE Entry Level Welder (Level 1)

Certified Healthcare Hospitality Specialist (HTHU)

NHA Certified Clinical Medical Assistant (CCMA)

Certified Personal Trainer (CPT) (NASM)

National ProStart Certification

CompTIA Security+ Certification

Adding these additional industry-recognized credentialing opportunities to the Georgia Technical Skill Attainment Inventory provided our high school pathway completers with additional opportunities to earn a greater number of valuable industry-recognized credentials before graduating from high school. There were also six national, occupational assessments which were added to the Georgia Technical Skill Attainment Inventory for FY2016 as well. They included:

NOCTI Carpentry

NOCTI Cabinetmaking

NOCTI Welding

NOCTI Visual Communications & Multimedia Design

NOCTI Biotechnology

NOCTI Cosmetology

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 C-Net is the student database for Work-Based Learning students in Career Technical and Agricultural Education classes. The CTAE Resource Network is a system being used for teachers to identify the pathways they are teaching. This system keeps up with professional development teachers participate in as well as teacher contact information. The CTAE Resource Network provides each CTAE administrator and teacher with a profile page. This profile page for all persons managing work-based learning programs is connected to C-NET, the online database. It allows coordinators to customize training plans, track progress, and keep complete histories of employer/student information.

Consolidated Annual Report, Program Year 2015 - 2016 Georgia

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 addition to 5 Office for Civil Rights Reviews, Georgia conducted 36 Annual Perkins Monitoring and Risk Assessment Reviews to evaluate efforts by the local systems to provide equal opportunities for all students and faculty, including special populations and nontraditional careers in all CTAE programs. These processes include a self-assessment and an on-visit by an outside team.

Program assessment is a major component part of the CTAE Monitoring and Risk Assessment process as well as industry certification. The process includes how local CTAE programs meet the needs of all students including special population students.

Regional coordinators of CTAE and regional coordinators of agricultural education regions monitor and evaluate CTAE programs within their region and maintain the most rigorous standards of accountability.

CTAE staff continues to ensure that program facilities and curriculum are conducive for the needs of all students including special populations.

Georgia CTAE has a state sponsored Industry Certification Program, funded by the Georgia legislature. Schools choosing to Industry Certify their programs have to comply with standards set by the industry heading the certification. Schools pursuing certification receive grants for program improvement and are re-certification in five years.

Postsecondary

The Technical College System of Georgia (TCSG) assessed career and technical education (CTE) programs funded under Perkins IV at the 22 technical colleges and one (Board of Regents) 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). TCSG 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 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, internal controls and documentation of Perkins monies. TCSG conducted four on-site Standard PARs and four on-site Risk-based PARs during FY 2016. The review teams were comprised of five to ten professionals from various colleges within the system—representing Academic Affairs, Student Affairs, Administrative Services and Institutional Effectiveness.

Additionally, TCSG evaluated the Perkins One-Year Funding Application from 22 (TCSG) technical colleges and 1 (Board of Regents) college with a technical division. This included specific evaluation of each college's services designed to equip special population students for high-skill, high-wage, high-demand occupations.

Lastly, TCSG assessed the colleges' implementation of the annual Perkins Improvement Plans. This evaluation focused on 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 As a component of the New CTAE Directors Academy, a session that focused on how to improve efficiency with the use of technology was conducted.

Systems have an opportunity to apply for Perkins Reserve funding through the PerkinsPlus grant in order to address and implement cutting edge technology.

As a part of our Industry Certification Program, different certification agencies and Georgia Department of Education GDOE determine the technology that needs to be in the classroom/lab in order for the program to be certified.

Once programs achieve Industry Certification status, they receive a grant which is renewable every five years. The teachers purchase state-of-the-art technology for their classroom/lab and school-based enterprise with the funds.

Over half of our Marketing Programs have installed School-Based Enterprises (SBE) to further teach and allow students to apply the concepts taught in the classroom. These SBE's are equipped with computerized cash registers which calculate inventory and with scanners, printers, etc.

