

# 2022 Workforce for Georgia Grant Final Evaluation Report



*(Pictured Above)  
Oglethorpe County High  
School, Early Childhood  
Education Pathway.*



*(Pictured Above) Forsyth Central High School, Electric Vehicle  
Maintenance Pathway.*



*(Pictured Above) Cobb County School District, EMT/Firefighter Pathway.*

*This page intentionally left blank.*



# TABLE OF CONTENTS

---

<b>Introduction</b> .....	3
<b>2022 Workforce Development Grant Award Winners &amp; Project Brief</b> .....	4
<b>Mapping the 2022 Workforce Development Grantees</b> .....	7
<b>Workforce For Georgia Outcomes</b> .....	8
<b>Grantee Spotlights</b> .....	10
Bainbridge County High School, Decatur County Schools: Bearcat Workforce Now: Enhancing Employability Skills for High Schoolers .....	10
Barrow County High School of Barrow County School District: Professional Development to Enhance Agriculture Education .....	11
Cairo High School College & Career Academy of Grady County Schools: Powersports, Small Engines, Oh My!.....	11
Cartersville City Schools: Flights Ops Pathway .....	12
Cherokee County School District: Energizing Students in High School .....	12
Cobb County School District: Preparing Students for Emergency Services.....	12
Decatur Career Academy of DeKalb County School District: Healthcare Sciences for All.....	14
Dooly County High School of Dooly County School District: Making Construction Education Accessible .....	14
Forsyth Central High School, Forsyth County Schools .....	14
Franklin County School District: Building a Middle School to High School Engineering Pipeline.....	15
Golden Isles College & Career Academy of Glynn County Schools: Heavy Equipment Specialists in High Demand.....	16
Gordon County School District: Providing Early Exposure to Industrial Maintenance .....	16
Greene College & Career Academy of Greene County School District: A Pathway for Early Childhood Educators.....	17
Haralson County High School College & Career Academy: Training Nurses and Surgical Techs of Tomorrow .....	18
Lanier County Schools: A Middle-to-High School Agriculture Pipeline .....	19
McIntosh County Academy High School of McIntosh County Schools .....	20
Morgan County High School, A Georgia College & Career Academy: An Electric Vehicle Manufacturing Pipeline.....	20
Northwest Georgia College & Career Academy: Preparing Emergency Service Workers in Whitfield County .....	21
Oglethorpe County High School: Growing Their Own .....	23

Pelham High School Career, Technical, and Agricultural Education of Pelham City Schools:  
Growing a Citrus Education Pathway ..... 24

Putnam High School of Putnam County Charter School System: Enhancing Construction &  
Welding Education..... 25

Seminole County Middle High School: Teaching as a Profession in Seminole County..... 25

Southeastern Early College & Career Academy: ..... 27

Stephens County High School: Robotics Training in the Manufacturing Pathway ..... 29

Taliferro County High School: Agriculture Education in High School & Creating a Community  
Garden..... 30

THINC Academy of Troup County Schools..... 31

Turner County High School: Putting Titans2Work ..... 31

Walker County Schools: Mechatronics in Mega Demand ..... 32

Wayne County High School: Advanced Training on Medical Techniques, High School Edition 32

**2022 Workforce For Georgia Student Survey ..... 35**

**Key Takeaways..... 40**

    Progress Towards Program Implementation ..... 40

    Significant Patterns in Survey Data ..... 41

    Grantees Requiring Extensions ..... 42

**Feedback for the Georgia Foundation for Public Education & Georgia Power Foundation.... 44**



# Introduction

---



In September 2022, the Georgia Foundation for Public Education (GFPE) partnered with the Georgia Power Foundation (GPF) to launch the second round of the Workforce for Georgia Grant Program (formerly known as the Workforce Development Grant Program), a competitive opportunity designed for Georgia schools and districts to implement or expand Career, Technical, and Agricultural Education (CTAE) or College and Career Academy (CCA) programs to meet the workforce needs of local industries and businesses. This round, the grant offered schools and school districts up to \$20,000 to scale existing workforce programs and up to \$50,000 to implement new workforce programs.

In October 2022, GFPE and GPF announced that they awarded 31 schools and school districts, totaling just over \$938,374.00. The grants focused on a variety of workforce development needs, as determined by the applicant in concert with local industry leaders, faculty, and students. This report summarizes the impacts for the 2022 WFG grantees<sup>1</sup>.

Georgia Power is dedicated to giving back to the communities they serve. The GPF supports educational initiatives throughout the state and builds awareness about careers in the energy industry by offering educational grants, plant tours, educational resources and more.



GFPE, the philanthropic arm of the Georgia Department of Education (GaDOE), exists for the single purpose of supporting educational excellence for students in Georgia. Through donations, the foundation funds a variety of projects, as well as serving as a channel for organizations to fund their vision.

---

<sup>1</sup> This evaluation excludes Burke County Schools and Griffin-Spalding County School District because the programs were delayed and did not have updates to include in the final report as of December 2023.



## 2022 Workforce Development Grant Award Winners & Project Brief

**Bainbridge High School,  
Decatur County Schools**

\$17,501.00

*To support the Bearcat Workforce Now Initiative to provide students with certification opportunities in local industry*

**Barrow County Schools**

\$25,000.00

*To expand and support the current agriculture program with the purchase of welding and engineering equipment*

**Burke County Public Schools**

\$25,000.00

*To expand the STEM pathway with the addition of new equipment for the engineering and technology lab at Burke County High School*

**Cairo High School College and Career Academy,  
Grady County Schools**

\$50,000.00

*To establish a Powersports and Small Engine Maintenance and Repair Pathway*

**Cartersville City Schools**

\$25,000.00

*To expand the Flight Ops pathway with the purchase of equipment*

**Cherokee High School,  
Cherokee County School District**

\$50,000.00

*To equip and establish a new Energy and Power Lab at Cherokee High School*

**Lanier County High School,  
Lanier County Schools**

\$49,935.00

*To support and expand the Lanier County Agricultural Mechanics lab*

**McIntosh County Academy High School,  
McIntosh County Schools**

\$50,000.00

*To develop and implement the hotel, recreation and tourism pathway*

**Morgan County High School,  
Morgan County School District**

\$25,000.00

*To expand the engineering and mechatronics program to include an electric vehicle pathway*

**Northwest Georgia College and Career Academy,  
Whitfield County Schools**

\$50,000.00

*To develop and implement a First Responders Academy*

**Oglethorpe County High School,  
Oglethorpe County School System**

\$25,000.00

*To expand the early childhood education pathway with a focus on early literacy training*

**Pelham High School,  
Pelham City Schools**

\$25,000.00

*To expand the agricultural education pathway with a focus on horticulture and the citrus industry*

**Cobb County School System**

\$25,000.00

*To develop an Emergency Services Pipeline and purchase training and safety equipment***Decatur Career Academy,  
DeKalb County School District**

\$20,600.00

*To expand the healthcare sciences pathway***Dooly County High School,  
Dooly County School System**

\$25,000.00

*To support the renewal of the constructional pathway program***Forsyth Central High School,  
Forsyth County Schools**

\$19,873.00

*To support the renewal of the electric vehicle pathway program***Franklin County High School,  
Franklin County School District**

\$25,000.00

*To support the engineering and manufacturing technology workforce pipeline program at Franklin County High School***Golden Isles College & Career Academy,  
Glynn County Schools**

\$31,645.00

*To develop and implement a heavy equipment pathway at the Golden Isles College and Career Academy***Putnam High School**

Putnam County Charter School System

\$25,000.00

*To expand the welding and construction programs***Seminole County Middle High School,  
Seminole County Schools**

\$25,001.00

*To expand the Teaching as a Profession pathway program to create a classroom in a classroom***Southeastern Early College & Career Academy,  
Inc.,****Toombs County Schools**

\$15,016.00

*To expand the energy and power: generation, transmission, and distribution pathway program***Stephens County High School,  
Stephens County Schools**

\$34,601.00

*To expand the career technology manufacturing pathway program***Taliaferro County Schools**

\$40,000.00

*To develop and implement a community garden as part of the Plant and Floriculture Systems Agricultural pathway program***THINC College & Career Academy,  
Troup County Schools**

\$25,000.00

*To expand the mechatronics lab and increase enrollment and interest in manufacturing*

**Gordon County College and Career Academy,  
Gordon County Schools**

\$25,000.00

*To expand curriculum taught in industrial maintenance, automotive, and construction to include forklift certification and training*

**Greene County College & Career Academy,  
Greene County Schools**

\$50,000.00

*To develop and implement an Early Childhood Education (ECE) Program and workforce pipeline*

**Griffin Region College & Career Academy,  
Griffin Spalding County Schools**

\$22,020.00

*To support and expand the supply chain pipeline project*

**Haralson County High School,  
Haralson County Schools**

\$25,000.00

*To expand healthcare occupation education offerings to attract non-traditional students*

**Turner County High School,  
Turner County Schools**

\$13,781.00

*To support the Work Force Ready pathway program*

**Walker County Schools**

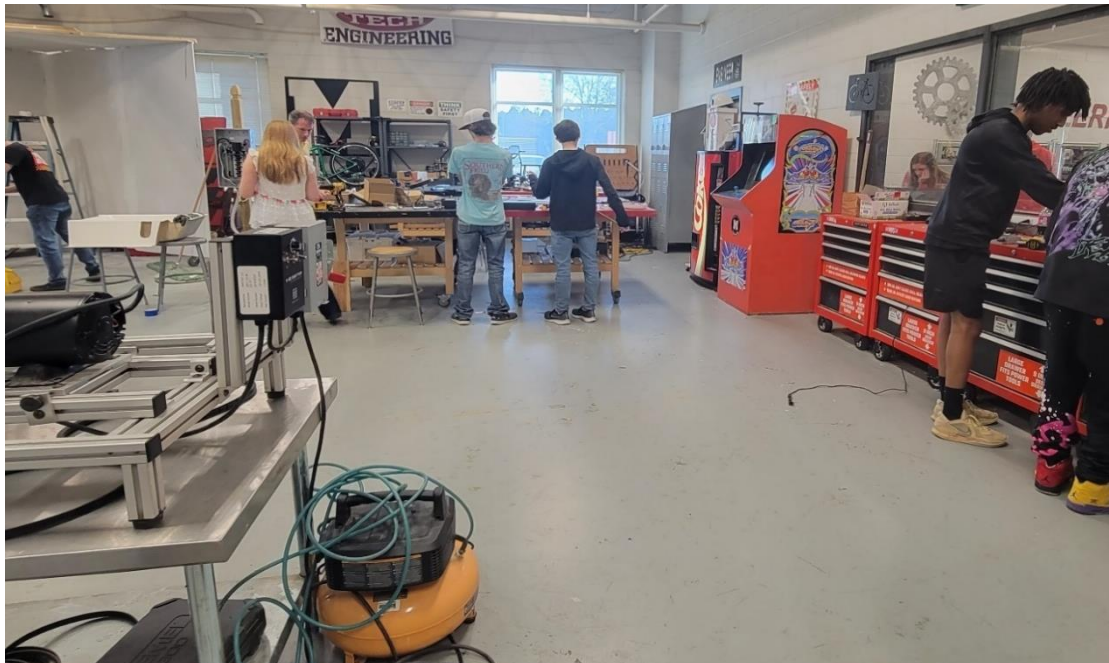
\$50,000.00

*To support and expand the LAUNCH pathway program to include mechatronics*

**Wayne County High School,  
Wayne County Schools**

\$23,400.00

*To expand the healthcare pathways program*

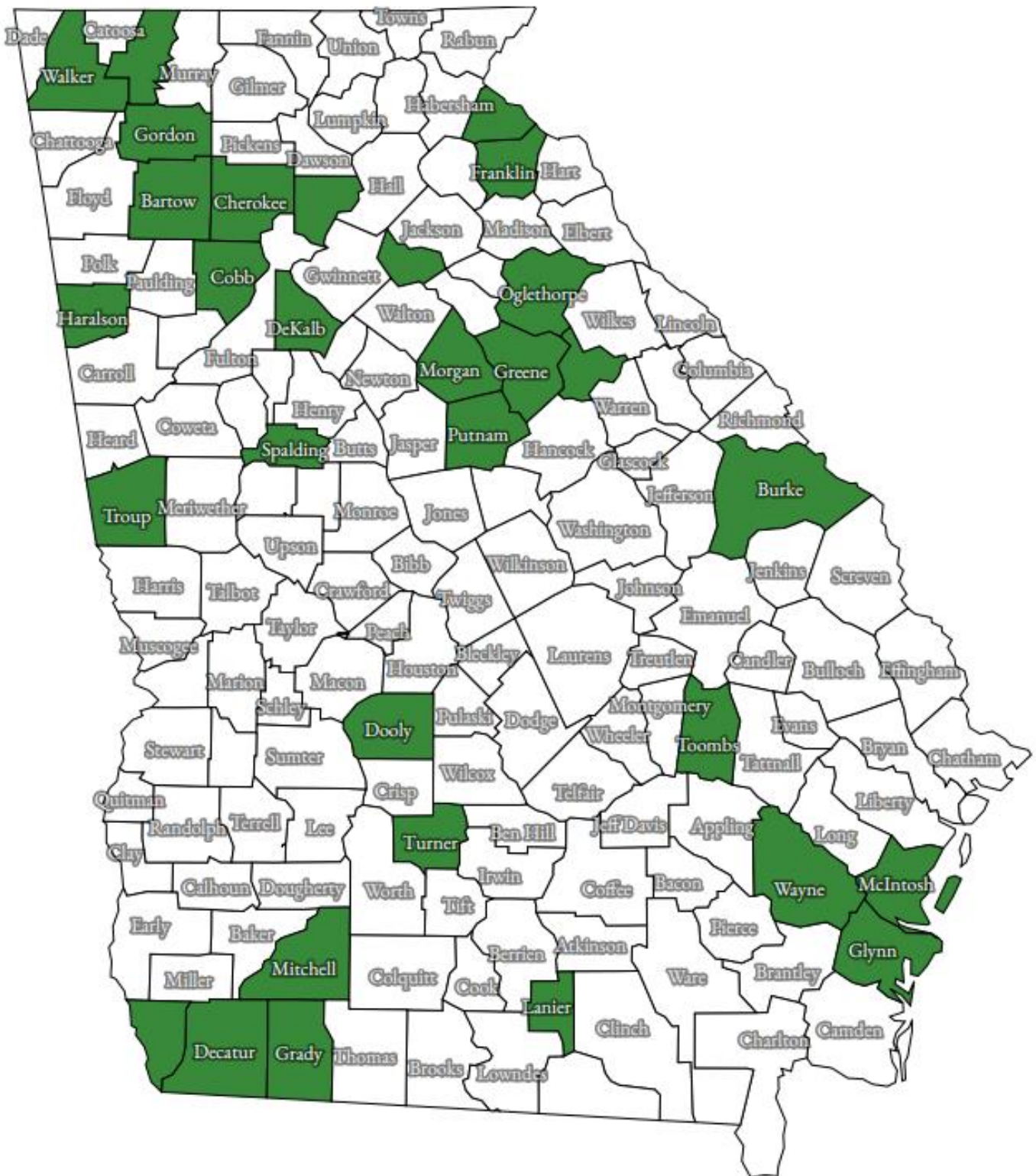


*Morgan County High School College & Career Academy, Electric Vehicle Maintenance Pathway.*



