Georgia Department of Education

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

A Secondary (6-12) Educator's Guide to Student Advisement on GAcollege411 Grades 6-12

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Introduction:

Education and career planning is a vital part of a student's educational career. It is a process in which an individual defines and re-defines career-related choices and outcomes. The process is called career development. All students need the tools, resources, skills, and knowledge to become productive citizens in a democratic society, and school systems should provide opportunities for young people to learn about themselves, the world of work and educational opportunities, and to create a viable realistic plan of action. These opportunities should be programmatic, developmental, and systematic in grades K-12 and beyond. This guide will focus on secondary grades 6-12 and approaches this process as a system wide initiative.

Currently the Georgia Department of Education has identified three basic assumptions upon which to build a career development program:

- All educators are career developers
- All students are expected to learn and earn a living
- PARENTS are the greatest influence on their children in the education and career decision-making process.

With these three assumptions in mind, it is clear that school systems are obligated to provide students and their parents with career-related information in a systematic and developmental process. This guide was developed to assist local systems in the application of tools, resources, and materials developed with federal grant funds from the College Access Challenge Grant to assist all students, including underrepresented students, in the education and career planning process utilizing the enhanced GAcollege411 website at www.GAcollege411.org. This grant provided the means for the Georgia Student Finance Commission (GSFC) to incorporate tools and materials including program "Guideways" which students and their families will need to make better and more informed decisions regarding the future. "Guideways" were designed to assist students and parents through the program.

This enhanced version contains the following: Career Planning, High School Planning, College Planning, Financial Aid Planning and a Portfolio where students and their families can maintain and manage information gathered from the site which will result in better and more informed decision making. As a sub-grant the GaDOE has developed additional tools and materials including but not limited to videos, narrated PowerPoint presentations, and Teachers-As-Advisor (TAA) activities to assist local systems with the dissemination of information to students and their parents in the educational and career planning process.

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National Career Development Guidelines (NCDG):

The National Career Development Guidelines provide the framework for educators, career professionals, and community leaders to develop high-quality career development programs for youth and adults nationwide. Quality career development programs can:

- Increase academic achievement
- Help students make sound decisions related to planning for, preparing for, and financing postsecondary education or training
- Contribute to safe and drug free schools
- Help students develop the positive, personal qualities they will need in their future roles as parents, workers, and community members
- Help adults manage career transitions smoothly and effectively.

Guidelines for students in grades 6-8 and 9-12 are divided into three broad groups: Self-knowledge, Educational and Occupational Exploration, and Career Planning. Each group contains competencies and indicators. In September 2004, the NCDG were revised to reflect the goals of the No Child Left Behind (NCLB) legislation and to align with concepts from the American School Counselor national standards. They are grouped into the following three broad domains:

Personal Social Development Domain

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.
- GOAL PS3 Integrate growth and change into your career development.
- GOAL PS4 Balance personal, leisure, community, learner, family and work roles.

Educational Achievement and Lifelong Learning Domain

- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management Domain

- GOAL CM1 Create and manage a career plan that meets your career goals.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.
- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.
- GOAL CM5 Integrate changing employment trends, societal needs and economic conditions into your career plans.

The NCDG have been used extensively in Georgia to align the framework for Georgia's Teachers-as-Advisor program and the Georgia professional counselor's program framework, SMART CHOICES. To find more information about the revised guidelines and a complete list of goals and competencies, visit http://www.acrnetwork.org. The Georgia TAA framework is located at www.GeorgiaStandards.org under "Resources and Videos" then to "Resources".

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Comprehensive Delivery:

Teachers-As-Advisor (TAA)/Counselor Program

GaDOE has developed a TAA framework aligned with the National Career Development Guidelines. These goals and competencies represent the knowledge and skills students will need to be competitive in the job market. The activities developed from these competencies link classroom instruction to future career related choices. The skills acquired will help students transition successfully into post secondary choices or the world of work.

TAA standards are divided into three major domains:

- Career Management: awareness, exploration, and planning/management
- Academic Achievement, Educational Attainment and Lifelong Learning: thinking and learning skills
- Life Skills: personal and social development

This framework is available on GeorgiaStandards.org along with training modules along with an introductory PowerPoint presentation. These materials can be found under the "Resources and Videos" tab to "Resources".

