

GEORGIA NARRATIVE REPORT FY 2011-2012

GEORGIA'S OFFICE OF ADULT EDUCATION OVERVIEW

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

The GOAE 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 enrolled 60,235 students in adult education courses in FY11-12, of which 4,083 were institutionalized students. GOAE's programs are staffed with 1,432 instructors (172 full-time and 1,260 part-time) at 561 sites serving Georgia's 159 counties. In addition, the program is supported by 337 local program volunteers and 1,868 volunteers and tutors through the Certified Literate Community Program (CLCP).

Georgia's Office of Adult Education conducted an open competition in the Spring of 2012 adding five new providers and removing two providers from the previous grant year. With the new open competition, there were some significant changes in sub-recipient requirements including a minimum of 6 hours per week per class to improve intensity and duration, a requirement for each program to have a transition coordinator to assist with career & college readiness, and a more definitive concise list of program assurances. Grants were awarded to thirty-seven (37) grant sub-recipients Service Delivery Areas (SDA), each managed by a program administrator. The SDA programs are locally operated by twenty-three technical colleges, five community-based organizations (CBO), two faith-based organizations (FBO), five school districts, and two University System of Georgia four-year colleges.

The focus of GOAE's staff support efforts continues to be on the provision of grant sub-recipients oversight, comprehensive technical support and staff professional development as well as OVAE's emphasis on monitoring, teacher effectiveness, career awareness/pathways and collaborative partnerships.

The seven member Instructional Services team, whose primary purpose is to provide technical assistance, monitoring and training, experienced many changes in personnel during FY11-12. The team hired a new director, two new Grant Program Support (GPS) Coordinators, and a new administrative assistant. With the resignation of the ESL-EL/Civics Coordinator, the GPS Coordinators absorbed the ESL-EL/Civics support function as a part of their job duties. The subsequent vacancy allowed the GOAE to create a new position of IS Technical Coordinator. This new position assumes the lead in the development of technical trainings and maintaining policies that guide the program.

The Professional Development and Transition Resource team is made up of a Transition Coordinator (new position), Professional Development Coordinator and a Director. The focus of the group is three-fold:

- Provide training and technical assistance to Transition Specialists state-wide
- Design, deliver and evaluate training and professional development for instructors, administrators and supervisors
- Identify, implement and evaluate national initiatives and program pilots

GOAE continues to take 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.

GOAE 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.

An awards recognition program to honor local programs for their achievements was implemented as part of the 2011 Georgia Adult Education Fall Conference. Based upon FY10-11 performance, programs were recognized in a variety of areas. A list of the first award winners is provided on Page 10 of this report. The goal to "treasure what we measure" has had a significant impact on overall results.

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 (GOAE) 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 GOAE 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 guide professional development efforts for the state and at the same time collect information which would allow for better support of local level programs, an environmental scan was conducted. Eight programs were selected from rural and metropolitan locations, as well as a variety of class settings (one room/multilevel classrooms, traditional leveled/content specific classrooms, Fast Track classes, computer lab classes, and correctional facility classes). Data was collected over a two day visit to each program and included a range of collection methods: classroom teaching observations of day and evening classes (ESL, ABE, and ASE), two hour focus groups with staff and instructors, separate focus groups with students, and one on one meeting with Program Administrators. While similarities in needs become apparent, the most prevalent central themes surfaced around the 2014 GED test; engaging, retaining, and motivating students to learn; teaching more effectively to different adult age groups, socio-economic groups, and students from different cultures; and delivering effective instruction in a multilevel classroom. As a result, a FY12-13 Professional Development plan is being implemented to support the needs of the adult education practitioners across the state.

NATIONAL INITIATIVES

1. Standards in Action

The *Standards in Action* pilot program was initiated and implemented in three programs in FY10-11 and ended in FY11-12. The initiative consisted of four face-to-face innovation institutes, four webinars, and monthly check-in calls. The pilot wrap up session was held August 2011 with a recap of the activities, results and feedback of the programs. A sustainability plan was created for state ongoing implementation.

