Georgia Narrative Report 2010-2011

Georgia's Office of Adult Education Overview

Georgia's Office of Adult Education (OAE) functions under the auspices of The Technical College System of Georgia (TCSG).   The overarching goal of this office is: *Creating a Workforce for Georgia to Build a Future for Families.*

The OAE mission statement is "*To enable every adult learner in Georgia to acquire the necessary basic skills — reading, writing, computation, speaking, and listening — to compete successfully in today's workplace, strengthen family foundations, and exercise full citizenship".* Approximately 1.2 million adults over age 18 in Georgia have less than a high school education.

Georgia's Office of Adult Education supports grant sub-recipients in 37 Service Delivery Areas (SDA), each managed by a program administrator. The SDA programs are locally operated by twenty-five technical colleges, five community based organizations (CBO), five school districts, one housing authority and one University System of Georgia four-year college. OAE supports 1,451 full/part-time instructors at 561 sites serving Georgia's 159 counties. Georgia enrolled 64,668 students in adult education courses in 2011, which is 0.9 percent of Georgia's total adult population. During that same time period, Georgia's adult education programs also served 4,521 institutionalized students.

FY 2010-2011 was a year of transition for the Georgia program. The State Director, Assistant Commissioner Josephine Reed-Taylor, was promoted to Deputy Commissioner for TCSG and replaced by Beverly E. Smith on November 1, 2010.
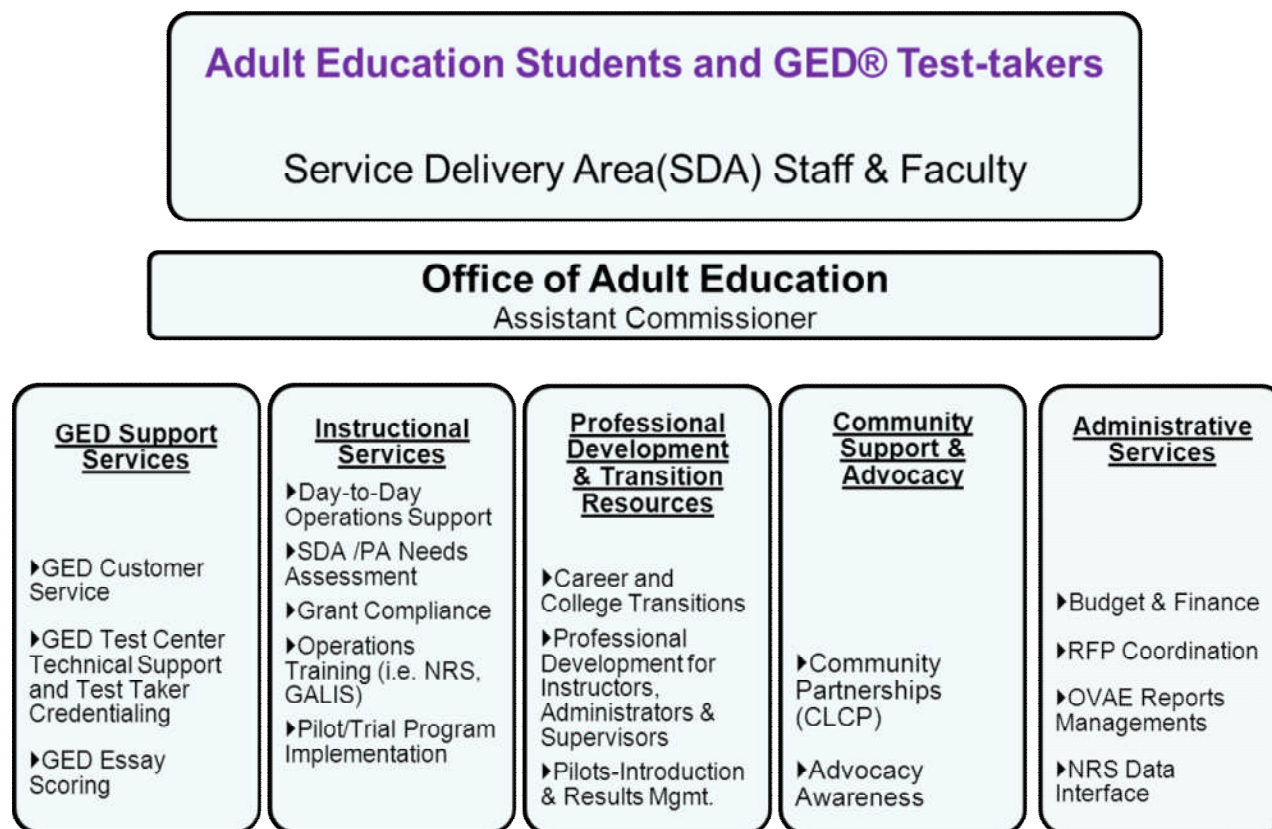
While the focus continues to be on the provision of grant sub-recipients oversight, comprehensive technical support and staff professional development, OVAE's emphasis on monitoring, teacher effectiveness, career awareness/pathways and collaborative partnerships led the state's leadership to engage its sub-recipients and staff in the development of a 2016 Vision (provided on page 10 of this report). The visioning process led to the subsequent restructure of the staff support office to meet the needs of the vision and OVAE's additional priorities.