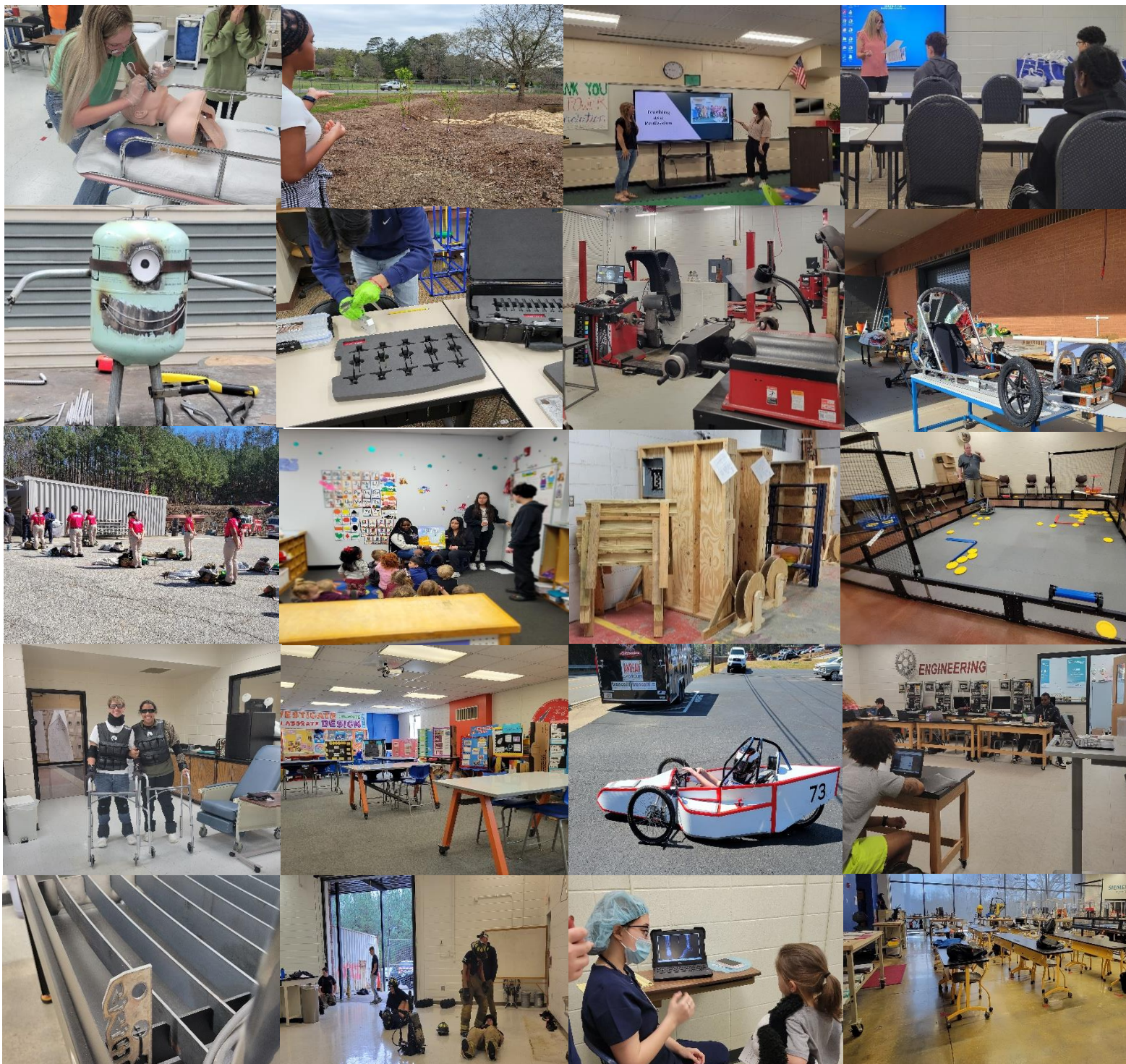
# Mapping the 2022 Workforce Development Grantees

## Grants by County



# Workforce For Georgia Outcomes

## at a Glance



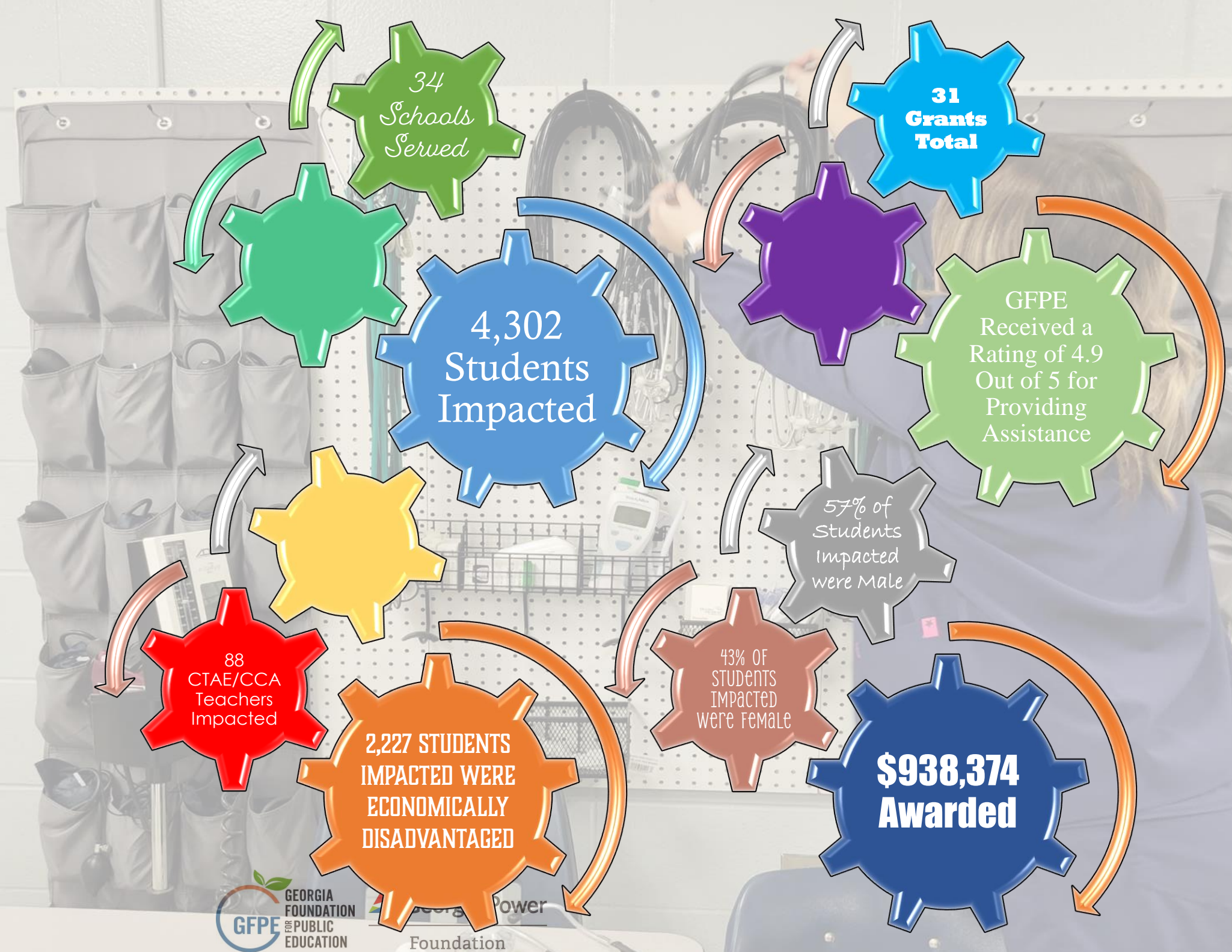
**First row, from left:** Wayne County H.S., Medical Pathway; Taliaferro County H.S., Agriculture Pathway; Seminole County Middle H.S., Teaching Pathway; Bainbridge H.S. (Decatur Co.), Workforce Skills Program.

**Second Row:** Lanier County H.S., Ag. Mechanical Engineering Pathway; Southeastern Early College & Career Academy, Nuclear Energy Pathway; Cairo H.S. (Grady Co.), Motorsports Mechanics Pathway; Franklin County H.S., Engineering Pathway.

**Third Row:** Cobb County School District, EMT/Firefighter Pathway; Oglethorpe County H.S., Teaching Pathway; Dooly County H.S., Construction Pathway; Stephens County H.S., Mechanical Engineering Pathway.

**Fourth row:** Wayne County H.S., Medical Pathway; Turner County H.S., Workforce Skills Program; Central Forsyth H.S., E.V. Pathway; Morgan County H.S., E.V. Pathway.

**Fifth Row:** Winder H.S. (Barrow Co.), Industrial Engineering Pathway; Northwest Georgia CCA (Whitfield Co.), EMT/Firefighter Pathway; Haralson County H.S., Medical Pathway; THINC Academy (Troup Co.), Mechatronics Pathway.



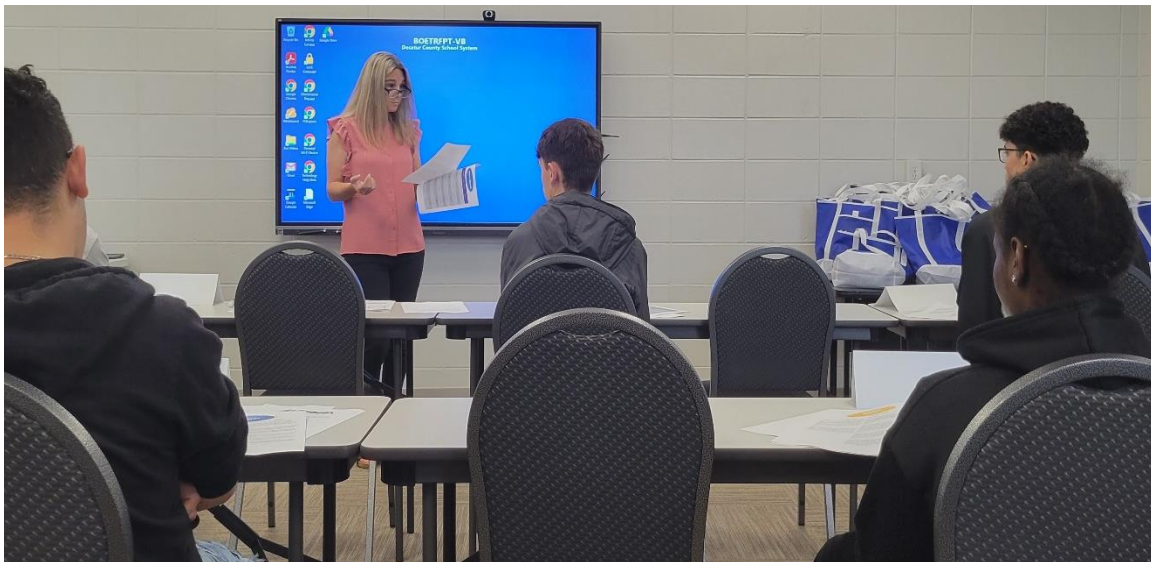
## Grantee Spotlights

---

### Bainbridge County High School, Decatur County Schools: Bearcat Workforce Now: Enhancing Employability Skills for High Schoolers

In a classroom located in Bainbridge High School in Decatur County, Georgia, 22 high school students are learning about employee benefits and how to budget for a household. The training is part of Bainbridge High School's Workforce for Georgia grant, Bearcat Workforce Now, where the school provided employability skills training to high school students about to graduate. In addition to employability skills training, students also had the opportunity to meet with local industry, learn about necessary certifications for employment, and participated in mock interviews with industry leaders. Industry leaders provided feedback to students in preparation for real interviews upon graduation. Industry leaders reflected that since the program is providing an employment-ready workforce, when hired, they will take on the onus of certifying the students-turned-employees. This acknowledgment indicates the early successes of the program.

