

2024 WORKFORCE FOR GEORGIA GRANT END OF YEAR EVALUATION REPORT



Student welding, Foothills Regional High School, Winder, Georgia

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INTRODUCTION

In Spring 2024, the Georgia Foundation for Public Education (GFPE) partnered with the Georgia Power Foundation (GPF) to launch the third round of the Workforce for Georgia Grant Program, a competitive opportunity designed for Georgia schools and districts to newly implement or expand existing 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 \$50,000 to implement or scale workforce programs.

In May 2024, GFPE and GPF announced that they awarded 21 schools and school districts, totaling just over \$987,356.00. The grants focused on a variety of regional workforce needs, as determined by the applicant in concert with local industry leaders, faculty, and students. This report summarizes the mid-year impacts for the 2024 WFG grantees.



GPF 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.



CELEBRATING
15 years



CELEBRATING
15 years



2024 WORKFORCE DEVELOPMENT GRANT AWARD WINNERS & PROJECT BRIEF

GRANTEE	FUNDING AMOUNT	PROJECT BRIEF
Athens Community Career Academy, Clarke County School District	\$50,000.00	<i>Biomanufacturing Pathway Implementation</i>
Atlanta College and Career Academy, Atlanta Public Schools	\$45,550.00	<i>Bridging the Gap: Equipping Students with Industry-Standard Cybersecurity Skills</i>
Bulloch County Schools	\$45,200.00	<i>Heavy Equipment Operations Pathway</i>
Camden County Schools	\$50,000.00	<i>Patient Care Technician Pathway Expansion</i>
Cartersville City Schools	\$50,000.00	<i>Engineering Industrial Electrical Dual Enrollment</i>
Chattahoochee County High School, Chattahoochee County Schools	\$48,000.00	<i>Expanding College & Career Opportunities for the Children of the Chattahoochee Valley</i>
Columbia County School District	\$10,900.00	<i>Growing the CSRA Teacher Pipeline</i>
DeKalb County School District	\$45,000.00	<i>Electric Vehicle Manufacturing Project - A Partnership in Engineering and Welding</i>
Elbert County High School, Elbert County Schools ¹	\$44,400.00	<i>Welding Coursework Opportunities for Future Community Workforce</i>
Foothills Regional High School, Charter School	\$49,615.00	<i>Foothills Weld Ready and Manufacturing Associate Training</i>
GIVE Center West, Gwinnett County Public Schools	\$50,000.00	<i>GIVE RESET (Resilience Education Supporting Employment Training)</i>
Houston College & Career Academy, Houston County School District	\$50,000.00	<i>Cybersecurity Pathway Addition</i>

¹ Elbert County Schools' original program implementation plan required adjustment due to unforeseen challenges. Several key components, initially budgeted for purchase, were instead provided in-kind, leading to shifts in logistics and resource allocation. Additionally, student engagement was lower than anticipated, which impacted overall participation rates. These factors influenced the program's execution and outcomes, prompting mid-course adaptations to better align with available resources and participant interest. The district pivoted to enhancing its Certified Nursing Assistant program, which aligns with local needs assessment. As such, ECS is excluded from parts of this report.

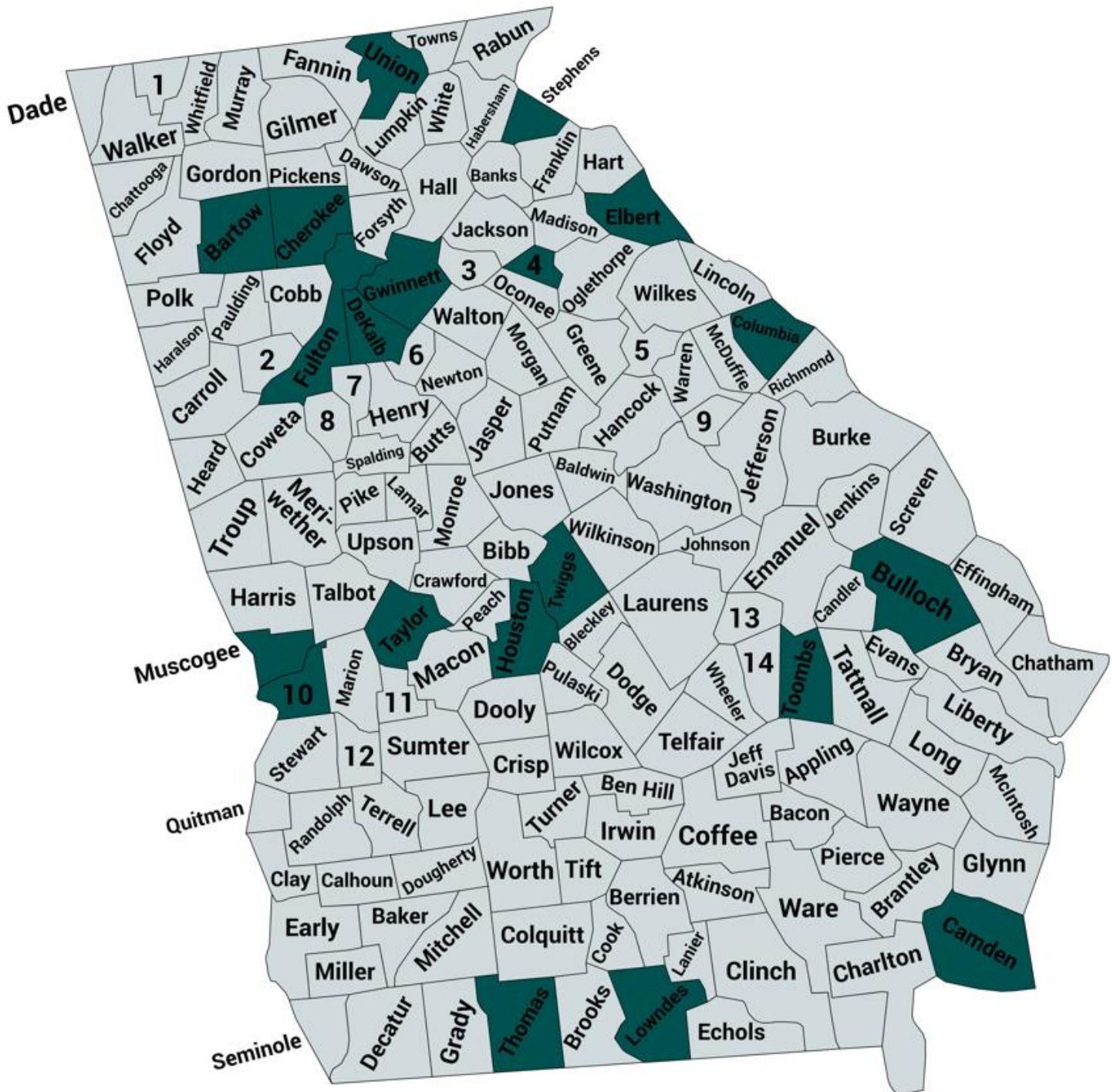
Northside High School, Muscogee County School District	\$50,000.00	<i>Enhancing Biotechnology Education for Community Advancement</i>
Stephens County Schools	\$49,754.00	<i>Program expansion for the Advanced Manufacturing Pathway</i>
Taylor County High School, Taylor County School District	\$50,000.00	<i>The Viking Forge</i>
Thomas County Central High School, Thomas County Schools	\$48,937.00	<i>Promoting the Manufacturing Pipeline</i>
Twiggs County Public Schools	\$50,000.00	<i>Twiggs Computer Science/Cybersecurity Pathway</i>
Union County College and Career Academy, Union County Schools	\$50,000.00	<i>Collision Repair Pathway</i>
Valdosta City Schools	\$50,000.00	<i>Expanding the Construction Program to Include Plumbing and Electrical Trades</i>
Vidalia High School, Vidalia City Schools	\$50,000.00	<i>Vidalia High School New Early Childhood Education Pathway</i>
Woodstock High School, Cherokee County School District	\$50,000.00	<i>Engineering Drafting and Design</i>



Cybersecurity Pathway Lab, Houston College & Career Academy of Houston County School District, Warner Robins, Georgia

MAPPING THE 2024 WORKFORCE DEVELOPMENT GRANTEES

GRANTS BY COUNTY



WORKFORCE FOR GEORGIA OUTCOMES AT A GLANCE

2,100+

Students Impacted

171

Faculty Impacted

47% of Students
Impacted Are
Female

49% of Students
Impacted Are
*Economically
Disadvantaged*

53% of
Students
Impacted Are
Male

48% of Students
Impacted Are
Minorities

161 *English
Language Learners*
Impacted

GRANTEE SPOTLIGHTS

Athens Community Career Academy of Clarke County School District

Georgia's First Biomanufacturing Pathway

Athens Community Career Academy (ACCA) received a \$50,000 Workforce for Georgia grant to support the newly launched Biomanufacturing Pathway, the only one in the state of Georgia as of 2025. ACCA used the funds to purchase lab equipment and instructional materials for the new pathway. By the end of the year, the program had impacted 15 students – the maximum quota for the introduction courses – and one faculty. The biomanufacturing lab has been furnished with industry-standard equipment and the school has hosted several guest speakers from industry and higher education to provide the pathway students with information about career opportunities after graduation.



Student lab coats, Athens Community Career Academy of Clarke County School District, Athens, Georgia

At the end of the year, the school posted the following outcomes:

- Semester one reported an overall average of 82% and semester two posted an overall of 89%.
- Nine students completed OSHA-10 training and passed the exam.