Local school professional counselors establish programs aligned with the NCDG or the American School Counselor Standards. These standards have been aligned, and both are divided into three very similar domains:

- Academic Development
- Career Development
- Personal/Social Development

These model programs consist of four interrelated components: foundation, delivery system, management systems, and accountability. The first component, foundation, dictates how the program is managed and delivered, which leads to the accountability of the program. The information gathered through the accountability process should refine and revise the foundation. Infused throughout the program are the qualities of leadership, advocacy, and collaboration, which lead to systemic change. For more information about the ASCA model, go to www.schoolcounselor.org. GaDOE encourages both instructors and counselors to become familiar with the enhanced GAcollege411. To complement

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GAcollege411 and assist local systems with the delivery of the site, GaDOE has developed a series of TAA activities, PowerPoint presentations, and videos located in the link at the bottom of the homepage, "Middle and High School Educators".

A matrix/scope and sequence has been developed as a collaborative program between advisors and counselors (located in the appendix and electronically on Gacollege411 in the Middle and High School Resources link located at the bottom of the homepage) to assist local systems with how, who, when, and where these valuable tools can be utilized within the local system advisement program. In addition, Motivational Modules, on GAcollege411, have been developed to enhance advisement for students and parents. These modules have been strategically located on the matrix to be delivered by counselors, business partners, or local college representatives. GaDOE recommends these modules be used to assist in the development of a "college going" culture in your building. Because an estimated 85% of all new jobs will require education beyond high school, promoting and providing "college going" information to students and their families should be an essential part of both the counselor's program and a systematic TAA program. For the purpose of this booklet, "college going" refers to any education beyond high school aligned with the student's career goal including the military.

BRIDGE legislation requires parental involvement in the educational and career planning process to include a transitional parent conference between the 8th and 9th grade as well as annual advisement at the high school level.

Parents play a pivotal role in the education and career planning process for their children; therefore, it is extremely important that they are provided multiple opportunities to acquire educational and career-related information to assist them in that role. These motivational modules have been designed for immediate delivery and require minimal preparation by the facilitator. GaDOE recommends schools utilize local school counselors, area technical college or University System college admissions representative or local business partner to deliver motivational module content to students and parents where appropriate.

Encourage students to invite their parents to participate in the process utilizing Gacollege411. It is extremely important that parents have the opportunity to approve and edit the Individual Graduation Plan (411 Plan of Study).

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SECTION I
Self-Awareness - (Who Am I?)
CAREER ASSESSMENTS on GAcollege411

CAREER PLANNING - Career and skills assessments help students discover what their interests are and how those interests and skills relate to various educational/career pathways and ultimately, in career choices. They assist students in narrowing their choices to a manageable number of employment opportunities for investigation and exploration. Assessments help students consider where they are, explore where they are going and help them develop a plan to get to where they want to be. The list below provides a description of and links to various interest assessments located on GAcollege411, as well as several others available to all Georgia students. It is recommended students begin these assessments in middle school and take them periodically as they grow and change. It is further recommended that a counselor and/or advisor periodically check to determine if students are utilizing the site for education and career planning.

GAcollege411 offers a variety of interest and skills surveys, such as Interest Profiler, Career Cluster Survey, Basic Skills Survey, Transferable Skills Survey and a Work Values Sorter. GAcollege411 also provides other resources to assist parents and educators in helping students to make educational and career decisions. The bullets below provides descriptions of GAcollege411's interest inventory and surveys. These tools are located under the CAREER PLANNING tab on the homepage of GAcollege411 in the section identified as "Learn About Yourself".

- **Interest Profiler** - This inventory should be used to determine future pathways at the secondary school by analyzing student data at the 7th and 8th grades and can be used in later grades to confirm pathway selection if needed. The inventory takes approximately 10-20 minutes and is suggested for 6th, 7th and 8th graders.

