

EXECUTIVE SUMMARY

The designated agency to manage Perkins III and Perkins IV Acts in Georgia is the Georgia Department of Education (GADOE), as defined in Section 3(9) of the state law. The Georgia Department of Education specifically administers the state's secondary career, technical and agriculture education programs. The Georgia Department of Technical and Adult Education (GDTAE) is the sole administrator of postsecondary programs. As the state of Georgia strives to lead the nation in student achievement, the GADOE and the GDTAE are committed to providing quality technical and career education programs at both secondary and postsecondary levels. These two agencies work collaboratively to ensure that academic skills, technical skills and workplace readiness skills are addressed. Georgia schools are charged with the responsibility of meeting the objectives of No Child Left Behind (NCLB) Act. Industries and businesses in partnership with GADOE and GDTAE work collaboratively in establishing and improving Career and Technical Education (CTE) curriculum standards.

I. STATE PROGRAM ADMINISTRATION

a. Sole State Agency and Governance Structure

The Georgia Department of Education (GADOE) is authorized by the Georgia Board of Education (GBOE), to carry out improvement related activities under Perkins III and Perkins IV for secondary career and technical education and the Georgia Department of Technical and Adult Education (GDTAE) is authorized to carry out activities for postsecondary career and technical education. Both agencies provide local school system and technical college staff with technical assistance, as they support and deliver high-tech Career, high-wage Career and Technical Education programs. To ensure that all students succeed, special services are in place to address the needs of special populations, Limited English Proficient (LEP) students and nontraditional students.

Georgia is 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 GADOE and GDTAE, for implementation and improvement of CTE programs.

The dynamic Georgia economy depends on a high-tech, highly skilled workforce. Georgia's CTE system consists of programs offered by the Georgia technical college system and secondary level career, technical and agricultural education programs. The system is designed in consultation with the state's colleges and universities and the Governor's Centers of Innovation, to help develop a well-educated, technically trained, and highly competitive workforce in Georgia that will be widely recognized as the best in the nation.

Every five years, the secondary systems go through a comprehensive CTE program review process and the postsecondary systems go through a Performance Accountability Review (PAR) every three years, to ensure that all institutions are meeting state and federal standards and following guidelines. The teams for on-site visits and technical assistance are respectively coordinated by secondary or postsecondary staff.

The Georgia CTE system is continually upgraded to provide high quality educational experiences that provide both youth and adult learners with seamless transitions among the state's education and training systems and into the high-skilled, high-wage workplace. Our programs are closely aligned to technical and academic knowledge and skills, workplace aptitudes and continuous learning skills, that are valued by employers and are needed for successful entrepreneurship.

b. State Leadership Activities

Secondary: State Leadership

Georgia provides leadership activities that promote education closely aligned to technical and academic knowledge and skills. Activities provided by the GADOE and DTAE in 2007 encouraged curriculum restructuring and initiatives, that focus on all students, including special populations and also activities that enhance program quality and curriculum delivery processes.

1. REQUIRED USES OF FUNDS

1) Assessment of vocational and technical programs

- Conducted focus group meetings in all three regions of the state to assess the status of Work-based learning (WBL)
- Designed an assessment rubric to be used by all WBL programs and assessed the condition of WBL programs.
- Reviewed CTAE programs offered at the Youth Development Campuses.
- The Career, Technical and Agricultural Education (CTAE) Division conducted program reviews (per federal requirements for reviews once every five years) for a set number of career and technical programs and also assessed the needs of special population students.
- Career Counselor/Equity Coordinator conducted assessments of equity concerns during 5-year reviews.
- Our Career Related Education (CRE) Coordinator worked with students in special populations through high school CRE programs.
- CTAE programs were assessed using the Georgia Program Assessment Inventory (GPAI); Indicators of program success were established, using national benchmarks with regard to participant need. Special needs students were included in the service assessment.
- Reviewed local system plans to determine if plans met the needs of special populations.

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

- Coordinated the development of on-line software to be used via CTAE resource network to collect data pertinent to WBL placements in all Georgia schools.
- Through professional development opportunities, many training initiatives were created to showcase latest technology, to enhance instructional process and include new industry technological gains.
- CTE instructors as well as Intervention Coordinators worked with special populations and were required to update materials, take related technical courses, and provide students with cutting edge opportunities.
- State Coordinators provided grant information, website additions and updated curriculum changes in the technical programs for teachers to utilize. Coordinators updated all materials used and expanded their knowledge of the latest technology that is available.
- The vocational coordinator used input from staff during monthly visits to each development center, in-service meetings, and vocational advisory committee meetings to gather information used to determine the need to improve and expand the use of technology.
- CTAE team members reviewed CTAE classrooms and labs to ensure that equipment and technology were appropriate.
- Department of Juvenile Justice continued with the expansion of technology in the classroom and collaboration with the technical colleges. Computer assisted instruction was expanded to 4 additional sites this year and computerized occupational assessments were implemented in 5 sites.
- Continued the collaboration with other education agencies to broaden the scope of the GACollege411 web site to include all students.
- Completed the framework for the Georgia “virtual career counselor” web site.

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

- Conducted regional Peach State Pathway curriculum development and implementation workshops for CTAE Directors and school administrators.

