

2022 WORKFORCE FOR GEORGIA GRANT

MID-YEAR 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.

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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.



Haralson County College & Career Academy, Medical Pathway.

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 mid-year impacts for the 2022 WFG grantees.

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 serves as a channel for organizations to fund their vision.



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

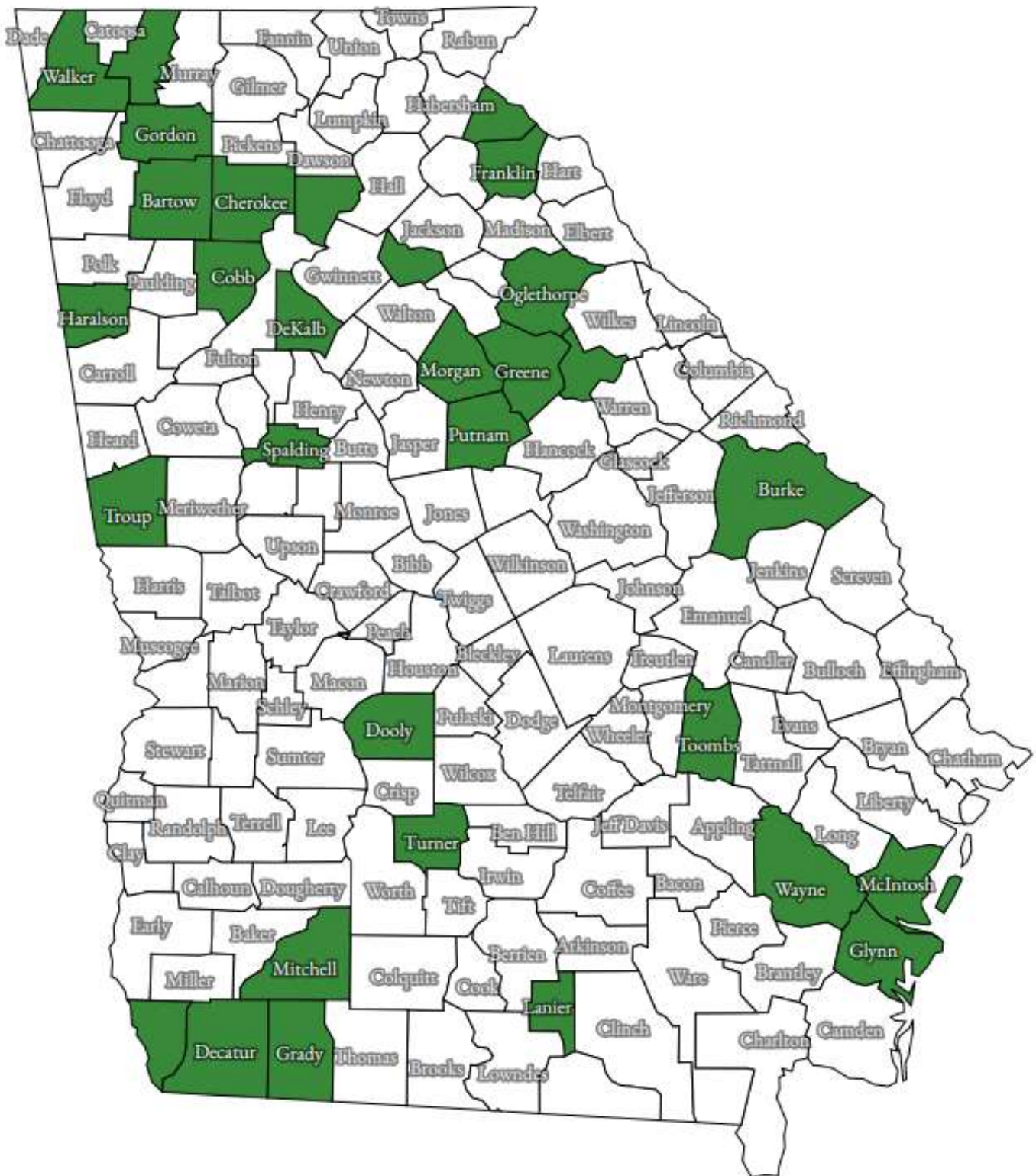
To expand the healthcare pathways program