BRIDGE legislation requires students to take career-related assessments to assist them with the decision-making process (referred to in the bill as "career awareness")

- **Career Cluster Survey** – This survey helps students discover which program concentration/cluster is right for them. The survey takes 15-25 minutes and is customized to Georgia's 11 Program Concentrations. It is recommended for 6th and 7th grades.
- **Basic Skills Survey** –This survey allows students to find careers which require basic skills they already have. This assessment is recommended for students in grades 9-12.

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- **Transferable Skills Survey** - The survey will tell students how the skills they have learned in school will help them and lead them to new opportunities/careers. This survey takes about 30 minutes. This assessment is recommended for students in grades 9-12.
- **Work Values** Sorter – This survey will helps students find their work values and match them to career options. The survey takes 5-15 minutes. This survey is recommended for 8th grade students.
- **Career Key** – Students can discover their unique Holland Code and match their codes with specific occupations. This survey is recommended for 9th graders.

INIATIVE: GAcollege411
BENCHMARKS to measure effectiveness and compliance:

- **Career Cluster Survey – 6th graders should have taken a career-related assessment.**
- **Interest Profiler – 7th graders should have taken a career-related assessment.**
- **Work Values Survey – 8th graders should have taken a career-related assessment prior to the transitional parent conference.**

Other FREE assessments systems can utilize are listed below:

- **Armed Services Vocational Aptitude Battery (ASVAB)** is a multi-aptitude test given at over 14,000 schools nationwide, and maintained by the Department of Defense. Although the ASVAB is required for entrance into military service, taking the ASVAB in no way obligates anyone to join the military. The ASVAB is equally useful in determining aptitudes for civilian careers as well as military careers. Their website, http://www.asvabprogram.com/, explains the ASVAB testing program and offers test-taking tips, practice tests, and an explanation of scores. This battery of tests are developed, administered, and interpreted by the military. Contact your local recruiter for more information. It is recommended that 11th grade students take the ASVAB for aptitude measures. Students should record the results from this assessment in their GAcollege411 PORTFOLIO for future reference. In many cases, the ASVAB will be the only opportunity students will have to take a reliable and valid aptitude assessment.
- **PSAT (Preliminary Scholastic Aptitude Test)** is provided free to all 10th grade students in Georgia public high schools. This examination is an excellent opportunity for students to understand the requirements of the SAT, which is a critical reasoning exam used as a criteria in college admissions. Tenth grade students who participate in the October administration of the PSAT at their home high school receive a detailed Score Report Plus in December. The Score Report Plus provides students with a comprehensive skills' analysis of their performance and gives them a code which provides access to a website with additional test information and an interactive career information program called My Roads. Students who pay to take the PSAT as a junior are eligible to be considered for the National Merit Scholarship. It is recommended that school systems use this career interest inventory to assist in the confirmation of the student's pathway selection. These results should be self-recorded in the GAcollege411 PORTFOLIO for future reference.

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SECTION II
Exploration and Investigation - (Where Am I Going?)
EXPLORE CAREERS on GAcollege411

CAREER PLANNING - Exploration and investigation of career-related choices can be achieved in the development and utilization of the following tools and materials:

- Georgia offers students the GAcollege411 experience as one way to explore career opportunities utilizing the tools and materials located under the CAREER PLANNING tab
- In addition, many of our middle schools and high schools have created career centers available to students, their families, and staff
- Students also have access to multiple levels of work-based learning
- Some systems provide guidance through a series of teachers-as-advisor activities, professional school counselor programs, or a combination of both
- The utilization of labor market information is also available in a variety of formats.

The Georgia Department of Education has selected to create a performance standards-based curriculum organized around the following 16 Federal Career Clusters:

- ✓ Agriculture , Food & Natural Resources
- ✓ Architecture & Construction
- ✓ Arts, Audio/Visual Technology and Communications
- ✓ Business Management & Administration
- ✓ Education & Training
- ✓ Finance
- ✓ Government & Public Administration
- ✓ Health Science
- ✓ Hospitality & Tourism
- ✓ Human Services
- ✓ Information Technology
- ✓ Law, Public Safety, Corrections & Security
- ✓ Manufacturing
- ✓ Marketing, Sales & Service
- ✓ Science, Technology, Engineering & Mathematics
- ✓ Transportation, Distribution & Logistics

