Consolidated Annual Report, Program Year 2017 - 2018 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: Appropriate End of Pathway Assessments were identified for all applicable courses and assessments reviewed and critiqued during the year. Some Career, Technical, and Agricultural Education (CTAE) or Career and Technical Education (CTE) courses have multiple assessments choices available.

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

Yes

Secondary: Georgia C-NET database includes a section for YAP students called "tracking". Post-secondary students are monitored and records kept until the student has earned the post-secondary credential and worked the required hours to be a completer of the program. The state established C-Net, student database for Work-Based Learning students in Career and Technical Education (CTE) or Career, Technical, and Agricultural Education (CTAE) classes; CTE Resource Network, a system being used for teachers to identify and enter information about the pathways they are teaching. This system keeps up with professional development activities that teachers participate in as well as their contact information. The CTE Resource Network provides each CTE administrator and teacher with a profile page. The profile page houses the list of all persons managing work-based learning programs and is connected to C-NET, the online database. The profile page also allows coordinators to customize training plans, track progress, and maintain complete records of employer/student information.

Each year the local school systems are required to complete a post-secondary outcome survey on students who were served through an IEP and who exited high school the previous year. This survey requires the school system to contact all students with disabilities who were enrolled in their local school system the previous year to check whether that student is currently engaged in post-secondary schooling, employment, military, unengaged, etc. This information is entered into the special education data portal. Many CTI coordinators are responsible for completing this survey as they are often also the transition specialists in their schools.

The Career and Technical Instruction (CTI) and Coordinated Career Academic Education (CCAE) Cumulative Performance Report, coordinators are responsible for reporting the post-secondary outcome for each CTI or CCAE student they served at any point in the students' high school career. These results are compiled and analyzed and are driving factors in the decisions the CTE division makes regarding the planning and improvement of secondary and postsecondary academic educational programs along with employment opportunities for special population. In addition, this data is also used in the planning and implementation of professional development for CTI and CCAE Coordinators as they support their students in transitioning to postsecondary and employment outcomes.

Consolidated Annual Report, Program Year 2017 - 2018 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: The State conducted Perkins Compliance/Risk Assessment Reviews of local districts. During our Perkins Compliance/Risk Assessment Reviews, CTE programs are evaluated. Areas covered during this evaluation include: Professional Development attended, an assessment of lab and equipment, safety, End of Pathway assessments, pathway completion, advisory committees, working with special populations, career pathways and programs taught, fiscal responsibility, and CTSO participation. Teachers are interviewed during this process about their program.

CTAE staff utilized Risk Assessment reports provided by the Georgia Department of Education's internal audit team to determine each LEA's level of risk. Appropriate technical assistance was provided to district's based on their level of risk (Low, Average, High).

Department of Education staff reviewed local plans for Perkins IV grant funding eligibility and reviewed LEA's improvement plans.

Postsecondary: The Technical College System of Georgia (TCSG) used Perkins funds to assess career and technical education (CTE) programs funded under Perkins IV at its 22 technical colleges, utilizing the Technical College System of Georgia's Performance Accountability System (PAS). PAS is an assessment/evaluation tool created within the Office of Technical Education, and it measures a college's effectiveness and efficiency in program implementation and planning. The Performance Accountability System is a self-evaluative reporting procedure that is comprised of review components at varying award levels (i.e. technical certificates of credit, diplomas, and degrees). Utilizing benchmarks for various performance indicators, PAS evaluates program performance based on these benchmarks annually.

TCSG assessed and evaluated CTE programs funded under Perkins IV and usage/documentation of Perkins expenditures as a part of the Performance Accountability Reviews (PAR) and Internal Control Visits for Perkins (risk-based monitoring); these are on-site visits at selected colleges. The PAR is structured to assess the college's compliance with all state standards and regulations regarding instructional programs and college operations, as well as federal policies regarding Perkins monies—including the provision of services and resources purposed for special population students. The Internal Control Visit for Perkins, 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, data, and performance. TCSG conducted three on-site PARs and five on-site Internal Control Visits for Perkins during FY 2018. 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. 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. These evaluations 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:

The Engineering and Technology Education program continues to use computer technology in the classroom/laboratory environment. As new schools come on line we see a greater use of virtual delivery and simulation complimented with hands on experiences on bench top equipment. This has the effect of cutting down on duplication of equipment for hands on practices. The program continues to emphasize electrical, mechanical, and fluid systems, as well as programming computer numerical control equipment (CNC), robots, programmable logic control devices (PLC's), lasers, prototyping machines and computer integrated manufacturing (CIM) cells. Computer aided design (CAD) programs coupled with computer aided manufacturing (CAM) software convert drawings to machine language for use on machine tools, conveyor systems, and robots. The incorporation of these learning activities comes alive in the products produced by students as culminating projects. The program is heavily project based.