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

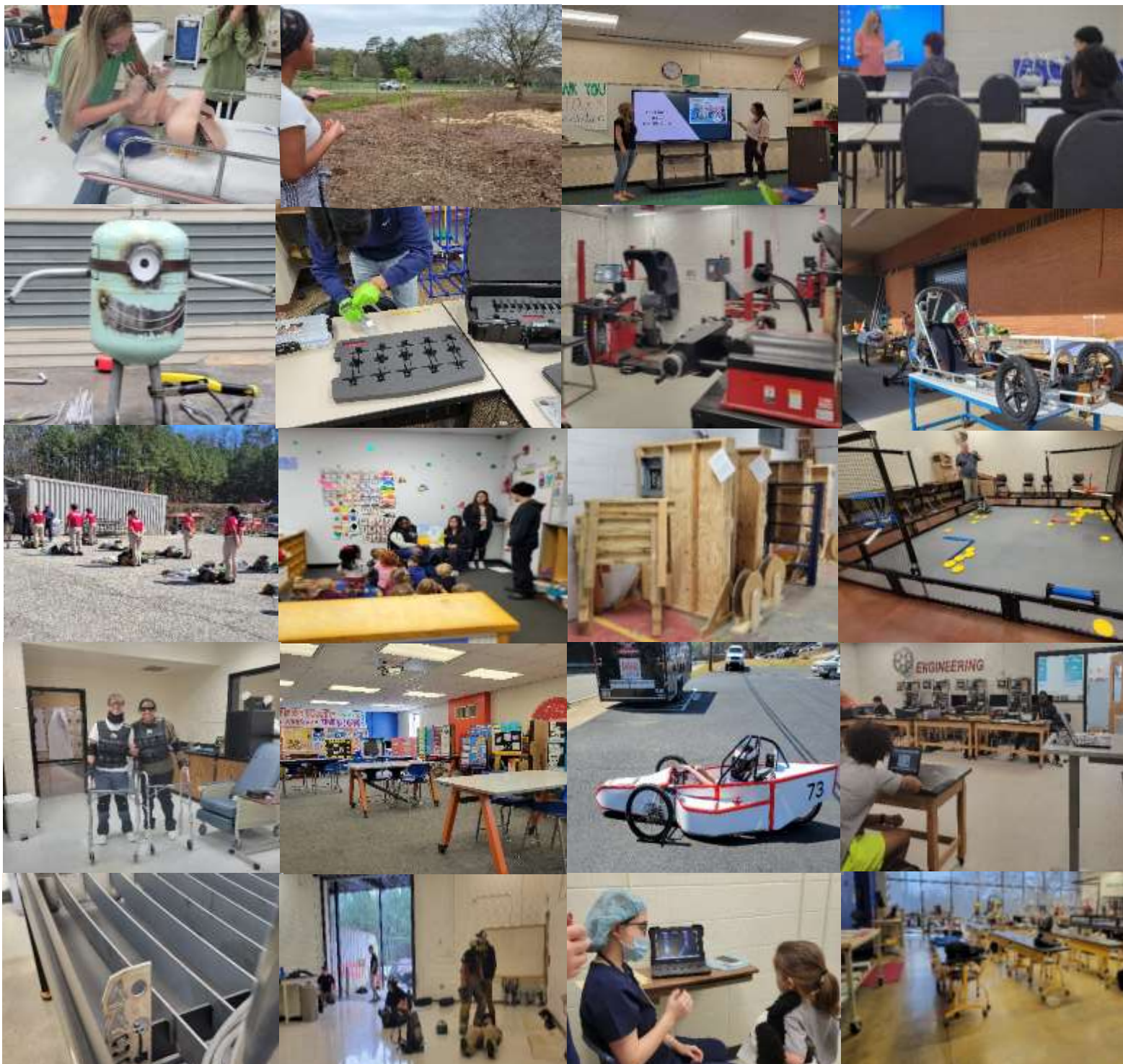
MAPPING THE 2022 WORKFORCE DEVELOPMENT GRANTEES

GRANTS BY COUNTY



WORKFORCE FOR GEORGIA MID-YEAR 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.