The new structure (see next page graphic) separates the grant sub-recipients technical assistance team from the unit which provides support for professional development and transition resources (PDTR), the latter of which is developing an I-BEST like education model for the state of Georgia. The new structure has also allowed the technical support team (formally called Regional Education Coordinators (RECs) and now called Grant Program Support (GPS) Coordinators) to focus their attention on monitoring SDA progress towards meeting NRS goals and program roadblock resolution.

OAE is also taking the lead in creating strong collaborations with Georgia's Department of Labor, the technical education staff at TCSG's system office and TCSG college presidents and vice-presidents of academic affairs. These collaborations are essential to the adult education student's success in gaining employment and/or college admission.

OAE has made a conscious decision to increase the number of counties and cities involved in its Certified Literate Community Program (CLCP). The financial and volunteer support provided to Georgia's adult education students through this program as an essential supplement to reaching the goal of a fully literate Georgia.

Georgia's Office of Adult Education Organizational Structure

Adult Education Students and GED® Test-takers

Service Delivery Area(SDA) Staff & Faculty

Office of Adult Education
Assistant Commissioner

GED Support Services	Instructional Services	Professional Development & Transition Resources	Community Support & Advocacy	Administrative Services
▸GED Customer Service ▸GED Test Center Technical Support and Test Taker Credentialing ▸GED Essay Scoring	▸Day-to-Day Operations Support ▸SDA /PA Needs Assessment ▸Grant Compliance ▸Operations Training (i.e. NRS, GALIS) ▸Pilot/Trial Program Implementation	▸Career and College Transitions ▸Professional Development for Instructors, Administrators & Supervisors ▸Pilots-Introduction & Results Mgmt.	▸Community Partnerships (CLCP) ▸Advocacy Awareness	▸Budget & Finance ▸RFP Coordination ▸OVAE Reports Managements ▸NRS Data Interface

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1. Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

The Office of Adult Education (OAE) in the Technical College System of Georgia (TCSG) promotes and provides adult education programs to all 159 counties in Georgia through 37 Service Delivery Areas (SDA). The OAE monitors, reviews and evaluates local programs; coordinates providers and advisory committees; and facilitates collaboration among local and state organizations to improve adult education efforts.

In order to identify the professional development needs of the adult education community, ongoing instructor reviews were conducted by local programs and state staff members to determine development needs of instructors. In addition, a statewide electronic assessment was conducted to guide in planning for the content of the Teachers' Academy and Fall Adult Education Institute. Professional Development Evaluation Instruments were also used to identify needs following each state-sponsored training session. A comprehensive statewide needs assessment will be conducted for the new fiscal year.

In FY 2010-2011, professional development was provided for adult education personnel through various instructional methodologies—face-to-face training, workshops, and online classes. The state maximized access to professional development by providing multiple training opportunities to adult education practitioners at convenient locations and via flexible scheduling.

National Initiatives

1. **Standards in Action**
   Georgia participated in the roll out of the OVAE sponsored Standards in Action (SIA) initiative which consisted of four face-to-face innovation institutes, four webinars, and monthly check in calls, as required. Three programs participated in the state level SIA initiative with 17 teachers, three program administrators and three state staff forming the implementation teams. Each face-to-face training session in Washington, D.C., was followed by content being brought back and disseminated through state leader led sessions that included implementation support and ongoing technical assistance. Lastly, a state SIA strategic plan was created to ensure the roll out and sustainability of the program moving forward. The state of Georgia will implement the program in three phases over a five year period.