In an effort to improve teachers' effectiveness in relation to the use of technology, CTAE programs sponsor various workshops and conference presentations on the use of various applications for online teaching and learning in different programs. For instance, during the Career Tech Summer Conference, Marketing program offered a day-long Google workshop to demonstrate all the educational programs available to teachers.

Postsecondary

The Georgia Virtual Technical Connection (GVTC) completed the migration of all 22 Technical Colleges to the new Blackboard Learn. Blackboard Learn is a learning management system (LMS), and it provides enterprise course management software for development and delivery of online and hybrid/blended courses. The new Learn environment replaced the older, outdated ANGEL LMS, and it is providing a more up-to-date, robust, and intuitive delivery platform.

Along with the LMS migration, GVTC completed the re-design and re-configuration of the 22 technical colleges' individual portal web pages. These portals continued to 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, in conjunction with the Enterprise Service Department, began configuration and planning for the Intelligent Learning Platform (ILP), a connector between the Student Information System (SIS) and the LMS. This connector will allow the two systems to communicate and automate several processes that are currently managed manually. The usage of the connector will afford faculty the opportunity to post grades into the SIS in a more efficient and timely manner. Additionally, ILP will enhance the creation of course shells and the population of student data within the LMS environment.

GVTC continued the utilization of Respondus, an assessment tool, and Studymate Class, a self-study tool. Studymate Class provided course/study materials for students and allowed instructors to create interactive tests. Additionally, GVTC implemented the newest version of the Blackboard Collaborate web conferencing application. This tool is designed for synchronous online delivery of course content to students and a meeting platform for faculty and staff.

Also, GVTC continued researching and promoting the Alternative Content Project (ACP) to assist in lowering text and course material costs to students by using electronic/digital formats, Open Education Resources (OER), Learning Objects (LOs), and internally-developed content.

In direct support of TEAMS (Technical College Early Alert Management System), GVTC implemented the Grade Extract product for the LMS environment. This product supplied the colleges with numerous data points associated with the student's gradable items as well as their course activity, allowing for early identification of at risk students.

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

State staff provided professional development opportunities to CTAE teachers, administrators and supervisors on how to implement and manage the program needs. Additional focus was on improving instruction and the EOPA process and results.

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

Each year a CTAE Leadership and Perkins Strategic Planning Conference is held mid-year for the purpose of informing and updating CTAE directors and supervisors on Perkins legislation, best practices, grant funding processes and strategies for program improvement.

During the school year, CTAE 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 CTAE instructors, administrators, guidance counselors and others who work with students are provided instructional resources and industry training.

Regional Drive in meetings were held across the state to provide updates to teachers.

Postsecondary

Due to the migration from the ANGEL learning management system to the new Learn learning management system, the Georgia Virtual Technical Connection (GVTC) hosted numerous face-to-face training sessions throughout the state at all of the 22 colleges. In addition to the face-to-face sessions, GVTC also delivered multiple webinar training sessions to ensure all faculty and administrators had the opportunity to attend training.

As a National Center for Construction Education and Research (NCCER) Accredited Training Sponsor (ATS), the Technical College System of Georgia (TCSG) works directly with individual colleges' training programs to allow them to issue nationally recognized, portable, and transferrable NCCER training credentials to their students. TCSG continued to increase the number of Construction Trades programs that completed their self-assessments and were designated NCCER Accredited Training and Education Facilities (ATEF). In Academic Year 2015-2016, two TCSG colleges achieved ATEF status: Southeastern Technical College's electrical program (on the Swainsboro Campus) and Southern Regional Technical College's carpentry program (on the Industrial Drive Campus). Additionally, 4 new campuses began the self-assessment process to become NCCER ATEF designated.

TCSG also provided staff development and training on its intranet and curriculum database (which includes program standards and course standards). Three general workshops were provided, emphasizing TCSG's curriculum database use for new program requests and new course development. In addition, two focus sessions were conducted with college staff at the TCSG Enterprise Summit. At the Summit, these sessions specifically focused on writing exemplary new courses and new program standards. These files are now permanently available for college use throughout the year.