Two students participated in the Workforce for Georgia Student Survey and revealed the following patterns:²

- On average, students showed growth of 7% and 6% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.
 - Three items under the Life Skills construct showed the most growth from BOY to EOY at 17%, which were “On a scale from 1 to 5, rate how much you improved on the following life skills from the beginning of the school year versus right now: Conducting research,” “Organization,” and “Applying knowledge in new situations.”
 - All but one EOY item under the Life Skills construct was rated below the optimal level of 4.00. These data indicate that the instructor may consider incorporating soft skills training in their pedagogy.
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 13% was “On a scale from 1 to 5, rate how much you agree with the following statements from the beginning of the school year versus right now: I like what I am learning in this pathway.”

² Survey results from grantees with fewer than 10 respondents were excluded from disaggregated statistical analysis, as this falls below the generally accepted threshold for reliable inference and may yield unstable estimates.

- Five of eight items under the Academic Motivation construct were rated below the optimal level of 4.00, indicating a greater need for the instructor to deliver content in a more engaging manner, reinforce real-world applications, create a culture of growth and rigor in the classroom.
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All but one item under the Thoughts About Pathway/Class/Teacher construct were rated below the optimal level of 4.00, showing a low satisfaction overall with the pathway instructor and their teaching practices. The data indicate the pathway instructor does not provide enough flexibility in student learning or the opportunity to explain ideas and findings. Finally, the data also indicate that the instructor does not make frequent enough connections to real world applications, which is an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Atlanta College & Career Academy of Atlanta Public Schools

Enhancing the Cybersecurity Pathway in Atlanta

Atlanta College & Career Academy received \$45,550 to expand its Cybersecurity Pathway. Specifically, the school revamped the curriculum for its three courses, as well as updated the Cybersecurity Pathway computer lab and software. To confidently implement the new curriculum, the cybersecurity pathway instructor also received professional development that aligns with the advanced content. By the end of the school year, 37 students, one instructor, and four administrators benefited from the program overhaul.

The grant had a significant positive impact on students, families, and faculty at our school. For students, the MacBooks enhanced access to digital learning tools, improved research capabilities, and supported personalized, at-home learning. Through hands-on projects and research assignments, students learned how to navigate software, troubleshoot issues, and apply critical thinking to solve problems. These skills directly align with local employers' expectations for tech-savvy employees who can adapt to evolving tools and workflows.

Families benefited through increased communication with teachers and better access to educational resources, helping them support their children's education more effectively. For faculty, the MacBooks enabled more dynamic lesson planning and facilitated innovative teaching methods. Overall, the grant helped bridge the digital divide and strengthened ACCA's ability to engage in modern, tech-integrated education.

There were 17 student respondents for the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 22% and 15% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.
 - All EOY responses under the Life Skills constructs were rated below the optimal level of 4.00. All but one item under the construct were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 33% was “On a scale from 1 to 5, 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.”
 - All EOY responses under the Academic Motivation construct were rated above the optimal level of 4.00. Additionally, all but two items under the construct were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 27% was “On a scale from 1 to 5, 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.”
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- Eight of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing a moderate satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor provides a moderate level of flexibility in student learning, as well as some opportunity to explain ideas and findings. Finally, the data also indicate that the instructor makes some connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Southeast Bulloch High School of Bulloch County Schools

Building Futures: Southeast Bulloch High School's Heavy Equipment Pathway Prepares Students for Construction Careers

Southeast Bulloch High School of Bulloch County Schools received \$45,200 to establish a Heavy Equipment Operations Pathway to meet the demand for skilled workers in the

construction industry. This initiative, supported by industry data and student interest, aims to bridge the gap between education and local workforce needs. The funds were used to purchase equipment and the curriculum to implement the new pathway.

By the end of the year, the school reported the following outcomes related to the new pathway:

- During the year, students attended field trips to local manufacturing and heavy equipment factories, as well as earned Excavator Certification, enhancing engagement through real-world exposure and hands-on learning.
- The pathway instructor helped students hone mathematics skills with a special focus on measurement, in which the local construction industry has indicated a lack of skills for its workforce.
- 97 students enrolled in the pathway, indicating high interest and program relevance, exceeding its goal of an enrollment of 75 by 22 students.
- 25 students earned OSHA-10 certification.

There were 43 student respondents for the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 18% and 13% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.
 - All but one EOY responses under the Life Skills constructs were rated below the optimal level of 4.00. Additionally, all items under the construct were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 35% was “On a scale from 1 to 5, 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.”
 - All but one EOY responses under the Academic Motivation construct were rated above the optimal level of 4.00. Additionally, all items under the construct were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 19% was “On a scale from 1 to 5, rate how much you agree with the following statements from the beginning of the school year versus right now: I like what I am learning in this pathway.”
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.

- All 13 items under the Thoughts About Pathway/Class/Teacher construct were rated below the optimal level of 4.00, showing an overall low satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor does not provide enough flexibility in student learning or the opportunity to explain ideas and findings. Finally, the data also indicate that the instructor does not make frequent enough connections to real world applications, which is an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Camden County Schools

Advancing the High School to Healthcare Pipeline in Camden County

Camden County Schools received a \$50,000 Workforce for Georgia to add a Patient Care Technician course to its Healthcare Pathway. The course is the most advanced course in the pathway, for which students must hold a Certified Nursing Assistant credential to enroll. The district used the fall semester to outline the curriculum for the course and fully launched the course in January 2025.

In Spring 2025, 43 students had taken the course, which includes content on phlebotomy and EKG reading, clinical observations at the Southeast Georgia Health System, and more. By the end of the school year, 100% of eligible students (19) who took the End of Pathway Assessment and Patient Technician Certification passed the exams, making them eligible for full-time employment in hospitals upon high school graduation. This exceeded the goals of a 75% and 50% passage rate, respectively.

Fifteen students participated in the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 24% and 16% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively. All EOY responses under these constructs were rated above the optimal level of 4.00. Additionally, all but three items under the constructs were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 44% was “On a scale from 1 to 5, 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.”
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 29% was “On a scale from 1 to 5, 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.”

- All items under the Aspirations Regarding Pathway construct were rated above the optimal level of 4.00, showing that the school is strategic about marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall high satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor provides a high level of flexibility in student learning, as well as ample opportunity to explain ideas and findings. Finally, the data also indicate that the instructor makes frequent connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Cartersville High School of Cartersville City Schools

Powering the Future: Cartersville City Schools Expands Engineering & Industrial Electric Pathways

Cartersville City Schools secured a \$50,000 Workforce for Georgia grant to enhance its Engineering and Industrial Electric Pathways, equipping students with the skills needed for high-demand technical careers. The grant enabled the purchase of industry-standard equipment, including industrial electrical suitcase trainers, allowing students to gain hands-on experience with AC/DC electronic theories. Additionally, the initiative connects students to real-world learning through work-based experiences with local businesses and dual enrollment opportunities at Chattahoochee Technical College, ensuring they graduate workforce-ready. By the end of the school year, 15 students benefitted from the new equipment.

Six students participated in the Workforce for Georgia Student Survey and revealed the following patterns:³

- On average, students showed growth of 7% and 8% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 17% was “On a scale from 1 to 5, rate how much you improved on the following life skills from the beginning of the school year versus right now: Conducting research.”
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 13% was “On a scale from 1 to 5, rate how

³ Survey results from grantees with fewer than 10 respondents were excluded from disaggregated statistical analysis, as this falls below the generally accepted threshold for reliable inference and may yield unstable estimates.

much you agree with the following statements from the beginning of the school year versus right now: I think I will be able to use what I learn in this program in other classes.”

- All items under the Aspirations Regarding Pathway construct were rated above the optimal level of 4.00, showing that the district/school is strategic in ensuring it attracts and enrolls students who wish to pursue the pathway long term.
- All but one item under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall high satisfaction with the pathway instructor and their teaching practices. The one item rated below the optimal level of 4.00 was “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, I work out explanations on my own,” which indicates that the teacher may consider allowing students more flexibility in working out problems.



Students programming robot, Chattahoochee High School of Chattahoochee County Schools, Cusseta, Georgia

Chattahoochee County High School of Chattahoochee County Schools

Coding the Future: Expanding Computer Science Pathways at Chattahoochee County High

The computer science lab at Chattahoochee County High School is alive with energy as students dive into hands-on learning experiences. At one station, a group programs drones to navigate through a set of obstacles, while another dons virtual reality headsets to explore simulated environments.

Across the room, students type away on high-tech laptops, honing their skills in Python and JavaScript, while one student programs a robotic car. This immersive environment is part of the school's Cloud Computing course, the third installment in

the cybersecurity pathway, where students are not only expanding their technical expertise but also preparing for the Amazon Web Services Certification and the Certified Cloud Practitioner exam.

Chattahoochee County High School successfully leveraged a \$48,000 Workforce for Georgia grant to fully implement its Computer Science Pathway, addressing both student interest and local workforce needs. While the first two courses were introduced in 2023-2024, the addition of Cloud Computing for the 2024-2025 school year was made possible through the grant, offering three class blocks per semester with approximately 20 students each.