2. **Adult Numeracy Institute (ANI)**
   Georgia participated in the Adult Numeracy Institute project to provide high-quality math instruction to teachers and programs throughout the state of Georgia. ANI provides knowledge building in support of state standards, instructional methods, and mathematical pedagogical content knowledge. Georgia participated in three face to face institutes with 34 participants representing ten programs statewide. Classroom observations were conducted and regional meetings were held among the participants. Finally, post observations and evaluations were conducted at five of the schools with ten teachers.

3. **National Career Awareness (NCA) Project**
   Georgia was one of eight states selected to participate in the first round of the National Career Awareness (NCA) Project, a six month intensive project designed to increase and improve adult learner preparation for college and career by helping adult education staff incorporate career awareness and planning into instruction and counseling activities. The four local programs selected in the State of Georgia to pilot implementation were Athens Technical College Adult Education Program, Cobb County School District Adult Education Program, Georgia Northwestern Technical College Adult Education Program and Southern Crescent Technical College Adult Education Program.

4. **NRS Regional Training**
   Two State staff members, along with two local adult education program administrators, attended the regional National Reporting System (NRS) training in Chicago, Illinois conducted by the American Institutes for Research (AIR), *2010 Regional Training – Diving Deep into the NRS Local Pool: Attendance, Transition Outcomes, and Educational Gain.* This training focused on ways to analyze the core NRS outcome measure of educational gain, the four follow-up transition measures, and student attendance and suggested areas to examine to plan program improvement efforts. The information learned at this Regional Training was shared with our grant sub-recipients via two face-to-face training sessions. All programs participated. Sharing of program data using the Data Diving model was included in two subsequent program administrator meetings.

5. **Learning to Achieve**
   In FY2010-2011, fifteen (15) trainers were certified to facilitate Learning to Achieve training statewide. Training sessions will be held regionally in FY2011-2012.

State Initiatives

1. **Teachers Academy and Fall Adult Education Conference 2010**
   In partnership with the University of Georgia, each year the state provides two major professional development activities in a concentrated forum: the Teachers' Academy and Fall Adult Education Conference. Based on a comprehensive state wide needs assessment, core Adult Education content areas are the focus of the Teachers' Academy. More than 200 teachers participated in the 1 ½ day Teachers' Academy intensive training event. Workshop sessions centered on intensive evidence based reading, writing, and math.

The Fall Adult Education Conference presented sessions in various tracks designed for Adult Basic Education (ABE)/Adult Secondary Education (ASE) teachers, ESL teachers, and program administrators to learn from local and national leaders in the field of adult education. 500+ adult education practitioners participated in the sessions.

2. **EAGLE**
The February 9-11, 2011 EAGLE (Exceptional Adult Georgian in Literacy Education) program celebrated eighteen years of recognizing adult learners in pursuit of excellence. The program honors students from throughout the state that have demonstrated exceptional achievement in adult literacy classes. EAGLE is designed to create a greater awareness of educational opportunities that are available in local communities across the state and to foster involvement in lifelong learning pursuits.

3. **Essential Knowledge Guidebooks**
In conjunction with the University of Georgia printable handbooks were created to provide teachers with the essential information they need to be productive in a Georgia Adult Education program and to allow teachers to demonstrate their mastery of each handbook's content by completing a short online test for each handbook. The handbooks are currently being piloted with a sample group of teachers and will roll out in the summer of 2012. There are three handbooks:
   - *Essential Knowledge for Adult Basic Education and Adult Secondary Education: A Handbook for Instructors*
   - *Essential Knowledge for Adult English as a Second Language Education: A Handbook for Instructors*
   - *Essential Knowledge about the Office of Adult Education's Curriculum Framework and Student Education Plans: A Handbook for Instructors*

4. **Transitions Resources**
During FY2010-2011 the Office of Adult Education (OAE) added a new division to its overall programming, Professional Development and Transitions Resources (PDTR). Under the support of Transitions, resources include:
   - Transition planning and coordination
   - Fast Track/Boot Camp Initiatives
   - Jump Start Initiatives
   - Career Pathways Initiatives
   - Career Awareness Curriculum
   - Workplace Education Programming
   - Work Ready Credentialing