**Over
30**

Schools Involved in
Programming,
including Elementary,
Middle, and High
Schools

Impacts by Race/Ethnicity

White: 64%
African American: 24%
Latino: 9%
Asian: 1%
Native American: 1%
Other: 4%

3,906

Students Impacted by
WFG Programming

55%

of Students
Impacted Were
Male

31

Faculty Impacted by
Professional
Development, Hiring,
and more

Workforce for Georgia Grant Impacts at Mid-Year

45%

of Students
Impacted Were
Female

142

English Language
Learners Impacted

2,195

Economically
Disadvantaged
Students
Impacted



Picture Background: Haralson County H.S., Medical Pathway.

GRANTEE SPOTLIGHTS

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.

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.

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.

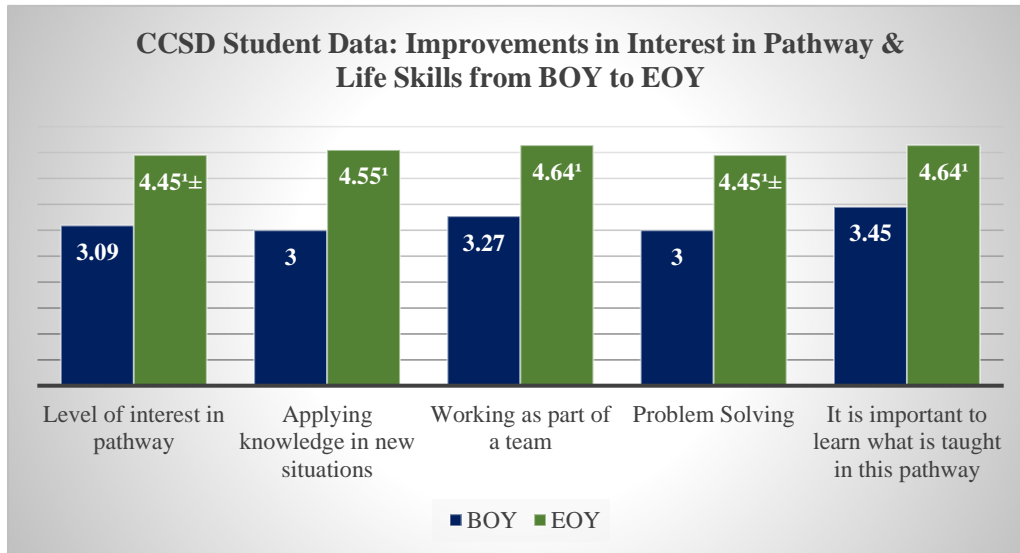


After students finish the course, they head to the lockers that hold their firefighting equipment and tunic. After they retrieve their gear, they quickly line up in straight rows. Their instructor holds up a stopwatch and says “Go!” The students know that they are being timed as they put on their gear – 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 13 certified emergency services candidates who are ready to join basic training as paid employees when they graduate from high school.



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.



¹Paired samples t-test, p-value: $p < 0.001$. ²Interest 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.”



2022 WORKFORCE FOR GEORGIA STUDENT SURVEY

RESULTS AT MID-YEAR



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. At mid-year, 17 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.

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.



Taliaferro County H.S. Agriculture 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 2023 Workforce for Georgia Student Survey.

Grantee Respondent Information			
Grantee	# of Survey Respondents	Grantee	# of Survey Respondents
Bainbridge High School, Decatur County Schools	4	Northwest Georgia College & Career Academy, Whitfield County Schools	6
Cobb County School System (multiple schools)	11	Oglethorpe County High School, Oglethorpe County Schools	57
Forsyth Central High School, Forsyth County Schools	27	Seminole County Middle High School, Seminole County Schools	32
Franklin County High School, Franklin County School District	8	Southeastern Early College & Career Academy	15
Golden Isles College and Career Academy, Glynn County Schools	1	Stephens County High School, Stephens County Schools	6
Gordon County College & Career Academy, Gordon County Schools	23	Taliaferro High School, Taliaferro County Schools	5
Haralson County High School, Haralson County Schools	15	Turner County High School, Turner County Schools	13
Lanier County High School, Lanier County Schools	12	Wayne County High School, Wayne County Schools	28
Morgan County High School, Morgan County School District	14	TOTAL RESPONDENTS TOTAL SCHOOLS	277 17