Students flying drone, Chattahoochee High School of Chattahoochee County Schools, Cusseta, Georgia

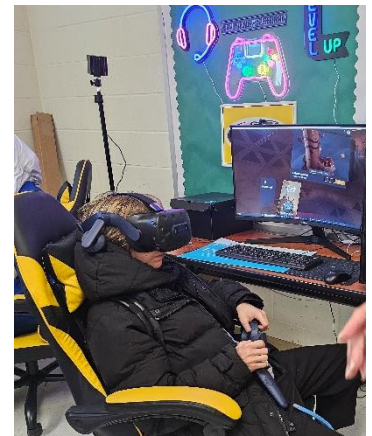
A local needs assessment over the past three years highlighted the growing demand for computer science education, previously limited to introductory coursework. With the grant's support, the school has expanded its pathway to align with industry standards and district strategic goals. The Georgia Tech Research Institute played a vital role in curriculum development, ensuring students receive top-tier instruction. Additionally, this course builds upon robotics projects that began in elementary and middle school, reinforcing a seamless the kindergarten through twelfth grade pipeline. Strong partnerships with Columbus Technical College and the College & Career Academy further enrich the program through guest speakers, facility tours, and advisory board guidance, creating a direct link between education and industry.

Through these efforts, Chattahoochee County High School is equipping students with in-demand skills, preparing them for high-tech careers, and fostering innovation in computer science education.

By the end of the year, 77 students were involved in the pathway and three instructors benefitted from professional development in Computer Science. Fifty percent of eligible students who took the third course in the pathway passed the End of Pathway Assessment. Additionally, 100% of students from the first cohort enrolled in and passed the third course in the pathway.

Twenty students participated in the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 13% and 7% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.
 - All but one EOY responses under the Life Skills constructs were rated below the optimal level of 4.00. Additionally, five of seven items under the construct were found to be statistically significant, indicating that the growth for these items may be reasonably attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 20% was "On a scale from 1 to 5, rate how much you improved on the following life skills from the beginning of the school year versus right now: Organization."
 - All EOY responses under the Academic Motivation construct were rated below the optimal level of 4.00. Additionally, no items under the construct were found to be statistically significant, indicating that any growth should



Students using VR, Chattahoochee High School of Chattahoochee County Schools, Cusseta, Georgia

not be attributed to participation in the pathway. Two items showed negative growth at EOY including the following: “On a scale from 1 to 5, rate how much you improved on the following life skills from the beginning of the school year versus right now: I think that what we are learning in this program is interesting” and “I enjoy this CTAE/CCA pathway.” The negative growth for these items demonstrate that 1) while students may have entered the program with curiosity and interest, it was not sustained; 2) there may be a misalignment between course content and student expectations; 3) there may be negative student-instructor rapport, inconsistent classroom culture, or instructional monotony; and/or 4) If the pathway was front-loaded with exciting content or field experiences, and then shifted into rote or less engaging material later in the year, students may have lost momentum.

- The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 19% was “On a scale from 1 to 5, 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.”
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school must consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All 13 items under the Thoughts About Pathway/Class/Teacher construct were rated below the optimal level of 4.00, showing an overall low satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor does not provide enough flexibility in student learning or the opportunity to explain ideas and findings. Finally, the data also indicate that the instructor does not make frequent enough connections to real world applications, which is an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Woodstock High School of Cherokee County School District

Designing the Future: Woodstock High School Launches Engineering Drafting & Design Pathway

Woodstock High School of the Cherokee County School District has successfully utilized a \$50,000 Workforce for Georgia grant to establish a new Engineering Drafting & Design Pathway, equipping students with the skills needed for careers in engineering and advanced manufacturing. The grant enabled the school to furnish a state-of-the-art lab, featuring industry-standard equipment, including a high-tech Laser Engraver, providing students with hands-on experience in precision design and fabrication. In its inaugural

fall 2025 semester, the pathway saw strong student interest, with 59 students enrolling, marking the beginning of an initiative that will bridge the gap between education and industry while preparing the next generation of engineering professionals. At the end of the first semester, 75% of students received a grade of A or B, indicating strong interest in the pathway and strong positive response to the instructor.

In the spring 2026 semester, 56 students enrolled in the course. At the of the second semester, 68% of students passed the course with a grade of A or B, continuing the trend showing strong interest in the pathway and positive response to the instructor.

One hundred and thirteen students participated in the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 17% and 10% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 30% was “On a scale from 1 to 5, 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.”
 - The two items under the Academic Motivation construct that showed the most growth from BOY to EOY at 15% each were “On a scale from 1 to 5, 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,” and “I think I will be able to use what I learn in this program in other classes.”
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- Eight of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall moderate satisfaction with the pathway instructor and their teaching practices. The items rated below the optimal level of 4.00 were “On a scale from 1 to 5, rate how much you agree with the following statements right now: In this program, my teacher(s) lets us choose our own topics or projects to investigate,” “In this program, I work out explanations on my own,” “In this program, I have opportunities to explain my ideas,” “In this program, we have class discussions,” and “In this program, we investigate to see if our ideas are right,” which indicate that the teacher may consider allowing students more flexibility in selecting the projects, working out problems on their own, and providing opportunities to explain/discuss coursework.

Columbia County School District

Teaching for Tomorrow: Columbia County School District Expands the Teaching as a Profession Pathway

With the help of a \$10,900 Workforce for Georgia Grant, Columbia County School District enhanced its Teaching as a Profession (TAP) Pathway. The funding introduced new curriculum components focused on special education and efforts to recruit more male and minority students into the program. The grant also allowed 200 TAP students to attend Augusta University's Future Educator's Day, providing firsthand exposure to the teaching profession. Additionally, two students earned dual enrollment credits toward a teaching degree, and eight TAP teachers participated in the Georgia Educational Technology Conference, gaining insights into cutting-edge educational strategies.

By the end of the school year, 502 students benefitted from the grant program, as well as seven faculty members. In addition, the number of pathway completers increased by 27%, indicating a higher level of interest and satisfaction with the pathway.

There were 116 student respondents for the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 21% and 19% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively. All EOY responses under these constructs were rated above the optimal level of 4.00. Additionally, all items under both constructs were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 31% was "On a scale from 1 to 5, 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."
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 28% was "On a scale from 1 to 5, 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."
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall high satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor provides a high level of flexibility in student learning, as well

as ample opportunity to explain ideas and findings. Finally, the data also indicate that the instructor makes frequent connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

DeKalb County School District

Sparkling Careers: DeKalb Schools Forge Pathways in EV Innovation

DeKalb County School District is driving workforce innovation by aligning its Career, Technical, and Agricultural Education (CTAE) pathways with the booming electric vehicle (EV) industry. With a \$45,000 Workforce for Georgia Grant, the district launched a cutting-edge welding program that integrates with existing high school engineering courses, equipping students with the skills needed for green technology careers. The grant funded specialized welding equipment for EV frame and parts manufacturing, along with a curriculum blending hands-on training and theoretical knowledge. Students gain real-world experience through partnerships with local EV manufacturers and green tech startups, offering mentorship, internships, and industry insights. Building on previous workforce initiatives supported by the Georgia Power Foundation, this program strengthens STEM education while preparing students for high-demand careers.

By the end of the school year, the district showed the following impacts:

- The district used grant funds to purchase specialized equipment for welding and manufacturing electric vehicle frames and parts and developed a curriculum that blends hands-on training with theoretical knowledge to prepare students for careers in green technology.
- 57% of students participating in the pathway passed the Welding and EV Assessment distributed in May 2025.
- 97 students earned their OSHA-10 certification, marking a significant step toward workforce readiness.

Elbert County High School of Elbert County School District

Welding Program Expansion at Elbert County High School

Elbert County High School secured a \$44,400 Workforce for Georgia grant to enhance its welding program and strengthen the local skilled workforce. As of early 2025, the district used part of the funds to purchase welding tables and essential equipment for training. However, by the end of the year the majority of funding was still left, and the program implementation plan required adjustment. Several key components, initially budgeted for purchase, were instead provided in-kind, leading to shifts in logistics and resource allocation. Additionally, student engagement was lower than anticipated, which impacted overall participation rates. These factors influenced the program's execution and

outcomes, prompting mid-course adaptations to better align with available resources and participant interest.

In summer 2025, the district submitted a revised plan for the remaining funds to use in the 2025-2026 school year. Specifically, ECS pivoted to enhancing its Certified Nursing Assistant program, which aligns with local needs assessment. The program will continue in fall 2025, aiming to train and certify students as CNAs, making them employable upon graduation.

Foothills Regional High School, State Charter School

Forging Futures in the Glow of a Welding Torch

Outside Foothills Regional High School in Winder, Georgia, the night hums with energy. Beneath the glow of overhead lights, a mobile welding lab stands like a beacon of opportunity for students of Foothills. Inside, sparks fly, illuminating the faces of students clad in protective gear. These are not traditional high school students – many have jobs, families, and responsibilities that stretch far beyond the classroom. But two evenings a week, they gather in this lab, welding rods in hand, forging a future with their own two hands. “I want to make a career out of it and go to technical school,” one student says, lifting his helmet to reveal a wide grin. Around him, classmates nod in agreement. They talk about the doors welding will open for them – stable jobs, higher wages, the ability to provide for their families. The instructor walks from station to station, offering guidance and encouragement. “It’s more than just learning a trade,” he says. “It’s about confidence, about proving to themselves that they can build something real.” Here, in this mobile lab, futures are being shaped – one spark at a time.