- DOE staff conducted training sessions at the conference of the Georgia Association of Career and Technical Educators (GACTE) and also conducted statewide teleconference training.
- Conducted year long training program for New CTAE administrators on the following: Curriculum and Pathway update; economic development; school climate and leadership; budgeting, finance and personnel; and law, policy and legislation. Conducted tours of 3 of Georgia's Strategic Industries as part of the training along with a day of job shadowing during a Program Review. Conducted six regional Fall and six Spring Update meetings for all CTAE Leaders.
- Provided instructional resources and industry training as part of the summer in-service conference and in collaboration with the Georgia Association of Career and Technical Educators (GACTE) CTAE instructors, administrators, guidance counselors and others.
- Implemented professional development for all program concentrations in the areas of CTAE Student Organizations, Professional organization and Industry Certification.
- As a part of the new Georgia Performance standard curriculum writing project, over 70 workshops were implemented to support the eight CTAE pathways that were implemented this year.
- A new work-based learning initiative called C-Net was rolled out that required many professional development opportunities to reinforce the total on-line process for student record keeping.
- Created and implemented Teachers As leaders and Learners (TALL), a new CTAE Instructor leadership Institute designed to grow leaders from within the realm of CTAE through collaboration with Southern Regional Education Board (SREB) series of workshops.
- A CTAE professional learning initiative was created for guidance counselors and graduation coaches.

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

- Academic instructors were included in the writing teams to ensure that academic skills attainment is a major focus in our curriculum development process.
- Current QCC curriculum competencies for CTE programs were modified to begin with 34 core competencies that focus mainly on the academics.
- The Peach State Pathways have Georgia Performance Standards (GPS) - integrated academic and technical standards developed by both CTE and academic educators.
- CTE teachers were encouraged to integrate academics in daily curriculum, and to collaborate with academic educators on regular basis, and participated as local advisory committees.
- DOE developed Peach State Programs of Study designed to promote seamless transition to postsecondary
- Uses of materials that support and strengthen academics as well as career and technical were imbedded in the new Georgia Performance Standards (GPS) curriculum.
- We established more collaboration with Intervention Programs and math instructors in using the Key-Train to work with special population students.
- Created Peach State Pathways which provided the visual tool to promote the vital link between education and work.

5) Providing preparation for nontraditional training and employment

- Coordinated efforts with the state advisory board to address placements for students in non-traditional areas as well as high demand, high wage and highly technical areas.
- Local School Systems received more training on recruitment techniques and placement opportunities for non-traditional students in the workplace. This included training during the school year and summer workshops for intervention teachers on non-traditional information for training students on post-secondary options and employment.
- The CTAE Division's career counselor constantly developed and disseminated career development and career guidance information, including nontraditional training and employment resources.
- Conducted workshops to include the awareness, recruitment, retention, and placement of nontraditional students
- 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.

- State staff participated in program reviews throughout the state to determine if strategies are in place for promoting nontraditional programs/careers especially in Healthcare Science (males), Construction (females), Family and Consumer Science (males) and Mechanical Services Operations (females).
- Staff joined the National Alliance for Partnerships in Equity (NAPE) and attended NAPE Conference.
- Collaborated with *Career Communications*, as recommended by NAPE, to purchase and distribute 30,000 copies of “American Careers Parent Edition for Georgia Parents” 2006-07
- Collaborated with Georgia Career Information System to incorporate nontraditional occupations on the Georgia section of the Occupational Supply and Demand System.

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

- The career development initiative provided tools and materials to support partnerships with postsecondary institutions by providing opportunities for young people and their parents to receive information regarding postsecondary programs of study, admission requirements, financial aid, and dual credit programs like articulation and Accel. (Accel program provides Georgia high school students with the opportunity to earn college degree-level credit hours, as they simultaneously meet their high school graduation requirements).
- Parents were provided opportunities to receive career-related information like labor market trends, high school programs and curriculum, career assessments, occupational information and postsecondary opportunities and received career-parent booklets and brochures that encourage parents to support their child’s education and career planning efforts.
- Local Systems offered workshops that focus on the career planning process and workshop templates were provided to parents on the Georgia Career Resource Network for LEA use.
- Business and industry were encouraged by local system counselors to invite career-related speakers to the classroom or during career fairs, to serve on advisory boards/committees, and also to allow students the opportunity to visit their place of business for “real work” experiences and to provide them with work-based learning opportunities.

7) Serving individuals in state institutions

- DOE staff provided consultative services to the Department of Juvenile Justice (DJJ), Department of Corrections, and State Schools for the Deaf and Blind. In addition, DOE staff evaluated how well CTAE programs are implemented and managed in these institutions.
- Instructors at DJJ, Department of Corrections and State Schools for the Deaf and Blind participated in State conferences and professional development workshops.
- Some programs offered at the Youth Development Campuses maintained articulation agreements with Technical Colleges.

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

- The Coordinated Career Academic Education (CCAЕ), Project Success (PS) and Career Technical Instruction programs supported all teachers in meeting the needs of special populations’ students. The Coordinators of those programs played vital roles in preparing students for high skill and high wage jobs.
- Programs were added to assist school systems in providing access to the job market that require training special populations such as: High Schools/High Tech, Bridges by the Marriott foundations, and training through Contextually Applied mathematics (CAM) for special population students.
- Georgia’s Career Resource Network provided educational and career-related brochures to Spanish speaking populations (ACRN Parent Tool Kit) and collaborates with the Georgia Career Information System to maintain the *Smart Choices* booklet in English and Spanish for middle school transition.
- The Georgia Career Information System and GACollege411 delivered parts of their program in Spanish through ACRN funding (Perkins, Section 118).
- The Office for Civil Rights conducted five compliance reviews to ensure all students are given access and admissions to all CTAE classes/programs regardless of race, color, ethnic group, gender or disability.
- DOE collaborated with the Georgia Career Information System to develop web site www.occsupplydemand.net that identified high-wage, high-demand and high-skilled occupations aligned with Georgia’s 9 Program Concentrations.