Additionally, TCSG provided staff development and training in the fundamental roles of being an administrator. Two workshops were held in FY 2016 and emphasized leadership traits, strategic planning, financials, TCSG structure, new program requests, human resources management, and managing student issues.

Moreover, TCSG provided professional development for Career Services staff through bi-annual peer group meetings. Training and staff development at Career Services peer group meetings included data updates, STEM program updates, employer and guest presenters, employer relations, and career counseling. Furthermore, TCSG continued to use Virtual Job Shadow across all campuses and provided one-on-one training. Meetings and trainings were also held at the Georgia Association of Colleges and Employers (GACE) Annual Conference. Resume certification trainings were offered around the state in conjunction with the Department of Labor.

TCSG provided training and professional development for Special Populations and Disability Services staff through bi-annual peer group meetings. The agendas for the peer group meetings included understanding Knowledge Management System (KMS) data, assistive technology, support group meetings, and activities with emphasis on STEM and non-traditional participation and completion. The National Alliance for Partnerships in Equity (NAPE) provided a two-day micromessaging training to faculty and staff; the organization also provided a webinar series on the Perkins improvement plan, focusing on root causes.

TCSG'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.

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

The Monitoring and Risk Assessment Reviews of CTAE programs throughout Georgia (mandated by Perkins legislation) include a review of non-traditional enrollment in CTAE programs. If barriers in this area are found, they must be addressed in the school's Monitoring and Risk Assessment Review Improvement Plan.

Systems have an opportunity to apply for Perkins 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 receive training on recruiting techniques and placement opportunities for non-traditional students in the workplace. School systems are provided with materials and tools with guided activities to work with 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 though the continued availability to all students in the local school system. This includes 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 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

The Technical College System of Georgia (TCSG) is a member of the National Alliance of Partnerships in Equity (NAPE). TCSG held a micromessaging two-day workshop for faculty and Special Population coordinators with staff from NAPE. Micromessaging guides efforts to recruit, support and retain underrepresented students, particularly women, underrepresented minorities, and students with disabilities. TCSG also provided training and staff development at peer group meetings; subjects included data updates, STEM programs, and promoting students in non-traditional programs. TCSG's Coordinator of Equity and Special Populations attended the National NAPE Conference in Washington D.C. and shared information with the peer group. Career Services staff also attended meetings and trainings at the Georgia Association of Colleges and Employers (GACE)'s annual conference to stay informed of 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 The CTAE Region Coordinators monitor the systems through annual monitoring and risk assessment reviews to ensure that special populations are receiving appropriate opportunities to participate in programs that may lead to high skill, high wage and high demand occupations. Professional development opportunities are available to instructors who supervise these programs.

Postsecondary

A statewide Coordinator of Equity and Special Populations (CESP)position provides assistance to all Special Populations, Disability Services, and Career Services coordinators at the Technical College System of Georgia (TCSG)'s colleges. The CESP provided guidance to colleges focusing on emerging STEM careers, recruitment and retention of students in engineering, aircraft/aviation maintenance, electronics, welding, and other high-skill and high-wage careers. TCSG 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. Non-Traditional Toolkits from the National Alliance for Partnerships in Equity (NAPE) were provided for all Special Populations Coordinators.

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

Secondary The CTAE Region Coordinators provide numerous technical assistant activities to school systems including 15 grant application and budget assistance workshops, 6 regional update meetings and an annual winter conference.

CTAE Region Coordinators answer emails and phone calls from CTAE directors and supervisors.

The Coordinated Career Academic Education (CCAE), Project Success (PS) and Career Technical Instruction programs are designed to support all teachers in meeting the needs of special populations' students. The coordinators of those programs play a vital role as these students prepare for high skill, high wage, and high demand jobs. Tools are designed to assist school systems in providing information to access this market of jobs that required training for students from special populations. Many of our stakeholders provide opportunities for our students to gain knowledge and preparation skills for the demands of the workplace. ALL students are expected to identify and pursue a career pathway that is aligned with career interest and post-secondary outcome goal.