Question	Beginning of Year (BOY) Mean	End of Year (EOY) Mean ¹	Average % Growth from BOY to EOY
Construct: Interest in Pathway			
Rate your level of interest in your CTAE/CCA pathway at the beginning of the school year versus now.	3.07	3.96 ^{2±}	29%

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

Question	Beginning of Year (BOY) Mean	End of Year (EOY) Mean ¹	Average % Growth from BOY to EOY
Construct: Life Skills			
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	2.96	4.03 ^{2±}	36%
Organization	3.24	4.07 ^{2±}	26%
Working as part of a team	3.29	4.13 ^{2±}	26%
Respect for others	4.10	4.39 ^{2±}	7%
Conducting research	3.27	4.01 ^{2±}	23%
Problem solving	3.39	4.08 ^{2±}	20%
Critical thinking and reflecting	3.32	4.12 ^{2±}	24%

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

Question	Beginning of Year (BOY) Mean	End of Year (EOY) Mean ¹	Average % Growth from BOY to EOY
Construct: Academic Motivation			
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	2.92	3.71 ² ±	27%
It is important to me to learn what is taught in this pathway	3.42	4.09 ² ±	20%
I like what I am learning in this pathway	3.50	4.08 ² ±	16%
I think I will be able to use what I learn in this program in other classes	3.20	3.87 ² ±	21%
Even when I do poorly on a test, I try to learn from my mistakes	3.65	4.18 ² ±	14%
I think what we are learning in this program is interesting	3.54	4.06 ² ±	15%
Understanding this CTAE/CCA pathway is important for my future	3.49	4.06 ² ±	17%
I enjoy this CTAE/CCA pathway	3.67	4.14 ² ±	13%

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

Question	Now Only Average
Construct: Aspirations Regarding Pathway (Now Only)	
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	3.54
I intend to get a college degree in this CTAE/CCA pathway	3.48
I intend to get a certificate, license, or other appropriate professional credential in this CTAE/CCA pathway.	3.65
I can see myself working in this CTAE/CCA pathway	3.70
Someday I would like to have a career in this CTAE/CCA pathway	3.58
I intend to graduate from high school	4.60

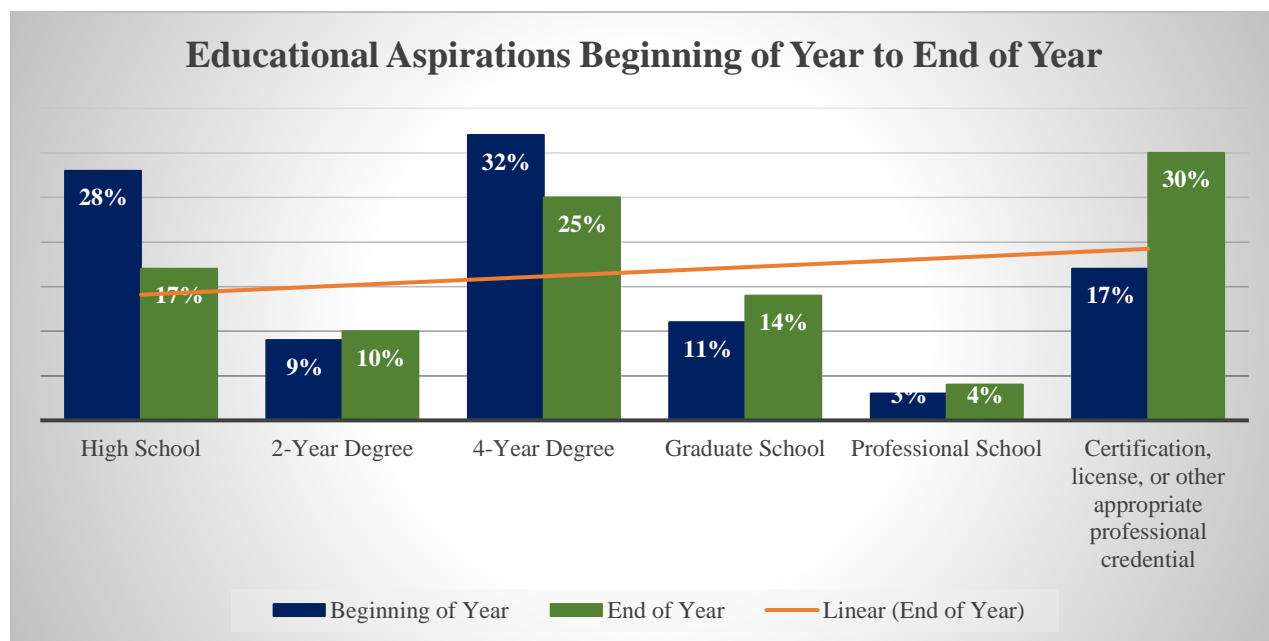
¹Means 4.0 and above = Good (highlighted green); 3.9-3.5 = attention (highlighted yellow); below 3.5 = action (highlighted red).