*"I love this program, please find ways to get more students to open up and feel comfortable speaking."  
Student, Bearcat Workforce Now*



## Barrow County High School of Barrow County School District: Professional Development to Enhance Agriculture Education

Using the Workforce for Georgia Grant, Barrow County High School enhanced its Agriculture program by providing professional development to two agriculture teachers in how to use the plasma cutting system.



cutting system.

Learning to use this machine and software provides agriculture students with highly specialized workforce skills, making them competitive prospects for manufacturing, engineering, and construction. The program fully launched in the 2023-2024 academic year.



## Cairo High School College & Career Academy of Grady County Schools: Powersports, Small Engines, Oh My!

With the presence of the motorbike track and training facility in Grady County, the demand for a workforce highly skilled in small engine maintenance and repair is high. Cairo High School College & Career Academy responded to this local need by developing a Powersports and Small Engine Maintenance and Repair pathway under its Engineering pathway. Using a \$50,000 Workforce for Georgia grant, Cairo High School purchased automotive equipment that give students the opportunity to dismantle



and rebuild engines, identify issues of non-functioning engines, and learn safety procedures. The program fully launched in the 2023-2024 academic year.



## Cartersville City Schools: Flight Ops Pathway

Using a \$25,000 Workforce for Georgia Grant, Cartersville City Schools set out to enhance its Flight Operations pathway – which is in partnership with Embry-Riddle Aeronautical University – by purchasing industry-standard equipment and software. Due to supply chain issues, the school was unable to receive the equipment and implement the program fully until fall 2023. During the fall 2023 semester, students have had the opportunity to start engaging with virtual reality simulators and advanced flight simulators. The district will report outcomes by June 2024.

## Cherokee County School District: Energizing Students in High School

Responding to an influx of energy-centered industries in Georgia, including electric vehicle manufacturing, nuclear power, and solar power, Cherokee County High School used a \$50,000 Workforce for Georgia grant to purchase equipment to launch the Energy and Power pathway. The program fully launched in the 2023-2024 academic year.

## Cobb County School District: Preparing Students for Emergency Services

At the end of a windy road, tucked away from the city of Marietta is the Cobb County firefighter training facility. In the portable classroom, adjacent to the firefighter training tower, Osborne High School students learn about victim recovery from a national expert. This course is part of the firefighter training curriculum for high school students, a Cobb County School District (CCSD) effort to create a strong pipeline from high school to workforce. In addition, the effort helps fill a much-needed shortage in the Cobb County emergency services sector.



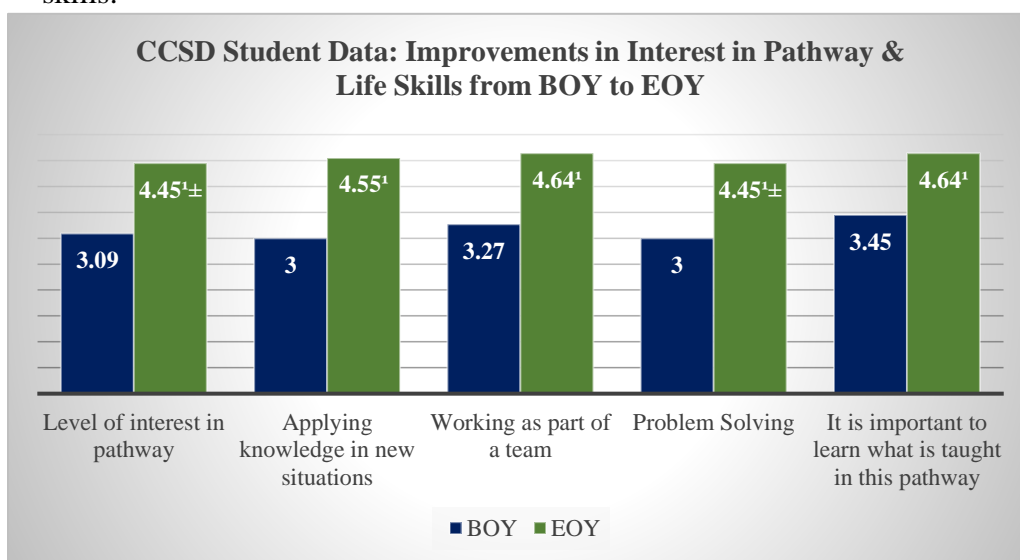
After students finish the course, they head to the lockers that hold their firefighting equipment and tunic. After they retrieve their gear, they quickly line up in straight rows. Their instructor holds up a stopwatch and says “Go!” The students know that they are being timed as they put

on their gear – one of the milestones for a firefighter trainee. As each student finishes, the instructor calls out their time, so they know what time to beat when they do it again; it is all preparation for them to start basic training upon high school graduation. The final

phase of their training for the day is hose line deployment: high school students, carrying 45 pounds of gear, must drag a fire hose twenty feet – another major milestone to help prepare for basic training. Through this training, the first year of its implementation, the program has produced 23 certified emergency services candidates who are ready to join basic training as paid employees when they graduate from high school. The average salary for the local emergency services sector is \$51,000, making it a viable career option to immediately support family needs following graduation.

Through the Workforce for Georgia Student Survey, CCSD student response data revealed the strength of the program and several student takeaways:

- Students showed over 40% growth in interest in pathway and several life skills, which were all also above the optimal range of 4.0 by EOY, indicating the program’s strength in developing interest in the pathway and emphasizing life skills.



<sup>1</sup>Paired samples t-test, p-value:  $p < 0.001$ . <sup>2</sup>Interest and agreement measured on a scale from one to five, with one being strongly disagree and five being strongly agree. ±Indicates statistical significance.

- 100% of CCSD student respondents agreed or strongly agreed with the following statements (now only statements):
  - “In this program, we plan and do our own projects and/or work on group projects.”
  - “In this program, we work on real-world problems.”
  - “In this program, we have class discussions.”
  - “In this program, we need to be able to think and ask questions.”
  - “In this program, my teacher(s) takes notice of students’ ideas.”



- “In this program, we learn about what the career/job of the pathway entails.”

## Decatur Career Academy of DeKalb County School District: Healthcare Sciences for All

The Decatur Career Academy’s Healthcare Sciences pathway is the most popular pathway on campus. As a result, the Introduction to Healthcare Sciences course, a prerequisite to continuing to advanced courses, is at capacity, disallowing more students from taking the course and completing the pathway. A \$20,600 Workforce for Georgia Grant allowed the Decatur Career Academy of DeKalb County School District to mitigate this challenge by developing and launching a healthcare-focused camp during summer 2023. Through the summer camp, Healthcare Sciences pathway students can bypass the introduction class during the regular year, allowing the school to maximize its enrollment. The camp included opportunities for certification in Narcan administration, CPR/First Aid, and Stop the Bleed training, as well as an overall college experience. Students were also exposed to mental healthcare, drug and alcohol abuse awareness. The summer camp provided 28 students with the opportunity to complete the introductory course and enroll in more advanced coursework during the regular academic year.

## Dooly County High School of Dooly County School District: Making Construction Education Accessible

Dooly County High School received a \$25,000 Workforce for Georgia Grant to enhance and expand its Construction Pathway through the purchase of new equipment and organization units to keep the materials easily accessible and clear from the workspace.



## Forsyth Central High School, Forsyth County Schools Electric Vehicle Pathway: Training Students for the Cars of Tomorrow

The automotive pathway classroom at Forsyth Central High School in Cumming, Georgia does not look like a typical classroom; it looks more like where one might take their car for work. Instead of adults working on cars, though, it is high school students that are learning how to diagnose and fix problems on a car, as well as test if the solutions worked. Historically, the pathway has focused on teaching about conventional, gas-powered vehicles, but this year, the school incorporated content from the burgeoning field of electric vehicles (EV). Utilizing local EV partnerships to help implement the



work, students have learned about how the cars operate, how to identify and fix common and uncommon problems, and even how to build a small version of an electric car. Central to the pathway is safety, which the pathway instructors spent plenty of time on at the beginning of the year. By the end of the year, the majority of pathway students achieved certification in electric vehicle safety. In addition, 31 students received internships with electric vehicle dealerships or independent repair facilities. For pathway completers, they hope to either secure employment at an EV manufacturer or acquire an advanced degree in the field to conduct more specialized work, especially in design. The pathway and partnerships are a perfect example of the symbiosis of local industry and the school district – creating a strong pipeline of potential workers who have the opportunity to be gainfully employed in the community where they graduated.



## Franklin County School District: Building a Middle School to High School Engineering Pipeline

Franklin County School District (FCSD) sought to increase enrollment in its waning engineering pathway. To do this, the school sought to first strengthen the engineering and physics curriculum at the middle school level to foment interest in the pathway early on. Franklin County used the Workforce for Georgia Grant to add more equipment and tools to the middle school



engineering program and provide a more highly aligned curriculum to that of the high school pathway. The middle school also emphasized participation in engineering competitions and placed first in the state in the miniature solar car competition. In addition, the district also used the grant to update equipment at the high school for students to have more opportunities implement advanced projects and experiments, as

well as participate in student engineering competitions. By the end of the grant period, Franklin County High School reported that enrollment in the level two engineering pathway course had increased by 55% from the previous year, indicating that the update

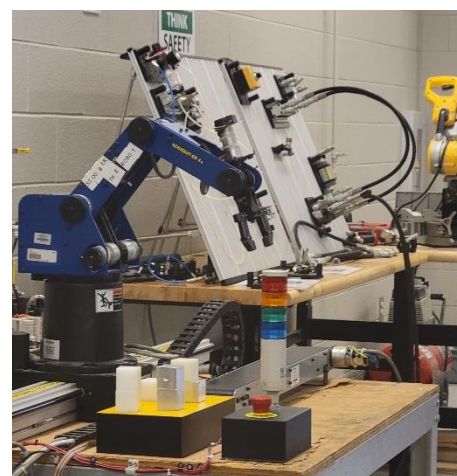
in equipment and improvements to the curriculum had an impact on students choosing to continue in the pathway.

## Golden Isles College & Career Academy of Glynn County Schools: Heavy Equipment Specialists in High Demand

The South Region Labor Market Report considers the construction industry as a high-level industry with more than 5,400 jobs added over the last 10 years. To meet this need, Golden Isles College & Career Academy (GICCA) used the Workforce for Georgia Grant to establish a Heavy Equipment pathway. Using the grant, GICCA purchased equipment to provide students with hands-on opportunities to be prepared with specialized skills upon graduation. The program fully launched in the 2023-2024 academic year.

## Gordon County School District: Providing Early Exposure to Industrial Maintenance

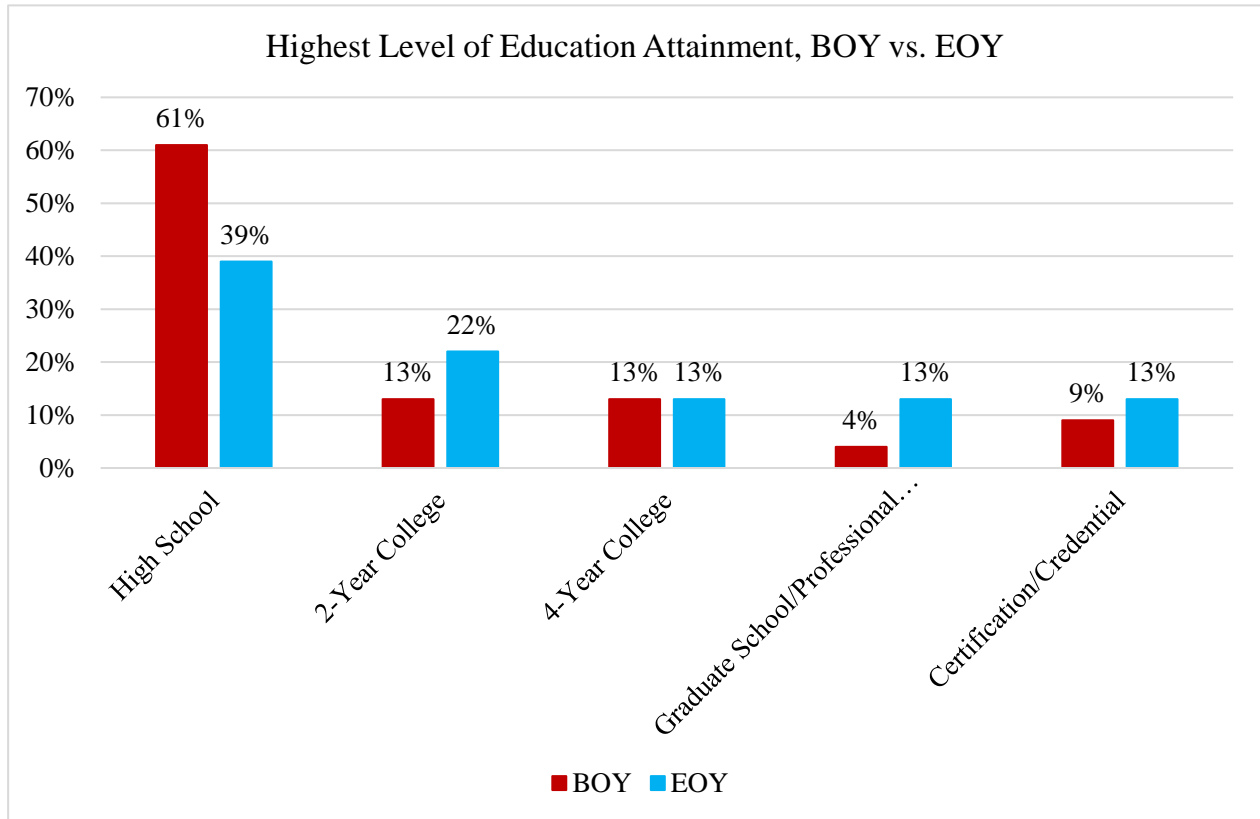
Known as the “carpet capital of the world,” Gordon County located in northwest Georgia is home to one of the biggest manufacturing industries. To ensure a school-to-workforce pipeline where recent graduates can start earning a paycheck, Gordon County College & Career Academy has built a robust Industrial Maintenance pathway program. For those wanting to earn a more advanced degree, their early exposure to the field in high school may entice them enough to come back to their home community to work in the local industry.