2. PERMISSIBLE ACTIVITIES

1) To provide technical assistance for eligible recipients

- CTAE Regional Coordinators provided technical assistance to local systems on Program Reviews, budgeting, and local plan development.
- Tech Prep Coordinator provided technical assistance workshops to administrators on an as needed basis.
- State System Program Reviews were provided to local school systems and updated information were made available to parents and staff.
- State managed and maintained a career development web page via the Georgia Career Resource Network; hosted by the Georgia Career Information System
- Provided assistance to WIA grant recipients 2005-2007 and continued to facilitate WIA grant 2006-2008 to create a comprehensive internet web based career development tool
- Provided assistance via Office for Civil Rights Compliance Reviews
- Staff assisted local systems with implementation of curriculum and completion of program certification standards.
- Technical assistance is provided to teachers who develop and maintain a student organization.

2) To improve career guidance and academic counseling programs.

- Created and implemented guidance counselor training to reinforce the academic strengths that can be supported through CTAE.
- State Career Guidance Coordinator spoke at the Tech Prep Coordinator training session about career pathway structure, to improve career guidance.
- Continued to improve the delivery of career development initiative including career assessment, career centers, portfolios, career-related activities and Peach State Pathway:
- Encouraged professional school counselors to take advantage of the opportunities for professional learning through the Career, Technical and Agricultural Resources Network (CTAERN).
- Collaborated with School Improvement to develop a Georgia Teachers-as-Advisors (TAA) initiative to be implemented in the fall 2007.
- DJJ employed two part-time Transition Counselors to provide career guidance and link students to postsecondary vocational education programs.

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

- Encouraged and supported local systems in making all postsecondary options credit opportunities available to all students by the spring of the 10th grade (this includes articulated credit in public technical colleges).
- Promoted the use of GACollege411 for postsecondary planning and collaborated with other agencies to enhance the GACollege411 site (a site to find, plan and pay for college.)
- Created and assisted in the implementation of Peach State Pathway Education and Career Plans as a vehicle to increase rigor and promote postsecondary education that aligns with student career goals.
- Formed partnership with Georgia Institute of Technology to provide assistance to computer science instructors.
- Worked closely with DTAE to establish articulations agreements, joint enrollment and dual enrollment opportunities.
- Required schools implementing program certification to develop an articulation agreement with a post-secondary institution.
- Worked with DTAE staff to align high school courses with post-secondary courses.
- DJJ established agreements with Technical Colleges to allow students to earn credit toward technical certificates in various programs while working toward a high school diploma or GED.

4) To support cooperative education

- Promoted career-related activities as key element of the career planning process including nontraditional experiences; included career-related activities on the Peach State Pathway

- Encouraged counselors and graduation coaches to promote work-based learning as part of the exploration/investigation component in the career planning process in all workshops and presentations
- Encouraged counselors and graduation coaches to promote Youth Apprenticeship Program as the apex of experiential learning in the world of work
- Revised career pathways and included some cooperative education opportunities for students in all secondary programs.

5) To support student organizations

- Promoted all CTSOs by placing CTSO logos on ALL Peach State Pathway Career Plans as a tool for conversation at the 8th grade level
- Encouraged counselors and graduation coaches to attend CTSO competitive events and serve as judges
- State staff assisted with CTSO competitive events judging upon request
- Students with disabilities served by the Career Technical Instruction Coordinators were asked to be an integral part of all CTSO's in their respective schools, to assist with placing students in CTSOs that are related to their goals.
- To assist in leadership development in preparation skills, state staff provided support at the State Leadership Conferences

6) To support vocational and technical education in charter schools

- CTAE program at Charter Schools were funded
- Charter Schools' staff participated in statewide professional development activities and GACTE annual conference.
- Charter schools participated in consortia activities statewide through staff members serving on Tech Prep Consortium Coordinating Committees
- Students benefitted from Tech Prep activities provided by the coordinators.
- State coordinated efforts with charter schools in two systems that are serving as pilot sites for the implementation of school-wide WBL coordination as part of the Career Related Education (CRE) model.

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

- Encouraged counselors/instructors/graduation coaches to promote work-related experiences as part of the exploration/investigation component in the career planning process at the high school and middle school level including and encouraging nontraditional experiences.
- Provided extended-day grant for work-based learning coordinators.
- Department of Corrections programs offered work related experience with live work programs which allowed inmates to practice their skills on projects inside the prisons, other state or local government agencies and government.
- Teachers received professional development on how to provide students with work-related experiences.
- Revised the program of work and the work based learning manual and information were included on the intervention programs and activities that support work-related experiences were added.

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
- Started the process of conversion of the teacher apprenticeship program to a teacher internship with more appropriate ties to the early childhood curriculum and new Georgia Performance standards.
- Promoted all CTSOs in regional drive in meetings – as well as CTAE month & working with all CTSOs and other CTAE programs.

9) To improve or support business partnerships

- Encouraged the use of business partners in CTAE program advisory committees and as career-related speakers in the classroom and career fairs.

- Local Coordinators secure partnerships with business and industry to support CTSO programs.
- Added business partners to support the state teacher advisory board for intervention programs.
- Encouraged business partners to participate in the educational process whenever possible as mentors
- Utilized over 100 members of the business community as judges at FBLA State Leadership Conference as well as to provide financial support for FBLA students.