Program specialists developed professional learning workshops for program area teachers throughout the school year with a focus on expanding the use of technology. We coordinated our annual June summer training workshop series—Field of Dreams—which had several workshops each day on incorporating innovative technologies in the classroom. Many workshops provided training in coding and programming, including some workshops that used drones and bots. More sessions on coding were offered at our summer conference in July 2017.

Through the Microsoft Imagine Academy (MSIA), business programs were provided software upgrades on lab computers. Digital Literacy training modules were also available through Microsoft Imagine Academy.

Most classrooms make use of interactive white boards for instructional purposes. Many also allow the use of personal handheld devices (cell phones, tablets, and others) to use with interactive online technology, including quizzes, surveys, and other learning activities.

State staff and school district staff, including CTE administrators and teachers, utilized the Longitudinal Data System to retrieve useful data for student placement and programming and the Career Pipeline to match students with opportunities with business and industry.

State funds were used to provide grants to school districts to purchase audio/visual equipment in CTE programs.

Postsecondary: Using state funds, the Georgia Virtual Technical Connection (GVTC) continued to support the 22 technical colleges' Blackboard Learn (Learn) environments. Learn is Blackboard's learning management system (LMS), and it provides enterprise course management software for development and delivery of online and hybrid/blended courses.

GVTC worked with each of the 22 colleges to conduct a full review and update of their portal pages. The 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, in conjunction with the Enterprise Service Department, continued to configure and design the implementation of the Intelligent Learning Platform (ILP), a connector between the Student Information System (SIS) and the LMS. The ILP connector allows the two systems (SIS and LMS) to communicate and automate several processes that are currently managed manually. The usage of the connector affords faculty the opportunity to post grades into the SIS more efficiently and timely. Additionally, ILP enhances the creation of course shells and the population of student data within the LMS.

GVTC continued the utilization of Respondus, an assessment tool, and Studymate Class, a self-study tool. Respondus assists faculty in the design and management of tests and quizzes. Studymate Class provides course/study materials for students and assists instructors in creating interactive tests. GVTC also applied the latest update 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.

GVTC continued to develop, design, create, and promote their open education resources (OER) project. This project is designed to assist in decreasing text and course material costs to students by using electronic/digital formats, OER, learning objects, and internally-developed content.

Lastly, GVTC continued to support the Technical College Early Alert Management System (TEAMS) by utilizing the Grade Extract product for LMS. This product supplies colleges with numerous data points associated with students' gradable items and course activities, 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: The professional development consortium (Career, Technical & Agricultural Education Resource Network—CTAERN) offers professional development workshops by program area to all CTE teachers and administrators. The workshops cover curriculum, instruction, technology, student organizations, counseling, etc. Some examples of professional development include the following:

Work-Based Learning workshops are designed for technical updates and re-training as well as initial training for newly hired WBL/YAP coordinators. Participants receive intense training and receive PLU credits for completion of this training. An Annual WBL conference is held as a professional development event for Georgia's WBL/YAP coordinators. Many of the sessions concentrate on uses of technology and resources to be more effective in implementing WBL.

Among the professional developments offered for Agriculture include: Georgia Vocational Agriculture Teachers (GVATA) Winter Conference; Georgia Vocational Agriculture Teachers (GVATA) Summer Conference; Content Specific Workshop Sessions; FFA Summer Workshop and Regional Meetings; Workshops offered through the Career and Technical Education Resource Network: Industry Certification; UGA, ABAC, and FVSU Agricultural Education Professional Development;

As a part of the summer Georgia Association of Career & Technical Education (GACTE), Marketing conducts an annual Georgia Marketing Education Association (GMEA) Conference in which teachers receive new lesson plans and activities which are placed on the GMEA Web site. In addition, teachers keep abreast of industry trends through the business presentations offered at this conference. During each summer conference, a DOE update including state and national news is provided.

  Marketing Updates are a part of each DECA Fall Leadership Conference and the DECA state competitive events conference.Teachers have a Fall Professional Development Conference known as PowerUp. This annual conference focuses on curriculum & instruction and business and industry trends, updates and various opportunities for students to engage in projects with "real" businesses.

The STEM Program Specialist for Georgia Department of Education conducted 35+ professional development programs on Math, Science, and CTAE integration as well as 60+ professional development programs on implementing STEM initiatives in CTAE programs within schools.

The state conducted workshops that specifically addressed the career pipeline, statewide longitudinal data system and EOPA data collection portal.