2. National Career Awareness (NCA) Project: Integrating Career Awareness into the ABE/ESL Classroom

During FY10-11, Georgia was one of 16 states to participate in the *National Career Awareness Project* pilot. During this initial, Georgia created a sustainability plan detailing a process for expanding the scope of the pilot from an awareness project into the next phase which was Integrating Career Awareness into the ABE/ESL Classroom. In FY11-12, Georgia rolled out the second phase as well as supporting training sessions which consisted of a two day transition academy. Thirty two transition specialists were trained on the Integrating Career Awareness into the ABE/ESL Classroom curriculum and provided technical assistance to support the transition.

3. NRS Regional Training

The TCSG Assistant Commissioner for Adult Education (State Director) and Assistant Commissioner for Data Management attended the regional National Reporting System (NRS) training in Washington, DC (June, 2012) conducted by the American Institutes for Research (AIR), *FY12 Regional Training – Building an Adult Education Longitudinal Data System (LDS)*. This training focused on creating an awareness of the value of including adult education data into the state's LDS program. The intent was to connect adult education's data with the state's education data system in a collaborative effort. In Georgia this collaboration is already underway via GALIS.

4. Learning to Achieve

Learning to Achieve is a two-part curriculum that is designed to build teacher effectiveness through research based instructional practices and strategies to be used when providing instruction for adults with learning disabilities. In FY11-12 the initiative was delivered to 8 programs through 15 TCSG instructors. One hundred and thirty seven teachers were trained in FY11-12.

5. Leadership Excellence Academy (LEA)

Eighteen emerging adult education leaders in Georgia participated in year one of Phase II of the *Leadership Excellence Academy*. The overall focus of the two-year academy is to establish a responsive, cost-effective leadership development program which utilizes a skills-based approach, grounded in sound leadership and management concepts, principles, and practices. The Academy is built upon a foundation of research, theory, professional wisdom, and best practices. Training occurred over a twelve-month time frame with opportunities for application through a series of interim activities and learning projects. Technology-based delivery mediums, including online courses, discussion boards, electronic portfolios, and webcasts, were combined with face-to-face workshops to expand access. Workshops and webcasts were facilitated by national trainers with strong backgrounds in local adult education management and leadership. By participating, program managers can obtain the Certified Manager in Program Improvement (CMPI) national credential.

STATE INITIATIVES

1. Teachers Academy and Fall Adult Education Conference 2011

The TCSG Office of Adult Education offers two statewide professional development opportunities annually, the Teachers Academy and Fall Adult Education Conference. Based on a comprehensive statewide 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, English as a Second Language (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. To increase the intensity and duration of the workshops, the minimum length of each session was expanded to 1 ½ hours to include discussion and hands-on activity, when possible.

2. Exceptional Adult Georgian in Literacy Education (EAGLE)

EAGLE (Exceptional Adult Georgian in Literacy Education) honors students across the state who has demonstrated achievement in adult education classes. The program celebrated nineteen years of recognizing adult learners in pursuit of excellence in FY11-12 and continues to build awareness of educational opportunities in counties across the state and to foster lifelong learning.

3. Transitions Resources

During FY11-12 the Office of Adult Education (GOAE) supported student transition in the local programs by:

- (A) Allocating funds to local grantees to hire a transition specialist. The transition specialist (part or full-time) is responsible for coaching and advising adult basic education and English language learner students regarding information, procedures and academic requirements for admission into colleges/universities along with support for life skills needed for student success. With a transition specialist in place, local grantees are able to provide a continuum of services to span adult education instruction to GED graduation to postsecondary education and the workforce.
- (B) Restructuring system office and reassigning personnel. Within the Professional Development and Transition Resources (PDTR) division there is a dedicated "Transition Resource Coordinator". This person provides training, resources and technical support, to the transition specialist statewide.
- (C) Designing and implementing two, two day professional development opportunities for the transition specialist through statewide transition academies. The purpose of the academies was to assist local Program Administrators and Transition Specialist with the development and implementation of their local transition program. The academies addressed primary areas required for programming. Those areas included defining the Transition Program Purpose, establishing Partnerships/Collaborations, and Engaging Students.
- (D) Conducting face to face site visits to provide targeted technical assistance to emerging transition programs.