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

- Continued to supported the creation of new CTAE curriculum to align with the Georgia Governor’s identified strategic industries
- State staff attended meetings and provided input regarding internship criteria to development teams working on creation of Georgia Performance Standards.
- State staff participated in the process of pathway development and program concentrations.
- Researched new trends in business and information technology to determine the implication on existing curriculum and recommend changes.
- Continued to work in the process of creating new “pathways” for curriculum and State GPS courses as well as training and assessments for the courses.

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

- Continued to collaborate with Department of Adult and Technical Education 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
- Marketed the use of GCIS for postsecondary information and GED possibilities in one of Georgia’s State Registered Apprenticeships
- The Coordinated Career Academic Education and Project Success programs are specifically designed for students who are at risk of dropping out of high school. The teacher/coordinator provided academic and technical support for students throughout their high school career.
- Provided assistance to CTE students pursuing post-secondary options in their program of study.

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

- 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
- Included work-based experiences and awareness of post-secondary options as part of the programmatic instruction of the Intervention Programs.
- Worked with the guidance department to access information on technical colleges and/or four year institutions.
- Encouraged ongoing collaborative activities between the coordinators and other CTE staff members.
- The Department of Corrections developed a Memorandum of Agreement with the Department of Labor and the Board of Pardons and Paroles to assist program completers find employment upon release.
- A transition program “Think Exit at Entry” was developed to encourage students focus on from intake to release on outcomes such as employment, military enlistment, and post-secondary education.
- DJJ provides twelve part-time Job Placement Coordinators to assist students released from YDC’s in finding appropriate jobs and/or continuing their education.

III. Distribution of Funds for Vocational and Technical Education Programs

- A. Georgia’s eligible recipients of Perkins funds for CTE are: the Career, Technical and Agricultural Education (CTAE) Division of the Georgia Department of Education (GADOE) with 180 local systems and 37 consortia, and the Georgia Department of Technical and Adult Education (GDTAE) with 33 technical colleges. Funding of secondary career and technical education programs is disbursed by the GADOE and GDTAE supervises and administers the funding of postsecondary programs. The agencies collaborate in making leadership activities accessible to the administrators and teachers in Georgia schools.

IV. Accountability

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

State's Secondary Performance Summary

The chart below depicts comparative analyses of total student performance compared to the final agreed upon performance levels (FAUPL) in FY 2006-2007 for each indicator. Georgia met or exceeded performance levels for each indicator, except placement (3S1) and nontraditional completion (4S2). When performances are disaggregated by gender, race and special populations, not all the subgroups attained the expected performance levels. Notably, Georgia met the established benchmarks for 1S1, IS2 and 4S1. The unavailability of colleges and universities placement data drastically affected 2007 placement results. Although the overall benchmark for 4S2 was not attained, every subgroup of the special population met or exceeded the benchmark, except the disabled and Limited English Proficiency group which narrowly missed it by .09%. Georgia will continue to explore avenues that will enable the state to collect complete placement data from every listed agency.

Core Indicator IS1- Academic Attainment

The state exceeded the established benchmark of 82.22% by 2.74%. Both male and female subgroups made slight gains from 2006 figures. Although, Blacks and Hispanics made significant gains from their performance in previous year, they missed the benchmark. The state will continue to push for rigorous academic standards curriculum integration with CTE curriculum.

Core Indicator IS2- Vocational Skills Attainment

The benchmark for this indicator which Georgia missed by 0.34% one year ago, increased by 4.77% in FY 2007. Although both gender subgroups met or exceeded the benchmark, all but the American Indian and White missed targeted benchmark. Georgia continues to revise CTE curriculum pathways according to industry standards. Industries are involved in development and evaluation of CTE curriculum standards.

Core Indicator 2S1- Completion

The completion benchmark of 73.53% was exceeded by 3.2%. Every subgroup except White, Disabled Economically Disadvantaged, Single Parents and Migrant met or exceeded the benchmark. As in previous years, this 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

With a score of 72.90%, Georgia missed the established benchmark of 82.96% for this indicator. Georgia's placement indicator (3S1) consists of 2005-2006 graduates indentified in the Georgia Department of Labor (GDOL) state's unemployment information wage files for the wage quarter July - September 2005 database and the public postsecondary technical colleges/two-year colleges (DTAE) database. Information for state four-year colleges and universities (Board of Regents (BOR) and United States Department of Defense (USDOD) were not available and not included in this report. Total figures reported were unduplicated across two databases. We will continue to explore avenues that will enable the state to collect complete placement data from every listed agency.

Core Indicator 4S1- Nontraditional Participation

The State exceeded expected performance level by 2.5%. The male population dominated secondary nontraditional participation by 63% and female participation was 8%. The White population narrowly missed the established benchmark for this indicator by .06%. It is evident that the state's modified and intensified counseling and recruitment efforts positively affected student participation in nontraditional programs. The following programs with gender under-representation were monitored: female Construction, Mechanical Operations and males in Family/Consumer Sciences and Healthcare Science programs. As Georgia continues to modify and develop CTE curriculum efforts are intensified in promoting nontraditional careers.

Core Indicator 4S2- Nontraditional Completion

With a score of 43.13%, Georgia met the benchmark for this indicator. The male, American Indian, White Economically Disadvantaged, Single parents and Limited English Proficiency, Migrant and Nontraditional subgroups met the benchmark. The high completion rate for special populations is a strong indication of the State's commitment to guidance and commitment in nontraditional programs. The male population once again exceeded the expected benchmark in participation (4S1), and completion (4S2) of nontraditional programs. 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.