BRIDGE legislation and House Bill 186 requires the individual graduation plan to include "rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway"

These career clusters are further aligned with career pathways which represent rigorous, coherent, and sequenced coursework that includes both academic and technical knowledge and skills. (See the chart *Georgia's Career Pathways* and the graphic career development model in the Appendix.) In his book, *Career Pathways: Education with a Purpose,* Dan Hull refers to this idea as "education with a purpose". He further explains that this concept approaches education "with an end in mind" taking a student's vision of their future beyond high school graduation. To model this concept, GaDOE has developed secondary Career Pathways: Individual Graduation Plans to act as an educational and career framework for each pathway. Each plan includes both secondary

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and postsecondary options for students with a focus on the ultimate goal of a self-selected career and preparation for that career. Such a concept provides students and their families with a vision that will focus beyond high school graduation.

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The career pathway concept provides students with a simple process to continually narrow their choices from the broad concentration, to the narrower pathway, to possibly a specific occupation. (See the appendix for Georgia's model of the career pathway concept.) In GAcollege411, under the tab CAREER PLANNING in the section identified as "Explore Careers", the exploration components reflect Georgia's Career Pathways. By first using the career-related assessments, student can begin to define and explore specific pathways and the aligned occupations:

- ✓ By title
- ✓ With search and sort tool: Career Finder to search for careers using interesting topics like salaries, skills, and interest; Compare Careers to compare two careers side by side; and, Career Plan Builder to mix and match your career and life options to create your future
- ✓ Georgia Career Pathways
- ✓ Georgia's 11 Program Concentrations
- ✓ Georgia's Hot Jobs

Local systems have access to teacher-as-advisor (TAA) activities, videos and narrated PowerPoint presentations to assist in this process all located on Gacollege411. These tools and materials can be delivered in a variety of formats. (See the Appendix Resource Matrix.)

INITIATIVE: GAcollege411
BENCHMARK to measure effectiveness:

- **7th graders have explored three career clusters and recorded in their portfolio**
- **8th graders have explored and investigated at least three careers prior to the transitional parent/student conference or student led conference**
- **9th graders have explore and investigated at least three additional careers prior to student/family conference**

Career Centers

Career centers provide a wide variety of information to students, parents, teachers, and counselors. These centers send the message to students and their families that education has a focus beyond graduation in a student's future. GaDOE recommends middle and high schools

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create career centers visible to students, parents, and staff. These centers provide access to computers, reference materials, websites, college information, university/technical school information, career and educational materials, testing materials, and financial aid and scholarship information for all students including students with limited English speaking abilities. Career centers require:

BRIDGE legislation requires that students be provided educational and career-related "information". It is important that local schools provide the information in a well-organized space that faculty, students and parents can utilize to gather information to assist students in evaluating their academic skills and career interests.

- **Designated Space**: Career centers should occupy a distinct, clearly identified area with at least one internet access computer.
- **Staffing:** A designated staff person or career center specialist should serve as a facilitator to leverage existing resources. The career center specialist can help facilitate the recruitment of volunteers, set up college recruitment presentations, assist with testing registration (SAT, ACT, COMPASS, Work Keys etc), and facilitate scholarship searches as well as provide information about scholarship opportunities that have been sent to the school for distribution. Students using the career center resources will be able to access materials and software to help them make informed choices on schools, training, and careers for their future. Parent volunteers with minimal training can also be utilized to facilitate a center.

Career center key practices include:

- Available resources to benefit students, parents, teachers, and the community at large.
- Parents will be encouraged to use career centers with their children in order to be more aware of workforce and workplace changes and to better assist their children in making critical educational and career decisions.
- Teachers, who serve as advisors, either formally or informally, can obtain current career information to assist them in their advisory role.
- Counselors can utilize the career center as part of their academic and career development program for students. They will also use the career center to keep abreast of current career trends, emerging high-tech, high-skill jobs, skills desired by employers, and other valuable work-related information.
- College recruitment under the supervision of the career specialist, counselor or advisor personnel can utilize the center for small informational sessions with students interested in or considering attending their institutions. This type of venue allows for several students to hear information about the institution, and they are able to ask questions where more than one person hears the response.
- Students without home computer access may use centers for web-based career, college assessment preparation, or college assessment registration on GAcollege411.
- A log of students utilizing the center should be collected for evaluation purposes, along with a survey for students, staff, and parents to determine effectiveness and for continuous improvement.
- Conduct small group sessions such as First-Time College Bound Students.

