

COVER SHEET

CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)

1. RECIPIENT ORGANIZATION

(Name and Complete Address, Including Zip Code)

Georgia Department of Education
1752 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334-5001

2. PR/AWARD NUMBERS:

Basic Grant to States:

V048A050010

Tech-Prep Education:

V243A050010

3. RECIPIENT IDENTIFYING NUMBER:

1-5860002042

4. PERIOD COVERED BY THIS REPORT (mm/day): From:

To:

5. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

07/01/05

09/30/06

6. CERTIFICATION: I certify to the best of my knowledge and belief that this report, including the attached FORMS I-IV and Narrative Performance Report, is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORT SUBMITTED:

TYPED OR PRINTED NAME AND TITLE:

(Including Area Code):

Mr. James Woodard, Director
Career, Technical and Agricultural Education

12/21/06(404) 657-8317

EXECUTIVE SUMMARY

As defined in Section 3(9) of the state law, the Georgia Department of Education (GDOE) is the agency designated to administer the Perkins III Act. The postsecondary programs are under the supervision of the Georgia Department of Technical and Adult Education (GDTAE) and the secondary career, technical and agricultural education programs are under the supervision of GDOE. As a state with the ultimate aim of leading the nation in student achievement, Georgia's secondary schools continue to enhance the quality of technical and career programs to attain the objectives of No Child Left Behind (NCLB) Act. The secondary and postsecondary administration at GDOE and GDTAE respectively, work collaboratively to formulate agendas that address the academic skills, technical skills and workplace readiness skills of all students. The postsecondary, industry and business combined efforts to improve secondary curriculum through career pathways endorsed by the Governor's Office of Workforce Development.

I. STATE PROGRAM ADMINISTRATION

a. Sole State Agency and Governance Structure

Because every student in Georgia deserves a rigorous and relevant education that will allow them to compete successfully in the 21st century global economy, the Career, Technical and Agricultural Education (CTAE) division has undergone a massive re-engineering process that will better position our programs to provide the quality instruction/curriculum and real-world learning opportunities needed to prepare our students to meet this challenge.

As a "50/50" state, which means that all grant awards received through Perkins with the exception of awards for State Institutions, are equally divided between GDOE and GDTAE, Georgia's secondary and postsecondary agencies work collaboratively to provide technical assistance to local systems in addressing the needs of all students.

Georgia DOE reorganized our division reporting structure which designates three units. The units include program delivery; program development and transitions; and, accountability and improvement. The establishment of these units will improve student access to an industry aligned curriculum; provide a seamless transition to post-secondary and career opportunities for students; and enhance accountability measures through the creation of standards.

As a part of the Re-engineering process three new regional CTAE improvement specialists were hired. These three regional specialists will serve the local educational agencies and provide consistent leadership which relays a unified message of enhancing student achievement. Eight other state level positions have been created that will also maximize the improvement of both internal and external state performance.

The curriculum program areas were realigned to better support the Governor's Strategic Industries and Innovation Centers. By creating a direct connection between secondary school education and the industries identified as key to Georgia's future economic well-being, CTAE can help ensure that all students graduate from high school with the academic and career skills required to succeed in the 21st century workplace. CTAE and DTAE support the Governor's Strategic Initiative for Innovation Centers by collaborating with industry partners to meet the high manpower demanding jobs that impact Georgia's economy.

To ensure that all institutions are meeting state standards and following federal guidelines, every five years, the secondary systems go through a comprehensive program review process, while the postsecondary systems go through a Performance Accountability Review (PAR) every three years.

These are on-site visits with team members from other secondary or postsecondary institutions. GDOE and GDTAE staff respectively coordinates these technical assistance on-site visits. This effort also created a new focus on curriculum including CTSO's and Work-Based Learning and 7-8 Grade CTAE curriculum. There has also been new focus on collaboration with High School Redesign. A component of the CTAE division's re-engineering efforts is the curriculum revision project. In an effort to partnership with academia, the CTAE program areas are revising curricula from Quality Core Curriculum

(QCC) objectives to Georgia Performance Standards (GPS) format. The three year curriculum revision process involves the development of career pathways as well as end-of-pathway assessments. CTAE began the curriculum revision process in conjunction with the Governor's Strategic Industries. Workforce Development Task Force recommendations were considered as well. Department of Education personnel met with Workforce Development and Department of Labor personnel to determine what knowledge and skills are necessary for success in the Georgia workforce. Additionally, DOE program specialists visited the Governor's Centers of Innovation to learn more about Georgia's strategic industries. After much research, it was determined that the following Career Pathways would be the focus of Phase I in the curriculum revision endeavors:

- Agriscience
- Small Business Development
- Nursing
- Aviation
- Computing
- Engineering
- Transportation Logistics
- Marketing Management

These pathways are directly linked to Georgia's Strategic Industries and Centers of Innovation.

State Leadership Activities

Secondary: State Leadership

Georgia's leadership fosters quality programs through curriculum restructuring and initiatives that focus on all students and activities that enhance program quality and curriculum delivery processes. Here are some of the of leadership activities that GDOE supported in 2006:

1. REQUIRED USES OF FUNDS

1) Assessment of vocational and technical programs

- Facilitated five Compliance Reviews in targeted schools to ensure equitable distribution of federal funds and to encourage high-quality Career and Technical Education (CTE) programs.
- DOE reviewed local system plans to determine if plans are in place to meet the needs of all students including special populations.
- At the Georgia Career and Technical Education (GACTE) Summer workshop, participants were provided with – 25 Ways to Help Your Students and Practical Ideas for The Classroom, documents that focus on the needs of special populations.
- To provide equal program opportunity to all students, with state staff as team members or sub-team leaders, we conducted CTAE Annual Program Reviews. The reviews focused on local systems efforts to address program, teacher and student needs, particularly the special populations.
- Program coordinators for special education submitted to the department of education reports that include assessment information of students from pre and post test materials, community involvement, professional development, competitions attended by student and post-secondary involvement and how Special Education students were placed in career and technical programs.
- Special Education Program coordinators presented opportunities for parents, students and administrators to review the services available to students in their local school districts.
- The Career and Technical Student Organizations (CTSO) provided competitive event opportunities which were exclusively for students with special needs.
- Created regional positions to serve LEAs and CTAE programs with more accessibility and consistency in leadership.
- CTE programs made curriculum content and delivery modifications according to needs, to address the needs of special population students.

2) Developing, improving, or expanding the use of technology in vocational and technical Education

- The state provided Local CTAE administrators opportunity to learn about changing technologies that impact career and technical education program that were aligned with Georgia's Strategic Industries.
- Tech Prep Consortia purchased career development software for use in advisement, assessments, student portfolio development, and career/educational planning.