Transition Core Indicator ZS1 - Academic Skills - English/Language Art - See actual level of performance.

Transition Core Indicator ZS2 - Academic Skills – Mathematics - See actual level of performance.

Transition Core Indicator ZS3 - Student Graduation - See actual level of performance.

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

State's Secondary Performance Summary

When compared with other indicators, Georgia's special populations performed extremely well in vocational skills attainment (1S2), nontraditional participation (4S1), and nontraditional completion (4S2) indicators. The table below shows secondary indicators disaggregated by special populations, race and gender.

Indicator	1S1	1S2	2S1	Placement: Advanced Training 3S1 (2-yr)	Employ. 3S1	3S1 Total	4S1	4S2	Transition ZS1 Academic Skills – English/ Lang. Art	Transition ZS2 Academic Skills – Mathematics	Transition ZS3 Student Graduation
2006-07 Final Agreed Upon Performance Levels (FAUPL)	82.22%	73.70%	73.53%			82.96%	29.24%	41.94%	N/A	N/A	N/A
TOTAL	84.90%	78.47%	76.73%	14.30%	71.10%	72.90%	31.74%	43.13%	90.41%	70.45%	87.48%
Male	85.96%	77.11%	78.33%	13.70%	71.53%	73.45%	62.61%	62.79%	89.43%	74.60%	88.24%
Female	83.83%	79.78%	75.24%	14.87%	70.69%	72.37%	8.24%	35.86%	91.27%	66.84%	86.80%
Am Indian	91.30%	88.57%	75.81%	22.86%	77.14%	80.00%	35.93%	56.00%	89.29%	72.41%	88.24%
Asian	82.96%	43.52%	90.81%	6.68%	51.67%	53.26%	40.42%	29.07%	92.51%	84.75%	91.81%
Black	77.18%	69.28%	81.59%	11.87%	66.04%	67.68%	33.76%	34.36%	85.69%	55.53%	82.45%
Hispanic	78.75%	71.58%	79.19%	6.92%	43.29%	44.62%	32.86%	30.64%	81.60%	64.32%	81.51%
White	91.47%	88.89%	72.89%	17.10%	78.12%	80.10%	29.18%	42.42%	93.90%	79.80%	91.12%
Other	87.05%	61.02%	86.60%	10.49%	69.51%	70.98%	35.48%	34.03%			
Disabled	46.34%	86.04%	54.15%	16.83%	57.62%	60.77%	40.39%	41.26%	59.35%	28.23%	52.65%
Economically Disadvantaged	77.96%	88.59%	63.70%	13.30%	65.91%	67.78%	32.18%	62.40%	85.24%	59.43%	81.46%
Single Parent	75.26%	80.77%	90.00%	20.71%	60.36%	63.91%	19.97%	64.71%			
Other barrier	72.01%	90.64%	70.48%	12.87%	56.44%	57.84%	22.14%	66.90%			
Ltd. English Proficiency	52.86%	52.73%	79.96%	1.75%	17.84%	18.42%	33.93%	41.85%	60.16%	50.27%	64.54%
Migrant	86.96%	96.77%	72.58%				26.84%	71.43%	75.00%	64.00%	64.00%
Non-traditional	83.95%	88.32%	74.44%	15.94%	17.27%	73.35%	31.83%	43.12%			

Core Indicator IS1- Academic Attainment

The migrant students (86.96%) and nontraditional students (83.95%) exceeded the final agreed performance level. Nontraditional students improved by approximately half-percent. All other subgroups but single parents and others barriers showed remarkable improvement. Georgia will continue to modify curriculum and improve teaching strategies to ensure that every CTE student, particularly special populations, successfully complete secondary education. In addition to other workshops and training, the state will offer workshops and technical assistance that focus on the needs of special populations.

Core Indicator IS2- Vocational Skills Attainment

All but the Limited English Proficiency subgroup exceeded the established FAUPL. The State will continue to encourage local systems to continue to modify and adopt strategies that improve the performance of every subgroup, particularly as the state transition to single diploma system.

Core Indicator 2S1- Completion

Single parents (90.00%), LEP (79.96%) and nontraditional (74.44%) subgroups, met or exceeded state's FAUPL. The State will continue to implement improvement strategies and also encourage local systems to implement strategies that promote successful completion of high school by special populations. Activities that enabled students to improve in this indicator will be replicated.

Core Indicator 3S1- Placement

The result of this indicator was limited to only two sources - DTAE and DOL. The benchmark was missed by 10.06%. Unavailability of data from the Board of Regents affected Georgia's placement indicator. To enable the state to provide complete placement information on every graduate, we will continue to seek from other states and federal agencies on best possible options for collecting information on students placed in the military and out-of-state higher institutions. We will continue to work with the Board of Regents to ensure that our data requests on all students are met in a timely manner.

Core Indicator 4S1- Nontraditional Participation

With an overall performance level of 31.74%, the state exceeded FAUPL by 2.4%. Every subgroup but females, single parents, other barriers and migrants performed below FAUPL. The state's intensive nontraditional recruitment efforts yielded positive results in 2007. We will continue to provide technical assistance and recruitment resource materials that focus on nontraditional recruitment and retention to local school systems. Local system teachers, administrators, and guidance counselors will be encouraged to intensify efforts in the recruitment of females into nontraditional programs.

Core Indicator 4S2- Nontraditional Completion

The state scored above the established performance rate for this indicator by 1.19%. Significantly, most of the special population subgroups except LEP and disabled exceeded FAUPL. With 41.26% score, the disabled missed the benchmark by only 0.68%). Georgia will continue to offer technical assistance, make resources available to teachers, administrators and counselors, to enhance nontraditional recruitment, participation and completion. Workshops and trainings that focus on special populations will be conducted. Local systems will receive individualized technical assistance.

