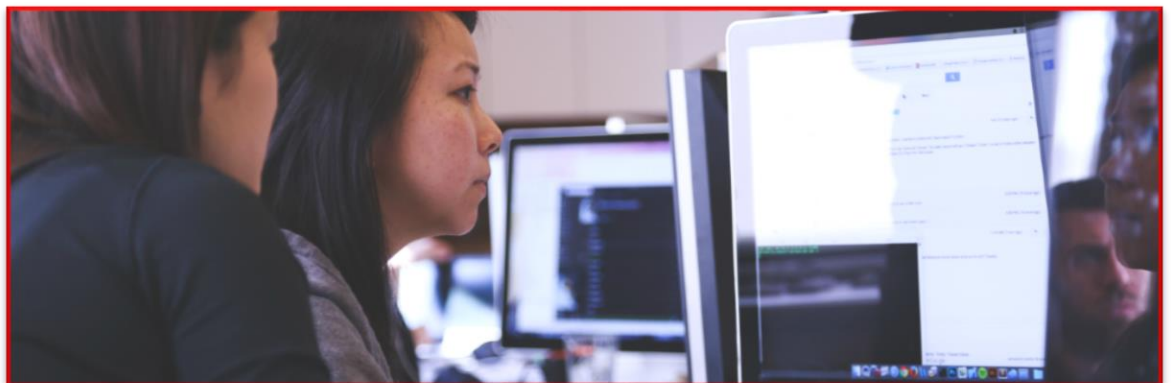


# 2020 WORKFORCE DEVELOPMENT GRANT PROGRAM IMPACTS REPORT



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# INTRODUCTION

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In September 2020, the Georgia Foundation for Public Education (GFPE) partnered with the Georgia Power Foundation (GPF) to launch the Workforce Development Grant, a competitive opportunity designed for Georgia schools and districts to build capacity in their existing Career, Technical, and Agricultural Education (CTAE) or College and Career Academy programs, or improve Career Pathway offerings to meet the workforce needs of local industries and businesses. The grant offered schools and school districts between \$10,000 and \$25,000 to implement the programs.

In December 2020, GFPE and GPF announced that they awarded 13 schools and school districts, totaling just over \$279,000. The grants focused on a variety of workforce development needs, as determined by the applicant. This report summarizes the outcomes for the 2020 WFDG grantees and presents four grantee spotlights.

GFPE, the philanthropic arm of the Georgia’s Department of Education’s (GADOE), exists for the single purpose of supporting educational excellence for students in Georgia. Through donations, the foundation is able to fund a variety of projects, as well as serve as a channel for organizations to fund their vision.

Georgia Power is dedicated to giving back to the communities they serve. 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.

## WORKFORCE DEVELOPMENT GRANT AWARD WINNERS & PROJECT TITLES

Atlanta Area School for the Deaf, *The Quest for Sustainability*

Commodore Conyers College and Career Academy, Inc., *Planting Seeds for Tomorrow*

CTAE and Hutchings College & Career Academy, Bibb County School District, *Building Today’s Talent to Meet Tomorrow’s Workforce Needs*

Decatur Career Academy, City Schools of Decatur, *Implementation of Computer Programming Pathway in the City Schools of Decatur*

Central Educational Center, *Expanding the pool of potential Advanced Manufacturing Technician Apprentices*

Early County High School, Early County Schools, *Incorporating STEM into Agriculture*

Chattooga County Schools, *Healthcare Occupations Sim-Lab*



Golden Isles College and Career Academy, Glynn County Schools, *Implementing Motor Controls and Programmable Logic Controllers into the Career Pathways*

Meriwether County Schools, *Technology, Employability, and the Arts*

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*“Thanks to the support of Georgia Power, schools will be able to access grants to underscore and expand those efforts, increasing the number of students who have access to relevant, career-focused coursework and opportunities.” – GFPE’s Executive Director, Paige Pushkin*