- Initiated the GA College 411 which enhances the counselor's ability to "zap" information from institution to institution including transcripts and also calculates GPA for Helping Outstanding Pupils Educationally (HOPE) Scholarship recipients in a more efficient and equitable manner.
- A majority of the school systems implemented the use of faster and updated the internet technology, especially in the area of career development - schools have access to GCIS and all schools have free access GA College 411 for career and postsecondary planning.
- As a part of the industry certification requirement, program related industries and GDOE determine the technology needs to be used in CTE classrooms/labs, for programs to qualify for certification by industry.
- Equipment grants for computer purchases and to expand the use of technology in the classrooms/labs were provided for new CTE programs.
- Instructors in the Georgia's Department of Juvenile Justice institutions (DJJ) as well as local school systems participated in workshops and trainings that focused on improving technology and delivery of instructions.
- The annual Tech Prep conference provided avenues for professional development in the use of technology in curriculum development and implementation.

3) Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel

- The annual Tech Prep conference provided avenues for professional development in the use of modern technology in curriculum development and implementation. As a part of the summer Georgia Association of Career & Technical Education (GACTE), CTE program instructors and administrators provided instructional resources, along with work-based learning materials for most of the CTE programs.
- To keep abreast with industry trends and standards, the business and industries made presentations.
- Statewide professional development opportunities were provided by the consortia: Summer Educator Academies, Cross-Regional Site Team Leader workshops, Teachers in Industry, Job Shadow Orientation for teachers/businesses, etc.
- Career Development Grant workshops via GVSDC, Teacher-as-Advisor workshops via GVSDC, Career guidance strand for GACTE and New CTAE supervisors Leadership trainings were among the workshops provided by the state.
- Industry Sponsored In-services were made available to CTE program teachers, and some teachers received credit for approved industry sponsored professional development in-services and workshops

4) Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education

- Current QCC curriculum competencies for CTE programs were modified to begin with 34 core competencies that focus mainly on the academics.
- Coordinated Vocational Academic Education (CVAE) Coordinators, Project Success (PS) or Related Vocational Instruction (RVI) coordinators along with math instructors do collaborate with Science instructors from the University of Georgia to provide professional development for the intervention programs.
- The University of Georgia and Key Train provided materials and instruction for the teachers. This program was designed to raise the academic levels students of the students as they prepare to for the high school graduation exams.
- The Georgia Professional Standards (GPS) have academic standards components and the academic educators participated in the development process.
- CTE teachers were encouraged to integrate academics in daily curriculum, and to collaborate with academic educators on regular basis, and include an academic educator on their local advisory committees.
- The Department of Corrections and state technical colleges continued to work collaboratively in enhancing academic instruction in the CTE programs.

- DOE developed Peach State Pathway Career Plans, designed to promote postsecondary education and dual seal diplomas.
- Our Career Development initiatives encouraged rigor through the selection of classes especially in academic core courses that best complement career plans i.e. 4 years of science for science related careers such as Physical Therapy or Agriscience.
- Initiated career planning process that required academic investigation and research skills to determine a plan of action to reach ones career goal.

5) Providing preparation for nontraditional training and employment

- DOE conducted workshops regarding the awareness, recruitment, retention and placement of nontraditional students while promoting the use of “Taking the Road Less Traveled” and “Destination Success”, two resources provided by CTAE to high schools and middle schools.
- Facilitated five Civil Right Compliance reviews to determine that all students are given access and admissions to all CTAE classes/programs regardless of race, color, ethnic group, gender or disability.
- Participated in program reviews throughout the state to determine if strategies are in place for promoting nontraditional programs/careers especially in Health Science (males), Construction (females), Family and Consumer Science (males) and Mechanical Services Operations (females).
- Continued to implement program certification standards that incorporate career development, individual career plans, non-traditional training, recruitment and retention.
- The state career counselors constantly develop and disseminate career information, including nontraditional training and employment.
- Regional Coordinators worked collaboratively with local system personnel to identify strategies and resources to increase access and preparation for nontraditional training and employment.

6) Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills

- Regional coordinators and state staff completed the 5 day Georgia Economic Development Academy training.
- DOE programs are articulated with DTAE programs;
- Local systems are encouraged to provide dual enrollment opportunities; industry representative are included in the development of Georgia Program Standards (GPS).
- In Healthcare Science Technology Education (HSTE) workshops are provided to assist teachers with making the community connections necessary to support their programs (“Making Community Connections”)
- Tech Prep consortia are governed by a Consortium Coordinating Committee that reflects collaboration among all entities. In addition, the Site Teams/Leaders connect personnel and service avenues for each local school system.
- Tech Prep Coordinators served in various capacities, such as committees in community agencies/organizations such as the Chamber of Commerce, Department of Labor, and CTAE.
- Postsecondary institutions provided opportunities for young people and their parents to receive information regarding programs of study, admissions requirements, financial aid, and dual credit programs such as articulation.
- Parents received career-related information like labor market trends, high school programs and curriculum, career assessments, occupational information and postsecondary opportunities, booklets, brochures and posters that encourage parents to get involved in their children’s education and career planning.
- Business and industry were invited as career related speakers in the classroom or during career fairs, and also served on the advisory boards/committees.
- Businesses and industries allowed students the opportunity to visit their place of business for “real work” experiences and also provided work-based learning opportunities for students.

7) Serving individuals in state institutions

- State staff provided services when consulted by state institutions.

- Technical Colleges continued to maintain articulation agreements on some CTE programs offered at the Youth Development Campuses.
- Instructors at the detention centers continued to participate in state sponsored professional development workshops.

8) Support for programs for special populations that lead to high skill, high wage careers

- Georgia's Career Resource Network provided educational and career-related brochures to Spanish speaking population (ACRN Parent Tool Kit) and collaborates with Georgia Career Information System (GCIS) to maintain the Smart Choices booklet in English and Spanish for middle school transition programs.
- The Georgia Career Information System and GACollege411 delivered parts of their program in Spanish through ACRN funding (Perkins, Section 118).
- The Office of Civil Rights conducted five compliance reviews to ensure that all students are given access and admissions to all CTAE classes/programs regardless of race, color, ethnic group, gender or disability.
- Healthcare Science Technology Education and Georgia Medical Care Foundation (GMCF) partnership provided Certified Nursing Assistant curriculum and training which lead to certification and the registry of the students information on a statewide registry (maintained by GMCF) of skilled workers in healthcare.

2. PERMISSIBLE ACTIVITIES

1) To provide technical assistance for eligible recipients

- State staff provided technical assistance to all teachers and administrators on as needed basis.
- Services are provided to local school systems to present information and updates to parents and staff as requested.
- DOE staff served on several panel discussions and information forums in the school systems as requested.
- Managed and maintained a career development website via the Georgia Career Resource Network; hosted by the Georgia Career Information System.
- Provided technical assistance to WIA grant recipients.
- Provided assistance via program reviews and Office of Civil Rights Compliance Reviews

2) To improve career guidance and academic counseling programs.

- Continued to improve Georgia CRN web site for career-related tools and resources for counselors and instructors.
- Continued to improve the delivery of career development initiatives including career assessment, career centers, portfolios, work-based learning and Peach State Pathway Career Plans.
- Encouraged local school counselors to take advantage staff development opportunities provided through GVSDC.
- Programs received equipment monies from the state in order to buy computers and software, etc. for the classrooms/labs.