C. Definitions – State's Secondary

- *Vocational participant*: a student enrolled in vocational 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 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.

In Perkins IV, CTE concentrator is a student who took four Career Technical Education courses with at least three courses in a particular program area, during his/her high school career.

Completer – A completer is a vocational concentrator who completed high school and earned a high school diploma. *(This includes only graduates who completed the requirements for the GHSGT and also completed the requirements for vocational concentrators).*

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 self-identified TCP and Dual Diploma students passing the GHSGT in 1-5 attempts.	Total number of self-identified 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				
2S1 Completion	Student Record Program Completion	% 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				
3S1 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 graduates in previous year)
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 gender in 6 targeted programs that lead to non-traditional employment (unduplicated count, grades 9-12, previous year)

Academic Skills Attainment				
Indicator & Citation	Data Source	Measurement Approach	Numerator	Denominator
ZS1 Academic Attainment – Reading/Language Arts	Student Record -Georgia High School Graduation Test	Local Administrative Records transmitted to the State	Number of concentrators who have met NCLB standards in reading/language arts on NCLB assessments and have left education in the reporting year.	Number of concentrators who took NCLB assessments in reading/language arts and who have left secondary education in the

113(b)(2)(A)(i)				reporting year.
ZS2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	Student Record -Georgia High School Graduation Test	Local Administrative Records transmitted to the State	Number of concentrators who have met NCLB standards in mathematics on NCLB assessment and have left secondary education in the reporting year.	Number of concentrators who took NCLB assessments in mathematics and who have left secondary education in the reporting year.
Student Graduation				
ZS3 Student Graduation Rates 113(b)(2)(A)(iv)	Student Record -Georgia High School Graduation Test	Local Administrative Records transmitted to the State	Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(iv) of the State's ESEA.	Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(iv) of the State's ESEA.

E. Improvement Strategies

As Georgia Department of Education's moves from Perkins III to Perkins IV, improvement strategies for 2008 will include but not limited to the following:

- State administered workshops and training will be made available to teachers, counselors and vocational administrators concerning adoption and implementation of changes in the state's career pathways.
- Georgia will continue to develop the state's career pathways and align secondary CTE programs with the national career clusters.
- Teachers, counselors and vocational administrators will continue to participate in workshops and state leadership activities on technology, software and curriculum updates
- The state will continue to work with industry to ensure that CTE skills attainment standards are industry based.
- Local systems will complete 2008 local plan requirements, negotiate benchmarks for indicators, and document and implement the strategies for all unmet state established standards.
- The State will continue to ensure that local school systems report and implement improvement strategies indicated in their local plan.
- The Department of Education will continue to work collaboratively with the Georgia Department of Labor (GDOL), Board of Regents (BOR) and in Georgia Department of Technical and Adult Education (GDTAE) identifying graduates placed in employment and postsecondary.
- Local systems will be encouraged to continue to implement and train students in high income/high demand careers.
- DOE will continue to provide local school systems with summary data on CTE students, programs, and also ensure that data from local systems are complete, accurate, reliable and on time.
- Perkin IV related information and other Information from USDOE will be disseminated to local systems.
- The state will continue to educate local system guidance and special population staff on how to adequately address the needs of special populations, in fulfilling the NCLB mandates.

V. Monitoring Follow-up

Georgia completed a full monitoring visit in 2006 and recommendations from the written report are being addressed.

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

In this two year project, the GADOE (CTAE Division along with other DOE Divisions including School Improvement) have been working with GACollege411 (Georgia Student Finance Commission) to enhance the scope of GACollege411 web site to include a comprehensive, developmental career planning program to include multiple career assessments, multiple levels of educational and occupational exploration, an electronic educational and career planning portfolio, financial aid, and job search skills. A contract was submitted for additional work to be completed by GACollege411 regarding technical functionality. That contract has ended. At this point in the project (December 08, 2007), School Improvement will schedule the next steering committee meeting to determine the next step in the process.

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 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 250 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.
 - ◆ Continued the development of online courses and online staff development opportunities for staff and faculty.

- **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 training regarding the utilization of unemployment records, effective placement strategies and best practices, and the development of a peer-to-peer mentoring system.
 - ◆ Facilitated regional and statewide faculty meetings to provide updates and/or discussion of curricular updates.
 - ◆ Nearly 250 new faculty members received instructional training through the Instructor Training Institute.
 - ◆ 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.
 - ◆ Provided professional training and an opportunity for information sharing through a newly established training workshop design for enrollment service personnel new to the GDTAE 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.
 - ◆ Developed and implemented Georgia LEARN, the Georgia Department of Technical and Adult Education's Learning Enhancement and Academic Resource Network, professional development focused on improving instructional techniques for instructors/administrators.
 - ◆ Assisted vocational and technical student organizations by providing guidance and leadership to the advisors for each of the five major student organizations (DEX, SSLC, PBL, NTHS, and Skills USA).
 - ◆ Held quarterly peer group staff development meetings for disability services coordinators. The agenda included data collection, working with specific disabilities (Aspergers, autism, and learning disorders), assistive technology, and documentation.
 - ◆ Held quarterly peer group staff development meetings for special population coordinators. The agenda included recruitment, retention and graduation strategies for special population students, data collection, and support services with a special emphasis on opportunities in nontraditional careers.
 - ◆ Provided training for college Title IX and ADA/504 coordinators, with emphasis on grievance policy and procedures, eliminating harassment and accessibility issues.
 - ◆ Continued providing staff development to individual colleges to help improve their services to special population students.
- **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.
 - ◆ Provided leadership in the revision process for general education courses.
 - ◆ Provided guidance, support, and implementation of statewide program revisions.
 - ◆ Reviewed all technical college program requests to ensure that programs of study included an integration of academics with technical education.
- **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.
 - ◆ Continued training of New Connections to Work Coordinators at state meetings, with emphasis on non-traditional training/placement of single parents/displaced homemakers.
 - ◆ Continued emphasis on nontraditional training and employment. State staff provided guidance and support in development of marketing materials, formation of support groups, creation of lending libraries, and development of awareness programs at the local colleges.
 - ◆ Highlighted opportunities in nontraditional careers at college peer group meetings and state conferences, showcasing programs and students.
- **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).
- ◆ Trained special populations coordinators and other college staff regarding the need to emphasize programs/careers that lead to high skill, high wage careers. Encouraged use of state websites <www.gcic.peachnet.edu> and <www.occsupplydemand.org> that provide information on this topic
- ◆ Provided quarterly peer group meetings for special populations and disability services coordinators regarding how to best serve special population students.