CTI – One of the major components of the CTI program and the students' Individualized Education Plan (IEP) is provide career and academic guidance and counseling to students with disabilities through a variety of assessments. Some of the transition activities/assessments that CTI Coordinators use with their students include:

- Vocational Assessments

- Career Interest Inventories

- Informal Transition Assessments/Interviews

- Course of Study selection

- Career Pathway selection

CCAE and CTI Coordinators highly encourage both students with disabilities and at-risk youth to enroll and complete a career pathway and take the respective End of Pathway Assessment. End of Pathway Assessments are industry certified exams.

CCAE and Project Success - The CCAE curriculum includes many standards within the various CCAE and Project Success courses that require students to explore various career and academic opportunities upon graduation from high school.

Students from special populations 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.

The following organizations support students from special populations' transition to baccalaureate programs.

Vocational Rehabilitation - students with disabilities

Workforce Investment Act (WIA) – at-risk populations

High School High Tech – students with disabilities

Junior Achievement – students with disabilities and at-risk youth

CTI coordinators emphasize to students with disabilities to advocate and utilize the disability services by contacting the disability services coordinator at their chosen post-secondary institution

The Special Populations Advisory Board includes business and industry representatives 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 CTAE programs.

Akin to the other CTAE 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. Representation of business and industry, community agencies, University System of Georgia representatives, Technical College System of Georgia representatives, 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, 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.

The Program Specialist of Special Populations provides CTI/CCAE/PS Coordinators with a variety of professional development opportunities that are differentiated according to the coordinators' needs. This professional development equips the coordinators with the tools they need to provide specific intervention services to students of special populations who are enrolled in the career and technical education programs in Georgia. Teachers can become certified in one of the two special populations programs. They are Coordinated Career Academic Education/ Project Success and Career Technical Instruction (CCAE/PS, CTI).

For new coordinators seeking the CCAE/CTI/PS endorsement, a three week long summer workshop is offered through the CTAERN. Upon successful completion of the three week workshop, coordinators are then enrolled in a yearlong internship which requires them to complete applicable assignments which are necessary for them to implement in order to have a successful intervention program at their school. Upon successful completion of both the workshop and internship, appropriate paperwork is completed and submitted to the Professional Standards Commission. Upon their approval, the PSC adds the endorsement to the instructor's teaching certificate.

For all new CTAE teachers (including, but not limited to CTI and CCAE) with less than three years' experience, the CTAE department offers a New Teacher Workshop. The following topic are discussed at length over two days:

• Classroom management – including developing classroom rules, time management, seating arrangements, keeping students engaged from bell to bell.

    Preparing for End of Pathways Assessments

•   Lab safety and management

•   Using technology in the CTAE classroom

•   Master teachers and Program Specialist in each program area will work with new teachers on program specific information and resources

•   Professional Standards Commission

•   How to utilize CTAERN – resources, professional development, POW, etc. – Skip Brown

•   GACTE/teacher organization membership benefits

•   Professional Organizations, Foundations etc.

•   CTSO – Experienced advisors and Executive Directors - Web site navigation; competitive events, integration with curriculum, leadership conferences

•   Meeting the needs of students with disabilities in CTAE classes

CTI Fall (TIPS) Teacher Information for Program Support professional development was comprised of information regarding and update of Georgia's 17 Career Clusters and Pathways.

At the annual summer GACTE conference, teachers were provided professional development on current trends and issues pertaining to at-risk students and students with disabilities. The following workshop sessions were offered during this time:

GACESNP Division Luncheon (CTI, CCAE)

CTI and CCAE Coordinators (teachers of students from special populations) participated in productive roundtable discussions and updates that addressed various individual and group program issues, strategies, duties and responsibilities. The roundtable discussions will again be facilitated by the current GACESNP Board members to address the utilization and effectiveness of techniques and strategies recommended last year. These discussions also sought clarification to make any modifications, deletions and/or additions necessary to make the resource guide user friendly for all current CTI/CCAE programs Coordinators toward successful attainment of their program goals and positive outcomes. It is the hopes of the GACESNP Organization that these ideas and best practices will continue to serve as a valuable resource guide for the upcoming school year in compliance with current local school systems across the state of Georgia.