The Program Specialist of Special Populations provides CTI/CCAE/Project Success (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). 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.   Program Specialists conducted numerous (25+) professional development programs on differentiating instruction and (50+) professional development programs on implementing STEM initiatives in CTE programs within schools.

Summer workshops are offered at Field of Dreams, an intensive week of training that allows teachers to learn a topic in depth and collaborate in a face-to-face environment with other Business and Information Technology teachers.

GACTE Summer Conference provides teachers additional opportunities for professional development in their particular content area.

Postsecondary: The Technical College System of Georgia (TCSG) used Perkins funds to provide 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 the Virtual Job Shadow software across all campuses and provided one-on-one training. Meetings and trainings were also held at the Georgia Association of Colleges and Employers Annual Conference.

TCSG also 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 provided a one-day micromessaging/ non-traditional career paths training to faculty and staff; the organization also provided a webinar series on the Perkins improvement plan, focusing on root causes.

TCSG also provided staff development and training to faculty and deans on its intranet and curriculum database (which includes program standards and course standards). Four general workshops were provided, emphasizing TCSG's curriculum database use for new program requests and new course development. Additionally, TCSG provided staff development and training in the fundamental roles of being an administrator. One workshop was held in FY 2018 and emphasized leadership traits, strategic planning, financials, TCSG structure, new program requests, human resources management, and managing student issues.

Using state funds, the Georgia Virtual Technical Connection (GVTC), a department within the Office of Technical Education at TCSG, conducted face-to-face and webinar training sessions to instructors and administrators on the learning management system and third-party applications at all 22 technical colleges. GVTC also completed a full rewrite of the online version of the Blackboard Learn faculty training session. This online session is scheduled to be offered to colleges next fiscal year, starting in October 2018. Additionally, GVTC assisted in the planning and delivery of accessibility awareness training at various peer group and staff meetings.

As a National Center for Construction Education and Research (NCCER) Accredited Training Sponsor (ATS), TCSG works directly with individual colleges' training programs to allow faculty to issue nationally recognized, portable, and transferrable NCCER training credentials to their students. TCSG worked to increase the number of construction trades programs to complete their self-assessments for designation as NCCER Accredited Training and Education Facilities (ATEF). In Academic Year 2017-2018, nine programs at two TCSG colleges began the process to achieve ATEF: Albany Technical College's carpentry, electrical construction, masonry, and plumbing programs and Atlanta Technical College's carpentry, electrical construction, electronics, plumbing, and welding program. Additionally, Southeastern Technical College's industrial electrical program and North Georgia Technical College's welding program successfully completed a program audit.

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: Georgia CTE has its own career counseling unit which continually develops and disseminates career information, including nontraditional training and employment information.

The CTE Division has a special education teacher who holds a Career and Technical certification on board. This individual heads a Career and Technical Instruction (CTI) Program whereby schools in GA can hire a CTI Coordinator who works in cooperation with CTE teachers to deliver CTE instruction to special needs students.   Marketing program and other CTE programs prepare all students for possible careers and/or further education in areas that are nontraditional to many students.

The Five-Year Program Reviews (mandated by Perkins legislation) include review of the CTE programs non-traditional enrollment. If deficient, this area must be addressed in the school's Improvement Plan.

Continuing membership in the National Alliance for Partnerships in Equity (NAPE) provides valuable technical assistance, professional development, and resources for implementing the nontraditional provisions of Perkins. In Georgia our STEM and STEAM programs focus on and encourage schools and districts to include activities and partnerships to increase student and teacher awareness of non-traditional career fields. Those districts employ a variety of strategies when preparing CTAE students for non-traditional careers including promotional marketing materials that highlight underrepresented genders, hiring nontraditional teachers to teach nontraditional courses, and field trips and job shadow opportunities that show students nontraditional employees from their community. During our 2018 STEM Teacher Academy workshops teachers are provided training in identifying barriers students may experience in entering nontraditional careers and offered strategies to eliminate those barriers. In addition, information was distributed to teachers to increase awareness and understanding of nontraditional fields that lead to high skill, high wage, or high demand careers. Many of Georgia schools are utilizing STEM Gems and Girls Who Code. These programs provide students with information about scholarships, internships, and community resources to help them succeed in the fields of engineering and technology. Through these programs activities were targeted to highlight women in computer science and STEM Fields. Activities included hackathons, gameathons, design workshops, 3D printing and design, virtual reality activities, and a variety of presentations from community and business partners. Girls Engineer It Day - A one-day event in partnership with the Society of Women Engineers targeted middle school female students from across the state with motivational and experiential information to encourage them to consider a career pathway in Science Technology, Engineering, and Mathematics (STEM.) Professional/technical STEM faculty, community members working in STEM careers and female students pursuing STEM careers also attended. Discovery- based workshops intended to empower girls to see themselves as scientists, a campus tour highlighting STEM labs and classrooms, and a lunch time panel of women STEM professionals were provided to 491 sixth through eighth grade girls. Georgia STEM Day - During Ga STEM Day some schools focused on introducing middle school boys to the personal benefits and social impacts of non-traditional careers with a focus on the health care industry. Students took part in hands-on workshops and interactive exhibits in the fields of Nursing, Medical Assisting, and Anesthesia Technology. Georgia schools working on STEM Certification are required to focus on non-traditional fields. School districts participate in several events to help increase non-traditional student participation including the following: Manufacturing Day and Georgia STEM Day