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Greene College and Career Academy, Greene County Schools, *Greene Manufacturing: Using CAD and CNC Equipment to Develop 21st Century Learners and Workers*

Jefferson High School, Jefferson City Schools, *Jefferson High School Dual Enrollment STEM Start*

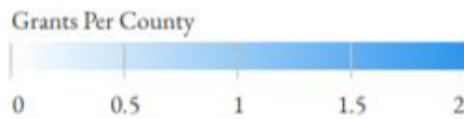
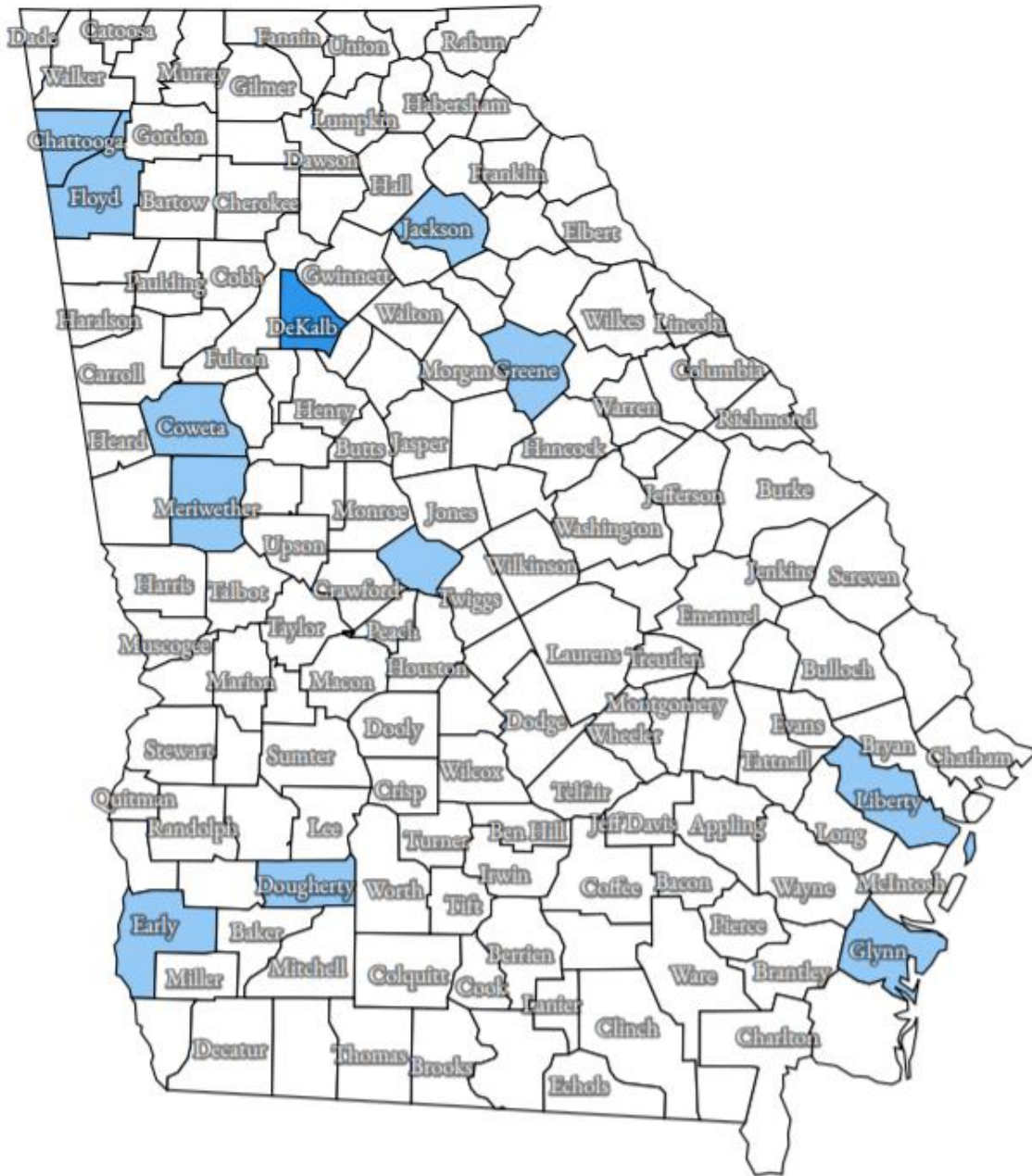
Liberty College & Career Academy, *Liberty College & Career Academy Patient Care Technician Program*