GAfutures: Explore, Plan, Succeed

GAcollege411.org is becoming GAfutures.org. GAfutures' content will be more consistent and at a more appropriate reading level for the various audiences that use the website. The new layout and organization is designed to enhance the overall user experience. Come learn how GAfutures will serve as a resource to your students.

Teaching Self-Determination Skills

Through self–advocacy skill development, students learn lifelong strategies to help them take charge of their lives and maximize their strengths. Self–determination skills, such as self–advocacy and self–awareness, have the potential to increase successful secondary and postsecondary outcomes for students with disabilities. The earlier you teach your students to advocate for themselves the more prepared they will be for life ahead. Whether in the workplace or on a college campus, your students must understand their strengths and challenge areas, know how they affect their performance, and be able to communicate this to other people.

Use Your Imagination: Assuring Positive Outcomes for Graduation Rates

This session will provide teachers with experience identifying and using appropriate transition assessment tools in order to create a more effective transition plan. Teachers can improve transition planning, better their post– secondary outcomes, provide the potential for better graduation rates and support Georgia's work on the State Systemic Improvement Plan (SSIP). Georgia's SSIP goal is to increase graduation rates for students with disabilities. This session will show the positive impacts transition planning can have on graduation and post-secondary outcomes. It will also explore areas that comprise compliant transition plans and effective Individual Graduation Plans.

CTSOs - Leadership skills are emphasized for students of special population through participation in Georgia Career Technical Student Organization's (CTSO). Georgia CTSOs include FBLA, CTI, DECA, FCLA, Skills USA, HOSA, TSA, and FFA. CTI is specifically designed for students who are served though Individualized Education Plan (IEPs), giving them a chance to participate in a CTSO when they might not otherwise have. However, students with disabilities are also highly encouraged to participate in the CTSO that is aligned with their career goal. The CTI CTSO is available as a "stepping stone" to students with disabilities who may need some extra support or gain additional experience before joining the national recognized CTSOs. The CTSOs are designed to assist in the development of leadership potential, collaborative group interaction, and increase self-confidence. CTI also reiterates the importance of student self-advocacy skills.

Postsecondary

The Georgia Virtual Technical Connection (GVTC) provided technical support for the new Blackboard Learn Learning Management System (LMS) to students and faculty, as well as all software provided through GVTC. In addition, GVTC upgraded their system-level support Helpdesk software to include a chat feature. The new chat feature enables college administrators to have quicker and more direct access to helpdesk personnel during peak times.

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 Director of Grants Management and Grants and Contracts Coordinator 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.

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.

The Secondary Education Initiatives Coordinator (SEIC) provided technical assistance, program information, career cluster 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 various conferences, including the Georgia School Counselors Association and 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:

12852

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

4000

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

Secondary   CTE services and activities carried out by the Department of Corrections include automotive, barbering beekeeping, cosmetology, carpentry, diesel technology, electrical, urban gardening, horticulture, woodworking, welding and animal care.

Part II: State Institutions Serving Individuals with Disabilities

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

12852

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

200

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

Secondary   The CTE services and activities vary among the three state schools but include offerings in marketing, nutrition and food science, business technology, audio video technology and film, horticulture, agriculture, middle school career exploration and high school transition. CTSOs have been implemented in at least one school to provide leadership opportunities for students.

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

Yes

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

Transition Career Partnership (TCP) provides the same opportunities for student participation and support assistance to charter schools that equaled the Georgia public schools. Move on When Ready (MOWR) opportunities were provided for public, private, and home school program students in Georgia if they meet program requirements.