With the help of the Workforce for Georgia grant, as well as several local industry partners, Gordon County College & Career purchased online training and certification courses for students in its Industrial Maintenance, Construction, and Automotive pathways.

Based on the results from the Workforce for Georgia Student Survey:

- Students reported, on average, a growth of 39% in their interest in the pathways from Beginning of Year (BOY) to End of Year (EOY). The growth was found to be statistically significant.
- Students reported, on average, a growth of 18% in Life Skills (including items such as organization and critical thinking) from BOY to EOY.
- Students reported, on average, a growth of 18% in Academic Motivation (including items such as enjoying the pathway and learning from mistakes) from BOY to EOY.
- Students reported, on average, a growth of 28% in postsecondary educational attainment aspirations from BOY to EOY.



## Greene College & Career Academy of Greene County School District: A Pathway for Early Childhood Educators



Greene College & Career Academy used a \$50,000 Workforce for Georgia Grant to purchase equipment, supplies, and fully furnish an Early Childhood Education pathway classroom. As one of the latest pathways to be added to the already-robust pathway list, GCCA reached enrollment capacity for the introductory courses before the program launched in fall of 2023. The inclusion of the pathway responds to a high demand for strong teachers and hopes to build a pipeline from high school to the classroom. The program fully launched in the 2023-2024 academic year.

## Haralson County High School College & Career Academy: Training Nurses and Surgical Techs of Tomorrow

Today is the Teddy Bear Clinic at Haralson County High School College & Career Academy. On this day, students from the elementary school will help the high school healthcare pathway students simulate a real-world medical professional-patient experience. To do this, the elementary students – the “parents” – will bring their teddy bears – their “children” – to the emergency room – the healthcare pathway lab – to be treated by surgical technicians, nurses, and doctors – the pathway students. This simulation helps the pathway students practice their vocabulary, bedside manner, and even simple procedures, like checking blood pressure.



The high school program is robust – it offers many different medical fields of interest, such as nursing assistant, surgical technician, and nursing. The Haralson County CTAE is interested in fomenting interest in all areas of medicine, as well as attracting nontraditional students to the field, such as males. With the help of the local healthcare provider, Tanner Healthcare, students learn in a lab that mirrors an emergency room, giving students a more realistic experience. Adding to this, Haralson County High School used the Workforce for Georgia grant to purchase a state-of-the-art medical mannequin to help them learn about simple procedures, such as checking the pulse and blood pressure, assessing pain, and determining breathing issues. This mannequin is the same one used at the college level, ensuring that these students will have familiarity with the equipment, should they continue in the pathway following graduation.

Based on the results from the Workforce for Georgia Student Survey

- Students reported, on average, 24% growth in Life Skills (such as critical thinking and organization) from Beginning of the Year (BOY) to End of the Year (EOY) and
- Students reported, on average, 22% growth in Academic Motivation (such as enjoying the pathway and learning from mistakes) from BOY to EOY.

## Lanier County Schools: A Middle-to-High School Agriculture Pipeline

Lanier County High School (LCHS) developed a robust Agriculture & Agriculture Mechanics Pathway to meet the demand of the local agriculture and maintenance industries. The LCHS agriculture lab included welding equipment, maintenance tools, and a strong agriculture teacher. Despite this, waning enrollment threatened to dismantle the program. To ensure that the high school pathway kept its high enrollment to meet local workforce needs, the district's CTAE program decided to reach students before reaching high school. The middle school agriculture program, though, had not received the care it needed to foment interest in the pathway. Since 2007, agriculture



education was only offered to eighth grade students and the class had to share the high school equipment.



Lanier County School District used the Workforce for Georgia grant to strengthen the middle-to-high school agriculture pipeline. The district used the grant in two ways: 1) LCHS updated the Agriculture Mechanics lab with equipment up to industry-standards and 2) Lanier County Middle School reinstated its agriculture lab and improved its curriculum, as well as marketed the pathway to sixth and seventh graders.

Based on the results from the Workforce for Georgia Student Survey:

- Interest in the pathway increased, on average, 27% from Beginning of the Year (BOY) to End of the Year (EOY).
- Postsecondary aspirations increased, on average, 21% from BOY to EOY.
- Students reported growth, on average, of 18% in Life Skills from BOY to EOY.
- Students reported growth, on average, of 18% in Academic Motivation from BOY to EOY.

## McIntosh County Academy High School of McIntosh County Schools

Situated on the touristic and beachy east coast of Georgia, McIntosh County Schools aimed to fulfill a local workforce need in hospitality and tourism. Specifically, with increasing local tourism, the local demand for a workforce skilled in the hospitality and tourism industry has grown. Seeing this as an opportunity to have its students gainfully employed immediately following graduation, the school district used a \$50,000 Workforce for Georgia Grant to develop and implement a Hospitality & Tourism pathway, which included introductory courses, as well as marketing and industry-recognized software courses.

## Morgan County High School, A Georgia College & Career Academy: An Electric Vehicle Manufacturing Pipeline

Morgan County High School's (MCHS) Engineering & Mechatronics pathway has experienced increasing enrollment since its beginning in 2018. With an increased presence of EVs in general and manufacturers seeking roots in Georgia, the school decided to expose students to this burgeoning field while still in high school. Moreover, as the local community will soon welcome Rivian – an electric vehicle manufacturer – and MCHS is at the front end of this workforce pipeline.

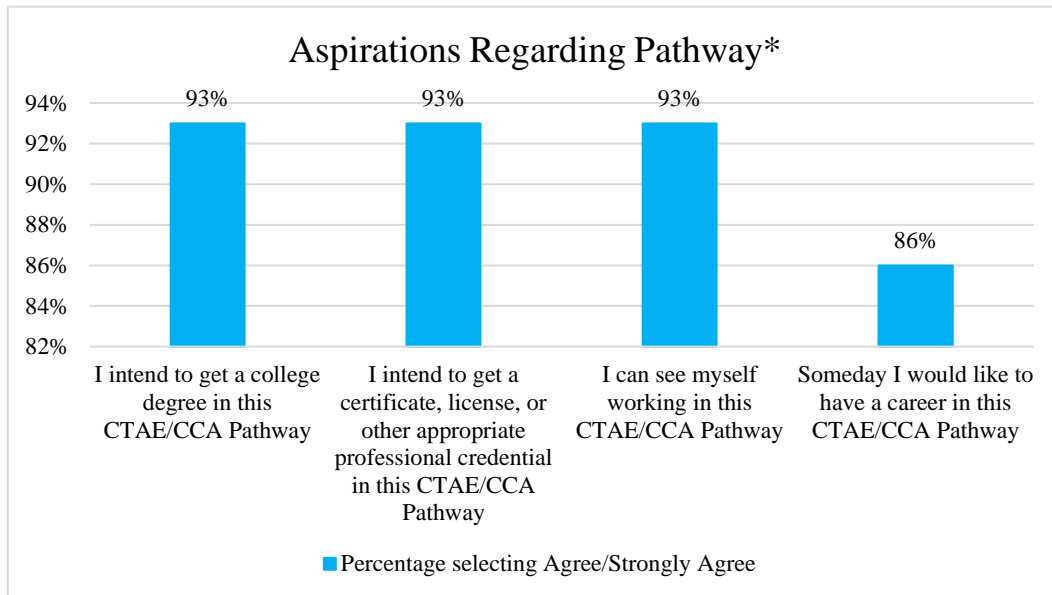


Using the Workforce for Georgia grant, MCHS purchased EV equipment and software that meet industry standards. In addition, the system wanted to ensure vertical alignment with the high school pathway at the elementary and middle school levels. To do this, the district also used the funds to buttress STEM (or science, technology, engineering, and mathematics) at the lower levels in an effort to familiarize students with and stimulate their interest in engineering and EV manufacturing and maintenance.

Based on the results from the Workforce for Georgia Student Survey,

- Students reported growth, on average, of 39% in their interest in the pathway from Beginning of the Year (BOY) to End of the Year (EOY). This finding was found to be statistically significant, suggesting that the growth may be reasonably attributed to participation in the program.
- Students reported growth, on average, of 18% in Life Skills (such as organization and critical thinking) from BOY to EOY.

- Students reported growth, on average, of 23% in postsecondary aspirations from BOY.
- Students reported positive results from their aspirations regarding the pathway:



*\*The Aspirations Regarding Pathway construct was measured on a Likert scale rating, with one being completely disagree and five being completely agree.*

## Northwest Georgia College & Career Academy: Preparing Emergency Service Workers in Whitfield County

In a large room that opens to the outside, students outfitted in heavy firefighter tunics and

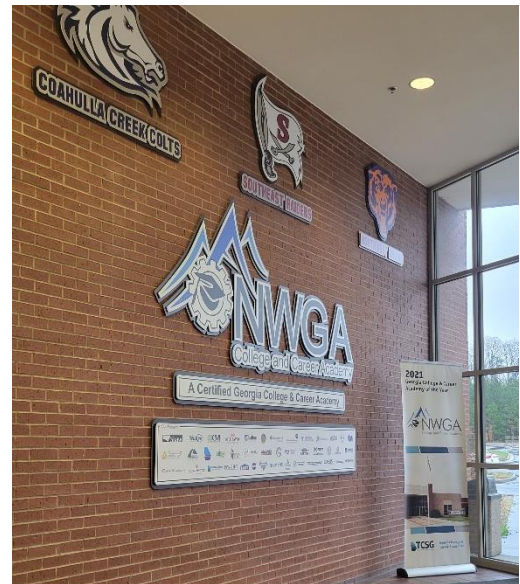


equipment practice their carrying and dragging techniques on one another. Under the supervision of the Whitfield County Fire Rescue and an instructor, students practice these techniques and many more in preparation for their entry into the First Responders Academy upon graduation from high school.

In partnership with the Whitfield County Fire Department, the

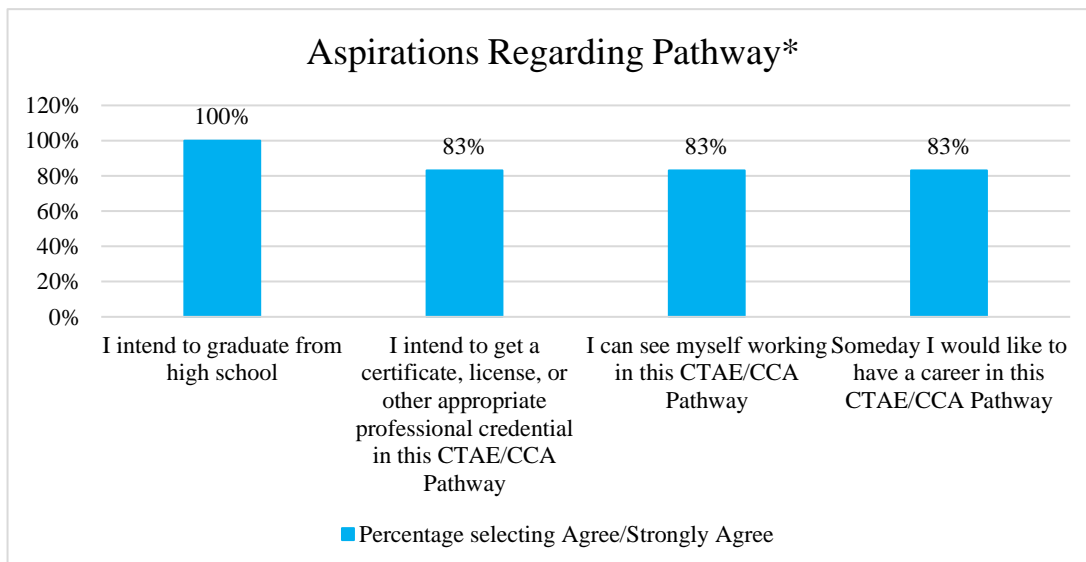
Sherrif's Department, and Hamilton Healthcare Emergency Services, Northwest Georgia College & Career Academy (NWGCCA) sought to build a strong pipeline of first responders to fill a major local workforce shortage. When students select to participate in the program, they receive the training they need to apply to the First Responder Academy and, ultimately, have access to gainful employment soon after graduation. Using the

Workforce for Georgia grant, NWGCCA purchased training gear, equipment, and hired an instructor give students the exposure and preparation they need to successfully enter the academy. The school's symbiotic partnership with local first responder agencies represents the opportunity that a local school and its local workforce can provide for students. By the end of the grant year, the Whitfield Fire Department (WCFD) identified three students as new hires. In addition, WCFD provided an Emergency Medical Technician (EMT) instructor beginning August 2023, which began with seven students. Finally, as of August 2023, the Introduction to First Responders Academy had 77 freshmen enrolled.