Rome City Schools College and Career Academy, Rome City Schools, *Sending Our Wolves to Work*



# MAPPING THE WORKFORCE DEVELOPMENT GRANTEES

## GRANTS BY COUNTY



# Workforce Development Grant Impacts

At a Glance



Over 3,200 Students  
**IMPACTED** by WFDG  
programs



53% of all students impacted were **MALE**

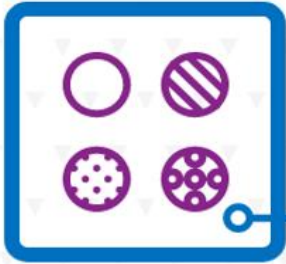
47% of all students impacted were **FEMALE**



30 **SCHOOLS** impacted



91% of all students impacted were  
**ECONOMICALLY DISADVANTAGED**



56% of all students impacted were  
**MINORITIES**

# CHATTOOGA COUNTY HIGH SCHOOL, CHATTOOGA COUNTY SCHOOLS

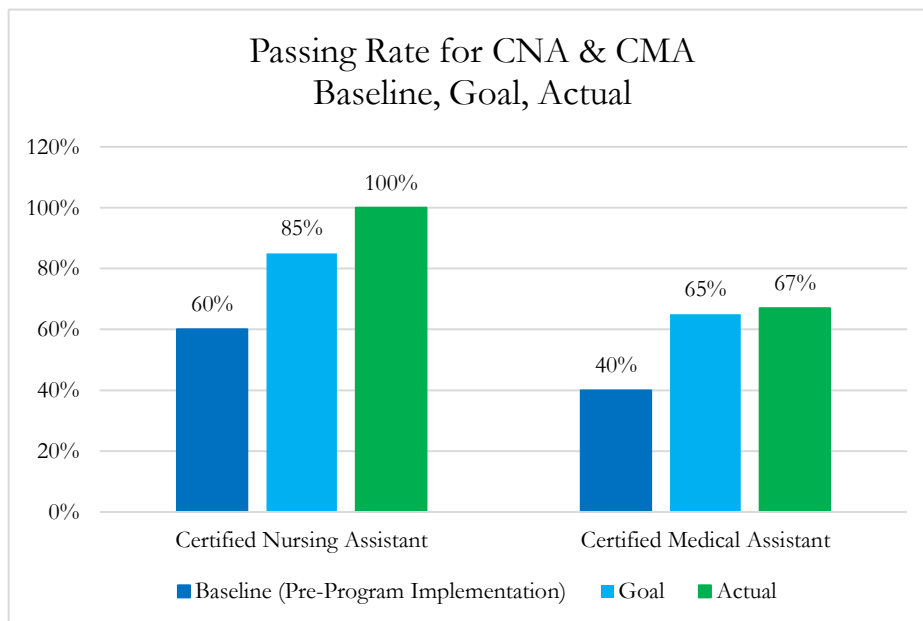
## HEALTHCARE OCCUPATIONS SIMULATION LAB



There is a secondary education trend sweeping across the country: preparing students for the workforce via work-based learning (WBL) programs. The goal of WBL programs is to foment interest in high-need fields *before* students graduate high school. In doing so, students are more likely to select the educational pathway best suited to their professional goals.