Teachers bring in classroom speakers from non-traditional fields. Many teachers in the Information Technology career cluster are non-traditional themselves.

Postsecondary: The Technical College System of Georgia (TCSG) is a member of the National Alliance of Partnerships in Equity (NAPE). TCSG used Perkins funds to hold a micromessaging/ non-traditional career paths workshop for faculty and special populations coordinators with staff from NAPE. Toolkits and posters were provided to the attendees. 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: Efforts with the State YAP Advisory Board address placements for students in non-traditional areas as well as high demand, high wage, highly technical areas. Standards and Guidelines for WBL include placement of special needs students. Procedures for inclusion of special needs students is coordinated with the state specialist for special needs programs.

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.

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 vital roles as these students prepare for high skill, high wage, and high demand jobs. Tools are designed to assist school systems in providing accessible information to the job markets that require training for special populations students. 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) 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: Career Interest Inventories; Informal Transition Assessments/Interviews; Course of Study selection and Career Pathway selection.

CCAE and CTI Coordinators highly encourage both students with disabilities and at-risk youths 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 required 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; Goodwill; 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 group provides favorable perspectives to our board leaders as we plan student activities. Also, advisory councils in the local school systems are utilized to assist in preparation of students to transition from school to work or post-secondary outcomes.

Local systems are encouraged to implement an interagency transition council to create partnerships with 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. 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 and Georgia Deaf Extreme.   CTE 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. The professional developments equip the coordinators with the necessary 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 have the opportunity to receive additional training in one of the two special populations programs: Coordinated Career Academic Education/ Project Success and Career Technical Instruction (CCAE/PS, CTI).

For new coordinators seeking the CCAE/CTI/PS endorsement, 100 hours of training is offered through the CTAERN. Upon successful completion of the 100 hours of training, 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.

Postsecondary: The statewide Coordinator of Equity and Special Populations is a Perkins-funded position that provides assistance to all Special Populations, Disability Services, and Career Services Coordinators at the Technical College System of Georgia (TCSG)'s colleges. The Coordinator of Equity and Special Populations provided guidance to colleges focusing on emerging STEM careers, recruitment and retention of students in engineering, aircraft/aviation maintenance, electronics, 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 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 assistance activities to school systems via emails and phone including grant applications and budget assistance workshops, Capital Related Equipment (CRE) workshops, OCR and Monitoring and Risk Assessment workshops. Additionally, technical assistance and best practices are provided at an annual CTAE leadership winter conference and during the administrative sessions at the annual Georgia Career and Technical Education (GACTE) summer conference and New Leaders Academy..

Program specialists provide email reminders to all CTE teachers periodically. These emails provide information about all upcoming professional development opportunities for teachers and their students. These email correspondences are made possible through our state's professional development network,CTAERN, where all CTAE teachers must register annually.

CTE Region Coordinators provide technical assistance via emails and phone calls from CTE directors and supervisors on a daily basis.

Through new teacher conference, teachers participate in sessions that educate them on providing support for special population students inside the program area.

Program specialists review plans for new facilities to ensure they meet the needs of special populations.

Postsecondary: Using Perkins funds, 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.

The Secondary Education Initiatives Director (SEID) provided technical assistance, program information, career cluster pathway, and Programs of Study information to high school coordinators, dual enrollment and college staff, and community stakeholders. The SEID also provided technical assistance and program information regarding dual enrollment and technical articulation opportunities at various conferences, including the Georgia School Counselors Association, school systems throughout Georgia, and other states.

The Georgia Virtual Technical Connection (GVTC) used State funds to provide learning management system and third-party software technical support for students and faculty. Also, GVTC installed the latest updates to their system-level support helpdesk software to keep it up-to-date.

The GVTC Student Services Coordinator assisted 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.

7. **Serving individuals in state institutions**

Part I: State Correctional Institutions

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

12624

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

2000

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

Secondary: 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 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 post secondary options for students.