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Work-based Learning (Career Related Education-CRE)

Education through work-based learning programs contributes to both the intellectual and career development of middle and high school students and is gaining acceptance by policymakers and educators as a means to improve the educational outcomes for many students. The intent of preparing students for work is not to take away from academic excellence, but instead, to integrate the academic and occupational curricula to make a relevant connection between school and work. Students should be given every opportunity to receive academic and occupational preparation that equips them with the necessary knowledge and skills for obtaining employment and/or entering postsecondary education.

BRIDGE legislation requires experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning.

In the early grades, most work-based learning consists of field trips to workplaces. Employees of a participating business take classes of students on a tour of the business and then may meet with them on a regular basis during the school year to discuss characteristics of different jobs, work attitudes and habits, and the students' career interests.

At the middle school or early high school level, students may be given opportunities to participate in a job-shadowing program. Students will watch an employee of a participating business go about his/her work and then meet to discuss the job, the education it requires, and its rewards. Students may keep track of their job shadowing experiences in their GAcollege411 PORTFOLIO. Job shadowing is used primarily for motivational and career exploration purposes.

At the high school level and into postsecondary education, more intensive work-based learning experiences are offered. Students may participate in a variety of work-based learning programs that meet their specific needs and abilities.

Work-based learning programs continue through postsecondary education, where students may alternate going to school full-time and going to the workplace full-time or they may use the parallel pattern common in secondary schools of going to the workplace several days a week. In some postsecondary education programs, participation in a work-based learning program extends the time that students need to graduate; in others it does not but may require enrollment during the summer. Figure1 illustrates the continuum of work-based learning programs.

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Figure 1- Continuum of Work-Based Learning Programs

Grades 1-6	Grades 7-8	Grades 9-10	Grades 11-12	Grades 13-16	Career
Field Trips	→	→	→	→	
	Job Shadowing	→	→	→	
		School-Based Enterprises	→	→	
		Entrepreneurial Ventures	→	→	
			Internship Practicum	→	
			Clinical Experience	→	
			Cooperative Education	→	
			Youth Apprenticeship	→	
Awareness	Investigation	Exploration	Basic Preparation	Intermediate-Advanced Preparation	

Labor Market Information (LMI)

Labor market information plays a vital role in the exploration of education and career information. A student's ability to acquire labor market information is essential to career planning. Thorough research into the world of work starts by understanding labor market information**,** particularly about specific occupations. It will be important for educators to leverage the student decision-making process with current and relative information regarding the following:

- Salaries ("Money and Outlook" on GAcollege411)
- Supply, demand and outlook ("Money and Outlook" on GAcollege411 and Occupational Supply and Demand at www.occsupplydemand.org)
- Skills and knowledge required in selected occupations ("What To Learn" on GAcollege411)
- Level of education needed to be competitive ("Skills You Need" and "What To Learn" on GAcollege411)
- What's hot and what's not ("Georgia's HOT JOBS" on GAcollege411; see appendix)

BRIDGE legislation mandates that students receive the necessary information including labor market information to make good informed decisions regarding their educational and career planning. It is important that students have ample opportunities to gather specific information characteristic of the occupations they have selected from their multiple assessments.