Southeastern Early College & Career Academy, Nuclear Energy Pathway.

Question	Now Only Average
Construct: Thoughts About Pathway/Class/Teacher (Now Only)	
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	4.00
In this program, my teacher(s) lets us choose our own topics or projects to investigate	3.81
In this program, I work out explanations on my own	3.84
In this program, I have opportunities to explain my ideas	4.02
In this program, we plan and do our own projects	4.07
In this program, we work on real-world problems	4.08
In this program, we have class discussions	4.13
In this program, we investigate to see if our ideas are right	4.02
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	4.13
In this program, my teacher(s) shows us how new information relates to what we have already learned	4.14
In this program, we learn about what the career/job of the pathway entails	4.26

¹Means 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? ¹	Before		Now		Change	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
High School	77	28%	47	17%	-30	-39%
2-Year College	26	9%	29	11%	3	12%
4-Year College	88	32%	69	25%	-19	-22%
Graduate School/Professional School	39	14%	48	17%	9	23%
Certification, license, professional credential	47	17%	84	30%	37	79%
Total	277	100%	277	100%		
Average	2.83		3.34		p<0.001 (significant)±	

¹Educational 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>	%
Female	148	53%
Male	120	43%
Prefer not to say	9	3%

Respondent Sex	<i>n</i>	%
6th	12	4%
9th	64	23%
10th	70	25%
11th	74	27%
12th	52	19%
Other	5	2%



Cobb County School District, EMT/Firefighter Pathway.



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

KEY TAKEAWAYS AT MID-YEAR

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. At mid-year, the majority of grantees have been 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 reasons, including supply chain issues, timing with receiving payment, and delays in the hiring process (i.e., with new faculty, etc.).¹ In total, 11 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 mid-year 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	23	75%
Somewhat On-Track	7	23%
Somewhat Off-Track	1	2%
Off-Track	0	0%
TOTALS	31	100%

¹Grantees 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 June 2024 for 17 of the 31 grantees that completed the survey. Here are some additional takeaways and recommendations from the survey results:

- 19.2% 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 18%, 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, 3.65.

GRANTEES REQUIRING EXTENSIONS

Some grantees have requested and received an extension to implement and report on the outcomes of the grant program until June 2024. Here are the grantees that have received an extension and the reason for their extension request:

Grantee	Reason for Extension	Additional Detail
Burke County Schools	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.
Cairo High School College & Career Academy	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.
Cartersville City Schools	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 into fall 2024.
Cherokee County High School	Supply Chain Issues	Cherokee County High School requested an extension because of not receiving equipment because of supply chain issues, causing them to push the implementation timeline into fall 2024.
Dooly County High School	Personnel Issues	Dooly County High School requested an extension to measure program impacts because the construction pathway instructor left in the fall 2022. Before his departure, he ordered equipment and organized the construction classroom, but DCHS has been unable to rehire during the 2022-2023 school year.
Greene County School District	Planning Period	Greene 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.
Griffin Region College & Career Academy	Recruitment Issues	Given the award timeline Griffin Region CCA was unable to recruit enough students to implement the pathway in the 2022-2023 school year. The school started recruiting efforts in spring 2023 and will implement the pathway in fall 2023.
Pelham City High School	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.
Putnam County High School	Supply Chain Issues	Putnam County High School requested an extension because of not receiving equipment because of supply chain issues, causing them to push the implementation timeline into fall 2024. In addition, maintenance was required on the classroom where the new equipment will be used, causing additional delays. Recruitment for the program began in the 2022-2023 school year.
THINC Academy	Facility Issues	THINC Academy is in the process of moving their mechatronics classroom to a newly renovated space. During the grant year, they have ordered equipment for the new classroom and repaired equipment that did not work.
Walker County Schools	Facility Issues	Walker County Schools has had difficulty receiving approval to move their mechatronics pathway lab to a new facility. The delay caused the school to delay implementation until fall 2024.