A. 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 2007 in Atlanta, Georgia. Approximately 60 students and advisors attended the National Conference in April 2007 in Atlanta, GA. 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):** PBL prepares students for careers in business. There are 35 PBL chapters. PBL students compete on the local, state and national levels. The State conference was held in Atlanta, Georgia in April 2007. Approximately 600 students competed for an opportunity to continue to the national level. The National conference was held Chicago, IL in July 2007, where students received 1st place awards; 5 received 2nd place and 6 received 3rd place awards.
- ◆ **SkillsUSA:** This national organization prepares students for careers in technical, skilled and service occupations. Students compete by demonstrating their hands-on technical skills. During 2007, 25 technical colleges had SkillsUSA chapters. Statewide, the membership includes 683 students and 135 advisors. The State conference was held April 20-21 at Heart of Georgia Technical College; 351 students and advisors attended. The national conference was held in Kansas City, Missouri where 12 students received Gold medals; 7 received Silver medals and 7 received Bronze medals. There were 20 students who scored at least 75% in their respective competition and were recognized as finalists. In addition, 1 student received the Skills Point Certificate (a proficiency assessment awarded to students who met a cut score determined by the contest committee). The contest committee is composed of leaders from business and industry.
- ◆ **National Technical Honor Society (NTHS):** NTHS is an organization that honors student achievement and leadership, promotes educational excellence and enhances career opportunities for its membership. Currently, 39 technical colleges have NTHS chapters with 1,149 members statewide. NTHS (in conjunction with SSLC) held its annual Leadership conference in Atlanta January 26-28, 2007, where 60-70 students and advisors were in attendance.
- ◆ **Statewide Student Leadership Council (SSLC):** This is an organization of local technical colleges' Student Government officers and representatives. The State conference was held in Atlanta January 2007 in Atlanta, Georgia where approximately 180 students and advisors attended.

- **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.
 - ◆ Partnered with GeorgiaHire/MonsterTRAK to provide Georgia employers with electronic access to technical college students available for employment. Students may post their resumes on the GeorgiaHire website.

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 2007 Georgia students performed well in placement, non-traditional participation, retention in employment, and non-traditional participation. Benchmarks were not met in academic attainment, vocational attainment, completion, and non-traditional completion.

- For **Core Indicator 1P1, Academic Attainment**, the established benchmark was 83.84% and our total population rate was 79.85% with all populations missing the benchmark. We maintain rigorous academic standards at our colleges and will continue to stress the utilization of mid-quarter reporting, mentoring, academic advising, and academic tutoring, at each college.
- For **Core Indicator 1P2, Vocational Attainment**, the established benchmark was 83.00% and our total population rate was 80.63%. All populations (with the exception of American Indian) missed the benchmark. The State places great emphasis on the importance of student attainment, and requires each institution to maintain rigorous vocational standards. We will continue to stress the utilization of mid-quarter reporting, mentoring, career advising, and academic and vocational tutoring.
- For **Core Indicator 2P1, Completion**, the established benchmark was 41.17% and our total population rate was 40.67%. Even though the benchmark was missed, the completion rate increased by over 2 percent. The following populations met the benchmark: males, Asian, White, LEP, and Tech Prep. Through a rigorous local application process, the State emphasizes the importance of completion in all programs (technical certificates, diplomas, and degrees). During peer group meetings, the State will further emphasize 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. The state will provide leadership to this process by developing online learning modules such as Adult Learners, Student Advisement for Academic Success and Retention, Strategies for Active Learning, Techniques for Teaching Special Populations, and Teaching with Experiential Learning and Internships.
- For **Core Indicator 3P1, Placement**, the established benchmark was 95.00% and our total population rate was 98.52%, 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). 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 87.36% and our total population rate was 88.14%. Career Services Directors worked closely with local employers to establish rapport. In addition, many of them served 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 14.25% and our total population rate was 14.58%, making this the sixth year the state has met/exceeded the benchmark. All populations, with the exception of Female 10.69%, Black 14.24%, Hispanic 13.89%, Single Parent 12.95%, Displaced Homemaker 13.16%, and Economically Disadvantaged 13.97% met 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 (22.33%) entering non-traditional programs continued to be more than double the percentage of females (10.69%) 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 12.40% with a total population rate of 12.37%. This was the first time in 7 years that the benchmark was not met. The groups that did not meet the benchmark were: Female 11.29%, Hispanic 9.58%, White 12.11%, Disabled 11.03%, Economically Disadvantaged 10.93%, Single Parent 11.06%, Other Education Barriers 11.95%, and Tech Prep 10.48%. Factors such as a lack of career counseling, and language barriers may have continued to challenge to these groups, as well as other barriers these populations face during a college year. The State will continue to encourage system colleges to offer services that enhance retention of these students, particularly support groups, lending libraries, mentoring, tutoring, and scholarships