CTE services and activities carried out by the Georgia Department of Corrections and the Department of Juvenile Justice included small engine repair, collision repair, barbering, beekeeping, cosmetology, carpentry, diesel technology, electrical, urban gardening, horticulture, woodworking, welding, Microsoft Office skills, 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:

12624

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. Some institutions have implemented work-based learning programs to provide wage earning jobs for students, as well as Career Technical Student Organizations (CTSOs) to provide leadership opportunities for students during FY18.

Many teachers with the state institutions for the deaf and blind across the state offer the Business & Computer Science programs. Students have the opportunity to earn industry credentials just as their counterparts in the public schools. These teachers are able to attend our professional development trainings and receive updates and resources related to our programs.

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

Yes

Secondary:

A number of school systems have charter schools, and WBL programs exist in those schools. They are supported like any other school in the state.

CTE division does not differentiate between charter and non-charter school offering CTE programs; however, both types of schools are expected to be compliant with federal Perkins guidelines. CTE Program Specialists worked with charter schools and public schools in providing technical assistance in all applicable programs.   Program Specialists serve as a resource to all teachers providing resources, information, and support to programs throughout the year. This includes public charter schools, as well as career academies and comprehensive high schools that are not charter schools. Teachers from all these schools participate in training and other opportunities offered across the state.

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

Yes

Secondary: The state used Perkins funds in promoting Family and Consumer Sciences Programs; Offer capital equipment grants to support new programs; support regional and state meetings to support FACS programs and Provide additional support through education foundations for Georgia Early Childhood Education Foundation (GECEF) and GACHEF.

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 Reserve 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 CTE 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 CTE 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?

No

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

Postsecondary: The Coordinator of Equity and Special Populations used Perkins funds to conduct 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. Virtual Job Shadow is an online software, focusing on career exploration and planning. The software uses interactive tools to help students develop career paths based on interest inventories and job market information. Additionally, Virtual Job Shadow allows students to view videos of people in their career field doing the job and receive answers on job-related questions. Students may create a profile within Virtual Job Shadow; take career interest surveys; and develop a resume within their profile. Through Virtual Job Shadow, an online job board is available so that students may search for positions applicable to their chosen career path.

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Secondary:

GA's CTE standards have academic standards integrated throughout and each course has a standard which addresses employability/soft skills. CTE program teachersare 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 are able to receive training on the integration of academics and ideas on how to work with their academic counterparts.

We have 7 courses that were approved as a 4th science, 4th math, or foreign language elective for graduation.

Georgia C-NET provides work-based learning coordinators with a tool for development of training plans matched to the federal O-NET tasks lists. Comprehensive training on development of training plans provides concrete evidence for the link between technical skill application, employability skills, and academic integration. All students enrolled in WBL/YAP placements are required to complete coursework related to their career goal and WBL placement. The Georgia Performance Standards of all related courses contain employability skills and academic integration.

The secondary and postsecondary state agencies collaborated to evaluate and approve dual enrollment courses and provided them through the different dual enrollment programs to confirm academic integration and high technical skills were emphasized. All courses used in dual enrollment were reviewed by all agencies to ensure they were based on soft skills, hands-on performance, and state approved curriculum standards.

Through the New CTE Directors Academy, sessions are provided to directors on differentiated instruction and integration of academics with career and technical education. In Georgia we require the integration of CTE and academics for school STEM Certification. In our STEM certified high schools academics and CTE are taught in an interdisciplinary way. One high school in Pike County has Agriculture as their STEM focus. Agriculture, math, and science teachers are required to teach interdisciplinary units for students to see the connections between their academics and Agriculture courses. All of our STEM programs require CTE, math, and science teachers working together planning and delivering lessons. STEM curriculum provides students with practical ways to understand, apply, and synthesize fundamental learning points in their CTE and academic classes.

Postsecondary: The Technical College System of Georgia (TCSG) used state funds to provide faculty development training for instructors; some of the training addressed integrating academics and career and technical skills (Phase I and Phase II training). During FY 2018, TCSG conducted 21 Phase I and Phase II sessions (12 Phase I sessions and 9 Phase II sessions), with a total of 316 participants in both sessions. These sessions were held on 14 different campuses throughout the state.

In the Phase I training, discussions and active learning activities were used to demonstrate the importance of integrating academics and career and technical education (CTE). Discussions were also held on how participants use critical thinking and communication skills in CTE programs, and these were shared with academic instructors. In addition, instructors were encouraged to work together and bring academic instructors into their classrooms and labs (and invite CTE instructors into the general education classrooms). Sharing of activities and getting instructors to provide instances of, for example, math problems used in CTE for the academic classroom, was encouraged.