Student welding, Foothills Regional High School, Winder, Georgia

By the end of the program, 19 students matriculated through the program. Nineteen students passed the OSHA 10 exam, CPR/AED exam, AWS certification, and two students who are 18 received forklift certification. In addition, the 10-week courses in fall and spring boasted 100% attendance, meaning no students missed any of the evening sessions.

There were 16 student respondents for the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 38% and 24% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively. Eleven EOY responses under these constructs were rated above the optimal level of 4.00. Additionally, all items under both constructs were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 55% was “On a scale from 1 to 5, 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.”
 - All but three EOY items under the Life Skills construct were rated below the optimal level of 4.00. These data indicate that the instructor may consider incorporating soft skills training in their pedagogy.
 - The items under the Academic Motivation construct that showed the most growth from BOY to EOY at 33% were “On a scale from 1 to 5, rate how much you agree with the following statements from the beginning of the school year versus right now I like what I am learning in this pathway” and “I think I will be able to use what I learn in this program in other classes.”
 - Seven of eight items under the Academic Motivation construct were rated above the optimal level of 4.00, indicating that the instructor delivers content in an engaging manner, reinforces real-world applications, creates a culture of growth and rigor in the classroom.
- Four of six items under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- Eleven of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall high satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor provides a high level of flexibility in student learning, as well as ample opportunity to explain ideas and findings. Finally, the data also indicate that the instructor makes frequent connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

GIVE Center West of Gwinnett County Public Schools⁴

Empowering Futures: GIVE Center West Bridges Resilience and Career Training

⁴ GIVE Center West reported results for the Workforce for Georgia Student Survey from one respondent which responded with a non-differentiated response pattern (straight-lining), suggesting inattention.

GIVE Center West received a \$50,000 grant to launch GIVE RESET (Resilience Education Supporting Employment Training), a workforce development initiative combining Career, Technical, and Agricultural Education (CTAE) opportunities with resilience education. This program expands Gwinnett County Public Schools' existing construction and film pathways, which were previously inaccessible to GIVE Center students due to the school's flexible enrollment structure. By partnering with community programs, the school now connects students to high-demand career training in Gwinnett County.

In fall 2024, the school introduced resilience education for middle and high school students, offering twice-weekly sessions on goal setting, identifying triggers, and drug diversion education. Twenty-six students joined a focus group to improve their school and home experiences. Additionally, the school-initiated plans for a dual-language parenting class in spring 2025, aiming to support 20 families.

For workforce training, GIVE Center West began offering CTAE classes twice daily, students participating in the fall and spring semesters. Collaborating with the Gwinnett Department of Economic Development, the school now provides students with certificate training and internships in construction. Students engaged in both resilience and CTAE coursework have shown 15% higher attendance rates than their peers. By fall 2026, the school plans to fully integrate certification programs into its CTAE courses, further enhancing career readiness for students.

By the end of the 2024-2025 school year, GIVE Center West reported the following impacts:

- 100% of students in the program met and created a career readiness plan with a career counselor.
- 85% of students participating in the program will receive a certificate of resilience.
- 70% of students will complete the program.
- 160 students were impacted by the career readiness programming, resilience training, and/or workforce development program.

Houston College & Career Academy of Houston County School District

Securing Futures: Houston County CCA Launches the Cybersecurity Pathway

Houston County College & Career Academy received a \$50,000 grant to establish its Cybersecurity Pathway, addressing the growing demand for skilled cybersecurity professionals. The program enhances students' understanding of cybersecurity concepts and industry practices. By the end of the school year, 17 students had gained hands-on

experience with computers and cybersecurity training software and participated in Dual Enrollment with Central Georgia Technical College. Specifically,

- Fourteen of the 17 students maintained at least an 80% grade point average.
- Eighteen HCCA students earned dual enrollment credit hours through Central Georgia Technical College.
- Eighteen HCCA students Technical College Credits in Cybersecurity Fundamentals and some students earned credits in CompTIA Security+ Certification, Certified Secure Computer User C4, and Game Development with C# and Unity.
- Several students applied for local industry internships, further providing exposure to careers in this high-demand field.

For the 2025-2026 school year, HCCA is offering a second block to the Cybersecurity Pathway and seeking to increase enrollment from 17 to 25.



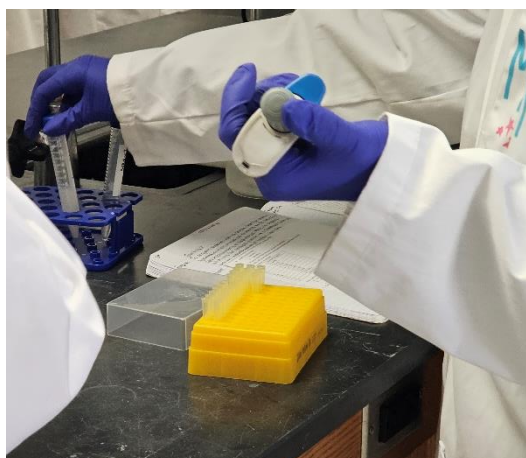
Cybersecurity Pathway Lab, Houston College & Career Academy of Houston County School District, Warner Robins, Georgia

Fourteen students responded to the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 13% and 2% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively. Fourteen EOY responses under these constructs were rated below the optimal level of 4.00. Additionally, only one under both constructs were found to be statistically significant, indicating that majority of growth observed should not be attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 45% was “On a scale from 1 to 5, 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.”
 - All but one EOY items under the Life Skills construct were rated below the optimal level of 4.00. These data indicate that the instructor may consider incorporating soft skills training in their pedagogy.
 - The items under the Academic Motivation construct that showed the most growth from BOY to EOY at 10% were “On a scale from 1 to 5, rate how

much you agree with the following statements from the beginning of the school year versus right now: “I think I will be able to use what I learn in this program in other classes.”

- All items under the Academic Motivation construct were rated below the optimal level of 4.00, showing an overall low satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor does not provide enough flexibility in student learning or the opportunity to explain ideas and findings. Finally, the data also indicate that the instructor does not make frequent enough connections to real world applications, which is an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.
- Two of six items under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- Four of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall low satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor does not provide enough flexibility in student learning or the opportunity to explain ideas and findings. Finally, the data also indicate that the instructor does not make frequent enough connections to real world applications, which is an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.



Students working on protein lab, Northside High School of Muscogee County Schools, Columbus, Georgia

Northside High School of Muscogee County Schools

Biotech Breakthrough: Northside High Supercharges Hands-On Science

Spectrophotometers and pipettes in hand, students in crisp white lab coats huddle around their workstations ready to start the lab. In groups of three, they carefully measure protein concentrations in their samples, their eyes flicking between their data and the glowing screens of their industry-standard equipment. The expanded biotechnology lab at Northside High School is alive with focus and discovery.

“The space is so much better,” one student says, adjusting their micropipette with practiced precision. “I like having everything at my station. It helps me be more responsible for my area, and I can get through the experiments faster.”

Nearby, a classmate grins as they release a perfectly measured drop into a sample tube. “Working with micropipettes is awesome. We now have enough for each group to have

their own set. Labs that used to take us a few days can now be completed in one class. It's cool to actually use the tools."

As the teacher moves between stations, offering guidance and encouragement, students work confidently, their movements efficient and deliberate. For many, this isn't just another lab – it is a glimpse into their future. "I'm glad we get to take the BACE this year," a student shares. "I want to work in the medical field, and having a certification will help me find a job faster or I can TA in a lab as I attend college."

This transformation is the result of a \$50,000 Workforce for Georgia Grant, which has equipped Northside High's biotechnology program with industry-standard spectrophotometers, incubators, and essential lab tools. With these upgrades, 136 students gained hands-on experience that mirrors real-world biotech environments, positioning them for high-demand careers. In addition, students also attended field trips, including to the Centers for Disease Control Museum. By the end of the school year, the school boasted the following outcomes:

- 100% of students passed the End of Pathway Assessment (EOPA), demonstrating significant growth and mastery of the material.
- 46% (11 of 24) of students passed the Biotechnician Assistant Credentialing Exam (BACE). Although this percentage fell short of their goal, the students began preparing for the exam in January and took the exam in April. Moving forward, the instructor aims to start preparation earlier in the school year.
- The school has partnered with Choose Columbus, a subsidiary of the county's Development Authority, which sees the importance of building school-employer partnerships. The partnership will facilitate conversations with the decision-makers at Fermworx, JVL Laboratories, and other biotechnology firms in the area to build work-based learning experiences for biotechnology students.

There were 41 student respondents for the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 31% and 21% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively. All EOY responses under these constructs were rated above the optimal level of 4.00. Additionally, all but one item under the constructs were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.



Students working on protein lab, Northside High School of Muscogee County Schools, Columbus, Georgia

- The item under the Life Skills construct that showed the most growth from BOY to EOY at 46% was “On a scale from 1 to 5, rate how much you improved on the following life skills from the beginning of the school year versus right now: Conducting research.”
- The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 30% was “On a scale from 1 to 5, 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.”
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall high satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor provides a high level of flexibility in student learning, as well as ample opportunity to explain ideas and findings. Finally, the data also indicate that the instructor makes frequent connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Stephens County Schools

Manufacturing Success: Stephens County High School Expands the Pathway

Stephens County High School is strengthening its Advanced Manufacturing Pathway with a \$49,754 Workforce for Georgia grant, building on a successful 2022 initiative. The program’s growing popularity offers students hands-on experience through work-based learning with local manufacturers, field trips to technical colleges, and participation in statewide competitions like Tech Day, VEX Robotics, and the Georgia Electrathon.