PROGRAM ADMINISTRATOR PROFESSIONAL DEVELOPMENT

Georgia's Adult Education Program Administrators received professional development throughout FY11-12 with several sessions being delivered during other statewide events which included:

Operations Meeting

The operations meeting kicks off the new fiscal year by providing Program Administrators an overview of program policies and procedures, grant management expectations and instructional best practices. The FY11-12 meeting included the following on the agenda:

- National Career Readiness Overview and Update
- Program Planning Simulation
- Smart Fiscal Management

Fall Conference

The FY11-12 Fall Conference included a specific track for Program Administrators that dealt with the topics of "What Supervisors Need to Know" and "Legal Support for the Office of Adult Education." Additional offerings included:

- NRS FY11-12 Updates and Reminders
- Recruitment and Retention Plans
- Underage Youth Policy and Procedures

EAGLE

The FY11-12 *EAGLE* recognition event afforded Program Administrators the opportunity to build upon the management track that was started at the Fall Conference. The administrators had a working session based upon the evaluation results of the PD sessions facilitated during the fall that focused on the question: What are the professional development needs of Program Administrators? The result of this session was the creation of the Program Administrator Masters Series. Additional topics that were presented were:

- Paper Based Testing vs. Computer Based Testing
- Transition and the Adult Education Student
- Understanding Advocacy and How to Leverage in Your Program

TCSG Leadership Summit

Program Administrators participated in the TCSG system wide Leadership Summit during April 2012. This event allowed Program Administrators the chance to network across TCSG as a whole and to hear about the state of the organization from the senior leadership team. Sessions included:

- Career Pathways and the K-12 System
- Georgia Workforce Development Initiatives
- Higher Education Partnerships
- Peer Group Meetings

TECHNICAL ASSISTANCE

All members of the GOAE provided technical assistance via emails, phone calls, teleconferences, meetings and on-site visits during FY11-12. However, this is a primary responsibility of the Instructional Services team and specifically the four GPS Coordinators, who work within assigned regions to help local programs address identified concerns such as performance improvement, instructional matters, student assessment, data collection and reporting, recruitment and retention, intensity and duration of classes and building the ESL program.

Assessment Pilot

Early in the fiscal year, a pilot for two potential new assessments, GAIN and TABE CLAS-E, was completed and the results were favorable to add both assessments. Plans were then developed to add GAIN for FY12-13 and TABE CLAS-E for FY-13-14. GAIN was added to the assessment policy, to appropriate trainings, and to the data management system for F12-13.

Program Improvement Plans

Toward the end of FY11-12, a systematic plan was developed to address programs that have consistently performed low on the NRS measures. The plan requires returning grantees that have performed in the lower quartile over the last 3-5 fiscal years to develop a Program Improvement Plan (PIP) with specific action steps that address student retention, post-testing and assessment, data analysis, and training and professional development. Returning grantees for FY12-13 were notified in their award letter that they were considered high-risk grantees and that a PIP was required.

Data Management

Georgia's data management system, GALIS (Georgia Adult Learners Information System), continued to be a valuable tool for local programs and the state office to monitor program performance and accountability. In addition to the required National Reporting System Reports, the data system has numerous reports for edit checks, attendance, comparisons of data between fiscal years, etc.

During the year two new edit check reports were developed that proved to be most beneficial to the local programs in their effort to have quality data - GALIS report #AL304-*Students Enrolled without Assessment with 12 hours or more* and GALIS report #AL305-*List of students with 40 hours or More and no Post-test*. The first was created to help local programs identify students who were accumulating hours without having a valid pre-test, so that a pre-test can be administered as quickly as possible. The second was created to help local programs identify students who were currently eligible or potentially eligible for a post-test.

Local program personnel in need of technology assistance have several ways to ask for help. The primary method is through the GALIS Helpdesk, which can be contacted at datacenter@tcsge.edu. This account is monitored by a team of data experts who respond to all inquiries within 24 hours of receipt. Local programs can also contact the GALIS Helpdesk by phone, or contact their assigned GPS Coordinator, the IS Technical Coordinator or the Director of Instructional Services.

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.