Based on results from the Workforce for Georgia Student Survey:

- Students showed growth, on average, of 53% in their interest in the pathway from Beginning of the Year (BOY) to End of the Year (EOY).
- Students showed growth, on average, of 30% in Life Skills (including organization and critical thinking) from BOY to EOY.
- Students showed growth, on average, of 21% in Academic Motivation (including learning from mistakes and the importance of learning) from BOY to EOY.
- Students reported positive results from their aspirations regarding the pathway:



*\*The Aspirations Regarding Pathway construct was measured on a Likert scale rating, with one being completely disagree and five being completely agree.*



## Oglethorpe County High School: Growing Their Own

Oglethorpe County School System, like much of the state and the country, has struggled to keep strong teachers in the classroom. Its answer? To grow their own.

Large, colorful classrooms at the Oglethorpe Children’s Academy are filled with smiling and wiggling three- and four-year-olds. But the teacher is taking a step back. Today, she lets the high school teaching pathway students take the reins. As a group, the Teaching as a Profession – or TAP students – read to and manage the behavior of the tiny students. At the same time and unnoticed by the preschoolers, the high school TAP teacher gives direction from the back of the class, allowing the high school students to either continue or pivot their pedagogy or management techniques, depending on the situation’s need. After an hour at the Children’s Academy, TAP students return to Oglethorpe County High School (OCHS) – walking distance from the pre-school – to continue their high school courses for the day.



This is the opportunity that TAP students have every few days – a chance to put into practice what they are learning in the classroom. Then, in their TAP pathway course, students have the opportunity to reflect with their teacher on their time in the classroom. “What went well?” “What can we do better next time?” “What do we want to try next time?” This structure gives high school students the practice they need to 1) determine if this is the right field for them before they pursue a degree in college and 2) become familiar with the specific needs of the Oglethorpe County community. The CTAE program at OCHS hopes this approach will build strong teachers on the front end and encourage them to come back to Oglethorpe County as teachers.

By the end of the grant year, OCHS had met most of its goals:

- 100% of ECE pathway students planned and executed a lesson that includes the four major components of an effective lesson, as evidenced by plans, young learners’ feedback, and classroom teacher observation data, surpassing the goal of 90% of students.
- 100% of ECE pathway students participated in a book study on the *7 Habits of Highly Effective Teens* and how these principles apply themselves to the classroom and students, as evidenced by teacher lesson plans and student notes.
- During the 2022-2023 academic year, the ECE teacher developed a curriculum and framework to implement a formally accredited ECE course. The complete curriculum launched fully in August 2023.

- The enrollment fell below the target goal of an increase by 25%, but the school will mitigate the challenge by launching a robust marketing campaign throughout the school to attract more students to the program.

The Workforce for Georgia Student Survey also revealed several notable patterns from OCHS which speak to the strength of the program and its instructor:



- Students showed an average 43% growth from BOY to EOY in their agreement with “Applying knowledge in new situations,” indicating that students are finding the classroom content relevant in their experiences with children at the academy.
- Students showed an average 31% growth from BOY to EOY in their agreement with “I prefer classwork that is challenging so I could learn new things,” indicating that students are enjoying challenges and finding them relevant, likely in application at the academy.
- 72% of respondents agreed or strongly agreed that the teacher takes notice of students’ ideas, indicating the teacher respects their input.
- 70% of respondents agreed or strongly agreed that the teacher shows them how new information is related to what they have already learned, indicating the instructor’s strength for making content relevant for students.

## Pelham High School Career, Technical, and Agricultural Education of Pelham City Schools: Growing a Citrus Education Pathway

Pelham High School of Pelham City Schools sought to enhance its agriculture program with the addition of a citrus orchard and citrus agriculture curriculum. The addition of a citrus program under agriculture education teaches students a specific skillset and



responds to the demand for workers who specialize in this area due to citrus being a robust local industry in Mitchell County. Using a \$25,000 Workforce for Georgia Grant, Pelham High School CTAE purchased orange trees to plant on the campus, as well as fertilizer and an irrigation system. Finally, the 2022-2023 academic year was focused on developing

a curriculum to teach students about the citrus industry and how to plant, maintain, and harvest citrus trees. The program fully launched in August 2023.

## Putnam High School of Putnam County Charter School System: Enhancing Construction & Welding Education

Putnam County Charter System was in need of a lab refresh for its Construction and Welding pathways. The high schools used the \$25,000 Workforce for Georgia Grant to purchase a CNC cutter for the heavy equipment labs. The CNC cutter allows students to acquire highly specialized skills and familiarity that is relevant to careers within these areas, making them highly competitive upon high school graduation. The school received the equipment in mid-Spring 2023.

By the end of the grant year:

- 88% of Construction pathway students earned their OSHA 10 certification.
- 82% of Weldin pathway students earned one or more certification through the American Welding Society.

*"I did not even know what this equipment could do before we got it. It has been fun to learn how to work a valuable machine. I even got a job in architecture because I highlighted my operational skills during my interview." Construction Pathway Student, Putnam High School*

## Seminole County Middle High School: Teaching as a Profession in Seminole County

In a classroom in Seminole County, the alphabet borders the room, a carpet covered in colorful shapes sits in front of the white board, and childlike drawings decorate the walls.

What seems like an elementary classroom is actually a simulation lab for Teaching as a Profession – or TAP – pathway students at the high school. In 2021, Seminole County Middle High School (SCMHS) launched the TAP pathway as a potential long-term solution to a teacher labor shortage in the county. The class started with eight students. At the beginning of the 2022-2023 school year, 19 students had

chosen to join the pathway, a 137% increase from the previous year – the pathway’s inception year. With increasing interest, the school knew it had to strengthen the program by adding a strong curriculum, teacher, and equipment to make the classroom into a



simulation lab where students can practice their pedagogy in a realistic environment. Using the Workforce for Georgia Grant, SCMHS purchased equipment, supplies, modular seating, and books to ensure that its pathway students received hands-on training at the high school level to prepare them for college-level education courses.

By the end of the grant year, SCMHS showed the following outcomes:

- 8% of SCMHS students were enrolled in the TAP pathway, which is two percentage points below the target of 10%. As a result, the school launched a marketing campaign to ensure students are aware of the burgeoning program.
- 100% of students completing the pathway from its launch in 2021 enter a university/college teacher education program, which is 85 percentage points over the goal of 15%.

Based on the results from the Workforce for Georgia Student Survey:

- Students showed growth, on average, of 23% in the postsecondary aspirations from Beginning of the Year (BOY) to End of the Year (EOY). This increase was found to be statistically significant, suggesting that the change may be reasonably attributed to participation in the program.
- Students showed growth, on average, of 28% in Life Skills (including organization and critical thinking) from BOY to EOY. This increase was found to be statistically significant, suggesting that the change may be reasonably attributed to participation in the program.
- Students showed growth, on average, of 30% in Academic Motivation (including learning from mistakes and interest in content) from BOY to EOY. This increase was found to be statistically significant, suggesting that the change may be reasonably attributed to participation in the program.



## Southeastern Early College & Career Academy: An Energy & Power Pathway to Meet Local Demand

To meet a growing need in the area, including the Georgia Power nuclear plant, Plant Vogtle, Southeastern Early College & Career Academy (SECCA) offers students the Energy & Power pathway. In this pathway, students gain exposure to the generation, transmission, and distribution of power, making them well-equipped to follow an energy-focused postsecondary pathway following high school graduation. When students complete the three-course sequence, they can earn the Energy Industry Fundamentals (EIF) certification.



SECCA wanted to add industry-recognized certifications to the EIF to make its students even more competitive and marketable in the workforce upon graduation. Using the Workforce for Georgia grant, SECCA offered students the additional certifications including American Heart Association CPR/AED, Snap-on Precision Measurement: Tape & Rule, Snap-on Digital Multimeter, OSHA-10, and Trane Data Analytics. By the end of the grant period, SECCA boasted the following outcomes:

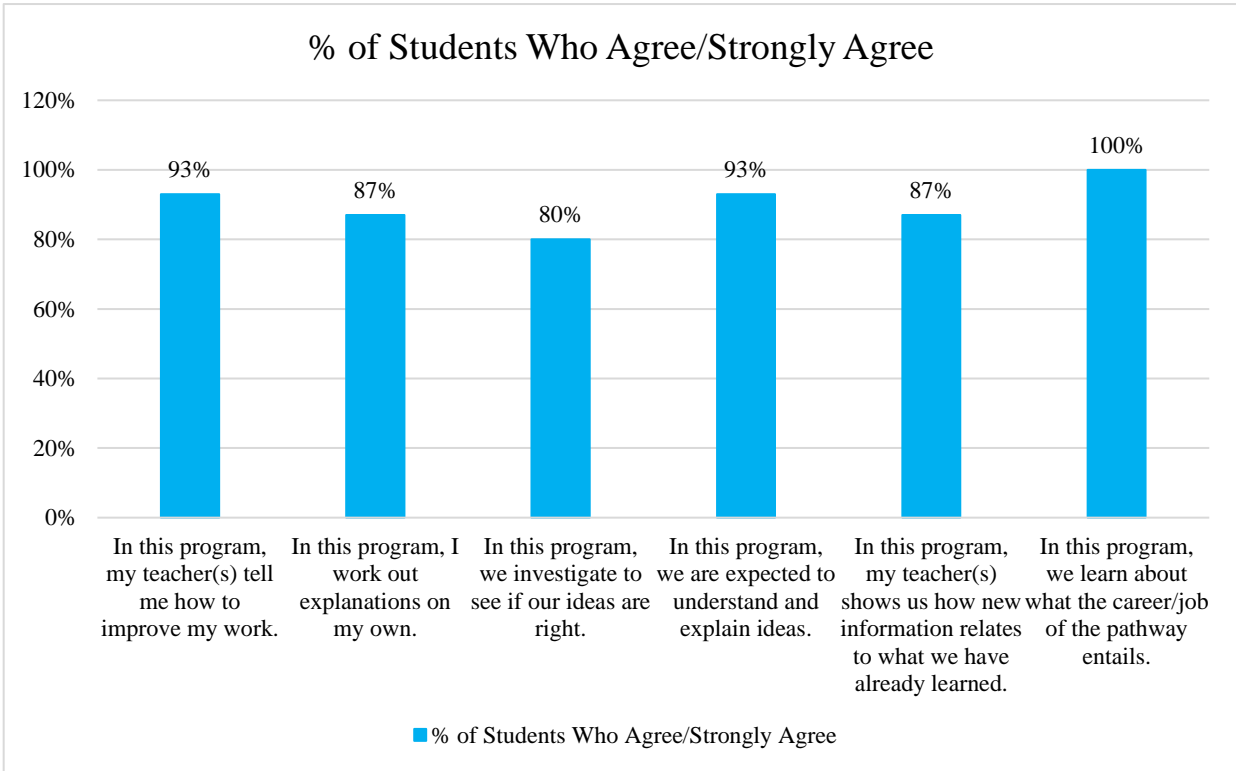
- 42 students passed the certification exam for Snap-On Precision Measurement of Angles, surpassing the goal of 30 by 12 students.
- 27 students passed the certification exam for Snap-On Precision Measurement of Gauges, just under the goal of 30 by 3 students.
- 63 students passed the certification exam for 3M Worker Health & Safety Awareness, surpassing the goal of 30 by 33 students.

Based on the results from the Workforce for Georgia grant:

- Students showed growth, on average, of 34% in Life Skills (including organization and critical thinking) from Beginning of the Year (BOY) to End of the Year (EOY). The growth was found to be statically significant indicating that the change may be reasonably attributed to participation in the program.
- Students showed growth, on average, of 23% in Academic Motivation (including learning from mistakes and interest in content) from BOY to EOY. The growth was found to be statically significant indicating that the change may be reasonably attributed to participation in the program.



- Feedback for the instructor was also very strong:



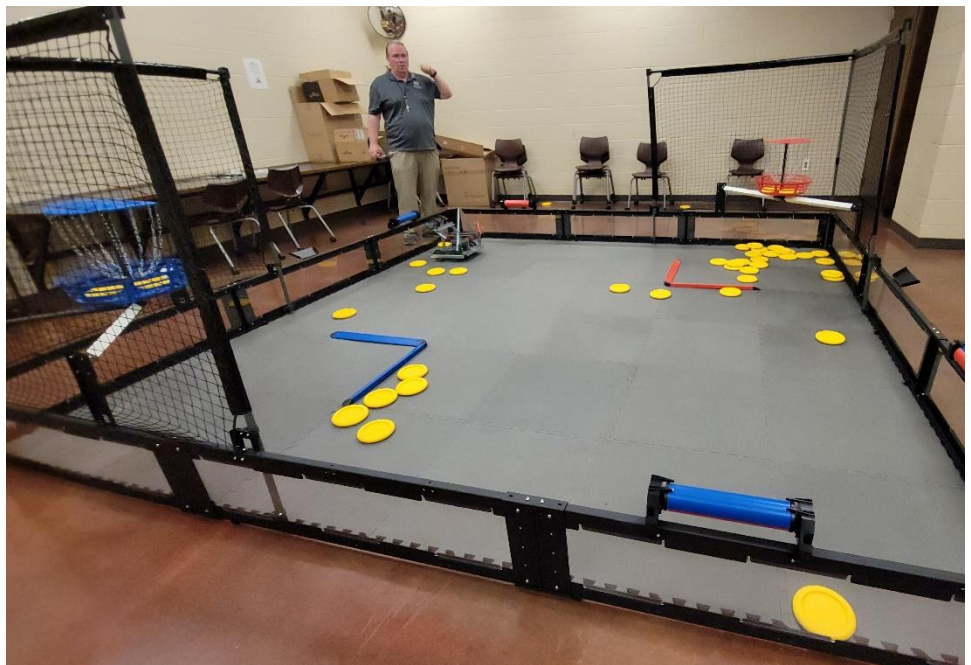
## Stephens County High School: Robotics Training in the Manufacturing Pathway

Stephens County High School (SCHS) sought to strengthen its Manufacturing pathway to ensure students have a clear path to local industry. The school has a long-established pipeline with its local manufacturing companies through a work-based learning program. In addition, in partnership with the local technical college, students participate in dual enrollment in manufacturing, allowing them to gain college credits while in high school. However, SCHS needed to update its equipment to match industry standards, as well as strengthen its curriculum, to ensure that students have had exposure to the most up to date equipment and knowledge during their work-based learning experiences and when they seek employment upon graduation.