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

- For **Core Indicator 1P1, Academic Attainment** the established benchmark was 83.84% and our total population rate was 79.85%. Our special populations performed as follows: Disabled 79.23%, Economically Disadvantaged 78.45%, Single Parent 76.94%, Displaced Homemaker 80.98%, Other Educational Barriers 77.13%, Limited English Proficiency 83.11%, and Nontraditional 77.52%. 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, study skills, and to develop a method of intervention for students showing signs of academic "trouble" —particularly for single parents, displaced homemakers and students in non-traditional programs.
- For **Core Indicator 1P2, Vocational Attainment** the benchmark was 83.00% and our total population rate was 80.63%. Our special populations performed as follows: Disabled 73.43%, Economically Disadvantaged 71.88%, Single Parent 71.11%, Displaced Homemaker 75.21%, and Other Educational Barriers 71.83%, and Limited English Proficiency 78.37%. 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 41.17% and our total population rate was 40.67%. Our special populations performed as follows: Disabled 40.68%, Economically Disadvantaged 36.48%, Single Parent 35.59%, Displaced Homemaker 40.91%, Other Educational Barriers 31.75%, and Limited English Proficiency 43.07%. 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 98.52%. All of our special populations exceeded this benchmark. The rates are as follows: Disabled 97.23%, Economically Disadvantaged 98.27%, Single Parent 98.13%, Displaced Homemaker 97.61%, Other Educational Barriers 98.32%, and Limited English Proficiency 98.69%. 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 87.36% and our total population was 88.14%. Our special populations performed as follows: Disabled 87.99%, Economically Disadvantaged 89.28%, Single Parent 91.12%, Displaced Homemaker 91.68%, Other Educational Barriers 89.96%, and Limited English Proficiency 91.67%. Our success with meeting the benchmark in this area is attributed to our efforts to strengthen curricular methods with work ethics training and expansion of the use of internships and apprenticeships at the college level.
- For **Core Indicator 4P1, Non-Traditional Participation** the established benchmark was 14.25% and our total population was 14.58%. The performance rates for our special populations are as follows: Disabled 15.19%, Economically Disadvantaged 13.97%, Single Parent 12.95%, Displaced Homemaker 13.16%, Other Education Barriers 15.16%, and Limited English Proficiency 16.15%. The State places strong emphasis on equity, as well as the recruitment, retention, and placement of students in non-traditional careers. While we have had some measured success with non-traditional participation (e.g. Disabled students and students with Limited English Proficiency), we recognize the need for increased recruitment, advisement, and marketing of non-traditional programs amongst the populations that have not met the benchmark. The State will work with individual colleges to develop mechanisms to increase the awareness of non-traditional programs amongst all students, and to increase participation in specific programs.
- For **Core Indicator 4P2, Non-Traditional Completion** the established benchmark was 12.40% and the total population was 12.37%. Our special populations performed as follows: Disabled 11.03%, Economically Disadvantaged 10.93%, Single Parent 11.06%, Displaced Homemaker 13.46%, Other Educational Barriers 11.95%, and Limited English Proficiency 13.89%. 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 identifiable special population. However, there is a need to increase the level of assistance provided to students enrolled in non-traditional programs, to improve performance in this measure. The State will encourage colleges to use community resources (e.g. industry professionals) to increase students' knowledge of career opportunities and desired skills and to (ideally) increase students' ability/preparedness to complete program requirements.

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 academic courses (not including development 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 vocational courses (not including developmental 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 2008

- ◆ 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.
- ◆ Continue to review data received from the technical colleges and revise procedures and policies to ensure better data quality.
- ◆ 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.
- ◆ Work with colleges to ensure greater standardization in the collection of special populations data, particularly data on disabled students.
- ◆ Work with the data quality committee to develop standard CIP and course codes for college success courses.
- ◆ Develop new electronic program request process that will enable the data center to have a more comprehensive course database and ensure more accurate assignment of major and CIP codes for all programs
- ◆ Begin working with the National Student Clearinghouse to ensure more accurate and detailed information on students who are continuing their education.

V. Monitoring Follow-up (N/A)

Based on the result of our Full Monitoring Visit, we have revised the formula used to allocate funds to postsecondary LEAs. There is no longer a New Connections to Work set-aside. All Basic Grant funds to the colleges are allocated based on the Pell formula.

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

- DeKalb Tech LEP Project: GDTAE completed its project with DeKalb Technical College in Clarkston, Georgia to provide a laboratory for remediation and language assistance to students in credit programs. This laboratory was designed to be a model for other technical colleges with large numbers of LEP students. This laboratory will continue to be actively used by students needing tutoring and remediation.
- Stay In School Project: This initiative provides students early opportunities to explore career options and the connection between their current academic preparation and their future career opportunities. The process will help students in grades 10-12 be more focused on their high school work and help them transition to college and achieve a rewarding career.

See attachments:



GA Org Chart.pdf



GA_Local Plan
Application FY2007.doc



GA_Local_Budget_A
pplication.pdf



GA_Eligible
Recipients.xls