Chattooga County High School (CCHS) of Chattooga County Schools is one school providing just this kind of experience to its students. One of its WBL programs is the CCHS Healthcare Occupations Sim-Lab – a simulated healthcare environment designed to provide clinical training to high school students. The program provides students with training in, as well provides the opportunity to receive certification as a Nursing Assistant (CNA) and a Medical Assistant (CMA) – two areas of very high need in the medical field.

In 2020, the Healthcare Occupations Sim-Lab received a \$15,000 WFDG to better furnish their lab with standard clinical equipment with the primary goal of increasing the number of students who pass their clinical certification exams. With the funding, the school purchased computerized mannequins used in post-secondary clinical settings, wound kits, and a hospital bed. In addition, the school also used funding for staff to get trained on how to use the mannequin to better serve the students. The program goals were for 85% of students to pass the CNA exam and 65% of students to pass the CMA exam. The school surpassed all of its goals, summarized in the graph below:





# CENTRAL EDUCATIONAL CENTER, COWETA COUNTY SCHOOL SYSTEM

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## CERTIFICATIONS, APPRENTICESHIPS & A PAYCHECK

Central Educational Center (CEC), a Coweta County Schools System charter school, provides students with a unique opportunity to learn workforce skills by combining secondary and post-secondary education with training from local business and industry. CEC is the home to the innovative and industry-focused educational approach, the Georgia Consortium for Advanced Technical Training, or GA CATT. Through theory, practice, and work, high school and college students can gain marketable, internationally-recognized technical skills needed for the manufacturing workforce, all with the possibility of earning a paycheck and a job offer.

In 2020, CEC received a \$24,000 WFDG to recruit 10 students to GA CATT. Specifically, the school aimed to provide students with certifications in advanced technical training to ultimately place students in apprenticeships with local businesses. In securing an apprenticeship, students could earn a paycheck while gaining on-the-job experience, as well as the coveted “foot in the door” at the local businesses with which they worked. By the end of the program, CEC had certified 11 students, including ten males and one female. More impressive, the majority of students had secured employers to sponsor them through an apprenticeship.



# GREENE COLLEGE & CAREER ACADEMY, GREENE COUNTY SCHOOL SYSTEM

## MADE FOR STUDENTS, BY STUDENTS

The Greene College & Career Academy offers its students a variety of career pathways to help prepare them to be college and career ready by the end of high school. In 2020, the GFPE and GPF awarded a \$25,000 grant for GCCA's Manufacturing, Welding, and Construction pathway students to receive advanced training in Computer Aided Design (CAD) and Computer Numerical Control (CNC), two highly marketable and sought-after skillsets in the local industries. Using these skills, students built, designed, and marketed products in their respective pathways to sell in the school store, which is operated by the students. Proceeds from the products sold in the store would directly benefit their pathways' Career and Technical Student Organizations to fund field trips, school functions, and more. Most importantly, the opportunity provided students with authentic work experiences, such as project management, time management, and assessing customer wishes.



By the end of the grant year, the program reported the following outcomes:



- Participating students indicated a 96% positive view of the CNC training and equipment, as measured by a student satisfaction survey;
- The Manufacturing, Welding, and Construction pathway completion rate was 87%, an increase of six percentage points from the previous year's 81%; and
- Participating students produced an average of one item each to sell in the store, with the goal of each student to produce three more items by September 2021.