Phase II required all instructors to make a presentation on what they teach. This allowed for instructors to learn about the programs and exposed instructors to a variety of subjects taught at the colleges. In Phase II, CTE and academic instructors were encouraged to work together and use applications that were more career-focused. In addition, information on advising, financial aid, and special populations were discussed.

Magna Modules were also available for all TCSG instructors and administers to use. These modules provided information on integration of academic and CTE, incorporating active learning into the classroom, assessment and evaluation of students, and more. Some specific titles of the modules were as follows: "How Do I Use Controversial Issues to Build Cognitive Skills in My Students?;" "How Can I Assess Critical Thinking with Student-Created Work?;" and "How Can I Make the Activities in My Course More Inclusive?" There are more than 200 modules available to instructors and over 1,000 modules were accessed. All TCSG instructors and administrators have access to these modules.

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: Work Based Learning/Youth Apprenticeship Program (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 post-secondary 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 region chairperson and vice-chairperson organize three meetings during the year for the region memberships which are hosted by and conducted in the facility of one of the business partners in the region.

CTE 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. The CTE Division and the Special Education Divisions of the Dept. of Education entered into a partnership with Georgia Vocational Rehabilitation Agency (GVRA). Two GVRA Career Pathways Coordinators now maintain offices within the CTE Department at the DOE. The Career Pathways Coordinators work in conjunction with the Special Education Transition Dept. and the Program Specialist for Special Populations to provide transition services to students with disabilities in high schools across the state.

The Business and Computer Science Program Specialist participates in the GA Consortium on Financial Literacy committee, serves as a member of the State Bar of Georgia Law-Related Education Committee, works with Society for Human Resource Management which serves as the certifying agency for Business and Computer Science program certification, works with the Georgia Society of CPAs Financial Literacy Task Force for Student Outreach, and works with Technology Association of Georgia offering training and competitions for students across Georgia.

High school programs may offer articulated credit through their area post- secondary institutions. Some Business & Computer Science students may also participate in dual enrollment programs that they may not be able to get at their local high schools.

Those agencies listed above and many others serve in an advisory capacity and may serve on our state and local advisory committees.   Postsecondary: The Technical College System of Georgia's (TCSG) Perkins-funded Student Life Coordinator, who serves as the SkillsUSA Georgia Postsecondary State Director, partnered with the SkillsUSA Georgia Secondary State Director, who represents the Department of Education. Both entities worked in partnership in the implementation of the SkillsUSA Georgia Secondary and Postsecondary State Conference in Atlanta, Georgia in March 2018. Such work included collaborating with industry partners such as the Construction Education Foundation of Georgia and the Transportation Education Foundation of Georgia to facilitate technical skill contests for students.

Using state funds, TCSG's Office of College and Career Transitions supported an ever-growing network of college and career academies (CCAs) across the state. The CCAs in Georgia are defined as specialized schools that operate as a partnership between the local K-12 system, postsecondary partners (with the local TCSG institution as a primary partner), and the local business community. The CCAs are focused on introducing students to postsecondary opportunities while they are in high school and preparing a future workforce that is based on local business needs.

TCSG worked hand-in-hand with the Georgia Department of Education, the state agency that oversees K-12 education, to assist these CCAs in their start-up phase. TCSG also worked with the Georgia Department of Education to conduct performance evaluation on those CCAs that are operational. In the past year, TCSG assisted with the identification, training, and development for career academies in Greene County, Marietta City, and Paulding County school districts. Additionally, TCSG supported college and career academy-related Ford Next Generation Learning Master Planning efforts in Athens, GA and Coffee County. Lastly, TCSG 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: Dual enrollment 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 the 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 Specialist attends statewide counselor meetings and shares information about the program. New counselors workshop is designed to inform school counselors with two or less years of experience in the field or that are new to counseling in Georgia about the CTE program with career clusters and pathways.   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 families. Many schools feature their Business & Computer Science programs at Open House or offer brochures or newsletters to inform stakeholders about their programs, the curriculum and the career exploration activities they offer. GA Futures is also used in the classroom and students maintain career portfolios in most CTE programs.

Counseling and career guidance are under the CTE umbrella in our state. Training related to career pathways and the importance of CTE programs for counselors has been provided several times during the year. Our CTE Dept. distributes "ring cards" with all the career pathways and important links to all counselors in GA as well as pathway posters to hang at their schools.

Plans of study for career clusters have been developed in conjunction with the Technical College System of GA and the University System of GA and are available to be used by counselors at the local systems.