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

Yes

Secondary MOWR worked to assist and support family and consumer science programs in Georgia by utilizing pathways, articulation agreements, and dual enrollment courses, judging and assisting at competitions and encouraging students to actively participate. MOWR support was given to the GADOE program specialist as needed.

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 an opportunity to apply for Perkins Reserved funding through the competitive PerkinsPlus grant in order to address and implement innovative initiatives. Systems may apply for one of four options through this grant which includes (1) Expand or improve LEA's performance on any core indicator except 6S1 and 6S2, (2) Enhance system/schools efforts to make students aware of, recruit into and retain students in CTAE nontraditional pathways with under-represented gender enrollment, (3) Provide activities to prepare special populations for high skill, high wage and high demand occupations, (4) Implement CTAE end-of-pathway assessment. The grant amounts vary from $10,000 to up to $25,000.

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 new MOWR Law, SB 132, and SB 2 implemented in Georgia on July 1, 2015, provided an opportunity for student to graduate early without meeting all the high school core academics a regular student must meet. By combining eight academic core courses with a postsecondary Associate degree, technical diploma or two Technical Certificates of Completion in certain areas, a student could receive their high school diploma.

Partnered with USG through their Early College programs to provide school dropout's prevention by encouraging dual enrollment and first generation college attendance.

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 Collaboration continued to take place between the MOWR coordinator, Youth Apprenticeship Coordinators, High School Graduation Coaches, high school counselors and the Work Based Learning coordinators at the local schools in assisting students in their education, work placement opportunities, or jobs in their career fields.

Continued working partnership with the Governor's Office of Workforce Development in providing high school students the opportunity to use the Build Georgia program that connects technical trades with high school, high wage, and high demand jobs in Georgia.

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.

Consolidated Annual Report, Program Year 2015 - 2016 Georgia

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

Through the New CTAE Directors Academy, sessions are provided for directors on differentiated instruction and integration of academics with career and technical education.

Georgia's standards have academic standards integrated throughout, and each course has a standard which addresses employability/soft skills. 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.

Postsecondary

TCSG provided faculty development training for instructors; some of the training addressed integrating academics and career and technical skills (via Phase I training and Phase II training). In the Phase I training, discussions and activities were used to demonstrate the importance of integrating academics and career and technical education (CTE). For example, several activities required participants to use critical thinking and communication skills. At the end of these activities, participants discussed how these academic skills can be used in CTE classes. This allowed for better understanding of the importance of integrating academics with career and technical education.

In the Phase II training, each participant made a presentation about what they teach. Since both CTE and General Education teachers were in the training, they were exposed to the programs taught in the college and the academics required. During this training, the coordinator had instructors talk about ways they could integrate academics into CTE programs and how CTE programs could integrate academics into their programs. Program-specific problems were discussed to explore ways of integration. For example, a math problem could use the math used by an electronics or nursing student instead of just a basic math problem. Instructors were encouraged to work together and use applications that were more career focused.

In the Magna Modules that were available to instructors and administrators, there were modules that encouraged integration of academic and career and technical education skills. Some of these modules were as follows: "How Can I Design Critical Thinking Into My Course?" and "How Can I Help Students Develop Critical Thinking Skills?"

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 CTAE Region Coordinators 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. We also provide training for new leaders in the effective use of advisory committees, and we ensure continuous use and evaluation of advisory committees through our monitoring reviews.

Continual use of advisory committees in each cluster that included representatives from Business and Industry, the university system of Georgia's colleges, the Technical College System of Georgia's colleges, the state Chamber of Commerce, the GADOE and teachers and administrators from local school systems.

Georgia completed the process of converting from Georgia's career pathways to the 16 national career cluster pathways plus their own additional energy pathway.

Postsecondary

The Technical College System of Georgia (TCSG)'s Office of College and Career Transitions (OCCT) assisted with the identification of, and training and development for Career Academies in Morgan County, Dougherty County, and Atlanta Public Schools school districts. In addition, OCCT supported college and career academy Master Planning efforts in Barrow & Bartow Counties. Lastly, OCCT worked with career academy chief executive officers 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 Program Manager for Counseling addressed guidance and academic counseling related matters including training and workshops. In regards to MOWR, schools were assisted in implementing transition best practices, held Career Days or Career Fairs, Expos, Parent Nights, school visits and College tours.