SCHS used the Workforce for Georgia grant to provide training to students in operating and maintaining robots that are typically used in the manufacturing process to handle and craft materials.

Based on the results from the Workforce for Georgia Student Survey:

- Students showed growth, on average, of 18% on their interest in the pathway from Beginning of the Year (BOY) to the End of the Year (EOY).
- Students showed growth, on average, of 11% in Life Skills (including organization and critical thinking) from BOY to EOY.
- Students showed growth, on average, of 16% on postsecondary aspirations from BOY to EOY.



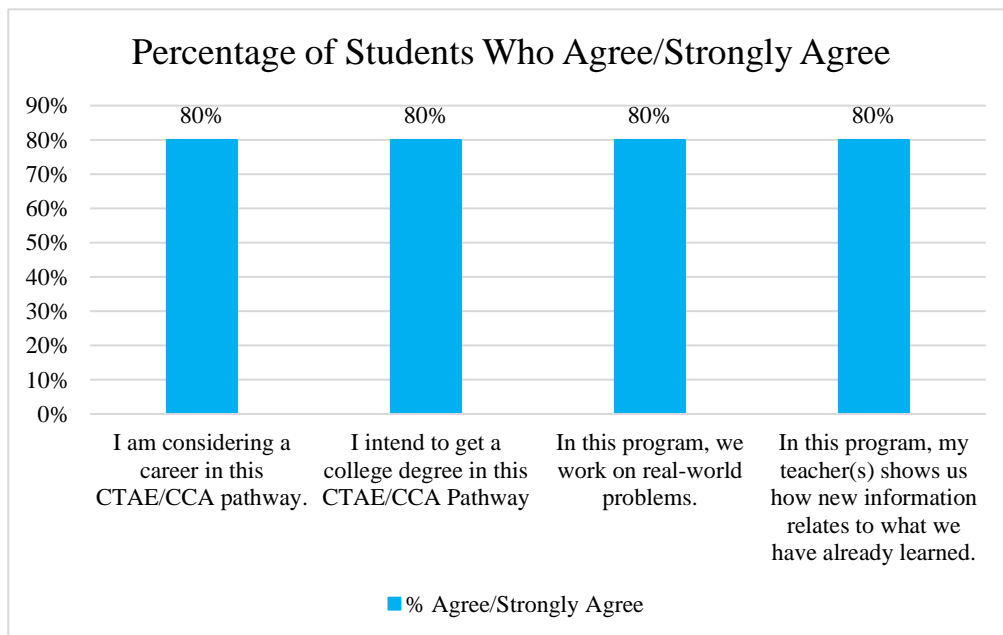
## Taliferro County High School: Agriculture Education in High School & Creating a Community Garden

In 2022, Taliaferro County High School added the Plant & Floriculture Systems program to its Agriculture pathway. To maximize this program's standards, the school needed a robust garden on school grounds to ensure that students were getting the hands-on experience they needed to benefit fully from the program. Specifically, the program sought to develop employability skills, as well as deepen the knowledge base in the field of agriculture. Using the Workforce for Georgia Grant, the district purchased heavy equipment to expand the community gardens and teach students how to operate agriculture equipment. The new program and equipment will provide students with the opportunity to plan, maintain, plant, and harvest fresh fruits and vegetables that they will eventually make available to the Taliaferro County community.



Based on the results from the Workforce for Georgia Student Survey:

- Students showed growth, on average, of 110% in their interest in the agriculture pathway from Beginning of the Year (BOY) to End of the Year (EOY).
- Students showed growth, on average, of 29% in Academic Motivation (including learning from mistakes and interest in content) from BOY to EOY. This increase was found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the program.
- Students showed growth, on average, of 46% on their postsecondary plans.
- Students showed strong outcomes in the areas of aspirations and their reflections on the instructor:





## THINC Academy of Troup County Schools

The Mechatronics pathway at THINC Academy of Troup County Schools has had waning enrollment for several years in a row. To address this challenge, the school decided to refresh the lab with new equipment, as well as move the lab to a classroom shared by West Georgia Technical College to promote dual enrollment opportunities with the college. The move is an effort to engage more students with the promise of completing high-demand certifications that may be immediately useful following high school graduation. The lab move and refresh took place during the spring and summer of 2023. As a result, the Mechatronics pathway saw an increase in enrollment of nearly 29%.

## Turner County High School: Putting Titans2Work

Over a dozen trifold boards border a classroom at Turner County High School. The contents of the boards include descriptions of common careers – specifically what the career entails, how to receive the necessary credentials for the career, and the typical pay range for the career. The boards are part of a career fair where local businesses and organizations will attend and have to opportunity to meet the students and discuss their boards. The career fair gives students the chance to interact with prospective employers who can give insight to the career on which they are presenting. The career fair, as well as a corresponding job preparation course, are part of the Titans2Work program, an initiative to strengthen employability skills in students to meet the needs of the local labor market. The initiative is a collaboration between the school system and the Ashburn County Chamber of Commerce, which helped in developing the program to ensure that the high school is teaching the necessary skills to students. Beginning with the class of 2025, students will be required to successfully complete the Titans2Work course.



Based on the results from the Workforce for Georgia Student Survey:

- Students showed growth, on average, of 47% on their agreement with the Life Skills statement “I can apply knowledge in new situations” from Beginning of the Year (BOY) to End of the Year (EOY). This growth was found to be statistically significant, indicating that the growth may reasonably be attributed to participation in the program.
- Students showed growth, on average, of 24% in Life Skills (including organization and critical thinking) from BOY to EOY. This growth was found to

be statistically significant, indicating that the growth may reasonably be attributed to participation in the program.

- Students showed growth, on average, of 27% in Academic Motivation (including learning from mistakes and interest in learning) from BOY to EOY. This growth was found to be statistically significant, indicating that the growth may reasonably be attributed to participation in the program.
- Students showed growth, on average, of 13% in postsecondary aspirations from BOY to EOY.

## Walker County Schools: Mechatronics in Mega Demand

In response to the growing local demand for a workforce skilled in electronics and mechanical engineering, Walker County Schools developed a plan to add a Mechatronics pathway to add to its list of CTAE programming. Using a \$50,000 Workforce for Georgia Grant, the district started the process of building out and furnishing the new



Mechatronics lab. In addition, the district leveraged its WFGG to receive a \$3.1 million Georgia College and Career Academy Project Grant from the State of Georgia to help supplement the completion of the lab. The district also partnered with Georgia Northwestern Technical College, who generously donated mechatronics equipment and instructor time to help build the program. With each grant, donation, and partnership, the district is closer to completing an industry-standard mechatronics lab set to be open August 2024.



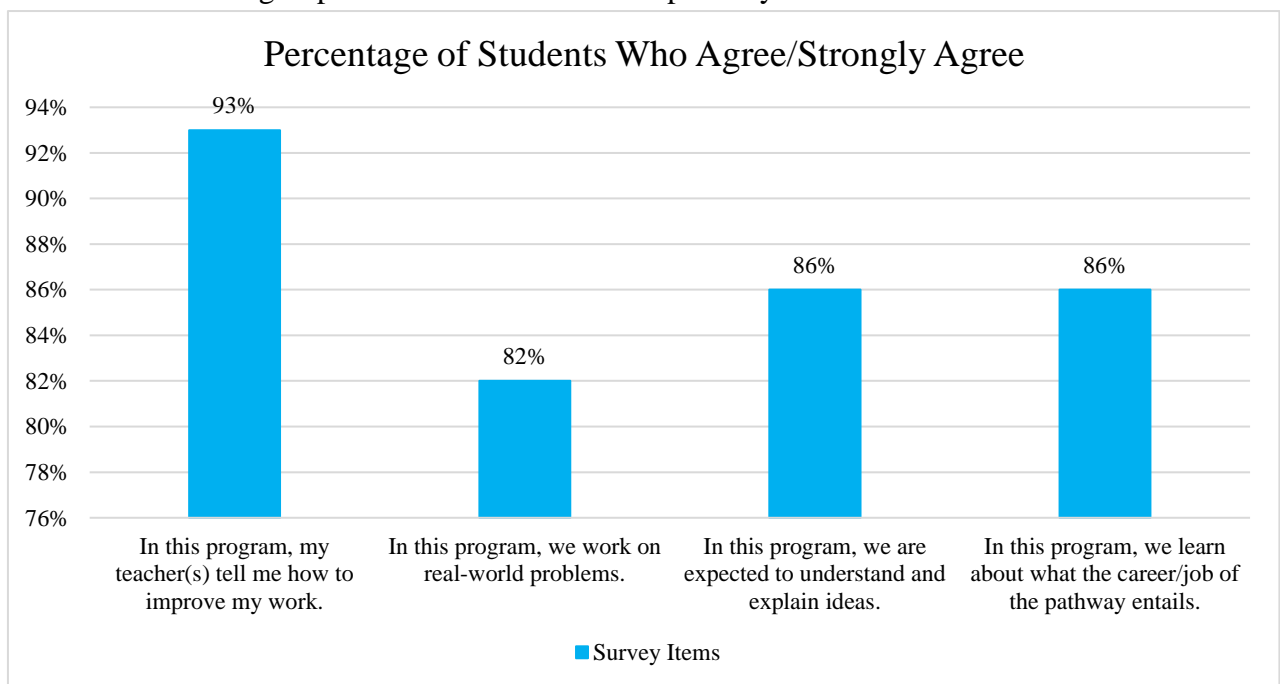
## Wayne County High School: Advanced Training on Medical Techniques, High School Edition

In a medical simulation lab at Wayne County High School (WCHS), a couple of students stroll in using a walker, wearing gray, short-haired wigs, and large sunglasses. Although it looks like the students may be coming from drama class, they are actually donning the contents of a geriatric simulation kit, which provides them with first-hand experience on how mobility, vision, and physical changes as someone gets older. The sunglasses are especially helpful for students to understand geriatric needs as each pair have markings that align with common visual impairments that are coupled with getting older. This kit, as well as a medical

mannequin, intubation training mannequin, and phlebotomy kit are part of WCHS goal to provide as many hands-on medical training opportunities as possible. Using the Workforce for Georgia grant, WCHS purchased high-quality training kits which will help familiarize students with challenging medical practices. In addition, the high-quality training kits are the industry standard at the college level and will give these students an edge upon entering their medical program of choice.

Based on the results from the Workforce for Georgia Student Survey:

- Students showed growth, on average, of 24% in their interest in the pathway from Beginning of the Year (BOY) to End of the Year (EOY). This change was found to be statistically significant, suggesting that the growth may be reasonably attributed to participation in the program.
- Students also showed statistically significant growth on the following Life Skills, suggesting that the growth may be reasonably attributed to participation in the program: “Applying knowledge in new situations,” “Working as part of a team,” and “Critical thinking and reflecting.”
- Feedback for the instructors also showed that they have a strong impact on their interest in the pathway:





## 2022 Workforce For Georgia Student Survey

### Results of Student Survey



*Oglethorpe County High School, Teaching Pathway Classroom, wall designed by teaching pathway students.*

program, goals are program-specific and cannot be compared with other programs. In addition, overall impacts on student growth are not straightforward. The survey aims to standardize the overall student impact of WFG-funded programs. By the end of the grant period, 19 of 31 WFG grantees submitted student survey results. Those who did not submit results by the end of the school year were either 1) unable to fit the survey into their end of the school year duties or 2) will not begin program implementation until fall 2023 and have received an extension to submit survey results.



*Taliaferro County H.S. Agriculture Pathway equipment.*

GPF and GFPE piloted a Workforce for Georgia Student Survey with the 2022 Workforce for Georgia grantee cohort. Each WFG-funded program has individual measurable goals that align with the program they are implementing or scaling. Progress towards these goals is measured on the grantee-reported mid-year and final evaluation reports. While the evaluation reports do provide general demographic data on the students and faculty impacted by the



*Putnam County H.S. Basic/Light Maintenance Pathway equipment.*

The Workforce for Georgia Student Survey is a retrospective survey that assesses student mindset growth from beginning of the year to the end of the year with a special focus on several constructs, including Level of Interest in Pathway, Life Skills, Academic Motivation, Aspirations Regarding Pathway, and Thoughts about Pathway, Course Content, and Instructor(s). Below are the results of the Workforce for Georgia Student Survey.