Postsecondary: The Technical College System of Georgia's Coordinator of Equity and Special Populations used Perkins funds to conduct peer group meetings and webinars with Career Services Directors, focusing on tools to increase student access to potential jobs. These tools included the Virtual Job Shadow software for online career exploration and planning, as well as other websites and technologies. Additionally, the Coordinator of Equity and Special Populations held meetings and trainings with the Georgia Association of Colleges and Employers. The Coordinator of Equity and Special Populations 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: The Georgia WBL ManWork-Based Learning Coordinators and Youth Apprenticeship coordinators work with local administrators and post-secondary stakeholders to maximize articulation and dual enrollment opportunities for students.

The CTE 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.

The Business and Computer Science Program Specialist works closely with TCSG to form articulations agreements, joint enrollment and dual enrollment opportunities.

The program specialist also work with TCSG faculty members on Advisory Committee for cluster areas and collaborates with TCSG to align GaDOE pathways to TCSG programs of study.   Collaboration of Technical College System of Georgia (TCSG) and University System of Georgia to develop articulation agreements, joint enrollment, and dual enrollment. Students that ciomplete Teaching as a Profession pathway receive college credit at any University System of Georgia college as long as they have passed all three classes and passed the End of Pathway Assessment, and completed the teaching portfolio which is required as part of the 3rd course.

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: Participants of the Youth Apprenticeship Program are tracked through their post-secondary training component and where appropriate, encouraged to pursue their education into baccalaureate programs.

Family and Consumer Sciences Education Degree Program of Study was developed to align with Georgia Department of Education Family and Consumer Sciences (FACS) pathway offerings. Transition sheet of all FACS pathways to align with baccalaureate program at post-secondary institution was created.

The Business & Computer Science Program Specialist works with TCSG to align GaDOE pathways to TCSG programs of study.

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

Yes

Secondary:

CTE Program Specialists serve asState Chairs of Georgia Career and Technical Student Organizations (CTSOs) and work closelywith the Georgia Executive Directors throughout the school year. The program specialists also participate andhelp in running the CTSO Advisetrraining sessions that promote program growth. Several events are sponsored each year including Summer Training workshops, State Fall Rally, Regional Competitions, Fall Leadership and State Leadership Conferences;.CTE ProgramSpecialists work withthe CTSO Board of Directors to create resources for integrating CTSOs as co-curricularomponent. A CTSO standard is included in every course.

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. The program specialist for Transition and Career Partnerships supported career and technical student organizations at the state and local levels academically and participated in judging, hosting, and organizing the Career Technical Student Organizations (CTSOs) at all levels and supported theadvisers at. local, state and national levels.

Postsecondary: The Technical College System of Georgia (TCSG)'s Student Life Coordinator used Perkins funds to facilitate the work of career technical student organizations (CTSOs) such as SkillsUSA, a partnership of students; instructors; and industry working together to ensure America has a skilled workforce. Also serving as the SkillsUSA Postsecondary State Director, the Student Life Coordinator accompanied the State Officer Team to the SkillsUSA Washington Leadership Training Institute in Washington, DC, as well as the National Leadership and Skills Conference in Louisville, KY. Additionally, as State Director, the Student Life Coordinator provided leadership training and guidance to postsecondary student organization officers and organizations. The Student Life Coordinator also supported Phi Beta Lambda chapters throughout the state (170 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 CTSOs. SkillsUSA Georgia Postsecondary membership rose to 975 members, 735 student members and 240 professional (advisors, instructors, and administrators) members. In the SkillsUSA Georgia Postsecondary state competition, 612 students competed in 84 contests, where 119 gold; 85 silver; and 76 bronze medals were awarded. At the 2018 SkillsUSA National Championships, Georgia postsecondary students earned a total of 33 medals (12 gold; 10 silver; 11 bronze). The Georgia Fall Leadership Conference (GFLC) provided intensive leadership training and staff development for approximately 500 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: CTE Program Specialists work withAdvisory Committees to develop curriculum that aligns to needs of business and industry. Students also have the opportunity to participate in work-based learning experiences and earn industry credentials at the successful completion of a career pathway.

Delivery of WBL through coordinators in each high school provides an equitable opportunity for students in all CTAE areas to participate in appropriate work-based learning experiences which enable them to experience first-hand, all aspects of the industry.

Through WBL (i.ei.nternships, cooperative education, employability skill development) and Youth Apprenticeship programs students in all career pathways are provided the opportunity to participate in hands-on experiences and learning soft skills in various occupations.

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

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

Postsecondary: The Technical College System of Georgia (TCSG) used Perkins funds to continue its efforts to partner with Georgia businesses to establish Registered Apprenticeship (RA) programs as a workforce development tool. The TCSG Apprenticeship Specialist worked with multiple businesses and manufacturers to develop RA programs using the regional TCSG colleges as the Related Technical Instruction providers.