5. **Online Professional Development Courses**
In partnership with the University of Georgia, online professional development classes continued to be an important training option for many teachers across the state. 106 teachers participated in online courses in FY2010-2011. Seven online courses were offered this spring to full-time and part-time teachers in OAE-sponsored programs. These courses were designed specifically for adult educator needs. Each facilitated course lasted four weeks. Each participant who satisfactorily completed a course was awarded a certificate and PLU credit. Each class was 25 contact hours and candidates were provided the opportunity to earn two Professional Learning Unit (PLU) renewal certificate credits per class. The courses offered were as follows:
   - Planning for Transition in Adult Education Programs
   - Effectively Dealing with Youth in the Adult Education Classroom
   - Effective Strategies for Teaching Basic Math to Adults
   - Effective Strategies for Teaching GED Level Math
   - Effective Strategies for Teaching GED Level Reading
   - Effective Strategies for Teaching GED Level Writing
   - The Effective ESL Multi-Level Classroom

Program Administrator Professional Development

1. **Operations Meeting**
   An Operations Meeting was held August 2010, at Clayton County Public Schools' Professional Learning Center. Program Administrators attended the meeting to discuss procedures and strategies for FY2010-2011. The meeting presented information on the following:
   - Transformation of Adult Education into a Skilled Workforce
   - NRS Proposed Changes
   - Budget and Program Management Financial Checklists
   - State Initiatives including; SIA, STAR, Distance Education and Workplace/Health Literacy initiatives.

2. **Fall Conference**
   As part of the Fall Conference, Program Administrators were updated on topics such as statewide GED Updates, Managing Change in the Dynamic World of Adult Education, Developing Career Pathways and The Impact of Numeracy Instruction on Student Progress.

3. **EAGLE**
   Program Administrators participated in professional development with session topics covering: Visioning and the New Organization, Impact of Data on Program Improvement and Recruitment and Retention. The visioning activity resulted in goals identified to be completed by the OAE by the year 2016, which are included with this report on the final page.

4. **Retreat**
   Program Administrators participated in a professional development retreat on April 13-15, 2011. Attendees took advantage of workshops that were designed to provide information, best practices and opportunities for staff to leverage the knowledge of the group and to foster cooperation, and collaboration. Workshops included the following topics:
   - RFA & Budgets
   - New Direction of Adult Education
   - Ramifications of Verification of Eligibility on program stability
   - The Use of Social Media for Recruiting and Retention
   - Partnerships and Collaboration with the Department of Labor
   - Effective GED Graduations

Technical Assistance

General

OAE has offered technical assistance to local programs including, but not limited to, NRS, performance improvement, recruitment and retention, NRS assessments, data collection, data management and data reporting. The ongoing methods of technical assistance are telephone, email, site visits, training, and state events. This technical assistance is provided by dedicated system office personnel that are assigned regionally.

Many technical assistance resources on assessment, data collection, and follow-up procedures are now available online. The Technical College System of Georgia website (www.tcsg.edu) features information on the adult education program and contact information. Through collaboration with the University of Georgia, the OAE Online Professional Information Site (http://literacy.myweb.uga.edu) provides access to the virtual Georgia Policy and Procedure Administrative Manual for Adult Education and Family Literacy Programs which includes links to additional policy documents, forms, instructions, and definitions. It also houses information on the Request for Application (RFA) grant process. In addition, OAE created a Listserv for adult education (ADULTLIT-L@list.tcsg.edu) that is used to disseminate information and offer teachers and administrators the opportunity to share best practices and ask for assistance from peers.

Throughout FY2010-2011, ongoing professional development was provided by OAE personnel. Topics covered were: goal setting, data quality management, data analysis, the assessment policy, and analysis of performance outcomes.

Data Management
The Technical College System of Georgia Data Center, coordinating with the OAE, began development of the GALIS during FY 2005-2006. GALIS is a web-based database application that the 37 adult education and EL/Civics service providers use to collect and report data necessary for local, state and federal reporting requirements. GALIS tracks student demographics, testing, goal attainment, enrollment, attendance and completion data, as well as site, staff, and class information. The GALIS application is designed to reflect OAE policies in the Georgia Policy and Procedure Administrative Manual for Adult Education and Family Literacy Programs.