3) To establish agreements between secondary and postsecondary programs, including Tech Prep

- Articulations were implemented and re-evaluated as new curriculum was developed and implemented.
- Postsecondary educators were a part of the GPS development team.
- Tech Prep conference which the DOE sponsors annually focus on improving secondary and postsecondary programs.
- Encouraged local systems to make all postsecondary options credit opportunities available to all students by the spring of the 10th grade (this includes articulated credit in public technical colleges).
- Assisted Tech Prep coordinators in implementing the state's grant awards, "Stay In School" as it relates to career development.
- Promoted the use of GACollege411 for postsecondary planning.

- GADOE and DTAE completed a Dual Enrollment Crosswalk which resulted in a twenty page document of dual enrollment courses aligned at 80%, 90% levels and included locally aligned courses.
- Created Peach State Pathway Career Plans as a vehicle to promote postsecondary education and dual seal diplomas

4) To support cooperative education

- Promoted work-based learning as key element of the career planning process
- Encouraged counselors to promote WBL as part of the exploration/investigation component in the career planning process
- Encouraged counselors to promote YAP as the apex of experiential learning in the world of work

5) To support student organizations

- Promoted all CTSO by placing CTSO logos on ALL Peach State Pathway Career Plans as a tool for conversation at the 8th grade level.
- Encouraged counselors to attend CTSO competitive events and participate as judges.
- Created a state level position to coordinate the activities of CTSOs.
- State staff assisted with CTSO competitive events upon request
- Teacher Support grants and Industry Certification grants included CTSO activities as quality core indicators.
- CTSO members have the opportunity to participate in local, state and national competitive events and leadership activities.

6) To support vocational and technical education in charter schools

- Charter Schools participated in consortia activities statewide through staff members serving on Tech Prep Consortium Coordinating Committees (TPCCC) and students benefited from Tech Prep activities provided by the coordinators.
- The state continued to extend opportunities for all charter schools to become part of a consortium and other related activities.
- Career and Technical programs offered at charter schools were funded.

7) To support programs that offer experience in, and understanding of, all aspects of an industry

- Tech Prep supported work-based learning exposure and opportunities through consortia activities that include job shadowing, field trips, Career Fairs and Career Days, Career Scavenger Hunts, and Summer Career Camps.
- Encouraged counselors/instructors to promote work-related experiences as part of the exploration/investigation component in the career planning process at the high school and middle school levels.
- Professional Development opportunities are provided to assist teachers in the implementation of work-related experiences for students.
- Provided a complete Work-Based Learning guide to teachers and CTAE Administrators to assist with the implementation of work-related activities.

8) To support family and consumer sciences programs

- Assisted in the development of Peach State Pathway Career Plans for all FACS pathways.
- Assisted in the awareness, recruitment and retention of students in nontraditional FACS programs.
- Special Population teachers encouraged to work collaboratively with teachers and students in family and consumer sciences programs.

9) To improve or support business partnerships

- Encouraged the use of business partners on advisory committees
- Encouraged the use of business partners as career-related speakers in the classroom and career fairs.
- Encouraged business partners to participate in the educational process whenever possible: mentoring and business tours for educators.

- Through CTSO activities (local, regional, and state levels) business and industry leaders partnered with educators to provide leadership activities and judged at competitive events.

10) To improve or develop new vocational and technical education courses

- Supported the creation of 8 new curriculums to align with the Georgia Governor's identified strategic industries
- State staff participated in the initial stages of pathway development in program concentrations.
- State staff participated in the GPS development team research on: Current Industry Needs, Transition Opportunities to Post-secondary, National and State Credentialing and Regulatory Agencies and Guidelines, Student Interests and Work-based Learning Opportunities.
- Tech Prep provided an expansion of dual enrollment course offerings statewide.
- In November 2005, the Seamless Transitioning Opportunities Manual (covering articulation and dual enrollment) were finalized and placed on the Division's website as planning and guidance tools by all consortia.

11) To provide vocational and technical education programs to adults and dropouts

- Tech Prep supported alternative education programs.
- Collaborated with DTAE to market programs available to adults who have graduated from high school via the Georgia HOPE Grant.
- Marketed the use of GACollege411 for postsecondary information.
- Promoted the use of GCIS for postsecondary information and GED possibilities in one of Georgia's State Registered Apprenticeships.
- Supported the Coordinated Vocational Academic Education/Project Success program (CVAE/PS), designed to assist young adults and potential dropouts at the secondary level.

12) To assist students in finding jobs and continuing their education

- Tech Prep coordinators provided ASSET testing to 10th, 11th, and 12th graders as career and educational planning assessment for postsecondary placement.
- Tech Prep Coordinators worked with Career Transition Specialists from various colleges to enhance student support services with regard to future educational planning.
- Created and implemented Peach State Pathways to promote postsecondary education
- Continued to promote work-based learning as a critical part of career planning and monitored WBL programs to ensure equity and compliance.
- Completed course standards and/or sequence of courses that provided students with certification opportunities in industry accredited and recognized fields, (i.e. AHA Basic Life Support course completion is a pre-requisite to employment in the majority of health-related industries; National Registry's First Responder is a pre-requisite for many post-secondary EMT programs; GMCF Certified Nurse Assistant permits students to gain employment and all skills are transferable to any higher level nursing program for continuing education) assists students in finding jobs and continuing their education.

III. Distribution of Funds for Vocational and Technical Education Programs

A. The Career, Technical and Agricultural Education (CTAE) Division of the Georgia Department of Education (GDOE) with 180 local systems and 37 consortia, and the Georgia Department of Technical and Adult Education (GDTAE) with 33 technical colleges are the state's eligible recipients of Perkins funds. The GDTAE supervises and administers the funding of postsecondary programs, while the GADOE supervises the funding of secondary career and technical programs. The postsecondary and secondary agencies work collaboratively to provide leadership training to the administrators, teachers and guidance counselors in all Georgia's eligible secondary schools and technical colleges that offer vocational and technical programs.

IV. Accountability

A. State's Overall Performance Results and Program Improvement Strategies

State's Secondary Performance Summary

As depicted in the chart that follows, Georgia secondary students attained or exceeded all but two of the final agreed upon performance levels (FAUPL) in FY 2005-2006. The final agreed upon Performance levels not met were Vocational Skills Attainment (IS1), and nontraditional participation (4S1). Secondary male subgroup attained all but vocational skills attainment benchmark, while the female subgroup attained all but nontraditional participation benchmark. As in the previous year, the Tech Prep subgroup attained or exceeded all established performance levels except in nontraditional participation. On the unmet benchmarks, some of the subgroups made significant gains from 2005 in selected indicators. The chart below is a comprehensive summary of Georgia's secondary performance on each of the four core indicators relative to the final agreed upon performance levels. The chart shows performances disaggregated by gender, race, special populations and Tech Prep. Our postsecondary placement shows unduplicated placements in two-year technical and state universities. Unmet performance levels are italicized and in red letters and would require the development and implementation of improvement strategies by the local school systems in 2007.