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Other resources might include:

1. **Career One Stop at http://www.careeronestop.org/**
   Availability & Future Growth and Wages
   - Find the fastest-growing occupations in the U.S. or any state
   - Explore occupations with the most job openings in the U.S. or any state
   - Discover the occupations with the largest employment in the U.S. or any state
   - Research employment trends and projections in the Career Resource Library
   - Research the highest-paying occupations in the U.S. or any state
2. **Occupational Supply and Demand System (OSDS) at www.occsupplydemand.org** for immediate identification of the high-skill, high-wage and high-demand occupations in Georgia.
3. **Georgia Department of Labor "Get Labor Market Information" at http://www.dol.state.ga.us/em/get_labor_market_information.htm**
   a. Georgia Labor Market Explorer at http://explorer.dol.state.ga.us/
   b. Current Publications http://www.dol.state.ga.us/wp/lmi_publications.htm

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SECTION III
PLANNING - (How Am I Going to Get There?)
Planning Tools on GAcollege411

It is vital to the education and career planning process that students have opportunities and tools to organize and manage education and career-related information. Goal setting and decision making is a critical part of mapping a plan of action to reach one's education and career goals. Gathering and recording specific information about selected topics will impact the logical progression of a student's education and career planning process. GAcollege411 includes three major planning files plus a management tool, the PORTFOLIO:

- HIGH SCHOOL PLANNING
- COLLEGE PLANNING
- FINANCIAL AID PLANNING

HIGH SCHOOL PLANNING

- **YOUR PLAN OF STUDY –**GAcollege411 allows students to follow an approved course plan using a Georgia Career Pathway Individual Graduation Plan, keep track of course progress, and compare progress with high school's graduation requirements and
- college admissions requirements.

INITIATIVE: GAcollege411
BENCHMARK:

- **8th graders will have selected and completed a Plan of Study (Individual Graduation Plan) and approved by the parent and locked by the counselor/advisor by the end of the second semester of the 8th grade year to be utilized during the transition conference (see Appendix for the transitional plan).**

BRIDGE legislation requires 6-12 advisements. Included is the mandate that all 8th grade students with parental approval should have created an individual graduation plan (IGP) prior to the end of the 8th grade with parent approval.

Students should choose a concentration based on previous assessments. Then student should choose a specific Career Pathway based on previous career-related exploration and investigation to create the plan of study. Students can also utilize the Georgia model as a guide titled the Individual Graduation Plan titled Program of Study

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on 411 located at http://www.gadoe.org/ci_cta.aspx?PageReq=CICTAPlanningNew. Their plans will pre-populate with recommended coursework based on the selected pathway.

- **Graduation Requirements –** Provides students and families with current graduation requirements under the HIGH SCHOOL PLANNING tab. GaDOE requires students to take and pass specific courses, pass the Georgia High School Graduation Test **(NOTE: Rule 160-3-1-.07 TESTING PROGRAMS and Rule 160-4-2-.13 STATEWIDE PASSING SCORE. With these rule amendments, students entering ninth grade on or after July 1, 2011 no longer must take or pass the GHSGT to receive a high school diploma. The rule amendments also reflect the change in the EOCT accounting for 20% of a student's final course grade. Students must pass all required courses, including those courses with EOCT, see appendix for more information**) and pass specific end of course test**.** Students who enrolled in the ninth grade in the years 2002-2003 may choose from four diploma programs. Upon completion, the student receives a high school diploma with a seal that matches the program of study. For students who enroll in the ninth grade in the school year 2008-2009 students must earn a total of 23 units in specific coursework. (See Appendix for Graduation Charts and/or Board Rule at http://www.gadoe.org/_documents/doe/legalservices/160-4-2-.47.pdf and http://www.gadoe.org/_documents/doe/legalservices/160-4-2-.48.pdf). GAcollege411 provides students and their parents with a description of current state graduation requirements. Local systems requiring more than the state minimum requirements should inform their students and parents of the additional system requirements**.**

  BRIDGE legislation requires the individual graduation plan be <u>flexible</u> to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education.