GALIS is also a comprehensive reporting tool, providing users with statewide and local reports. Reports are available for edit checks, student populations, tracking attendance, enrollment and hours, and NRS tables. Development of GALIS is ongoing. Features are added or changed to reflect changes in the policy and procedure manual and to meet the growing needs of the local programs. Reports are also added or updated as needed; more than 200 reports are now available in GALIS. During FY2010-2011, training videos were added to assist local programs with training new users. Onsite training is available upon request.

Support and continued development of the GALIS application and reports are provided by the TCSG Data Center. A help desk is available for our users for all GALIS-related questions at datacenter@tcsg.edu.

Monitoring and Evaluation
Continuous data monitoring, site visits, and on-site reviews identified areas in which technical assistance was needed for program improvement. Specific attention was paid to those programs with low performance data and targeted technical assistance was provided to help improve program outcomes.

Three formal methods were used to provide monitoring and evaluation of program improvement activities.

1. On-Site Program Reviews - OAE continued its contract with the University of Georgia to provide logistical support and facilitation of the annual On-Site Program Reviews. Eight programs were identified from the state's monitoring cycle schedule and were evaluated on the quality of instruction, adherence to policies and procedures, and overall quality of program administration. Following the On-Site Review, a formal written report was provided, and each program was asked to respond in writing to any areas identified in the written report that needed improvement. In order to ensure that need areas were addressed appropriately, the RECs provided follow up with support and technical assistance as necessary.

2. Mid-Year Program Improvement Report and Plan – A formal mid-year written report was provided to each program using comparative performance year-to-date GALIS data. Local programs were asked to develop written action plans to address all data areas, but specifically areas in need of improvement or of decline. These plans were reviewed by the RECs for appropriateness and for evaluation purposes.

3. Annual Self-Assessment - A formal self-assessment addressing all performance areas was required of all local programs. Programs self-identified areas of concern and provided written comments on plans and timeframes for improvement. The self-assessments were reviewed by the RECs for needed targeted technical assistance and evaluation efforts for the upcoming fiscal year.

2. Describe any significant findings from the eligible Agency's evaluation of the effectiveness of the adult education and literacy based on the core indicators of performance.

A needs assessment was conducted with the local Program Administrators during the month of October 2011 about their experiences in FY2010-FY2011. They cited many factors for the decline in enrollment and level completions with an emphasis on the following:

Factor Number 1: State requirement for Verification of Eligibility form
The Georgia Legislature passed a law January 1, 2010, that amended O.C.G.A. §50-36-1 to now require adult education students, 18 years of age and older, to declare their citizenship/immigration status via a notarized affidavit. The impact of this requirement resulted in the subsequent decrease in program enrollment, particularly in the ESL program. From FY 2009-2010 to FY 2010-2011 the Georgia Adult Education programs lost 60% of its ESL students, with 50% of those students being Hispanic/Latino.

Factor Number 2: Economic Downturn
The downturn in the economy has also played a major role in the declination in our student enrollment and level completions. Many of our adult learners are in search of employment and/or retaining employment. In FY 2010-2011, 54% of our students were unemployed. In fact, many of our largest counties have double-digit unemployment. Because of the lack of available jobs in their communities, many students do not see the benefit of getting their GED credential. Students also cited lack of childcare and transportation services as other reasons for being unable to attend.

Factor Number 3: Changes to the Assessment Policy
Assessment policy changes which increased the required hours between pre and post testing also significantly impacted program performance and level completions. In addition, these changes greatly impacted correctional programs where students are more difficult to retain because of transition to other facilities and release.

Factor Number 4: Decline in state funding
A 3% decrease from FY 2009-2010 to FY 2010-2011 in state funding resulted in the reduction of some program offerings. Some programs have had to cut hours for their personnel and reduce the number of instructional class offerings.

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3. **Describe how the Eligible Agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.**

The existing strong link between the local Adult Education program providers and other adult education entities, secondary schools, post-secondary educational institutions, career development programs, employment and training activities and the Rapid Response System for adult and dislocated worker employment continues to be strengthened by Georgia's Work Ready program. The local Adult Education Programs are administered by 25 technical colleges, one four year college, four public school systems and two community-based organizations and an additional EL/Civics program are administrated by two faith-based organizations and two community-based organizations. The partners bring their strengths to the table to create a community leading the way toward making Georgia a top destination for jobs and investments.