The requirement of the eighth grade Individual Graduation Plan continues to have a huge impact on helping middle school students make the transition to high school.

In Georgia, Career Planning Tools are utilized to serve as an organizational, informational, conversational, and visual tool for education and career planning for ALL students and their family. Many programs feature their healthcare programs at PTA or Open House or offer a brochure or newsletter to inform stakeholders about their programs, the curriculum and the career exploration activities they offer. College 411 (changing to GA Futures) is also used in the classroom and students maintain career portfolios in most healthcare programs. Counseling and career guidance are now under the Career Tech umbrella in our state. Training related to career pathways and the importance of Career Tech programs for counselors has been provided several times during the year. I attend the counselor trainings so that I can be there to answer questions that they might have. Our CTAE Dept. distributes "ring cards" with all of the career pathways and important links to all counselors in GA as well as pathway posters to hang at their schools.

Postsecondary

The Coordinator of Equity and Special Populations (CESP) 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 CESP held meetings and trainings with the Georgia Association of Colleges and Employers (GACE). The CESP also purchased Non-Traditional toolkits from the National Alliance for Partnerships in Equity for career services coordinators to utilize.

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 CTAE Region Coordinators monitor through the annual monitoring reviews and grant application process a system's transition and career partnership activities. Georgia's Move On When Ready 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.   Created programs of study advisement documents that were developed in collaboration with postsecondary career and technical programs.

Postsecondary

The Technical College System of Georgia (TCSG)'s 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 are able to bank high school credit until they enroll in a TCSG college.

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 had significant enrollment increases which allowed technical college and University System of Georgia students to convert course work to pursue baccalaureate programs as well as make more program completion available.

Student participation increased overall by about 7500 students, which is about 30% from the prior year. Private colleges increased by 13%, Technical College System of Georgia (TCSG) increased by 55% and USG increased by 32%.

73% of the courses taken through MOWR were core courses and 25% technical. This shows the concentrations are in the technical and or degree level or moving from the technical to the degree level.

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

Yes

Secondary Offered staff development for educators on how to incorporate their CTSO into their curriculum.

Offered regional, state and national competitions, and leadership meetings for students.

Through the New CTAE Directors Academy, sessions are provided directors with best practices on promoting and supporting career and technical student organizations within their schools.

MOWR supported career and technical student organizations at the state and local levels not only through academics but also by participating in judging, hosting, organizing, etc., in the student organizations competitions at the local, state and national levels.

Postsecondary

The Technical College System of Georgia (TCSG)'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 500 participants) and the joint National Technical Honor Society and Georgia Student Government Association conference (126 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. In the SkillsUSA Georgia Postsecondary state competition, 568 students competed and 142 advisors attended. In 75 contests, students won 114 gold, 86 silver and 73 bronze medals. At the 2016 SkillsUSA National Championships, Georgia postsecondary students earned a total of 39 medals (5 Gold; 18 Silver; 16 Bronze). The Georgia Fall Leadership Conference (GFLC) provided intensive leadership training and staff development for approximately 600 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 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.

Ensure course standards and curriculum content are supported by business and industry. Offer credentials from business and industry, where available, at the successful completion of a career pathway. Maintain and continue business and industry advisory meetings.

Work Based Learning, internships, Youth Apprenticeship Opportunities are available for students in all career pathways areas to provide the necessary hands on instruction necessary for our students in these occupational areas.

All the new career cluster pathways developed and implemented include a minimum of three required, sequential courses to complete the pathway and in many cases. More courses beyond the pathways in the industries are available at the secondary level or through dual enrollment at the postsecondary levels.

The career cluster pathways were connected to the postsecondary degrees, diplomas and credentialing so students could make seamless transitions from the secondary level.