By the end of the school year, 90 students participated in the pathway, with eight successfully passing the End of Pathway Assessment. Students also report a deeper understanding of applied math and science, equipping them with critical skills for high-demand careers in manufacturing and engineering.

Fourteen students participated in the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 25% and 6% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.

- The item under the Life Skills construct that showed the most growth from BOY to EOY at 44% was “On a scale from 1 to 5, 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.”
- Four of seven EOY items under the Life Skills construct were rated above the optimal level of 4.00. These data indicate that the instructor may consider incorporating soft skills training in their pedagogy.
- The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 13% was “On a scale from 1 to 5, rate how much you agree with the following statements from the beginning of the school year versus right now: Understanding this CTAE/CCA pathway is important for my future.”
- All items under the Academic Motivation construct were rated below the optimal level of 4.00, indicating a greater need for the instructor to deliver content in a more engaging manner, reinforce real-world applications, create a culture of growth and rigor in the classroom.
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All but one item under the Thoughts About Pathway/Class/Teacher construct were rated below the optimal level of 4.00, showing a low satisfaction overall with the pathway instructor and their teaching practices. The data indicate the pathway instructor does not provide enough flexibility in student learning or the opportunity to explain ideas and findings. Finally, the data also indicate that the instructor does not make frequent enough connections to real world applications, which is an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

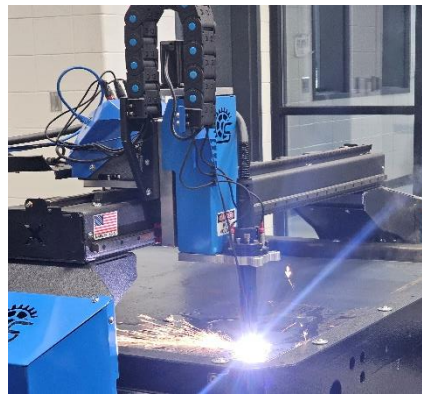
Taylor County High School of Taylor County Schools

Taylor County’s Viking Forge Ignites Hands-On Learning

In the agriculture lab at Taylor County High School, the air is abuzz with creativity as students take on an exciting challenge – designing and producing custom steel door hangers for the upcoming Taylor Made Festival. Working in small groups, they sketch out intricate designs, refine them on computer software, and send their final images to the state-of-the-art CNC plasma cutting table. Sparks fly as the machine expertly carves each design into steel, transforming their ideas into tangible products. The students’ enthusiasm is evident, not just for the hands-on learning experience, but for the opportunity to sell their creations at the festival, raising funds for the Agriculture Pathway and the Future Farmers of America (FFA) activities. This entrepreneurial

venture builds on a successful project from December when agriculture students used the same plasma cutter to create and sell custom Christmas ornaments and other goods at the local festivals. The student-made items sold at festivals raised nearly \$1,600 for the program.

This innovative hands-on learning is made possible by a \$50,000 Workforce for Georgia grant, which has propelled the Viking Forge – a key component of Taylor County High



Students creating a steel door hanger, Taylor County High School of Taylor County Schools, Butler, Georgia

School's Horticulture and Mechanical Systems Pathway – into a new era of advanced manufacturing. The grant funded the acquisition of the CNC plasma cutting table along with essential installation supplies, computer systems, design software, and start-up materials, equipping students with industry-standard tools.

Recognizing the region's need for skilled workers in agriculture, the school district strategically integrated this cutting-edge equipment into its pathway and reported the following outcomes:

- By the end of the school year, 82 students had gained invaluable hands-on experience, sharpening their technical skills while preparing for in-demand careers.
- 100% of students scored a 70% or higher on the plasma table hands-on assessment, surpassing the goal of 70% of students by 30 percentage points.
- Taylor County High School met the goal of increasing enrollment by 10% for the 2024-2025 school year. Additionally, the enrollment in the pathway will double for the 2025-2026 school year, which will make it the second most popular pathway at the school.

As the Viking Forge continues to evolve, Taylor County High School is ensuring that its students graduate with the expertise and confidence to meet the demands of the local workforce – one precision-cut design at a time.



Students creating a steel door hanger, Taylor County High School of Taylor County Schools, Butler, Georgia

There were 19 student respondents for the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 26% and 17% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively. All EOY responses under these constructs were rated above the optimal level of 4.00. Additionally, all but one item under the constructs were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 37% was “On a scale from 1 to 5, 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.”
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 33% was “On a scale from 1 to 5, 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.”
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- Twelve of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall high satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor provides a high level of flexibility in student learning, as well as ample opportunity to explain ideas and findings. Finally, the

data also indicate that the instructor makes frequent connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Thomas County Central High School of Thomas County Schools

Building Pathways: Preparing Students for Georgia's Manufacturing Boom in Southeast Georgia

In a brightly lit classroom at a Thomas Central County High School, a group of students leans forward, listening intently as their welding instructor starts to speak.

Today's lesson isn't just about welding technique – it's about opportunity. "The region is changing," he explains. Specifically, manufacturing companies are arriving, bringing with them a demand for skilled workers, and these students are in the perfect position to step into those roles. "With welding, you're not just limited to one industry. Welding is just one of many cogs in the field on manufacturing," he says. "And the industries here in Thomas County need people like you." A student in the back raises a hand. "So, if I wanted to work in a manufacturing plant as a welder, what kind of welding would I need to know?" The instructor nods, pleased by the curiosity. "Great question. It depends. If you're working with raw materials, like metals straight from processing plants, that's primary manufacturing. If you're building cars or machines, that's secondary. And if you're repairing or customizing equipment, that's tertiary."

In the classroom next door, the automotive instructor oversees students using a 3D laptop to build a car, showing the ways that automotive pathway students can engage in the manufacturing industry beyond mechanics. As the discussion unfolds, the students begin to connect the dots, between what they are learning in the shop and what is happening just a few miles down the road, where new factories and manufacturing centers are being built. The room buzzes with energy as more hands shoot up, eager to understand where they fit into this growing workforce.

By the end of the lesson, the students aren't just thinking about their next welding project or engine repair – they're thinking about careers, about futures built with steady hands and skilled minds. In Thomas County, manufacturing is expanding and waiting for them.

In School Year 2025-2026, 271 took the pathway courses. Throughout the year, students have been introduced to local companies that offer careers in manufacturing, as well as



Student working on automotive software on 3D computer, Thomas County Central High School of Thomas County Schools, Thomasville, Georgia

hands-on learning experiences in the classroom that further connect to the many pathways we offer at the school. Additionally, pathway faculty have been given the opportunity to collaborate with industry professionals, enriching their knowledge and staying updated on modern manufacturing trends. Events like manufacturing day and job fairs allow students to showcase their skills and allow families to witness their child's achievements firsthand. Students showed the following outcomes by the end of the school year:

- Students scored, on average, 25.5 percentage points higher on the manufacturing post-test, from 52.2% at the BOY to 77.7% at the EOY.
- 100% of students enrolled in third-level automotive and welding pathway courses completed three of the five Z-space manufacturing modules with at least 80% accuracy.

Four students participated in the Workforce for Georgia Student Survey and revealed the following patterns:⁵

- On average, students showed growth of 34% and 24% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively. All EOY responses under these constructs were rated above the optimal level of 4.00.
 - The items under the Life Skills construct that showed the most growth from BOY to EOY at 46% were “On a scale from 1 to 5, 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 Conducting research” and “Conducting research.”
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 38% was “On a scale from 1 to 5, rate how much you agree with the following statements from the beginning of the school year versus right now: Even when I do poorly on a test, I try to learn from my mistakes.”
- All but two items under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All but two of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing an overall moderately high satisfaction with the pathway instructor and their teaching practices. The data indicate that the pathway instructor provides a moderate level of flexibility in student learning, as well as some opportunities to explain ideas and findings. Finally, the data also indicate that the instructor makes frequent

⁵ Survey results from grantees with fewer than 10 respondents were excluded from disaggregated statistical analysis, as this falls below the generally accepted threshold for reliable inference and may yield unstable estimates.

connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Twiggs County Public Schools⁶

Sparkling Cyber Interest: Twiggs County Builds a Pipeline for Tech Talent

Recognizing a critical gap in interest in career pathways, Twiggs County Public Schools (TCPS) sought to prepare students for the rapidly growing cybertech industry. Using grant funds, the district established a lab to support the Computer Science/Cybersecurity Pathway at Twiggs County Middle High School, beginning with middle and ninth-grade students. Currently, seventh graders are enrolled in Foundations of Secure Information Systems, while eighth and ninth graders take Computer Science Principles, laying the groundwork for a robust pipeline of future tech professionals.

This initiative has already made a significant impact. Approximately 32% of the middle school student body is engaged in at least one computer science course, with an impressive 60% of participants identifying as female, boosting representation in non-traditional career fields. Hands-on STEAM and STEM activities, coding exercises, and physical computing projects have fueled student enthusiasm, strengthened engagement, and fostered critical problem-solving skills.

Beyond the students, faculty have benefited from professional development in innovative teaching strategies, and families have gained greater awareness of career and technical education opportunities. With increased interest and participation, Twiggs County is building a strong foundation for student success in the digital age – one line of code at a time.

By the end of the school year, eight students and three instructors had benefited from the program. Six students earned Cybersecurity course credits from the local technical colleges. In addition, during Summer 2025, 18 TCPS students participated in a five-day residential STEM camp run by the Georgia Institute of Technology.