Core Indicator IS1- Academic Attainment

The secondary students exceeded the established benchmark of 77.61% by 6.86%. Every subgroup showed slight gain from previous year's figures. The rigorous academic standards and curriculum integration to push for NCLB improvement could be among the success factors. The DOE will continue to encourage the integration of academics with CTE curriculum. The state will continue to work collaboratively with the Student Record Unit to ensure that student data are accurate, reliable and on time.

Core Indicator IS2- Vocational Skills Attainment

The state continues to explore avenues that would enable us accurately document student competency attainment in all CTE programs. We missed the established benchmark of 69.25% by 0.34%. Georgia's secondary curriculum is being revised according to career pathways and to closely relate to industry standards. The white population, the disabled and single parents showed significant gains. As the state continues to revise the career and technical education curriculum, we will continue to encourage local systems to continue to adopt and implement strategies that improve performance across all populations. Georgia will continue to involve industries and business in our curriculum development and delivery processes, as CTE more programs become industry certified.

Core Indicator 2S1- Completion

The established benchmark of 74.77% was exceeded by 9.6%. In addition, every subgroup except the disabled met or exceeded the benchmark. The Hispanic, Single Parents, LEP, non-traditional and other barriers attained or exceeded the benchmark. This remarkable improvement could be attributed to improved student individualized career plans, career guidance component, the encouragement of Teachers-as-Advisors and improved data quality, particularly those related to student vocational diploma in the local school systems.

Core Indicator 3S1- Placement

Georgia scored 87.98% for this indicator, which exceeded the established benchmark by 3.8%. Our placement consists of 2004-05 graduates in the Georgia Department of Labor (GDOL) state's unemployment information wage files for the wage quarter July - September 2004 database, the public postsecondary technical colleges, two-year colleges (DTAE) database and the Board of Regents (BOR), four-year colleges and universities. Our efforts to gather placement information from our state four-year colleges or universities (P-16/BOR) database finally materialized in 2006. The state continues to seek for avenues that would enable us to collect military placement information from the United States Department of Defense (USDOD). Our placement indicator data were reported as unduplicated figures across the three databases.

Core Indicator 4S1- Nontraditional Participation

With a performance level of 22.14%, the state missed the established benchmark for this indicator by 7.08%. Only the males attained or exceeded this benchmark. Evidently, the state's nontraditional recruitment efforts need to be modified and intensified. As in previous years, we monitored gender under-representation in select programs, female participation in Agriculture, Construction, Drafting/Graphics, Mechanical Operations, Technology Education, and males in Family/Consumer Sciences. Further analysis and review of our under-represented programs revealed that Construction, Mechanical Operations, Family/Consumer Sciences and Healthcare Science programs qualified for monitoring. Agriculture and Drafting/Graphics programs met the gender balance and will be dropped from the list of gender under-representation programs, while Healthcare Science which qualified as gender under-representation program will be among those to be monitored during the next fiscal year. As in previous years, Georgia will continue to promote student participation in nontraditional careers, through workshops on student recruitment and retention.

Core Indicator 4S2- Nontraditional Completion

The 2006 established benchmark for this indicator was 40.08%. Georgia met and exceeded the benchmark by 4.72%. The State's strong message concerning student involvement and completion in nontraditional programs is evident by this outcome. Further analyses of the subgroups show that although the state exceeded the benchmark, the male subgroup, the white population, the disabled, single parents and other barriers scored below. Although the male population exceeded the expected benchmark in participation (4S1), the participants completed (4S2) at a lower rate. The state will continue to offer technical assistance to teachers and guidance counselors as we continue to encourage student recruitment and participation in nontraditional programs.

B. State's Performance Results for Special Populations and Program Improvement Strategies State's Secondary Performance Summary

Overall, Georgia's special populations group performed well in academic skills (IS1), vocational skills achievement (IS2), Completion of Diploma (2S1) and Placement (3S) indicators, when compared with the established benchmarks. The table below shows each secondary indicator disaggregated by special populations, race and gender.

Indicator	1S1	1S2	2S1	Placement: Advanced Training 3S1	Employment 3S1	3S1 Total	4S1	4S2
2005-06 Final Agreed Upon Performance Levels (FAUPL)	77.61%	69.25%	74.77%			84.18%	29.22%	40.08%
TOTAL	84.47%	68.91%	84.37%	55.45%	79.58%	87.98%	22.14%	44.80%
Male	85.79%	67.77%	86.06%	50.13%	77.62%	86.32%	37.24%	37.92%
Female	83.18%	69.99%	82.83%	60.96%	81.61%	89.71%	12.66%	50.15%
Am Indian	88.89%	58.73%	94.59%	37.50%	81.25%	81.25%	22.67%	44.44%
Asian	83.41%	39.69%	97.22%	64.13%	65.25%	83.63%	24.86%	64.63%
Black	75.89%	60.01%	93.51%	51.85%	79.12%	86.81%	24.69%	52.35%
Hispanic	75.22%	62.12%	99.73%	33.05%	55.03%	60.80%	18.82%	50.26%
White	92.05%	78.50%	77.10%	58.81%	81.85%	90.57%	20.34%	38.85%
Other	85.98%	53.49%	97.39%	49.65%	71.33%	80.77%	22.81%	52.34%
Disabled	46.18%	83.08%	59.97%	42.56%	75.20%	83.35%	28.07%	26.48%
Economically Disadvantaged	76.07%	75.55%	82.38%	48.30%	77.96%	85.19%	22.24%	43.20%
Single Parent	76.40%	90.31%	82.44%	56.14%	86.55%	95.32%	22.65%	37.58%
Other barrier	74.52%	63.03%	76.73%	42.21%	80.44%	86.62%	22.04%	30.42%
Ltd. English Proficiency	44.66%	56.11%	82.81%	19.63%	34.97%	41.10%	18.28%	67.65%
Non-traditional	83.33%	79.22%	81.46%	53.47%	79.16%	87.62%	22.14%	44.79%
TECH PREP	85.36%	80.55%	80.14%	55.66%	80.37%	88.49%	26.65%	43.31%

Core Indicator IS1- Academic Attainment

All but nontraditional students (83.33%) met the final agreed performance level in this subgroup. The major goals of career and technical education are to prepare every student including special populations, to become successful in careers as well as further education. As in previous years, Georgia will modify and implement appropriate teaching strategies and also adopt best practices that integrate academics and career and technical curriculum. To ensure that every student becomes successful, Georgia will continue to provide workshops and technical assistance that focus on the needs of special populations to guidance counselors, administrators and teachers.

Core Indicator IS2- Vocational Skills Attainment

The Disabled (83.08%), economically Disadvantaged (75.55%), Single Parent (90.31%) and Nontraditional (79.22%) exceeded the established FAUPL of 69.25% for this indicator. Although the special populations performed well in this core indicator, the state will encourage local systems to continue to modify and adopt strategies that improve the overall performances of all populations. Major emphasis will be on services to improve the vocational skill attainment of English to Speakers of Other Languages (ESOL) students.