Programs offer childcare and transportation through a variety of local agreements. 41% of programs have child care provided by Head Start, Even Start, Right Start or Healthy Start. Other child care is provided by local ministries, grants, Temporary Assistance for Needy Families (TANF) or the Georgia Division of Family and Children Services (DFCS) through 52 local agreements. Transportation is provided through a variety of arrangements including bus transportation discounts, housing authority transportation and rural county school buses dropping parents off for classes.

Materials and services are provided to special needs students through 34 local agreements. A sign language interpreter and other materials are usually shared among several organizations or the Special Populations Department at Technical Colleges. Local service organizations such as the Lions Club provide visual aids.

State/Local Workforce Investment Board
The Commissioner of TCSG serves on the State WIB. Of the local programs around the state's 159 counties, two Program Administrators serve on the local WIB (Workforce Investment Board) and one serves on the Regional WIB. While there are three Technical College Presidents, who serve on the local WIB, primarily Vice Presidents of Economic Development serve on the local WIB.

One-Stops
Many One Stop activities are scheduled to be eliminated September 2011 due to decrease in funding. The local programs are looking at alternatives to absorb the activities into the Adult Education Program. Referral agreements continued to be the base component of One Stop agreements. One Stop services included promotion information, adult education classes, counseling, transition information, employability skills, training, resource sharing, assessment services, resource guides, collaboration of services, and placement of students. Adult Education works closely with youth counselors to coordinate services to youth and job shadowing continued in the areas of physical therapy, dental hygiene and childcare. Federal and state dollars designated for Adult Education were not used to support the One-Stop Delivery System.

Special Initiatives:

Georgia Work Ready Initiative
The Georgia Work Ready Certificate is a credential that documents and certifies a worker's level of trainability skills. It is based on ACT's WorkKeys Job Skills Assessment, which examines the essential foundational skills needed for virtually every occupation. Local programs in partnership with Georgia WorkReady staff provided 119 individuals the reading and math components of the WorkKeys Assessments resulting in 80 post tests. Of the post tests given 100% increased in both points and completion levels.

JumpStart – A Postsecondary Education Link
The OAE, in conjunction with the Technical College System of Georgia, created the "Jumpstart" Transition initiative that encourages enrollment of students in adult education programs to also enroll in a technical certificate of credit program at a technical college prior to completing the GED diploma. The program has recommended benchmarks for students in reading and mathematics to assure success in the academic coursework. Special admission codes were created in the student management system (BANNER) to track students enrolled in both adult education and technical college courses. In FY2010-2011, 158 students at 7 technical colleges were enrolled in GED prep adult education classes and a technical college credit program. 62% of the students are female, 56% are white, 39% Black, 3% Hispanic and 69% are under the age of 30. A third of the adult education students in JumpStart are co- enrolled in a Technical College health related program.

Accelerating Opportunities
Georgia received an Accelerating Opportunity planning grant (ABE to Credentials) from Jobs for the Future. For this grant, partnerships with the Georgia Department of Education, Georgia Department of Labor, Technical College System of Georgia (TCSG) Technical Education Division, TCSG Data Management Division, and the local technical colleges in Georgia were strengthened to enhance adult education learners moving from ABE to Credentials.

Certified Literate Community Program (CLCP)
With the Certified Literate Community Program, a community establishes an independent non-profit collaborative that mobilizes local resources to address the twin problems of limited funding and recruiting adult students in greater numbers. This business-education-government partnership makes literacy a community-wide commitment that has helped children, families and workers improve their literacy levels. The partnerships have resulted in successful public awareness campaigns and fund development. There are 78 counties and 2 cities participating in CLCP. Forty-seven counties and one city at the first level of certification have collectively made the commitment to serve 245,297 individuals. Thirty-one counties and one city, having achieved Certified Literate Community status (second level of certification) had a collective numerical goal of serving 163,346 individuals and served 211,307. Every one exceeded their goal and most did it in less than 10 years. Annually, CLCPs now secure over $2 million for their programs and an additional $1.8 million in in-kind resources. CLCPs sponsored 26 health literacy awareness programs.