Union County College and Career Academy of Union County Schools

Driving Towards the Future: Union County's Collision Repair Pathway Fuels Workforce Growth

Nestled in the Northeast Georgia mountains, Union County High School serves as both a beacon of hope and a bridge to opportunity for a community facing generational poverty. A local needs assessment revealed a critical shortage of collision repair technicians, with

⁶ Twiggs County Public School students will complete the Workforce for Georgia Student Survey in December 2025.

industry partners warning of potential business closures due to the lack of a trained workforce.

In response, Union County Schools launched a Collision Repair Pathway in fall 2024, leveraging a \$50,000 Workforce for Georgia Grant to equip students with essential skills, training, and resources. Housed within the local college and career academy, the program extends opportunities beyond Union County, welcoming students from multiple districts to explore a high-demand career field. Through the program, students gained technical expertise and professional confidence through hands-on training in automotive repair, refinishing, and industry-certified safety procedures, positioning them for success in Georgia's growing transportation and manufacturing workforce. Specifically, the school boasted the following outcomes:

- By the end of the school year, 75 students had enrolled in the pathway, a 35% increase from the previous semester, marking a pivotal step toward strengthening the regional workforce and ensuring the longevity of local businesses. Additionally, 95 students have requested to enroll in the 2025-2026 School Year, marking a 27% increase from its inaugural year.
- Collision Pathway pass rates increased to 98%, with a 100% pass rate in capstone-level classes, reflecting strong comprehension of theory and applied skills.
- 92% of pathway students completed I-CAR Academy safety modules and progressed into hands-on repair or refinishing tasks.
- Students earned 48 stackable credentials in safety, refinishing, and estimating, many of which are recognized by employers across the automotive and collision industries.
- Pathway students participated in field trips to the Georgia World Congress Center for the SkillsUSA State Championship and toured advanced training facilities. These experiences broadened their understanding of the collision industry and sparked a deeper interest in pursuing post-secondary opportunities.
- Students participated in projects such as restoring and reselling crash-damaged vehicles, giving students a sense of ownership and pride. Additionally, students worked in teams to complete state-inspected rebuilds, with proceeds reinvested into the program, creating a real-world business model that enhances engagement.

Sixteen students participated in the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 18% and 11% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.
 - Three items under the Life Skills construct showed the most growth from BOY to EOY at 23%, which were “On a scale from 1 to 5, rate how much you improved on the following life skills from the beginning of the school year versus right now: “Organization.”

- Three of the seven EOY items under the Life Skills construct were rated below the optimal level of 4.00. These data indicate that the instructor may consider incorporating soft skills training in their pedagogy.
- The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 22% was “On a scale from 1 to 5, 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.”
- Seven of eight items under the Academic Motivation construct were rated above the optimal level of 4.00, indicating that the instructor delivers engaging content, reinforces real-world applications, and creates a culture of growth and rigor in the classroom.
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- Ten of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing a moderately high satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor provides flexibility in student learning, as well as ample opportunity to explain ideas and findings. Finally, the data also indicate that the instructor makes connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

Valdosta High School of Valdosta City Schools

Wired for Success: Valdosta High Expands Construction Pathway to Meet Workforce Demands

Valdosta High School, part of Valdosta City Schools, has strategically utilized a \$50,000 Workforce for Georgia Grant to expand its Industry-Certified Construction Pathway, introducing plumbing and electrical trades to address critical shortages in the local workforce.

Recognizing the high demand for skilled electricians and plumbers, the school enhanced its already popular Construction Pathway, ensuring students gain hands-on experience in these essential fields. The grant facilitated the purchase of industry-standard equipment and materials, transforming the lab into an interactive learning hub where students can apply classroom instruction to real-world scenarios.

Beyond the classroom, students have participated in field trips to local facilities, gaining firsthand exposure to the electrical and plumbing industries. Guest speakers, including professionals from the field, have also provided valuable industry insights. By the end of the school year, 177 students directly benefited from the expanded program, equipping them with practical skills and career-ready expertise in two of the region's most in-demand trades. In the 2025-2026 school year, there were 19 pathway completers.

There were 26 student respondents for the Workforce for Georgia Student Survey and revealed the following patterns:

- On average, students showed growth of 34% and 33% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively. Twelve out of 16 responses under these constructs were rated above the optimal level of 4.00. Additionally, all the items under the constructs were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway.
 - The item under the Life Skills construct that showed the most growth from BOY to EOY at 43% was “On a scale from 1 to 5, rate how much you improved on the following life skills from the beginning of the school year versus right now: Working as part of a team.”
 - The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 39% was “On a scale from 1 to 5, 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.”
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school should be more strategic about marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All of the 13 items under the Thoughts About Pathway/Class/Teacher construct were rated below the optimal level of 4.00, showing an overall low satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor does not provide enough flexibility in student learning or the opportunity to explain ideas and findings. Finally, the data also indicate that the instructor does not make frequent enough connections to real world applications, which is an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.



House frame for electrician pathway students, Valdosta High School of Valdosta City Schools,

Vidalia High School of Vidalia City Schools

From Classroom to Cradle: Vidalia High School's ECE Pathway Nurtures the Future

Vidalia High School utilized the \$50,000 Workforce for Georgia Grant to establish an Early Childhood Education (ECE) Pathway, addressing a critical need for childcare services identified in the local needs assessment and County Joint Comprehensive Plan. With the region experiencing rapid growth, the demand for safe, affordable daycare facilities has become an urgent priority.

To support this initiative, Vidalia City Schools will open a daycare center for employees in the 2025-2026 school year, simultaneously providing ECE students with a dedicated space to complete their required lab hours. The grant funded the transformation of a CTAE classroom into a hands-on learning environment, equipped with reality care babies and materials used in real-world daycare settings. Additionally, students gain invaluable experience through daily participation at the Vidalia Learning Center Day Care.

At the end of the year, the school reported the following impacts:

- 120 students were involved in the pathway and benefitted from the new early childhood pathway.
- 100% of students in the pathway completed volunteer hours at both the Vidalia Learning Center and the primary school Pre-K classrooms. One senior remarked, “Volunteering at the Pre-K changed everything for me. I didn’t just learn about early childhood education, I experienced it.”
- In an end-of-term reflection survey, 92% of students reported feeling more engaged in school as a result of these volunteer experiences.
- 87% of students earned an A or B in their coursework, with the highest achievement seen in assignments directly tied to field-based learning.
- The Early Childhood Education program saw a 25% increase in enrollment over its freshman year (2024-2025), reflecting increased student interest and satisfaction. Furthermore, the new program has reached maximum capacity in student enrollment in the first and second semesters of the 2025-2026 school year.

Three students participated in the Workforce for Georgia Student Survey and revealed the following patterns:⁷

- On average, students showed growth of 5% and 7% from BOY to EOY in the Life Skills and Academic Motivation constructs, respectively.
 - The item under the Life Skills construct showed the most growth from BOY to EOY at 27% was “On a scale from 1 to 5, rate how much you

⁷ Survey results from grantees with fewer than 10 respondents were excluded from disaggregated statistical analysis, as this falls below the generally accepted threshold for reliable inference and may yield unstable estimates.

improved on the following life skills from the beginning of the school year versus right now: Conducting research."

- All but one EOY item under the Life Skills construct were rated above the optimal level of 4.00. These data indicate that the instructor may consider incorporating soft skills training in their pedagogy.
- The item under the Academic Motivation construct that showed the most growth from BOY to EOY at 40% was "On a scale from 1 to 5, rate how much you agree with the following statements from the beginning of the school year versus right now: It is important to me to learn what is taught in this pathway."
- All eight items under the Academic Motivation construct were rated above the optimal level of 4.00, indicating that the instructor delivers content in an engaging manner, reinforces real-world applications, and creates a culture of growth and rigor in the classroom.
- All but one item under the Aspirations Regarding Pathway construct were rated below the optimal level of 4.00, showing that the school may consider being more strategic around marketing to, attracting, and enrolling students who wish to pursue the pathway long term.
- All but three items under the Thoughts About Pathway/Class/Teacher construct were rated above the optimal level of 4.00, showing a moderately high satisfaction with the pathway instructor and their teaching practices. The data indicate the pathway instructor provides flexibility in student learning, as well as ample opportunity to explain ideas and findings. Finally, the data also indicate that the instructor makes connections to real world applications, an indicator of effective instructional relevance and student-centered pedagogy, which are both key to fostering engagement and deeper learning.

2024 WORKFORCE FOR GEORGIA STUDENT SURVEY

RESULTS AT END OF YEAR

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 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 the end of the school year, 17 of 21 WFG grantees submitted student survey results. Three grantees that did not submit have either pivoted programming or will not have student outcomes to report until December 2025, while one

grantee submitted results that were a non-differentiated response pattern (straight-lining) and therefore unusable.

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 at end of year for the 2024 Workforce for Georgia Student Survey.



Representatives from GFPE, GPF, and Foothills Regional High School standing in front of mobile welding lab with welding pathway students, Foothills Regional High School, Winder, Georgia

RESULTS AT END OF YEAR – ALL GRANTEES

Grantee Respondent Information ⁸	
Grantee	# of Survey Respondents
Athens Community Career Academy	2
Atlanta College and Career Academy	17

⁸ DeKalb County School District (DCSD), Elbert County Schools (ECS), GIVE Center West (GIVE), and Twiggs County Public Schools (TCPS) were excluded from the survey analysis. DCSD and TCPS were excluded due to a delay in programming. ECS was excluded due to a pivot in the programming. All three will report survey results by December 2025. GIVE Center West reported results for the Workforce for Georgia Student Survey from one respondent which responded with a non-differentiated response pattern (straight-lining), suggesting inattention.