Core Indicator 2S1- Completion

With a performance level of 59.97%, only the Disabled failed to meet the state's FAUPL of 74.77%. Other Georgia's special populations group exceeded the established benchmark - the Economically Disadvantaged (82.38%), the single parent (82.44%), Other barrier (76.73%), and Limited English Proficiency (82.81%) and nontraditional (81.46%). Georgia will continue to implement strategies that ensure successful completion of high school by the special populations. Georgia will continue provide trainings to counselors and paraprofessional on the best practices. We are committed to seeing every student succeed in career as well as further education. We will continue to replicate those teaching strategies that enabled the state to shine at this indicator.

Core Indicator 3S1- Placement

All but the Limited English Proficiency group with a performance level of 41.10% failed to meet the established benchmark of 84.18%. The overall placement figures consist of special populations that graduated in FY 2004-05. As noted earlier, the overall placement performance includes data from the Georgia Department of labor (GDOL) state unemployment information wage files for the wage quarter July - September 2005 database, the public postsecondary technical colleges, two-year colleges (DTAE) database and the Board of Regents, four-year state colleges and universities. To ensure that we provide complete placement information on every graduate, we will continue to seek from other states and federal agencies on best to collect information on students placed in the military and out-of-state higher institutions.

Core Indicator 4S1- Nontraditional Participation

The state's overall performance level of 22.14% was below the FAUPL. This low performance level affected every subgroup. Evidently, the state's nontraditional recruitment efforts need to be modified and intensified, particularly in the current program areas identified as nontraditional. Also, we will provide technical assistance and recruitment resource materials that focus on nontraditional recruitment and retention to local school systems. We will continue to encourage local system teachers, administrators, and guidance counselors to take advantage of the workshops available through national, state and local groups.

Core Indicator 4S2- Nontraditional Completion

The overall performance indicates that Georgia exceeded this FAUPL by 4.72%. The disabled (26.46%), Single Parent (37.58%) and Other Barriers (30.42%) did not meet this benchmark. Although the Limited English Proficiency group scored low in 4S1, this subgroup performed the highest 67.65% in nontraditional completion (4S2). The state will continue to offer technical assistance, provide resources to teachers, administrators and counselors, and encourage them to take advantage of nontraditional recruitment, participation and completion workshops and trainings that focus on special populations.

C. Definitions – State's Secondary

- *Vocational participant:* a student enrolled in career and technical education courses.

- *Vocational concentrator*: a student who earned four or more credits (Carnegie Units) in vocational education courses, of which three are in a concentrated Career and Technical Prep (CTP) program of study. This definition parallels the state’s requirements for graduating with Career/Technical Prep or a Dual diploma.
 - *Vocational completer*: a vocational concentrator who completed high school and earned a Career/Technical Prep or Dual diploma. This includes only graduates who completed the requirements for the GHSGT and also completed the requirements for vocational concentrators.
 - *Tech Prep student*: a high school junior or senior who has completed two or more CTE courses from a Tech Prep Program of Study that has been identified in the state database as aligned with a postsecondary program leading to a postsecondary credential.
- **D. Measurement Approaches - Secondary**

Core Indicator 1 – Academic and Technical Skill Attainment				
Indicator	Data Source	Measure	Numerator	Denominator
IS1 Academic Achievement	Student Record - Georgia High School Graduation Test	% of TCP and Dual Diploma students passing the GHSGT	Total numbers of TCP and Dual Diploma students passing the GHSGT in 1-5 attempts.	Total number of TCP and Dual Diploma students taking the GHSGT
IS2 Vocational Skills Attainment	Student Record - Vocational Course completion	% of students passing/earning 4 or more credits in TCP Courses	Total number of students earning 4 or more credits in TCP courses	Total number of students enrolling in 4 or more TCP courses
Core Indicator 2 – Completion				
2S Completion	Student Record	% of vocational concentrators who receive or qualify to receive a TCP or Dual Diploma	Total number of concentrators receiving or qualifying to receive a TCP or Dual Diploma	Total number of vocational concentrators
Core Indicator 3 – Placement				
3S Placement	Department of Labor; 2 & 4 year Postsecondary; Technical Colleges and Military	% of vocational completers who are placed in postsecondary education, employment, or the military, 3 months after graduation	Total number of completers placed in postsecondary education, military, or employment 3 months after graduation	Total number of vocational completers (TCP/Dual Diploma ‘2004 graduates)
Core Indicator 4 – Nontraditional Placement and Completion				
4S1 Nontraditional Participants	Student Record	% of students participating in vocational programs that lead to nontraditional employment.	Enrollment of underrepresented genders in 6 targeted programs that lead to nontraditional employment (duplicated headcount, grades 9-12)	Total enrollment in 6 targeted programs that lead to nontraditional employment
4S2 Nontraditional Completers	Student Record	% of students completing vocational programs that lead to nontraditional employment	Number of underrepresented genders in 6 targeted programs leading to nontraditional employment who complete TCP or Dual Diploma	Enrollment of underrepresented genders in 6 targeted programs that lead to non-traditional employment (unduplicated count, grades 9-12, previous year)

E. Improvement Strategies

Georgia Department of Education's improvement strategies for 2007 include and not limited to:

- Georgia will continue to develop the state's career pathways and align secondary CTE programs with the national career clusters.
- Continue to provide teachers, counselors and vocational administrators with workshops and state leadership activities on technology and software updates
- Assist local systems in adopting the changes from the state's career pathways.
- Continue to encourage local systems to implement and train students on income/high demand employment occupations.
- Work collaboratively with the Georgia Department of Labor (GDOL), Board of Regents (BOR) and in Georgia Department of Technical and Adult Education (GDTAE) in identifying graduates placed in employment and postsecondary.
- Continue to ensure that local school systems report and implement improvement strategies indicated in their local plan.
- Local School systems will complete 2007 local plan requirements, document and implement improvement strategies for all unmet state established performance standards.
- Continue to educate our guidance counselors and special population staff on how to adequately address the needs of special populations, in fulfilling the NCLB mandates.
- The state will continue to provide local systems with summary data on career and technical education students, and also ensure that data from local systems are complete, accurate and on time.
- Continue to disseminate Perkins IV related information with local systems.
- Develop the state plan in accordance with Perkins IV guidelines.

V. Monitoring Follow-up (N/A)

Georgia completed a full monitoring visit in 2006 and is yet receive a written report.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

The positive impacts of Georgia's improved guidance and counseling, and the newly instituted Teachers as Advisers initiative in addressing the needs of all students particularly the special populations and nontraditional groups manifested across the 2006 secondary performance indicators.

Postsecondary Section

II. State Leadership Activities [Section 124]

A. Required Uses of Funds

- **Assessment of the vocational and technical education programs**
 - Evaluated the institutional effectiveness and efficiency of programs offered by the technical colleges and technical divisions at Board of Regents institutions through the **Performance Accountability System (PAS)**. PAS is composed of four modules: program assessment, community needs assessment, planning and budgeting.
 - Verified the PAS and Perkins submissions, the implementation of the Perkins Four-Year Local Plan and the One-Year Funding Application, and Perkins expenditures through the **Performance Accountability Review (PAR)**. The PAR is an on-site visit providing a comprehensive review of three to nine program groups by a team of five to seven college staff coordinated by Georgia Department of Technical and Adult Education (GDTAE) staff. Overall, the PAR process verifies that each institution is meeting state standards and federal requirements.
- **Developing, improving, or expanding the use of technology in vocational and technical education**
 - Provided leadership to coordinators of instructional technology in our technical colleges.
 - Emphasized the use of instructional technology in the Faculty Development Institute attended by nearly 200 new faculty during the year.