### Grantee Respondent Information

Grantee	# of Survey Respondents	Grantee	# of Survey Respondents
Bainbridge High School, Decatur County Schools	4	Morgan County High School, Morgan County School District	14
Cartersville City Schools	29	Northwest Georgia College & Career Academy, Whitfield County Schools	6
Cobb County School System (multiple schools)	11	Oglethorpe County High School, Oglethorpe County Schools	57
Decatur County Schools	14	Southeastern Early College & Career Academy	15
Forsyth Central High School, Forsyth County Schools	27	Stephens County High School, Stephens County Schools	6
Franklin County High School, Franklin County School District	8	Taliaferro High School, Taliaferro County Schools	5
Golden Isles College and Career Academy, Glynn County Schools	1	Turner County High School, Turner County Schools	13
Gordon County College & Career Academy, Gordon County Schools	23	Wayne County High School, Wayne County Schools	28
Haralson County High School, Haralson County Schools	15	<b>TOTAL RESPONDENTS</b>	<b>320</b>
Lanier County High School, Lanier County Schools	12	<b>TOTAL SCHOOLS</b>	<b>19</b>

Question	Beginning of Year (BOY) Mean	End of Year (EOY) Mean <sup>1</sup>	Average % Growth from BOY to EOY
<b>Construct: Interest in Pathway</b>			
Rate your level of interest in your CTAE/CCA pathway at the beginning of the school year versus now.	3.09	3.93 <sup>2±</sup>	27%

<sup>1</sup>Means 4.0 and above = Good (highlighted green); 3.9-3.5 = attention (highlighted yellow); below 3.5 = action (highlighted red). <sup>2</sup>Paired samples t-test, p-value: p<0.001. ± Indicates statistical significance.

Question	Beginning of Year (BOY) Mean	End of Year (EOY) Mean <sup>1</sup>	Average % Growth from BOY to EOY
<b>Construct: Life Skills</b>			
On a scale from 1 to 5 (with 1 being no improvement and 5 being significant improvement), rate how much you improved on the following life skills from the beginning of the school year versus right now:			
Applying knowledge in new situations	2.97	4.02 <sup>2±</sup>	35%
Organization	3.18	4.00 <sup>2±</sup>	26%
Working as part of a team	3.28	4.12 <sup>2±</sup>	25%
Respect for others	4.07	4.36 <sup>2±</sup>	7%
Conducting research	3.26	4.00 <sup>2±</sup>	23%
Problem solving	3.40	4.08 <sup>2±</sup>	20%

<b>Critical thinking and reflecting</b>	3.33	4.10 <sup>2±</sup>	23%
---	------	--------------------	-----

<sup>1</sup>Means 4.0 and above = Good (highlighted green); 3.9-3.5 = attention (highlighted yellow); below 3.5 = action (highlighted red). <sup>2</sup>Paired samples t-test, p-value: p<0.001. ± Indicates statistical significance.

Question	Beginning of Year (BOY) Mean	End of Year (EOY) Mean <sup>1</sup>	Average % Growth from BOY to EOY
<b>Construct: Academic Motivation</b>			
On a scale from 1 to 5 (with 1 being completely disagree and 5 being completely agree), rate how much you agree with the following statements from the beginning of the school year versus right now:			
I prefer class work that is challenging so I could learn new things	2.93	3.67 <sup>2±</sup>	25%
It is important to me to learn what is taught in this pathway	3.40	4.05 <sup>2±</sup>	19%
I like what I am learning in this pathway	3.47	4.03 <sup>2±</sup>	16%
I think I will be able to use what I learn in this program in other classes	3.13	3.81 <sup>2±</sup>	22%
Even when I do poorly on a test, I try to learn from my mistakes	3.64	4.15 <sup>2±</sup>	14%
I think what we are learning in this program is interesting	3.54	4.03 <sup>2±</sup>	14%
Understanding this CTAE/CCA pathway is important for my future	3.44	4.01 <sup>2±</sup>	17%
I enjoy this CTAE/CCA pathway	3.62	4.10 <sup>2±</sup>	13%

<sup>1</sup>Means 4.0 and above = Good (highlighted green); 3.9-3.5 = attention (highlighted yellow); below 3.5 = action (highlighted red). <sup>2</sup>Paired samples t-test, p-value: p<0.001. ± Indicates statistical significance.

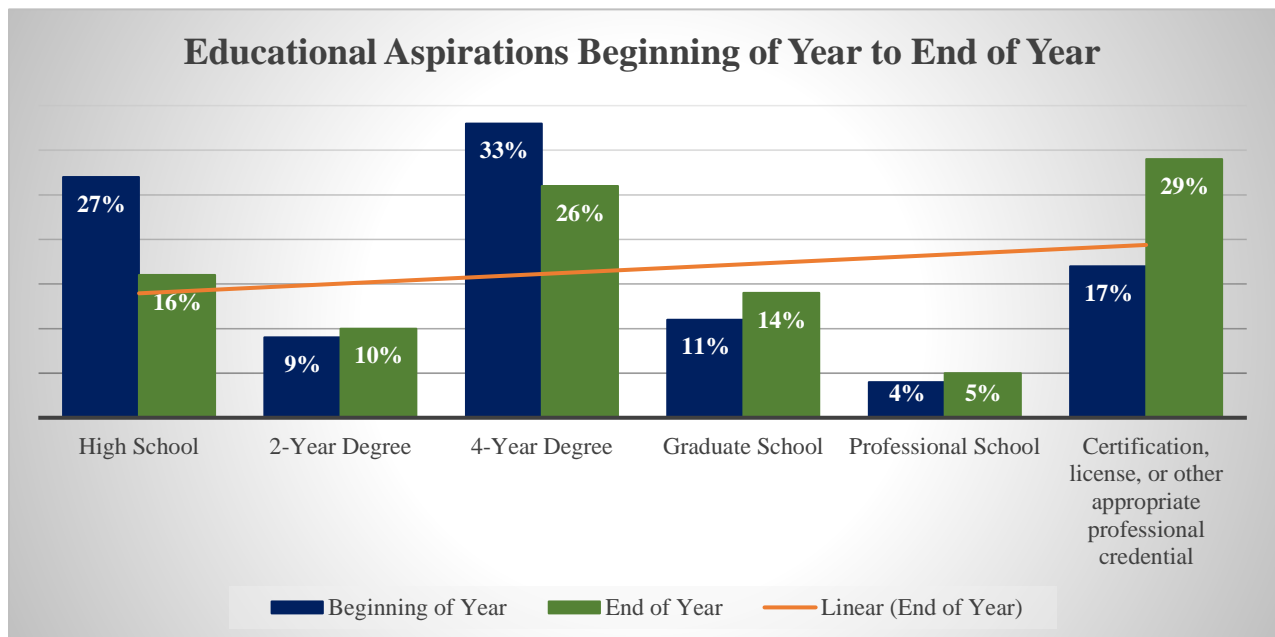
Question	Now Only Average
<b>Construct: Aspirations Regarding Pathway (Now Only)</b>	
On a scale from 1 to 5 (with 1 being completely disagree and 5 being completely agree), rate how much you agree with the following statements right now:	
I am considering a career in this CTAE/CCA pathway	3.56
I intend to get a college degree in this CTAE/CCA pathway	3.51
I intend to get a certificate, license, or other appropriate professional credential in this CTAE/CCA pathway.	3.67
I can see myself working in this CTAE/CCA pathway	3.72
Someday I would like to have a career in this CTAE/CCA pathway	3.62
I intend to graduate from high school	4.60

<sup>1</sup>Means 4.0 and above = Good (highlighted green); 3.9-3.5 = attention (highlighted yellow); below 3.5 = action (highlighted red).



Question	Pathway.
<b>Construct: Thoughts About Pathway/Class/Teacher (Now Only)</b>	
On a scale from 1 to 5 (with 1 being completely disagree and 5 being completely agree), rate how much you agree with the following statements right now:	
In this program, my teacher(s) tell me how to improve my work	3.96
In this program, my teacher(s) lets us choose our own topics or projects to investigate	3.77
In this program, I work out explanations on my own	3.86
In this program, I have opportunities to explain my ideas	4.00
In this program, we plan and do our own projects	4.05
In this program, we work on real-world problems	4.06
In this program, we have class discussions	4.09
In this program, we investigate to see if our ideas are right	3.98
In this program, we need to be able to think and ask questions	4.24
In this program, we are expected to understand and explain ideas	4.22
In this program, my teacher(s) takes notice of students' ideas	4.05
In this program, my teacher(s) shows us how new information relates to what we have already learned	4.10
In this program, we learn about what the career/job of the pathway entails	4.23

<sup>1</sup>Means 4.0 and above = Good (highlighted green); 3.9-3.5 = attention (highlighted yellow); below 3.5 = action (highlighted red).



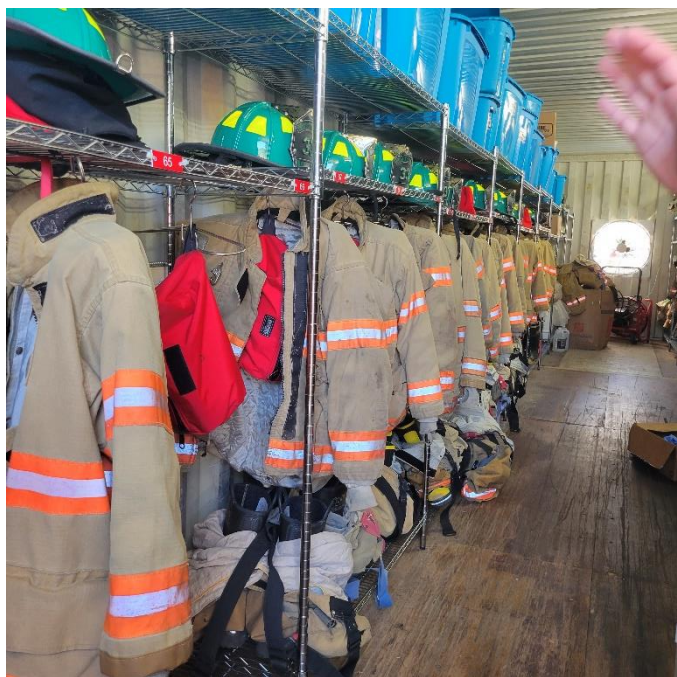


What is the highest level of education you plan to achieve? <sup>1</sup>	Before		Now		Change	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
High School	85	27%	51	16%	-34	-40%
2-Year College	28	9%	31	10%	3	11%
4-Year College	104	33%	84	26%	-20	-19%
Graduate School/Professional School	48	15%	61	19%	13	27%
Certification, license, professional credential	55	17%	93	29%	38	69%
<b>Total</b>	<b>320</b>	<b>100%</b>	<b>320</b>	<b>100%</b>		
<b>Average</b>		<b>2.88</b>		<b>3.36</b>		<b>p&lt;0.001 (significant)±</b>

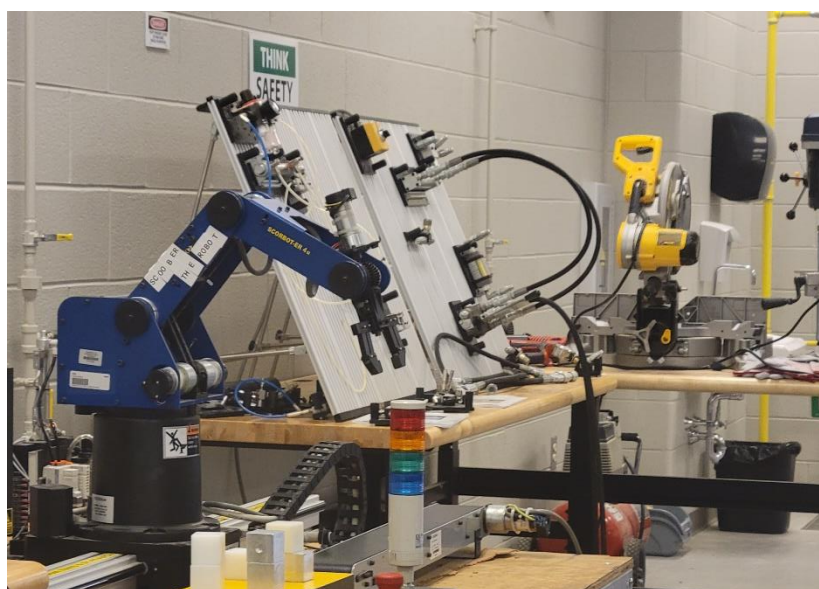
<sup>1</sup>Educational aspirations were assigned numerical codes from one to five, with one being high school, two being 2-year degree, three being 4-year degree, four being graduate school and professional school, and five being certification, license, or other appropriate professional credential. ±Paired samples t-test, p-value: p<0.001.

Respondent Sex	<i>n</i>	%
<b>Female</b>	170	53%
<b>Male</b>	141	44%
<b>Prefer not to say</b>	9	3%

Respondent Sex	<i>n</i>	%
<b>6<sup>th</sup></b>	12	4%
<b>9<sup>th</sup></b>	81	25%
<b>10<sup>th</sup></b>	74	23%
<b>11<sup>th</sup></b>	81	25%
<b>12<sup>th</sup></b>	67	21%
<b>Other</b>	5	2%



Cobb County School District, EMT/Firefighter Pathway.



Gordon County College & Career Academy, Industrial Maintenance, Automotive, and Construction Pathway equipment.