# LIBERTY COLLEGE & CAREER ACADEMY, LIBERTY COUNTY SCHOOL SYSTEM

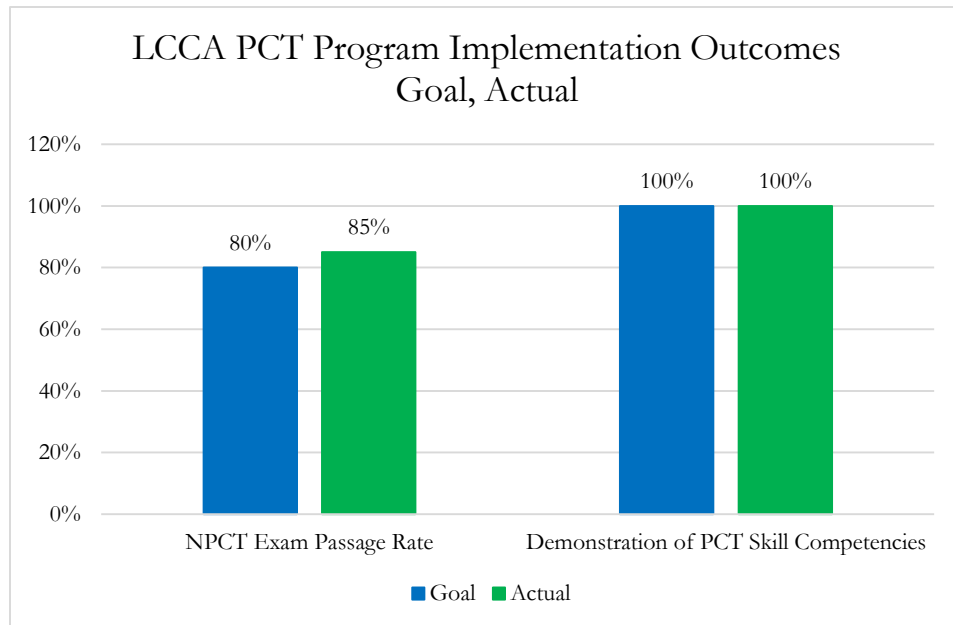
## FOMENTING INTEREST IN THE MEDICAL FIELD



If there is anything that the pandemic taught us, it is that the medical field may be considered the backbone of our society. In response, the Liberty College & Career Academy (LCCA) sought to create the Patient Care Technician (PCT) pathway with two main goals: to meet the needs of the local healthcare industry and to offer high school students the chance to receive

certification in a high-demand career. The PCT pathway provides students with the chance to become certified in a healthcare field without attending college and, more importantly, gives students exposure to other potential career pathways in the medical field.

LCCA received a \$25,000 WFDG to purchase a PCT curriculum and furnish a lab to provide students with a hands-on, clinical setting to learn the skills. The program set ambitious goals for its first year of implementation, including an 80% passage rate on the National Certified Patient Care Technician (NPCT) exam. The main outcomes of the program are summarized in the graph below:





## KEY TAKEAWAYS & LESSONS LEARNED

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Using the Workforce Development Grant, recipients were able to expand CTAE and career academy offerings, putting their students on the pathway to college and career success following high school. Despite challenges related to the pandemic, grantees were able to largely complete the goals they set out for their programs and, in some cases where work was derailed, were able to continue implementation in the 2021-2022 school year.

The WFDG evaluation provides a space for grantees to rate their progress towards program goals. Grantees provided a rating of either green, yellow, orange, and red, which correspond with on-track, somewhat on-track, somewhat off-track, and off-track, respectively. GFPE conducted an analysis of the progress towards goals by assigning numerical codes to the qualitative rating scale, with four being on track and one being off-track. No grantees rated their program as off-track and one grantee rated their program as somewhat off-track. Overall, grantees rated their progress towards goals an average of 3.5, indicating that they met or exceeded the majority of goals they set out to achieve.