  - **High School Graduation Tests –** Students must take and pass all five parts of the Georgia High School Graduation Test (GHSGT) to receive a high school diploma. The Georgia High School Graduation Test includes reading, writing, mathematics, social studies, and science. The law requires that the tests "include processes and application skills as assessed in a range of academic content, and shall exceed minimum and essential skills by extending the assessments' range of difficulty." Georgia educators, including high school teachers and curriculum specialists, selected the knowledge and skills assessed on the graduation tests. The tests are based on the learning objectives specified in the Georgia Performance Standards for grades 9-12. The test subjects are English/Language Arts, Mathematics, Science, Social Studies, and Writing. The test is administered twice a year, once in the fall and once in the spring, beginning in the 11th grade. A student must achieve a minimum score of 500 in each subject to pass and may take the test as many times as necessary to receive a passing score. Make-up tests in different subjects are scheduled throughout the year. GAcollege411 offers additional information under the HIGH SCHOOL PLANNING

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tab. For more information go to the Georgia Department of Education at http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_GHSGT

- **End of Course Tests (EOCT) -** The A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281, mandates that the State Board of Education adopt end-of-course assessments in grades 9-12 for core subjects to be determined by the State Board of Education. With educator input, and State Board approval, the End-of-Course Testing program is comprised of the following eight content area assessments:
  - **Mathematics**
    - ✓ Mathematics I: Algebra/Geometry/Statistics
    - ✓ Mathematics II: Geometry/Algebra II/Statistics
  - **Social Studies**
    - ✓ United States History
    - ✓ Economics/Business/Free Enterprise
  - **Science**
    - ✓ Biology
    - ✓ Physical Science
  - **English Language Arts**
    - ✓ Ninth Grade Literature and Composition
    - ✓ American Literature and Composition

Three administrations of the EOCT are scheduled each school year. The EOCT is administered during the fall/winter, spring, and summer. Study guides for each of the eight EOCT are available on the Georgia Department of Education website at http://www.doe.k12.ga.us/curriculum/testing/eoct_guides.asp.

The guides are designed to assist students in preparation for the Georgia End-of-Course Tests. The guides provide information about the EOCT, tips on how to prepare for each specific test, and general test-taking strategies. Each guide contains a section outlining the contents of the booklet and any materials needed for effective use of the guide. Sample items are provided specific to each content area. For more information regarding the GHSGT and EOCT test go to http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_EOCT. (See appendix for information regarding the elimination of the Georgia High School Graduation Test and changes in the administration of EOCT)

- **Dual Enrollment Programs** – Programs where high school students can earn college-level credit while in high school. It is important that students work with their high school counselor to schedule this coursework. Students and their families should be informed of these opportunities no later than April 1 in grades 8-11. Literature indicates that students are more likely to enroll at the postsecondary level if they have successfully completed college-level work prior to graduation. Students should know that, in most of these dual enrollment programs, they still must pass the GHSGT and EOCT to meet graduation requirements. <u>Students should consult with their high school counselors to prepare for this type of enrollment.</u>
  - Earn College-level Credit at your High School:

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- **Advanced Placement (AP)** – Successful completion of AP college-level courses and high scores on course exams will earn college-level credit at all USG institutions and many private colleges. AP courses are available at high schools around the state as well as through the Georgia Virtual High School at http://www.gavirtualschool.org/. Colleges vary in scores required and credits awarded. For information, visit http://www.collegeboard.com/student/testing/ap/about.html.
- **International Baccalaureate (IB)** – IB is a challenging, two-year curriculum offered at select high schools throughout the state. Completion of the diploma may earn college credits for a student who scores well on end-of-course assessments. Check with your selected colleges to determine if they will accept credit. Colleges vary in scores required and credits given. For more information see your high school counselor or go to http://www.ibo.org/.

BRIDGE legislation requires the individual graduation plan to include opportunities for postsecondary studies through articulation, dual enrollment, and/or joint enrollment. House Bill 186 legislation requires that all students and their parents in grades 8-11 are aware of all dual enrollment programs by April 1 of each school year.

- **Articulated Credit** – Technical courses taken at the high school can become transfer credit to local technical colleges when agreements are in place between the local high school and the local technical college. See your high school counselor for agreements at your school.

o Attend a Local College (Students must be admitted to the selected college):
- **Dual Academic Credit (Accel)** – Courses in math, science, language arts, and social studies taken at a local college can allow a student to earn both college academic credit and high school credit. Information regarding this program is located on GAcollege411 under the HIGH SCHOOL PLANNING tab, in the blue box on the right.
- **Dual Technical Credit (HOPE Grant)** – Courses taken at a local college can allow a student to earn both college technical credit and high school credit.
- **Move On When Ready (MOWR)** – Students can begin their college career early and receive both a high school diploma and college credit.
- **Joint Enrollment** – Students can begin their college career early by taking college courses in addition to attending high school. (College credit only; student is responsible for all costs.)

o Attend a High School/College Sponsored Program:
- **Advanced Academy (University of West Georgia)** – This Academy is an early admission, residential program at the University of West Georgia and is open to gifted, talented, and motivated students. Requires the student to be admitted to the college.