## Key Takeaways

### Progress Towards Program Implementation

The Workforce for Georgia Grant Program has allowed recipients to implement new pathways at their CCA or CTAE programs, as well as expand the most successful programs to reach more students. These pathways are helping put students on the pathway to college and career success after the completion of high school. By the end of the grant period, the majority of grantees were able to implement some or all of the action items laid out in their original grant program plan.

During the spring of 2023, staff from GPF and GFPE conducted site visits for 26 of the 31 grantees. Outreach to grantees began in late January and visits were scheduled through the spring semester. During the visits, staff were able to meet with the grant team, faculty, and district staff and, if time and structure permitted, students involved in WFG-funded programming. The remaining five grantees requested a delay in the site visit as they had not begun implementation at the time of outreach. These grantees, as well as some that GFPE did visit, have been in communication with GFPE regarding the program implementation and required an extension for a variety of reasons, including supply chain issues, timing with receiving payment, and delays in the hiring process (i.e., with new faculty, etc.).<sup>1</sup> In total, six grantees requested an extension of one semester to complete the work, from the original end date of September 2023 to the new date of June 2024.

The evaluation template provides a space for grantees to provide updates about their progress towards program milestones or action steps. Using information and data from the final reports, as well as information gathered from site visits, GFPE assigned a numerical rating from one to four to a qualitative scale, with four being on-track, three being somewhat on-track, two being somewhat off-track, and one being off-track: Overall, grantees were rated an average of 3.7 toward the completion of their program milestones, indicating that grantees have completed or are on the path to successfully complete program action steps.

Rating	n	%
On-Track	27	87%
Somewhat On-Track	1	3%
Somewhat Off-Track	0	0%
Off-Track	3	10%
<b>TOTALS</b>	<b>31</b>	<b>100%</b>

<sup>1</sup>Grantees requiring an extension: Burke County Schools, Cairo High School College & Career Academy, Cartersville City Schools, Cherokee County High School, Dooly County High School, Greene County School District, Griffin Region College & Career Academy, Pelham City High School, Putnam County High School, THINC Academy, Walker County Schools.

## Significant Patterns in Survey Data

The 2022 Workforce for Georgia grant cohort was the first to complete the Workforce for Georgia Student Survey, a retrospective survey designed to measure changes in student aspirations, skills, perceptions, and thoughts towards the pathway program from the beginning of the year to the end of the year. The [Workforce for Georgia Student Survey](#) section above provides a full detail of the survey outcomes as of December 2023 for 18 of the 31 grantees that completed the survey. Here are some additional takeaways and recommendations from the survey results:

- 52% of students who selected high school or 2-year degree as their highest level of educational attainment at the BOY increased their plan by at least one level by EOY.
- Overall, students increased their level of education attainment aspirations by 17%, indicating an upward trend in aspirations.
- The Life Skills construct showed the largest percent growth from BOY to EOY (23%), and all EOY responses were rated, on average, above the optimal range of 4.0.
- The Academic Motivation construct had, on average, an 18% growth from BOY to EOY. Two questions included average responses that were below the optimal range of 4.0 and may require attention on the part of CTAE/CCA leadership and instructors:
  - “I prefer class work that is challenging so I could learn new things:” This indicates that students are still preferring less challenging work or may not find challenging coursework relevant or interesting. Instructors may consider developing challenging work that is also interesting to students. *Note: This question, while below the optimal range of 4.0, showed the largest percent growth in the construct at 27% from BOY to EOY.*
  - “I think I will be able to use what I learn in this program in other classes:” This indicates that students may still be struggling to find relevance between their pathway course content and course content from other subject areas. Instructors may consider working with instructors from other subject areas to ensure lateral alignment of content. *Note: This question, while below the optimal range of 4.0, showed the second largest percent growth in the construct at 21% from BOY to EOY.*
- All but one question under the Aspirations Regarding Pathway construct were rated, on average, below the optimal range of 4.0. This indicates that instructors and CTAE/CCA leadership may consider additional strategies for recruiting students, making content relevant, and connecting content to the real-world. One question was rated, on average, in the suboptimal range which may require action on the part of CTAE/CCA leadership and instructors:

- “I intend to get a college degree in this pathway.” A likely reason this may have been rated in the suboptimal range is that some pathways may not require a college degree, so students may have answered based on the requirements of the career, rather than a lack of interest in or aspirations for the pathway. Along the same lines, the question “I intend to get a certificate, license, or other appropriate credential...in this pathway” was rated, on average, 3.62.

## Grantees Requiring Extensions

Six grantees have requested and received an extension to implement and report on the outcomes of the grant program until June 2024. Specifically, five schools/districts utilized the grant period to order equipment, build and furnish labs, develop curricula, market programs, and recruit teachers. These grantees (Burke County Schools, Cairo High School of Grady County, Greene County School District, and Pelham City Schools) will provide shorter updates by June 2024 and fully implement programs by Fall 2024. Griffin Region College & Career Academy will reallocate funding to another CTAE program due to lack of interest and enrollment in the Logistics and Supply Chain Pathway. Cartersville City Schools began program implementation in Fall 2023 and will report outcomes by June 2024. Here are the grantees that have received an extension and the reason for their extension request:

Grantee	Reason for Extension	Additional Detail
<b>Burke County Schools</b>	Supply Chain Issues	Burke County requested an extension because of not receiving equipment because of supply chain issues, causing them to push the implementation timeline into fall 2024. The district will report planning outcomes by June 2024.
<b>Cairo High School College &amp; Career Academy</b>	Planning Period	Cairo High School CCA used the grant year as a planning period for the small engine/motorsports program. During the grant year, they ordered and received equipment as well as developed the curriculum to implement in fall 2024. The school will report planning outcomes by June 2024.
<b>Cartersville City Schools</b>	Supply Chain Issues	Cartersville City Schools requested an extension because of not receiving equipment because of supply chain issues, causing them to push the implementation timeline to fall 2023. The district will report outcomes and complete the student survey by June 2024.
<b>Greene County School District</b>	Planning Period	Green County used the grant year as a planning period for the small teaching pathway. During the grant year, they ordered and received equipment as well as hired the teaching pathway instructor and developed the curriculum to implement in fall 2024. The district will report planning outcomes by June 2024.

<b>Griffin Region College &amp; Career Academy</b>	Recruitment Issues	Enrollment of its Logistics and Supply Chain pathway did not garner the intended enrollment numbers. As a result, the district CTAE Office will redirect the funding to another CTAE program to ensure that the funds are allocated to the original purpose of the grant. The district will report outcomes and complete the student survey by June 2024.
<b>Pelham City High School</b>	Planning Period	Pelham City High School used the grant year as a planning period for the citrus-focused agriculture program. During the grant year, they ordered and received equipment as well as developed the curriculum to implement in fall 2024. The district will report planning outcomes by June 2024.



*Wayne County High School, Medical pathway student simulating phlebotomy on medical mannequin.*

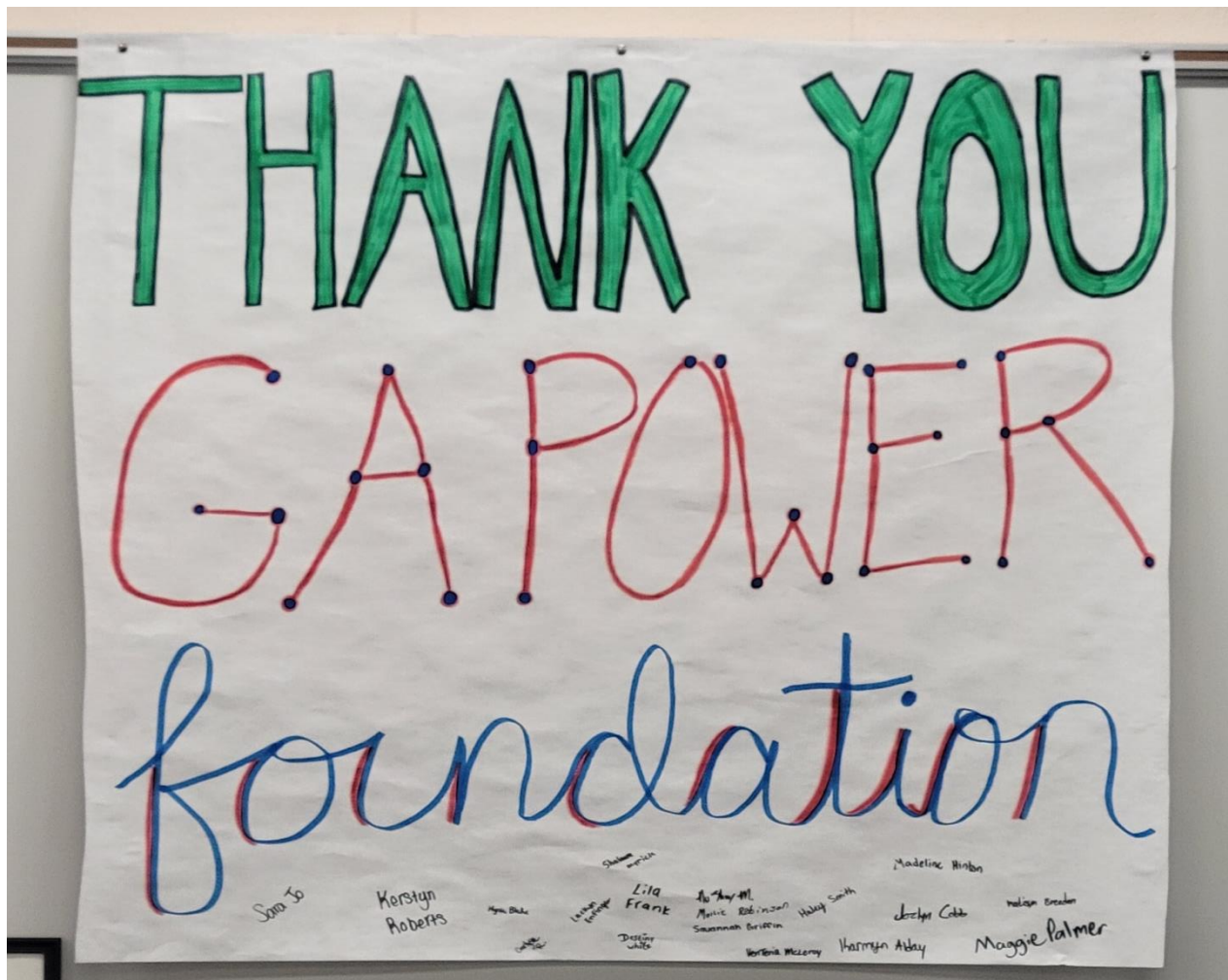
## Feedback for the Georgia Foundation for Public Education & Georgia Power Foundation

---

Grantees are required to provide mid-year and final grant evaluation reports. In the evaluation, grantees highlight the grant's current status, including the demographics of students impacted, as well as progress towards the SMART goals outlined on the original application. In addition, the evaluation provides space for grantees to give feedback to GFPE & GPF regarding its responsiveness as grantors. Here are the feedback findings from the 2022 grantee final evaluation reports:

- Grantees are asked to rate the GFPE's quality of technical assistance and support on a scale of one to five, with one being poor and five being excellent. Of the 20 grantees that provided a rating, 19 gave GFPE an excellent rating.
- GFPE & GPF received an overall average rating of 4.9.
- Eleven grantees provided comments regarding the rating and/or overall feedback for the foundation. The majority of comments thanked GFPE & GPF for awarding the district/school with the funds, while some provided anecdotal impact stories.
- Here are the grantee comments:
  - **Cairo High School College and Career Academy, Grady County Schools:** GFPE is always available when needed. Twenty-hours does not go by before a member of the GFPE is replying to our emails. GFPE team is extremely helpful.
  - **Cartersville City Schools:** Ms. Colona has been very helpful and understanding. She has been a pleasure to work with.
  - **Golden Isles College & Career Academy, Glynn County Schools:** We are just grateful for the participation in the pathway from the GFPE. This is an expensive pathway to start up but a skill that is badly needed in our region. It will benefit countless student by providing them with high skill, high paying careers for many years to come. Without the grant from GFPE, we likely would not have been able to get started as quickly as we did.
  - **Gordon County College and Career Academy, Gordon County Schools:** This grant is really helping Gordon County Schools give our students opportunities to earn credentials that will make them employable adults. We are extremely grateful for this monetary award to make this possible.
  - **Oglethorpe County High School, Oglethorpe County Schools:** The technical assistance, support, and communication we have received for this grant have been exceptional. We especially enjoyed the onsite visit and the opportunity to interact with the foundation representatives in person.

- **Seminole County Middle High School, Seminole County Schools:** Jaclyn Colona has been excellent to work with.
- **Southeastern Early College & Career Academy, Toombs County Schools:** Questions and visit were professional and highest quality interaction to support progress toward grant goals.
- **Stephens County High School, Stephens County Schools:** The GFPE provide all the funds needed to purchase the equipment we requested.
- **Taliaferro County Schools:** The feedback Ms. Colona Provided during her visit to our campus was helpful and she always responds to our emails in a timely fashion.
- **THINC Academy, Troup County Schools:** Our experience with this grant has been great. We did not meet our requirement for social media/news posts. We will, however, post much more in the fall when our lab is moved and new equipment has been purchased.
- **Wayne County High School, Wayne County Schools:** The entire process has been smooth. The support with questions has been prompt and thorough.



*Seminole County H.S., Early Childhood Education Pathway, "thank you" note to Georgia Power from pathway students.*