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   Move On When Ready courses were taught by college instructors of the participating colleges.

The participating MOWR colleges also began credentialing some of the high school teachers so they could teach the courses on the high school campus to make participation more convenient and accessible for high school students.

Some of the dual enrollment courses were taught at the high school and some at the postsecondary campus by adjunct faculty because of scheduling issues.

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 Over 200 courses were developed/revised approximately four years ago. Since that time, courses are developed and/or revised on a need basis.

Specific career cluster area, business and industry committees were used to provide input in the identification of courses to be selected for dual enrollment. They were also very involved with the creation of new courses and revisions of other course career pathways.

Virtual courses were available for students for dual enrollment credit by the postsecondary institutions.

Ga Virtual School participation was also available statewide for students to complete career cluster pathway courses.

Postsecondary

During the year, the Technical College System of Georgia (TCSG) partnered with the Georgia Department of Education to review and update Career Cluster and Pathway alignments to Programs of Study. These up-to-date Programs of Study will give the student a clear path to a career.

TCSG Academic Affairs staff worked with various college staff using the Knowledge Management System (KMS) application to write multiple new programs for the system. Many times, these new programs became standardized as more colleges began adopting and offering the program. During the FY 2016 period, TCSG worked to writing several programs, including the following: AH71 - Automotive Collision Mechanical/Electrical Helper); PEO1 - Pre-Hospital EMS Operations; GFA - Georgia Film Academy Certificate; WE13 - Wireless Engineering Technology; CP71 - Certified Crematory Operator; CFC1 - Certified Funeral Celebrant; BI31 - Barber II; MMM1 - Move on When Ready (MOWR) Manufacturing Maintenance Technician; MMP1 - MOWR Manufacturing Production Assistant; and RRA1 - Railroad Repair and Welding Tech I.

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

Yes

Secondary All pathway courses support entrepreneurship education and training. In particular the manufacturing pathway continues to encourage the development and set-up, as well as, operation of a manufacturing enterprise within the final pathway course.

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 The New CTAE Directors Academy is designed to promote and develop leadership skills for new CTAE 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.

Ga offers CTAE teachers a "NEW CTAE Teachers' Workshop" whereby they receive a two-day training on all aspects of operating a CTAE program. Ga also offers New Teacher Institutes which are taught in cooperation with the university system and colleges. For instance, Marketing program implemented a year-long Mentoring Program for new teachers.

Individual CTAE program areas offer workshops for new teachers through our professional development consortium, via Career, Technical & Agricultural Education Resource Network (CTAERN).

Support was given for the retention of teachers by supporting them through many state-wide regional workshops, conferences, drive-in meetings, webinars, school visits, CTSO competitions and events, and state level support by GADOE program specialists continually provided to teachers throughout the year.

Coordinated with the Georgia Professional Standards Commission to provide alternative paths to earn teaching certification such as TAPP or adjunct licensure.

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

Yes

Secondary   CTAE works with the Department of Labor, the Chambers of Commerce and the Economic Development Councils to foster occupational and employment information.

The state is in the process of converting for 2017 to the use of a new updated online service. GaCollege411 will be converted to a new system, GaFutures.org that will provide not only the prior services but more resources and in a friendlier user format.

Occupational supply and demand, United States Department of Labor and the GaCollege411 websites were made available to system TCP managers so students could access occupation and employment information.

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

Postsecondary

During FY 2016, the Technical College System of Georgia (TCSG)'s Student Affairs Department purchased and utilized Virtual Job Shadow. This online platform provided career exploration and planning to students by delivering interactive tools to help them develop career paths based on interest inventories and job market information. With Virtual Job Shadow, students were able to view videos of people working in their career field, and they also received answers to questions related to the job. Students could create a profile within Virtual Job Shadow and create a job list; this would allow them to compare the different jobs of interest to them. Students could also take career interest surveys and develop a resume within their profile. Virtual Job Shadow also included an online job board for students to search for positions related to their chosen career path.