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

1. Site Visits – Instructional Services team members visited local programs to meet with program administrators and/or staff, observe classroom instruction, tour facilities and meet with stakeholders. The Instructional Services team also spent time in the spring of 2012 developing monitoring tools to be used during site visits - *Facilities and Classrooms Monitoring Tool*, *Instructional Observations Checklist*, *Orientation and Assessment Observation Checklist*, *Program Management Monitoring Tool*, *Student Records Monitoring Tool*. These tools were developed to standardize the monitoring support provided to grant sub-recipients and insure equity in program oversight. These will be implemented in FY12-13. As a sample of the tools to be used, a copy of the "Records Monitoring Checklist" is provided on Page 9 of this report.
2. On-Site Program Reviews – GOAE continued its contract with the University of Georgia to provide logistical support and facilitation. Five 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. GPS Coordinators provided follow-up and technical assistance, as necessary.
3. Mid-Year Program Performance Report – A mid-year 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 GPS Coordinators for appropriateness and for evaluation purposes.
4. 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 GPS Coordinators for technical assistance and evaluation efforts for the upcoming fiscal year.

Technical Trainings

The Instructional Services team conducted several major online trainings for the first time. In an effort to reach more local program personnel, the NRS Annual Training and the changes to the NRS for FY12-13 were done through an online portal of posted videos, worksheets, directions. Overall, the survey results for these two training proved favorable and the training reached more personnel, with more than 1,000 people completing the NRS Annual Training. Assessment training for BEST Literacy, BEST Plus, and TABE was conducted face to face. Also, a number of customized trainings were provided at the request of local programs.

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.

The exciting news is that Georgia met or exceeded all level completion targets for 2011-2012. Georgia also exceeded the targets for employment retention, GED attainment and placement in postsecondary education or training. The positive results are contributed to the approved update to the assessment policy and the continued technical assistance service the Grant Program Support (GPS) Coordinators provide to the local programs. Due to the lingering downturn in the economy, the target for placement in unsubsidized employment was not met.

The factors leading to a decline in enrollment have remained fairly constant the last couple of years which are:

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 2008-2009 to 2011-2012 there has been 20% decline in overall enrollment and 39% in ESL enrollment. Mainly the decline is 57% in Hispanic/Latino males and 40% in Hispanic/Latino females.

Factor Number 2: Economic Downturn

The high cost of gasoline during a time many people are unemployed or underemployed and the downturn in the economy has also played a major role in the declination in our student enrollment. Many of our adult learners are in search of employment and/or retaining employment. Fifty-two percent of our students were unemployed in FY11-12. Students are discouraged with no jobs available and fail to see the benefit of getting their GED credential. The costs of childcare and transportation services are other reasons for being unable to attend.

Factor Number 3: Decline in Resources

Our program income for Georgia declined 13%. In addition, while there was an upward one-time adjustment in federal funding during FY10-11, federal funding decreased by 2% in FY11-12. Because of these financial resource losses, some programs have had to cut hours for their personnel and reduce the number of instructional class offerings.

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.

Childcare and transportation is offered through agreements with community and service agencies, city governments, faith-based organizations, housing authorities, pre-kindergarten programs, Head Start, Georgia Division of Children and Family Service and WIA. Transportation for ESL students is generally offered through faith-based groups. WIA, Vocational Rehabilitation, local colleges, sickle cell foundations, health clinics, Goodwill Industries, Lions Clubs and Technical College Special Populations Coordinators are other providers for materials and services for disabilities. It is usual for a larger provider in an urban area to have 80 to 100 local collaborative agreements for support services for adult education students.

State/Local Workforce Investment Board

The Commissioner of TCSG serves on the State Workforce Investment Board (WIB). Of the thirty-seven local programs, twenty-eight have representation on the local WIBs and five have direct representation on the Regional WIB. The representatives vary from Technical College Presidents, Vice Presidents of Economic Development, School Superintendents, Program Administrators or Mayor.