Community Outreach Program Symposiums
In an effort to increase community support and advocacy for adult education, two regional Community Outreach Program (COP) Symposiums were held in the state - Savannah (2010) and Albany (2011). Local steering committees including area Certified Literate Community Programs, local leaders in businesses, civic, education, community-based organizations, faith-based entities, adult education students and TCSG representatives convened to provide attendees with information and resources to initiate or expand support of local adult education programs. COP symposium participants acquire tools, resources, and best practices to reach adults who might benefit from adult education services.

4. Describe successful activities and services supported with English Literacy/Civics and Citizenship Education funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.

EL/Civics programs were negatively impacted by the Verification of Eligibility (reference question# 2) which was required by state mandate and was implemented in January 2010. Additionally, the decline in enrollment was also attributed to the closing of factories and plants. However, Georgia Adult Education continued to provide training and technical assistance to programs with ESL EL/Civics student populations.

Activities and Services
Georgia Adult Education had a dedicated ESL EL/Civics staff support coordinator who conducted targeted training related to recruitment and retention, teaching in a multi-level classroom, and using graphic organizers for instruction. Also, training was provided for the NRS approved assessments - BEST Plus and BEST Literacy. For this fiscal year, 14 BEST Plus Test Administrator sessions (6 hours each), three BEST Plus Refresher sessions (3 hours each), and five BEST Literacy sessions (3-4 hours each) were offered to a total of 146 participants. The programs also received books, web links, listserv, links to webinars and other technical support to address the academic and social needs of students.

During FY 2010-2011 our EL/Civics programs reported that 84 students received their citizenship.

Number of Programs and Number of Learners Served
Nineteen (19) programs received EL/Civics grant funds, which included 12 technical colleges, two community-based organizations, two faith-based organizations and three school systems. Through these programs 6,531 students were enrolled in EL/Civics classes during FY 2010-2011.

In 2016, Georgia's Adult Education program will have:

- A cohesive Adult Education team that works together towards the final result with:
    - All SDAs and CBOs (Community Based Organizations) working as true partners and collaborators to leverage resources
    - At least one strong collaborative CLCP partner in every SDA.
    - A system office support staff of well-trained professionals who are considered to be a valued resource to the field.
    - Systems integration so that GALIS and Banner communicate.

- A true performance-based funding allocation includes:
    - a clear understanding of what it takes to resource each grantee/program
    - annual consequences (both for top performers and needs improvement)
    - an effort to match needs and resources as closely as possible (i.e. monies that provide for each SDA that is sized its staff correctly and be equipped with the necessary skills
    - realistically high goals set for the number of GED graduates during a program year
    - clearly defined standards for student level and program completions

- TCSG-OAE "PD University" in place with the goal of creating a fully "credentialed" professional teaching staff based on criteria agreed upon by all program partners.
    - Defined measures of success and training qualifiers required for all instructors and administrators
    - A core standard curriculum used by all SDAs that has customized modules created available based on local SDA needs.
    - Program Administrators that are well trained on how to effectively & efficiently organize limited resources, needs assessments, service delivery plans and evaluations.
    - A programmatic instructional plan that will ensure academic and social success for our students.
    - An annual professional development (PD) calendar listing all system-wide, SDA-specific and CBO professional development

- Technological resources and innovations to enhance current curriculum (online courses, smart boards in classrooms, less paper, etc.)

- The capacity, tools and available curriculum to service the "many faces of GED" regardless of their ability. (i.e. all age ranges, special needs, displaced workers) based on a clear understanding and appreciation for the reality about whom and where we serve our citizens.

- A student "experience" at our local sites that:
    - includes ideas generated from the student's voice
    - is consistent in providing an effective learning opportunity based on 21st century tools.
    - has an effective transition program and works in full partnership with the student and colleges in support of continued education and workforce development.
    - includes "Work Ready" is an integral part of the student curriculum
    - allows students to feel all sites are "safe environments".

- An Interagency Council on Adult Education in place with the goal of a full collaboration to support the "whole" student.

- A marketing plan that has been fully implemented so every citizen in Georgia knows how to access participate in a GED Education.

- A brand that is recognized and valued by all key stakeholders in GA (legislators, local business communities, non-profits who provide funding, potential students and the TCSG System Office).

- Consistent TCSG system-wide leadership support with equal status and respect for Adult Education as a strong and necessary "leg" on TCSG's 3- legged stool of "Tech Ed -Adult Ed-Quick Start."

- Georgia citizens with the need clamoring to get their GED!