Bulloch County Schools	43
Camden County Schools	15
Cartersville High School	6
Chattahoochee County High School	20
Cherokee County School District	113
Columbia County School District	116
Foothills Regional High School	16
Houston College & Career Academy	14
Northside High School	41
Stephens County Schools	14
Taylor County High School	19
Thomas County Central High School	4
Union County College and Career Academy	16
Valdosta City Schools	26
Vidalia High School	3
TOTAL RESPONDENTS	486
TOTAL SCHOOLS	18

Survey Results, Constructs

Question	Beginning of Year (BOY) Mean	End of Year (EOY) Mean ¹	Average % Growth from BOY to EOY
<i>Construct: Interest in Pathway</i>			
Rate your level of interest in your CTAE/CCA pathway at the beginning of the school year versus now.	3.17	4.00 ² ±	26%

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<0.05. ± Indicates statistical significance.

Question	Beginning of Year (BOY) Mean	End of Year (EOY) Mean ¹	Average % Growth from BOY to EOY
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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	3.06	4.05 ² ±	33%
Organization	3.14	3.88 ² ±	24%
Working as part of a team	3.34	4.02 ² ±	20%
Respect for others	4.08	4.33 ² ±	6%
Conducting research	3.20	3.98 ² ±	24%
Problem solving	3.49	4.20 ² ±	20%
Critical thinking and reflecting	3.45	4.18 ² ±	21%

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<0.05. ± 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	3.05	3.70 ² ±	21%
It is important to me to learn what is taught in this pathway	3.51	4.04 ² ±	15%
I like what I am learning in this pathway	3.58	4.08 ² ±	14%
I think I will be able to use what I learn in this program in other classes	3.13	3.79 ² ±	21%
Even when I do poorly on a test, I try to learn from my mistakes	3.66	4.17 ² ±	14%
I think what we are learning in this program is interesting	3.69	4.08 ² ±	11%
Understanding this CTAE/CCA pathway is important for my future	3.55	4.03 ² ±	14%
I enjoy this CTAE/CCA pathway	3.71	4.16 ² ±	12%

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<0.05. ± 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	3.51
I intend to get a college degree in this CTAE/CCA pathway	3.27
I intend to get a certificate, license, or other appropriate professional credential in this CTAE/CCA pathway.	3.50
I can see myself working in this CTAE/CCA pathway	3.61

Someday I would like to have a career in this CTAE/CCA pathway	3.42
I intend to graduate from high school	4.63

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

Question	Now Only Average
<i>Construct: Thoughts About Pathway/Class/Teacher (Now Only)</i>	
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	4.18
In this program, my teacher(s) lets us choose our own topics or projects to investigate	3.87
In this program, I work out explanations on my own	3.91
In this program, I have opportunities to explain my ideas	4.05
In this program, we plan and do our own projects	4.08
In this program, we work on real-world problems	4.15
In this program, we have class discussions	3.97
In this program, we investigate to see if our ideas are right	3.96
In this program, we need to be able to think and ask questions	4.29
In this program, we are expected to understand and explain ideas	4.16
In this program, my teacher(s) takes notice of students' ideas	4.22
In this program, my teacher(s) shows us how new information relates to what we have already learned	4.28
In this program, we learn about what the career/job of the pathway entails	4.27

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

Survey Results, Aspirations

Methodology Summary: Bowker Symmetry Test for Aspirational Shifts

To analyze whether students' post-secondary aspirations shifted meaningfully over the course of the program, we conducted a Bowker symmetry test, a statistical method designed for paired, ordinal categorical data. Students were asked to report their highest level of educational aspiration both at the beginning and end of the program, using a retrospective survey. We grouped aspirations into four tiers: High school (0), sub-baccalaureate (1) (which includes 2-year degrees and certificates), 4-year degree (2), and graduate/professional school (3).

The Bowker test is ideal in this context because it specifically examines whether the number of students moving upward between tiers (e.g., from high school to sub-baccalaureate) differs significantly from those moving downward, accounting for all possible directional changes across multiple categories. Unlike a simple comparison of means or proportions, it provides a robust test of asymmetry in paired categorical transitions, making it the most appropriate tool for understanding overall shifts in aspiration rather than individual-level anecdotes.

What is the highest level of education you plan to achieve? ¹	Before		Now	
	<i>n</i>	%	<i>n</i>	%
High School	103	21%	70	14%
2-Year College/ Certification, license, professional credential	116	24%	169	35%
4-Year College	180	37%	144	30%
Graduate School/Professional School	87	18%	103	21%
Total	486	100%	486	100%

¹Educational aspirations were assigned numerical codes from zero to three, with zero being high school, one being sub-baccalaureate (2-year degree/certification, license, or other appropriate professional credential), two being 4-year degree, and three being graduate school and professional school.

Bowker Test for Symmetry

Aspiration Level	EOY – High School	EOY – Sub-Baccalaureate	EOY – 4-Year Degree	EOY – Graduate/Profes. School
BOY – High School	59	26	16	2
BOY – Sub-Baccalaureate	3	91	15	7
BOY – 4-Year Degree	5	29	110	36
BOY – Graduate/Professional School	3	23	3	58

Mobility Snapshot

Movement	<i>n</i>	% of 486 students
Up ≥ 1 Tier	102	21%
No change	318	65%
Down ≥ 1 Tier*	66	14%

*Only 3 students dropped three tiers; most downward shifts were a single step.

Key Findings for Aspirations

The Bowker test revealed a statistically significant upward shift in students' educational aspirations over the program period ($\chi^2 = 65.1$, $df = 6$, $p < .001$). In practical terms, 21% of participants raised their aspirations by at least one tier, such as moving from the goal to complete high school goal to a certificate, 2-year, or 4-year degree pathway. Meanwhile,

only 14% lowered their aspirations, and 65% remained stable. These results indicate that the program meaningfully influenced students toward higher post-secondary goals, particularly in movement from the lowest aspiration category (high school) into workforce-aligned post-secondary paths. This shift supports the program's theory of change and provides measurable evidence of its impact on long-term student ambition.

Respondent Sex	<i>n</i>	%
Female	219	45%
Male	251	51%
Prefer not to say	16	4%

Respondent Sex	<i>n</i>	%
6 th	1	0.1%
7 th	1	0.1%
9 th	110	22%
10 th	132	27%
11 th	132	27%
12 th	115	23%
Other	4	0.8%

SIGNIFICANT SURVEY PATTERNS AT END OF YEAR

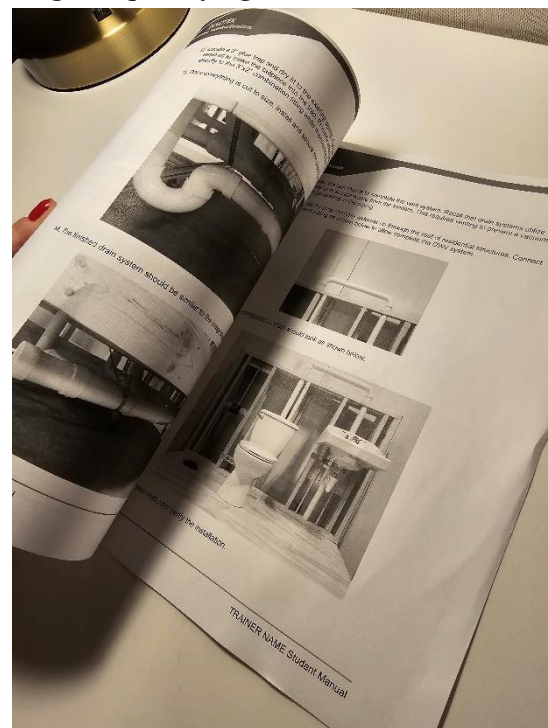
The Workforce for Georgia Student Survey is a retrospective survey designed to measure changes in student aspirations, skills, perceptions, and thoughts towards the pathway program from the beginning of the year to the end of the year. The [Workforce for Georgia Student Survey](#) section above provides a full detail of the survey outcomes as of June 2025 for 17 of the 21 grantees that distributed the survey. Here are some additional takeaways and recommendations from the survey results:

- Aspirations:** Overall, students indicated big shifts in their post-secondary aspirations. Notably, 21 % of students boosted their educational aspirations from beginning of year (BOY) to end of year (EOY). That is, one in five participants raised their post-secondary goals by at least one tier, while only 14 % moved downward. Most gains were from high-school-only to sub-baccalaureate or bachelor's, aligning with Workforce for Georgia's emphasis on attainable post-secondary pathways.
- Interest in Pathway:** Interest in the Pathway was measured on a Likert scale rating, with one being not interested at all and five being very interested.