- Provided training to 350 faculty members from around the state on using technology in the classroom at the annual Institutional Faculty Consortium Committee Executive Boards meeting for faculty leaders.
- **Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel**
 - Provided professional development at each quarterly peer group meeting to Career Services Directors. Sessions included presentations from employers and state staff, peer-to-peer training, and effective strategies and best practices.
 - Facilitated regional and statewide faculty meetings to provide updates and/or discussion of curricular updates.
 - Provided training in instructional skills to nearly 200 new faculty members through the New Teacher Institute.
 - Held joint staff development for equity and special population coordinators in February 2006. Coordinators from majority of system colleges attended. The agenda included working with disabled students, data collection, Title IV training, and training for recruitment/retention of students in non-traditional programs.
 - Continued training of New Connections to Work Coordinators at state meetings, with emphasis on non-traditional training/placement of single parents/displaced homemakers.
 - Continued to meet with peer groups of students services vice presidents, coordinators of special populations (special needs), admissions directors, equity coordinators and New Connections to Work Coordinators to enhance awareness of students in non-traditional programs and special population student issues.
 - Formed a leadership team consisting of representatives from each consortium throughout Georgia. The team focused on issues, challenges, practices, barriers, and opportunities to improve access for students. Each leadership team member holds at least 2 meetings per year with their regional peers.
 - Provided professional training session and an opportunity for information sharing through a newly established training workshop design for enrollment service personnel new to the GDТАЕ system.
 - Conducted best practice session during statewide peer group meeting demonstrating the effectiveness of strategies used to better service students. Statewide peer group meetings are held twice annually for admissions officers and registrars.
 - Continued working with testing/assessment professionals identifying the latest technology for administering placement tests that gives useful results for advising and placing students in appropriate programs.
- **Support for vocational and technical education programs that improve the academic, and vocational and technical skills of students...through the integration of academics with vocational and technical education**
 - Provided state leadership for Tech Prep during the Annual State Tech Prep Conference attended by secondary and postsecondary faculty and administrators.
 - Provided leadership to integrate academic and vocational competencies in the development of curriculum using statewide committees of employers and instructors.
- **Providing preparation for non-traditional training and employment**
 - Continued to meet with peer groups of Students Services vice presidents, coordinators of special populations (special needs), admissions directors, equity coordinators, and New Connections to Work Coordinators to enhance awareness of students in non-traditional programs and special population student issues.
 - Held joint staff development for equity and special population coordinators in February 2006. Coordinators from majority of system colleges attended. The agenda included working with disabled students, data collection, Title IV training, recruitment and retention of students in non-traditional programs.

- Continued training of New Connections to Work Coordinators at state meetings, with emphasis on non-traditional training/placement of single parents/displaced homemakers.
- Helped form support groups for special population students and provided lending libraries for tools and textbooks.
- **Supporting partnerships to enable students to achieve State academic standards, and vocational and technical skills**
 - Created and maintained partnership between New Connections to Work and the Georgia Department of Human Resources Division of Family and Children Services to provide recruitment, counseling, remedial related studies, academic tutoring, training, retention activities, and technical education with a non-traditional emphasis.
 - Provided a delivery system, through the New Connections to Work program, of comprehensive training opportunities that lead to employment. These services were designed to help to eliminate barriers to opportunity and to promote economic self-sufficiency for single parents, displaced homemakers, single pregnant women, and Temporary Assistance to Needy Families (TANF).
- **Serving individuals in state institutions**
 - Established and maintained a partnership between the Georgia Department of Technical and Adult Education (GDTAE) and the Georgia Department of Corrections (GDOC) to promote educational enrichment for inmates and assistance with productive re-entry into society.
 - Provided educational opportunities through nine Transition Centers within various Georgia technical colleges through the Georgia Fatherhood Program.
 - Provided life-skill and work-skill training/assistance to inmates with child support obligations and provided assistance with identifying employment opportunities.
 - Conducted group orientation for inmates transitioning out of the correctional system.
- **Support for programs for special populations that lead to high skill, high wage careers**
 - Trained New Connections to Work coordinators in non-traditional and equity issues to meet the requirements of the state contract with Department of Human Resources/Family and Children Services to serve TANF recipients (emphasizing non-traditional training/placement).
 - Held joint staff development for equity and special population coordinators in February 2006. Coordinators from majority of system colleges attended. The agenda included working with disabled students, data collection, Title IV training, recruitment, and retention of students in non-traditional programs.

B. Permissible activities [Section 124]

- **Assist vocational and technical student organizations**
 - Planned, developed, and implemented all activities relating to local, state and national conferences/competitions for **Delta Epsilon Chi (ΔEX) or (DEX), Phi Beta Lambda (PBL), SkillsUSA (formerly VICA), National Technical Honor Society (NTHS), and Statewide Student Leadership Council (SSLC)** during the past year.
 - Eleven colleges have a chapter of **Delta Epsilon Chi (ΔEX) or (DEX)**, a marketing organization for college students, preparing for careers in the area of marketing with approximately 200 members statewide. The state conference was held during February 2006 in Atlanta, Georgia. Approximately 60 students and advisors attended the National Conference in April 2006 in Dallas, TX. Georgia DEX had one student to place first in the nation. Two students placed third, eight students placed in the Top Ten and five placed as semi-finalists.
 - **Phi Beta Lambda (PBL)** – Thirty-three colleges in Georgia currently have **Phi Beta Lambda** chapters with over 600 members statewide. PBL is a business organization organized on the local, state, and national levels. The state conference took place during April 2006 in Atlanta, Georgia where over 300 hundred students competed for the honor to continue competing on the national level. Approximately 150 students and advisors attended the National Conference in July 2006, which was held in Nashville, TN. Georgia PBL had four students to place first, three students to