Some grantees fell just short of their WFDG goals. The common through line for those that fell short of their goals was COVID-19. As a result of school closures and student and faculty absences due to quarantine, some programs were unable to initially meet program goals. As one grantee indicated: "...COVID-19 impacted our ability to fully implement the goals...Only 50% of high school students returned to in person instruction and teachers were providing in-person and virtual instruction at the same time. It was a 'perfect storm' of barriers."<sup>1</sup> In addition, some manufacturing-focused and medical-focused programs had to delay partnerships with local industry and hospitals, respectively, due to temporary business closures and hospital restrictions due to the pandemic. For example, Liberty College & Career Academy of Liberty County School System revealed that although nearly 85% of their Patient Care Technician students passed the national exam, "[students] did not conduct venipunctures on live penitents due to no access to the clinical site." Most of the programs that either fell short of meeting their goals as a result of COVID-19 indicated that they will be able to pick up where they left off in the 2021-2022 school year. Finally, while grantees indicated successes and challenges during the grant year, most importantly, they were able to build the infrastructure for long-lasting programs to continue in the 2021-2022 school year and beyond, as reported by the College & Career Academy of Rome City Schools: "Thankfully, the grant has provided us a resource that will not just be beneficial during the grant period but for years to come..."

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*"Thankfully, the grant has provided us a resource that will not just be beneficial during the grant period but for years to come..."*

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<sup>1</sup> Atlanta Area School for the Deaf, 2020 Workforce Development End-of-Grant Evaluation Report.



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

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Grantees are required to provide end-of-year grant evaluation forms. 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 2020 end-of-grant 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 12 grantees that provided a rating, ten gave GFPE an excellent rating.
- GFPE & GPF received an overall average rating of 4.8.
- Seven 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:
  - **Atlanta Area School for the Deaf:** Everyone has been understanding with what schools faced due to the pandemic. This type of flexibility has been greatly appreciated!
  - **Bibb County School District:** This grant allowed us to provide our students with stackable credentials, ensuring that they are college and career-ready. Also, they are entering the future-ready pipeline with amazing.
  - **Central Educational Center, Coweta County School System:** Thank you very much to Georgia Foundation for Public Education and to Georgia Power Foundation for collaborating on this project. The coaching you provided to make us aware of this innovative grant was invaluable. The collaboration between the two foundations is significant as it allows focus on these "last mile" projects, such as GA CATT 2.0, that leverage millions of dollars of long-established local and state investment to create new structures that provide the FINAL connection to help our students become successfully employed in living wage careers locally. You were the right team at the right time to help us develop this pipeline that can last indefinitely, and is already proving to be successful. I hope you can show this "model" to other business and education partnerships. It is the innovation that our students need to better secure their futures. P.S.— Some of the students who began the program without employer sponsors are now being hired as apprentices.
  - **Chattooga County High School, Chattooga County Schools:** We had hoped to get a press release when we were awarded the grant, but other

than that, the support / communication that we received was very agreeable.

- **Early County High School, Early County Schools:** We are grateful for the opportunity to be granted the funds to start this program. It is a program that we have wanted to begin for a while but could not due to the cost of the equipment. Thank you for giving us the head start we need to develop agriculture programs that focus more on advanced technology instead of the more traditional concepts of agriculture.
- **Golden Isles College and Career Academy:** On behalf of the Golden Isles College & Career Academy, we want to extend our thanks to the Georgia Power Foundation for awarding us this grant. We have already experienced an increase in enrollment for the 2021-2022 school year that far exceeds our goal of an annual registration increase of 20%. With a GREAT instructor, new equipment, excited students, and the influence of THIS GIRL CAN, we anticipate continued growth in our Engineering pathway! Paige Pushkin and Dialo Cartwright have been extremely helpful and supportive of our students' building PLCs. They are available when questions arise and attentive to providing us with answers in a timely manner.
- **Greene College & Career Academy, Greene County School System:** The Georgia Power Foundation consistently communicated needed information in a timely manner and provided support when needed. Our school system is thankful for the foundation's commitment to improving the quality, relevance, and rigor of instruction for our students.
- **Liberty College & Career Academy, Liberty County Schools:** Thank you for this opportunity. The addition of the Patient Care Technician program is a great benefit for our students and will prepare them to be successful as they enter the field of medicine. We look forward to the continued growth and development of this program.