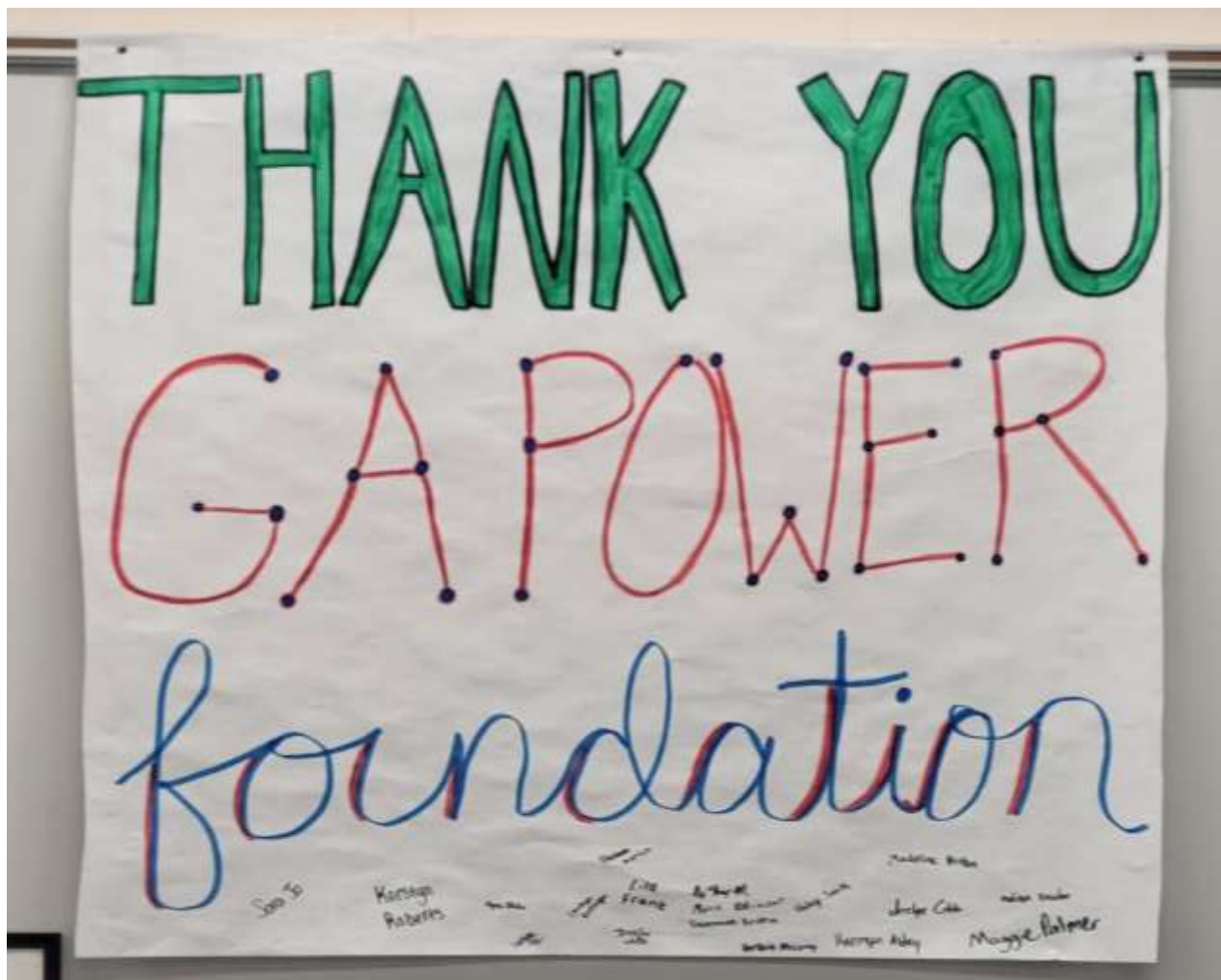
Wayne County High School, Medical pathway student simulating phlebotomy on medical mannequin.

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 mid-year 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:** All support has been positive and easily scheduled.
- **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.