One-Stops

During 2011 many of the One Stops were reorganized but the base activity continues to be referral agreements. The One Stops provide the most up to date information for assistance in the region which is valuable to adult education teachers and students. One Stop services include promotion information, adult education classes, assistive technology, veterans services, self-help libraries, GED fees, counseling, budgeting, transition information, employability skills, resource sharing, assessment services, collaboration of services, and placement of students. Through local MOU's adult education continues to be active partners for youth programs, rapid response and dislocated workers' programs. There seems to be a new emphasis on the MOUs being county-wide. Federal and state dollars designated for Adult Education are not used to support the One-Stop Delivery System.

SPECIAL INITIATIVES:

Georgia Work Ready Initiative

The Certified Work Ready Communities program has undergone several large-scale changes to make the program compliant with federal regulations and more responsive to the needs of its targeted audience. The Governor's Office of Workforce Development is working with the Georgia Department of Education, the Technical College System of Georgia, and the University System of Georgia to collect and analyze data to set appropriate improvement goals for each county.

Local programs worked to support this initiative by providing remediation services for individuals who wanted to prepare for the Work Ready assessment and for those who wanted to boost their scores. Some programs used the online products WIN and Key Train in support of this effort.

Accelerating Opportunities

In FY10-11 Georgia won 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. While not chosen for the initial Accelerating Opportunity implementation grant, Middle Georgia Technical College took the bold step of implementing an Accelerating Opportunity program on its own. In FY11-12 the college graduated its first dual enrollment Accelerating Opportunity cohorts with a total of 43 students receiving a GED credential and at least one technical certificate.

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. Eighty-five counties and 2 cities have been certified by the State Board of Technical and Adult Education as CLCPs. Fifty-one counties and 1 city are CLCP Participants (first level of certification) and 34 counties and 1 city are Certified Literate Communities (second level of certification). CLCP Participants are currently working towards a collective goal of serving 230,257 individuals. The Certified Literate Communities made the commitment to serve 180,290 and served 230,257 and continue to add to that number each year. Every CLC exceeded their goal and most did it in less than 10 years. Annually, CLCPs now secure over \$2.5 million for their programs and an additional \$1.9 million in in-kind resources. 1,570 CLCP volunteers donated 39,806 hours of service and 298 tutors provided 17,416 hours of volunteer tutoring. CLCPs sponsored over 200 literacy awareness events including 27 health literacy awareness programs.

Community Outreach Efforts

In an effort to increase community support and advocacy for adult education, several projects are implemented on an annual basis. A Legislative Literacy Honor Roll recognized 17 congressional and state legislators for their work on behalf of literacy. A letter writing campaign resulted in 2,200 letters, the majority written by adult education students, to legislators about the role adult education plays in their lives, their local communities and the state. A Day at the Georgia State Capitol in February brought together adult education advocates, providers, students and legislators to discuss issues facing adult education. A CLCP Literacy Honor Roll recognized 28 literacy champions throughout the state. A regional Community Outreach Program (COP) Symposium was held in Thomasville. Sponsored by the Southwest Regional CLCP, local leaders in business, civic, education, and community-based organizations as well as 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.

Twenty (20) programs received EL/Civics grant funds, which included twelve technical colleges, three community-based organizations, two faith-based organizations and three school systems. Through these programs 5,793 students were enrolled in EL/Civics classes. EL/Civics programs reported that 102 students achieved their goal of achieving citizenship skills and 357 students achieved their goal of achieving U.S. Citizenship.

EL/Civics programs in FY11-12 met the needs of students seeking to improve their English skills within the context of civics education. Content of classes included U.S. history, government, civic engagement, and the naturalization process. A variety of resources was used to address learner needs including texts, teacher-created materials, websites, online learning portals, and USCIS materials.

GOAE utilized the Georgia Adult Education Fall Conference to provide EL/Civics teachers and administrators with the training and materials needed to enhance quality instruction and successful outcomes on the USCIS English and Civics tests. Sessions included: "Teaching Reading to Low-level ESL Students Using the Language Experience Approach," "Building Literacy in Adult ESL Emergent Readers," and "Communicating Across Cultures in Adult Education".

Also, training was provided for the NRS approved assessments - BEST Plus and BEST Literacy. For this fiscal year, four BEST Plus Test Administrator sessions (6 hours each) and two BEST Plus Refresher sessions (4 hours each) were offered to a total of 52 participants.