Additionally, TCSG embraced the concept of intermediaries becoming RA program sponsors. Of the 22 TCSG colleges, 21 colleges were approved as RA program sponsors by US Department of Labor. This means they can perform those administrative functions to support a RA program on behalf of their industry partner.

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:

CTE Program Specialists continue to develop advisory committees for each cluster area that includes business and industry representatives, along with TCSG and USG faculty, that actively meet and work on developing career cluster courses and professional development. Members of the advisory committees also participate as judges during CTSO leadership conferences.

Presentations are 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 post-secondary institutions.

Dual enrollment courses were taught by postsecondary instructors of participating colleges and universities.

The participating dual enrollment postsecondary institutions began credentialing some of the secondary teachers so they could teach courses on the high school campuses to encourage participation through convenience and accessibility.

Some of the dual enrollment courses were taught on the secondary campuses and some on the postsecondary campuses by adjunct faculty due to scheduling conflicts.

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: The WBL specialist participates in meetings of development teams reviewing Georgia Performance Standards of CTE courses to insure WBL/YAP is an integral part of the curriculum. The WBL specialist also insures that WBL/YAP is included in the development of instructional resources for the Georgia curriculum.

During FY 2018 School Year, Business Management and Administration career cluster developed 3 new computer science courses for middle school. These courses align and lead students to pathways at the high school level. Postsecondary: During FY 2018, the Technical College System of Georgia (TCSG) used Perkins funds to partner with the Georgia Department of Education to 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 with several added exit points.

TCSG also partnered with the Georgia Department of Education to update Programs of Study templates for over 40 programs. These up-to-date Programs of Study will give Georgia students much needed plans of course work for entering the workforce in high demand careers at a variety of levels.

TCSG's staff worked with various college staff using the Knowledge Management System 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 2018 period, TCSG worked on writing several programs, including the following: BT71 –Business Analytics; TM31 – Transportation Management Systems; LC12 – Lactation Consultant; PDS1 – Photography Drone/UAV Specialist; DTM1 – Diesel Truck Maintenance Technician; GA13 – Modern Agriculture; GB12 – Green Building Technology; REE2 – Residential Energy Efficiency Technology; ALD1 – Automotive Light Duty Diesel Tech; and ED13 - Education.

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

Yes

Secondary: Entrepreneurship is integrated into all CTE classes. An Entreprenuership curriculum exists in both the Marketing and Business administration clusters from which many students are placed in WBL/YAP.

Students participate in the FCCLA Entrepreneurship Competitive Events;   The Business Management and Administration career cluster has an Entrepreneurship pathway that schools may offer for students. Students also have the opportunity to participate in job shadowing activities and/or work-based learning experiences.

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 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.

The New CTE Directors 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. Sessions include the recruitment and retention of teachers, counselors and the transition to teaching from business and industry

Annually, we offer a two-day New CTE Teacher Conference focused specifically on new teachers. At the conference teachers are provided training and resources to help them get a good start in teaching. We hold additional conferences during the year (GBEA Fall Conference, GACTE Summer Conference, Field of Dreams) where they can get additional training and resources specific to their content area.

Periodic emails are sent to program area teachers to keep them updated on changes, to send them notice of training opportunities, and to provide additional resources.

Some CTE programs participate in the National Say Yes to FCS initiative for recruitment of Family and Consumer Sciences Educators; Program specialists work closely with post-secondary institutions to assist in the recruitment of Family and Consumer Sciences Educators; New CTE Teacher Workshop series are available for FACS teachers; Professional development offered CTE teachers throughout the year to help with retention.

Marketing programs offer New CTE Teachers' Conference (2 days) each fall in hopes of retaining new teachers – particularly those coming from college or another teaching field or from business/industry. They offer breakout sessions for CTE administrators at the Winter Conference on recruitment and retention.

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

Yes

Secondary: 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.

The Georgia Department of Labor representatives regularly present information at the regional YAP/WBL regional meetings as well as make presentations at the GACTE conference. Collaborative efforts are being conducted with the Governor's Office of Workforce Development.

The Business and Computer Science Program Specialist works closely with the Georgia Chamber of Commerce, the Metro Atlanta Chamber of Commerce, HDCI Task Force, TAG Ed, Georgia Society for CPAs, Georgia State Bar's Law-Related Education, Georgia Consortium for Personal Financial Literacy, FinTech, and many other agencies to provide teachers with up-to-date and appropriate occupational resources.

The State's program specialist attends Economic Development events across the state and spent three days in an externship with Unisys in Augusta.

After successful completion of a pathway, students have the opportunity to earn an industry-recognized credential, such as A+, Security+, MOS, MTA, and many others.

Postsecondary: During FY 2018, the Technical College System of Georgia (TCSG)'s Student Affairs Department used Perkins funds to purchase and utilize 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.