- place second and four students to place third in the Nation! In addition, they had several others to receive awards ranging from 4th through the 10th place—quite an honor considering the number of competitors! Also, Georgia PBL, as a state system, won several honors and awards.
- **SkillsUSA (formerly VICA)** – Georgia currently has 26 chapters of **SkillsUSA** and over 900 members. SkillsUSA is a national organization serving teachers as well as high school and college students preparing for careers in technical, skilled, and service occupations. SkillsUSA is the only organization where students compete by demonstrating hands-on application skills. In April 2006, over 600 hundred students and advisors attended the state conference at Columbus Technical College for the honor of competing at the national level. Over 150 students and advisors attended the National Conference in June 2006 in Kansas City, Missouri. Georgia’s students seized eight Gold Medals, thirteen students received Silver Medals and five students received Bronze Medals. Fourteen students received honors for placing as Finalists (indicating that they scored 75% or better in their competition).
 - **National Technical Honor Society (NTHS)** – Georgia currently has 20 chapters of the **National Technical Honor Society** with approximately 300 members. The purpose of the National Technical Honor Society is to honor student achievement and leadership, promote educational excellence, and enhance career opportunities for the NTHS membership. NTHS held a yearly leadership conference where students received leadership training and elected their state officers.
 - **Statewide Student Leadership Council (SSLC)** – Georgia currently has 34 chapters of the **Statewide Student Leadership Council** with over 300 members statewide. The Statewide Student Leadership Council is an organization of officers and representatives that oversee the student activity funds of each technical college. The Council decides how funds will be used and distributed for the betterment of each student body. SSLC held a yearly leadership conference where students received leadership training and elected their state officers.
- **To provide technical assistance for eligible recipients**
 - Provided technical assistance regarding Perkins performance indicators and allowable expenditures to local recipients through peer group meetings, on-site visits, phone calls, and e-mails.
 - **Provide assistance to participants in finding and appropriate job and continuing their education**
 - Provided statewide comprehensive services through the New Connections to Work program to single parents, displaced homemakers, single pregnant women, and TANF participants. These training services included orientation, assessment, life skills/job readiness workshops, and skills training leading to employment.
 - Maintained a partnership between New Connections to Work and Career Services/Job Placement Directors to provide assistance to participants who were involved in a job search. The assistance included comprehensive work-readiness assessment, job search activities and the preparation of an Individual Training Plan (ITP). Follow-up, tracking and retention activities were provided where appropriate.
 - Provided job search assistance, through Career Services Directors, to students and also assisted them in making appropriate career choices. In each college’s Career Center, students were provided guidance as well as information on job searches, employment trends, employment outlooks, resume writing, etc.

III. Distribution of Funds for Vocational and Technical Education Programs

A. (See separate chart for the State of Georgia’s Eligible Recipients)

IV. Accountability

A. State’s Overall Performance Results and Program Improvement Strategies

Overall, for FY 2006 Georgia students performed well in placement, non-traditional participation, and non-traditional completion. Benchmarks were not met in academic attainment, vocational attainment, completion, and retention in employment.

- For **Core Indicator 1P1, Academic Attainment**, the established benchmark was 84.45% and our total population rate was 81.35% with all populations but one missing the benchmark. Through the basic grants allocated to our institutions, the importance of student attainment is stressed. We maintain rigorous academic standards at our colleges and will continue to stress the utilization at the college level of mid-quarter reporting, mentoring, academic advising, and academic tutoring.
- For **Core Indicator 1P2, Vocational Attainment**, the established benchmark was 83.36% and our total population rate was 81.70%. However, unlike last year when all populations missed the benchmark, this year two racial-ethnic populations accounting for 55% of the total group met the benchmark. Through the basic grants allocated to our institutions the importance of student attainment is stressed. We maintain rigorous vocational standards at our colleges and will continue to stress the utilization at the college level of mid-quarter reporting, mentoring, career advising, and academic and vocational tutoring.
- For **Core Indicator 2P1, Completion**, the established benchmark was 42.21% and our total population rate was 38.46% with all populations missing the benchmark. Through the basic grants allocated to our colleges, the importance of completion in all programs (technical certificates, diplomas, and degrees) is stressed. During peer group meetings additional emphasis will be placed upon the importance of student advisement to improve program completion. GDTAE is working on a performance funding mechanism in which graduation rate will be a key component, thus further encouraging institutions towards increasing performance in this area.
- For **Core Indicator 3P1, Placement**, the established benchmark was 95.00% and our total population rate was 98.15%, with all populations meeting the benchmark this year. The state career services leadership worked closely with college career services leadership to provide comprehensive staff development with sharing of, “out of the box” suggestions and “pockets of excellence” (best practices) sessions. Additionally, college Career Service Directors will work closely with the local business community by participating in organizations such as the Society of Human Relations Managers and local Department of Labor employer committees.
- For **Core Indicator 3P2, Retention in Employment**, the established benchmark was 87.54% and our total population rate was 86.71%. This measure was a challenging measure due more to methodological rather than curricular issues. When questioning our frontline college Career Service Directors, they cited issues such as self-employment and out-of-state employment as reasons for the low-rate. However, these are issues we cannot address as a system. Career Services Directors will work closely with employers, locally, to establish rapport. In addition, many of them serve on the local Employer Committee, the Society of Human Relations Managers (SHRM), thus affording them an opportunity to know what problems employers experience with employees.
- For **Core Indicator 4P1, Non-Traditional Participation**, the established benchmark was 13.65% and our total population rate was 14.68%. All populations, with the exception of Female, met or exceeded the benchmark. Success with this indicator continued to be a result of vigorous recruitment, marketing materials and campaigns, success stories, job outlook information, and overall staff development. The number of males (22.38%) entering non-traditional programs continued to be more than double the percentage of females (10.85%) entering non-traditional programs. The State will continue to focus on recruiting women into non-traditional fields and providing information about the opportunities these fields offer.
- For **Core Indicator 4P2, Non-Traditional Completion**, the established benchmark was 12.34% and GDTAE still exceeded the benchmark with a total rate of 12.38%. However, the populations of Female, Asian, Hispanic, White, Economically Disadvantaged, Single Parent, Displaced Homemaker, L.E.P. and Tech Prep missed the raised benchmark. Language barriers and lack of career counseling may have continued to be a challenge to these groups, as well as other barriers these populations face during a college year. The State will continue working with the Equity/Special Populations Coordinators at the local level to create more support groups for these students.