Biomanufacturing lab equipment, Athens Community Career Academy of Clarke County School District, Athens, Georgia

- Interest in the pathway increased from 3.17 at the BOY to 4.00 at the EOY. This is a growth of 26% from BOY to EOY.
- *Life Skills Construct:* Life Skills was measured on a Likert scale rating, with one being no improvement and five being significant improvement.
 - The Life Skills Construct showed an average growth of 21% from BOY to EOY.
 - The Life Skills construct that showed the largest average percent growth from BOY to EOY was “Applying knowledge in new situations” (33%).
 - Five of the seven EOY item responses were rated, on average, above the optimal range of 4.0, with the remaining two rated below the optimal level (needs attention) (“Organization,” “Conducting research”).
 - The following items were found to be statistically significant, indicating that the growth may be reasonably attributed to participation in the pathway: “Applying knowledge in new situations,” “Organization,” “Respect for Others,” “Working as part of a team,” “Conducting research,” “Problem solving,” and “Critical thinking and reflecting.”
- *Academic Motivation:* Academic Motivation was measured on a Likert scale rating, with one being completely disagree and five being completely agree.
 - The Academic Motivation construct showed an average growth of 15% from BOY to EOY.
 - Six of eight items were rated, on average, above the optimal level of 4.00. Two items were rated, on average, below the optimal level (needs attention) (“I prefer class work that is challenging so I could learn new things,” “I think I will be able to use what I learn in this program in other classes”).
 - For the item “I think I will be able to use what I learn in this program in other classes,” the sub-optimal level may not necessarily be a call to action since the content in pathway courses may not easily be applied in other courses not related to the pathway.
 - For the item “I prefer class work that is challenging so I could learn new things,” the sub-optimal rating indicates that teachers may consider making deeper connections to bridge the gap between the content and real-world applications.



Plumbing Educational Guide, Valdosta High School of Valdosta City Schools, Valdosta, Georgia

- *Aspirations Regarding Pathway (now only)*: The Aspirations Regarding Pathway construct was measured on a Likert scale rating, with one being completely disagree and five being completely agree.
 - One of the six items under the construct were rated above the optimal level of 4.00 (“I intend to graduate from high school”).
 - Five items under the construct were rated below the optimal range of 4.00, indicating they may require attention or action on the part of teachers, school leadership, and/or district leadership (“I am considering a career in this CTAE/CCA pathway;” “I intend to get a college degree in this CTAE/CCA pathway;” “I intend to get a certificate, license, or other appropriate professional credential in this CTAE/CCA pathway;” “I can see myself working in this CTAE/CCA Pathway;” “Someday I would like to have a career in this CTAE/CCA Pathway”)
- *Thoughts About Pathway/Class/Teacher (now only)*: The Thoughts About Pathway/Class/Teacher construct were measured on a Likert scale rating, with one being completely disagree and five being completely agree.
 - Nine of the 13 items under the construct were rated above the optimal level of 4.00 (“In this program, my teacher(s) tell me how to improve my work;” “In this program, I have opportunities to explain my ideas;” “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 need to be able to think and ask questions;” “In this program, we are expected to understand and explain ideas;” “In this program, my teacher(s) takes notice of students’ ideas;” “In this program, my teacher(s) shows us how new information relates to what we have already learned;” and “In this program, we learn about what the career/job of the pathway entails”).
 - Four items were rated below the optimal level of 4.00 (“In this program, my teacher(s) lets us choose our own topics or projects to investigate;” “In this program, I work out explanations on my own;” “In this program, we have class discussions;” “In this program, we investigate to see if our ideas are right”). These average ratings suggest that instructors should be more intentional about allowing students to have more say in the pathway-related projects that they implement and discuss in the classroom.

KEY TAKEAWAYS AT END OF YEAR



Teacher giving construction careers lesson, Thomas County Central High School of Thomas County Schools, Thomasville, Georgia

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 school year, the majority of grantees implemented some, or all of the action items

In spring 2025, staff from GPF and GFPE conducted in-person or virtual site visits with all 21 grantees. Outreach to grantees began in late January and visits were scheduled throughout the spring semester. During the visits, staff met with the grant team, faculty, and district staff and, if time and structure permitted, students involved in WFG-funded programming.

Staff from the GFPE used the evaluation template to gauge grantee progress towards program milestones or action steps. Using information and data from the end of year reports, as well as information gathered from site visits that were conducted during spring, 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 3.80 toward the completion of their program milestones, indicating that most grantees have completed or are on the path to successfully complete program action steps.

Rating	n	%
On-Track	19	90.4%
Somewhat On-Track	1	4.8%
Somewhat Off-Track	0	0%
Off-Track	1	4.8%
TOTALS	21	100%

FEEDBACK FOR THE GEORGIA FOUNDATION FOR PUBLIC EDUCATION & GEORGIA POWER FOUNDATION

Grantees are required to provide a mid-year, an end of school year, and (for 18-month grantees only) a final grant evaluation report. 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 2024 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 twenty grantees that provided a rating, 19 gave GFPE an excellent rating.
- GFPE & GPF received an overall average rating of 4.95.
- Twenty 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:
 - **Athens Community Career Academy (5):** I can't thank GA Power and GFPE enough. The process has been smooth and not overbearing, and the team at GFPE is extremely helpful. I reach out on occasion with questions and they are very responsive.
 - **Atlanta Community Career Academy of Clarke County School District (5):** We are grateful for the opportunity to enhance our cybersecurity lab and curriculum for the benefit of students and their families, and for the instructor to gain additional skills to prepare students for the workforce.
 - **Bulloch County Schools (5):** Thank you so much for this opportunity and I greatly appreciate the flexibility you all provide within the grant!
 - **Camden County Schools (5):** We are grateful for receiving this grant and the positive impact it has had on our school/program/students in such a short amount of time. It has been easy to process and navigate throughout the entire grant process. Thank you!
 - **Cartersville City Schools (5):** GFPE/Georgia Power make this process very efficient.
 - **Chattahoochee County High School of Chattahoochee County Schools (5):** There was an ease to the application process and the delivering of funds. When an amendment was requested to the original inventory list, the requested was granted quickly. We appreciate the award and the flexibility that has been shown throughout the process.
 - **Cherokee County School District (5):** Excellent organization! I was excited to host the members of the team for the site visit on Monday, March 3. It was rewarding to see supporters get to experience the excitement and energy provided for students by their generous grant!
 - **Columbia County School District (5):** GFPE has been very supportive of our efforts to increase the number of students choosing to enter the Teaching Profession.

- **DeKalb County School District (4):** N/A
- **Foothills Regional High School (5):** Thank you! Without you we would not have met Mark and Anne Lackey!
- **GIVE Center West of Gwinnett County Public Schools (5):** This program has left an indelible mark on our school community by shifting our culture to focus on student success and support in more authentic ways (mental health wellness and workforce development).
- **Houston College & Career Academy of Houston County School District (5):** The process has been very smooth and not stressful. The reminder emails from Jaclyn Colona have been very helpful. The big plus the visit that Jaclyn made, the information she provided, and she answered all our questions at that time.
- **Northside High School of Muscogee County School District (5):** Jaclyn Colona was very helpful to our CTAE Supervisor, Amanda Toelle. She was very responsive when she had questions and provided clear information.
- **Stephens County Schools (5):** We appreciate any resources provided by GFPE. You can always be assured that we will put anything we get to good use for our students and our community. Thank you all for this wonderful opportunity.
- **Taylor County High School of Taylor County School District (5):** We were initially nervous about our site visit, but it ended up being such a pleasant and wonderful experience for our school and students! The feedback we received was so encouraging and our agriculture teacher was very touched to hear such positive words. This has been one of the best grant experiences we have ever had, and we will look forward to any other grant opportunities with Georgia Power in the future.
- **Thomas County Central High School of Thomas County Schools (5):** Grant communication was excellent. Jaclyn Colona provided information and feedback in a timely manner and was very helpful during her site visit. We enjoyed working with her through this process.
- **Twiggs County Public Schools (5):** I rated the support from GFPE as a 5 because my experience throughout the grant period has been outstanding. The grant management process was well-organized and easy to follow. Anytime I had questions or needed clarification, the technical assistance and programmatic guidance were readily available and incredibly helpful. Communication was consistent and supportive, and I always felt like I had someone to reach out to. I truly appreciate the partnership with GFPE and Georgia Power, your support has made a real difference in helping us expand opportunities for students and better prepare them for careers in

high-demand fields like cybersecurity and engineering. Thank you for your continued commitment to education and workforce readiness.

- **Union County College and Career Academy (5):** Union County Schools is extremely grateful for the grant provided through the Georgia Foundation for Public Education (GFPE) and Georgia Power. This funding played a critical role in launching our new Collision Repair program at Union County High School during the 2024-2025 school year. Thanks to this support, we were able to purchase essential tools and equipment that allowed us to offer high-quality, industry-relevant instruction from day one. Union County Schools is committed to building strong workforce pathways for our students. The GFPE grant has had a direct and immediate impact on our ability to prepare students for in-demand careers and to respond to the urgent needs of our local industry partners.
- **Valdosta City Schools (5):** I really appreciate all of the Workforce for Georgia team as well as our Georgia Power team for all their help and support in helping us expand our Construction program. Everyone has been a pleasure to work with and I appreciate all the support. Huge thanks to Mr. Joe Brownlee for all his support and for coming to the school to officially present our check, and Mrs. Jaclyn Colona for all the help and support with the Webinar, and she is always available and has been a pleasure to work with! Mrs. Colona sends us reminders and grant check-in's and I appreciate everyone's support! Thank you for all your support!
- **Vidalia High School of Vidalia City Schools (5):** The support from GFPE/Georgia Power has been instrumental in helping us launch and grow the Early Childhood Education program at Vidalia High School. While this is a new program, the initial feedback from students and local partners has been very positive, and I am confident that continued support will enable us to expand and deepen the impact on student career readiness.