Instructional Services
FY-2013 Records Monitoring Checklist

Program:	Administrator:
County/Site:	Contact Person:
Date:	Reviewer:

Selected Student Records (name, EFL, etc.)	
1.	4.
2.	5.
3.	

Checklist Criteria	Record 1	Record 2	Record 3	Record 4	Record 5
Intake Assessment Form					
• Student data complete w/ signature					
• Student goals complete w/ signatures					
• Test data					
• Conference Notes					
Assessment Documentation					
• Maintained per requirements					
• Correlates to the IAF					
Underage Youth Application (if applicable)					
• Complete w/ signatures					
Student Education Plan					
• Has required elements					
• In Use					

Notes:

Outstanding Overall Achievement ~ (Met ALL NRS Performance Benchmarks)

- ❖ **Center for Pan Asian and Community Services (CBO)**



Service Delivery Area (SDA) Winners:

SDA with the Greatest Percentage Growth in Enrollment (12.9%)

- ❖ □ Savannah Technical College Adult Education Program

SDA with the Greatest Percentage Growth in Level Completions (8%)

- ❖ Savannah Technical College Adult Education Program

SDA with the Greatest Percentage Growth in ESL Enrollment (7.1%)

- ❖ Middle Georgia Technical College Adult Education Program

SDA with the Greatest Percentage Growth in ESL Level Completions (41.7%)

- ❖ Athens Technical College Adult Education Program

SDA with the Highest Postsecondary Enrollment Percentage (15.8%)

- ❖ South Georgia Technical College Adult Education Program

SDA with the Greatest Number of Students to Achieve Citizenship (43 Students)

- ❖ DeKalb Technical College Adult Education Program

Community-Based Organization (CBO) Winners:

CBO with the Greatest Percentage Growth in Enrollment (35.5%)

- ❖ Catholic Charities of the Archdiocese of Atlanta Adult Education Program

CBO with the Greatest Percentage Growth in Level Completions (36.1%)

- ❖ Jewish Family and Career Services Adult Education Program

CBO with the Greatest Number of Students to Achieve Citizenship (21 students)

- ❖ Center for Pan Asian and Community Services

SDA/CLCP Advocacy Partnership Award (for their 2011 Letter Writing Campaign).

- ❖ Middle Georgia Technical College, Houston CLCP and Peach County CLCP
- ❖ Lanier Technical College and the CLCPs in Barrow, Dawson, Forsyth, Hall, Lumpkin and Jackson counties

GED Test Center, SDA & CLCP Team with the largest percentage of growth in GED test-takers.

Small Category (400 or less test-takers)-An increase of 35.98%:

- ❖ Adult Education program at Moultrie Technical College
- ❖ The Official GED Testing Center at Moultrie Technical College, Tifton Campus
- ❖ Literacy Volunteers of Tifton and Tift County CLCP

Medium Category (401 to 900 test-takers) - An increase of 26.86%:

- ❖ Adult Education program at South Georgia Technical
- ❖ The Official GED Testing Center at South Georgia Technical College
- ❖ Crisp County CLCP, Literacy Council of Macon County, Schley County CLCP and Sumter County LEAP CLCP

Large Category (901 or more test-takers)-An increase of 42.37%:

- ❖ Adult Education Program at Atlanta Public Schools
- ❖ Official GED Testing Center at Atlanta-Fulton Public Library

GED Center, SDA & CLCP Team with the largest percentage growth in GED graduates.

Small Category (201 or less graduates) - An increase of 18.24% graduates

- ❖ Adult Education program at Ogeechee Technical College
- ❖ The Official GED Testing Center at Ogeechee Technical College

Medium Category (202 to 500 graduates) - An increase of 50% in graduates

- ❖ Adult Education program at Chattahoochee Technical College
- ❖ The Official GED Testing Center at Chattahoochee Technical College-Appalachian Campus
- ❖ The Gilmer Learning Center CLCP and the Pickens County CLCP

Large Category (501 or more graduates) - An increase of 20.95% graduates

- ❖ Adult Education program at Southern Crescent Technical College
- ❖ The Official GED Testing Center at Southern Crescent Technical College
- ❖ Griffin/Spalding Certified Literate Community Commission