B. State's Performance Results for Special Populations and Program Improvement Strategies

- For **Core Indicator 1P1, Academic Attainment** the established benchmark was 84.45% and our total population rate was 81.35%. Our special populations performed as follows: Disabled 78.93%, Economically Disadvantaged 80.50%, Single Parent 79.36%, Displaced Homemaker 80.90%, Other Educational Barriers 78.56%, and Limited English Proficiency 84.45%. The State is committed to improving our training of the professionals at the local level to address academic attainment. The State will encourage colleges to offer peer tutoring and support groups—particularly for single parents, displaced homemakers and students in non-traditional programs.
- For **Core Indicator 1P2, Vocational Attainment** the benchmark was 83.36% and our total population rate was 81.70%. Our special populations performed as follows: Disabled 72.06%, Economically Disadvantaged 72.55%, Single Parent 71.11%, Displaced Homemaker 76.25%, Other Educational Barriers 71.93%, and Limited English Proficiency 78.76%. The State will provide training and skill-development to staff at local colleges and encourage colleges to offer peer tutoring and support groups—particularly for single parents, displaced homemakers and students in non-traditional programs.
- For **Core Indicator 2P1, Completion** the benchmark was 42.21% and our total population rate was 38.46%. Our special populations performed as follows: Disabled 39.16%, Economically Disadvantaged 35.97%, Single Parent 34.03%, Displaced Homemaker 38.75%, Other Educational Barriers 31.25%, and Limited English Proficiency 40.11%. The State is investigating additional mechanisms to assist Student Services personnel to increase the effectiveness of the overall delivery of services. The State will encourage colleges to offer yearly staff development to faculty concerning the retention of special population students, encourage colleges to continue focus on career counseling and the opportunities available in non-traditional fields, and encourage colleges to investigate possibilities for local scholarships for special population students.
- For **Core Indicator 3P1, Placement** the established benchmark was 95.00% and our total population was 98.15%. All of our special populations exceeded this benchmark. The rates are as follows: Disabled 95.95%, Economically Disadvantaged 97.72%, Single Parent 98.00%, Displaced Homemaker 96.16%, Other Educational Barriers 97.67%, and Limited English Proficiency 96.66%. Traditionally, placement in employment has been a strength for GDTAE. Activities completed at the college level, that contributed to this success included: establishing and maintaining professional working relationships with employers, developing standard operating procedures based on standards from the National Association of Colleges and Employers (NACE), obtaining feedback and updates from the GDTAE Data Center, and developing and maintaining a Career Services website that contains relevant documents for students.
- For **Core Indicator 3P2, Retention in Employment** the established benchmark was 87.54% and our total population was 86.71%. Our special populations performed as follows: Disabled 91.67%, Economically Disadvantaged 86.48%, Single Parent 88.19%, Displaced Homemaker 94.44%, Other Educational Barriers 84.86%, and Limited English Proficiency 91.67%. When questioning our frontline College Career Service Directors, they cited issues such as self-employment and out-of-state employment as reasons for the low-rate. However, these are issues we cannot address as a system. Therefore, we continue to address this issue through strengthening curricular methods with work ethics training and expansion of the use of internships and apprenticeships at the college level. Additionally, the data do not show a higher incidence of non-retention in employment for special populations, so it appears reasonable to address these populations in concert with the general population.
- For **Core Indicator 4P1, Non-Traditional Participation** the established benchmark was 13.65% and our total population was 14.68%. All but one special population met/exceeded the benchmark. The rates are as follows: Disabled 17.10%, Economically Disadvantaged 14.10%, Single Parent 13.14%, Displaced Homemaker 13.69%, Other Education Barriers 15.12%, and Limited English Proficiency 16.45%. We believe that our success with this indicator was connected to the State's strong emphasis on equity and the recruitment, retention, and placement of students statewide. The State will continue collaboration with Tech Prep coordinators to focus on non-traditional opportunities.
- For **Core Indicator 4P2, Non-Traditional Completion** the established benchmark was 12.34% and the total population was 12.38%. Our special populations performed as follows: Disabled 12.94%,

Economically Disadvantaged 10.85%, Single Parent 10.82%, Displaced Homemaker 9.44%, Other Educational Barriers 11.17%, and Limited English Proficiency 10.73%. Strong state leadership with a unified message has greatly benefited the students entering non-traditional programs in Georgia. The financial implications of choosing a non-traditional field may have proven to be even more alluring to students who fell into a given special population. To increase performance, the State will further collaborate with Tech Prep coordinators, focusing on non-traditional opportunities.

C. Definitions

- Vocational participant: a student taking program courses.
- Vocational concentrator: A student enrolled in a program that completed at least 12 credit hours in the DTAE system.
- Vocational completer: A student who received an award, i.e. technical certificate, diploma, or degree.
- Tech Prep student: A student who has transitioned from a secondary school/system to postsecondary education having completed secondary courses from a Tech Prep Program of Study that has been identified in the state database (Dual Enrollment Matrix or articulated course listing) as aligning with a postsecondary program leading to a postsecondary credential.

D. Measurement Approaches

Core Indicator 1 - Academic and Technical Skill Attainment

Measure	Approach	Numerator	Denominator
1P1	Course Completion	Total number of students achieving only successful grades in academic courses (grades of A, B, C, or S in non-developmental studies courses).	Total number of students taking vocational courses (not including developmental studies courses)
1P2	Course Completion	Total number of students achieving only successful grades in vocational courses (grades of A, B, C, or S in non-developmental studies courses).	Total number of students taking academic courses (not including development studies courses)

Core Indicator 2 - Completion

Measure	Approach	Numerator	Denominator
2P1	Student Record System	Number of graduates	Graduates total + leaver total

Core Indicator 3 - Placement and Retention

Measure	Approach	Numerator	Denominator
3P1	Survey	Students from the denominator placed in field, related field, out of field, military service, or continuing their postsecondary education	All graduates available for employment
3P2	Administrative Record Exchange	Students from the denominator who also showed up as employed in the UI data three quarters after graduation.	Graduates who showed up as employed in UI data one quarter after graduation.

Core Indicator 4 - Non-Traditional Participation and Completion

Measure	Approach	Numerator	Denominator
4P1	Student Record System	Students in the denominator of underrepresented gender	Number of students enrolled in non-traditional programs
4P2	Student Record System	Students in the denominator of underrepresented gender	Number of completers in non-traditional program

E. Improvement Strategies

- **Postsecondary: Measurement and Data Quality Improvement**
All GDTAE technical colleges and divisions utilize BANNER for their student information systems. The GDTAE developed validation tables, which are in place at each institution. The GDTAE has a

centralized data center which extracts needed data from each college's BANNER system. Data are then run against a series of edit checks to verify accuracy. If there are errors in the data, the college receives an error report, which must be corrected. The GDTAE's reporting unit and data center are working continuously to improve the quality of the data. Listed below are planned activities for next year to help improve data quality.

▪ **Activities for FY 2007**

- Continue matching data with the Board of Regent (BOR) and the Georgia Department of Labor (GDOL), to assist with job placement information for the technical colleges.
- Use this data matching to develop more accurate placement information, by program, statewide.
- Work with the GDOL to begin matching employment information for students that leave the state after graduation.
- Continue to review data received from the technical colleges and revise procedures and policies to ensure better data quality.
- Work with data quality committee to develop greater standardization between our colleges in the collection of special population data.
- Work on developing more accurate data on Development Studies students.
- Work on developing greater follow up information on Development Studies students.
- Institute error checks and new policies so that students at all colleges who have not shown up for classes or have dropped out by the seventh day of the quarter are not in enrollment counts.
- Continue to work with colleges so that graduate information is collected in a timelier manner.
- Continue to assist colleges with improving the coding of instructional programs, (particularly short term technical certificates) to ensure that all colleges are utilizing uniform major codes for instructional programs.

V. Monitoring Follow-up (N/A)

We have received no follow-up report from USDOE, at the present time.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

- DeKalb Tech LEP Project: GDTAE continues to work with DeKalb Technical College in Clarkston, Georgia to provide a laboratory for remediation and language assistance to students in credit programs. This laboratory is designed to be a model for other technical colleges with large numbers of LEP students. This laboratory is actively used by students needing tutoring and remediation. For example, during the spring quarter FY 2006 there were 836 visits to the laboratory. It is expected that there will be strong growth in the number of graduates and in student retention. This project has not yet provided longitudinal data.

See attachments:



Microsoft Excel
Worksheet



Adobe Acrobat
Document



Adobe Acrobat
Document



Microsoft Word
Document