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- **Georgia Academy of Aviation, Mathematics, Engineering and Science (GAMES) (Middle Georgia College)** – This Academy is an early admission, residential program at Middle Georgia College and is open to gifted, talented, and motivated students. Requires the student to be admitted to the college.
- **Early College (12 Locations in Georgia)** – Early College targets students traditionally underrepresented in postsecondary education: high poverty, minority, and/or first generation college-bound students. The goal is to complete one to two years of transferable college credit prior to graduation from high school.
- **Georgia Career Academies (7 locations in Georgia)** – Courses taken at a career academy may result in both high school and technical college credit or may give the student a head start on the pursuit of a technical certificate or diploma.
- **Gateway to College** – Gateway allows students who have dropped out or are behind in credits to complete their high school diploma and earn college credit at the same time. http://www.gatewaytocollege.org

INITIATIVE: Dual Enrollment (411 College Credit Now)
BENCH MARK:

- **10th graders have been made aware of "College Credit Now" programs through the College Credit Now GUIDEWAY located on the High School Planning page**

- **HIGH SCHOOL PLANNING TIMELINE** – GAcollege411 provides students with a detailed timeline at each grade level beginning in the 7th grade and ending with the College Freshman Year. The timeline recommends or suggests appropriate GAcollege411 activities for students and their families to assist them in the process.

Students should utilize the timeline to stay on track for graduation and prepare for the next step after graduation.

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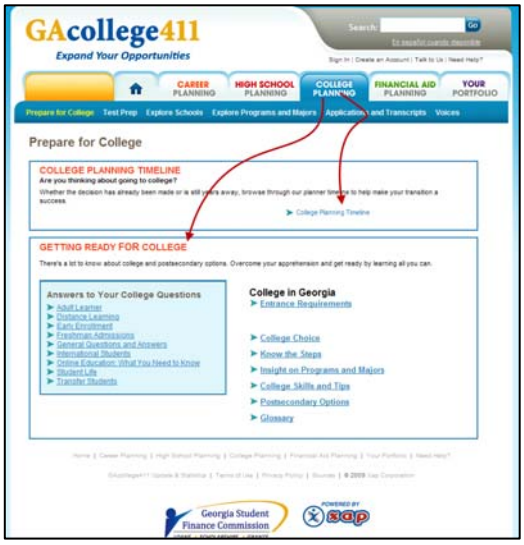
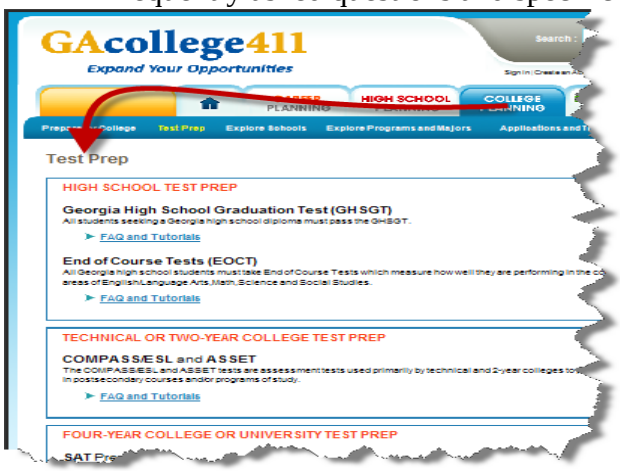
COLLEGE PLANNING – GAcollege411 provides students and their families with planning tools and materials they can utilize to determine the best possible postsecondary experience to meet their education and career planning goals. Under the COLLEGE PLANNING tab, students can find a college planning timeline, as well as test prep for the SAT, ACT, ASSET, and COMPASS/ESL and a vocabulary builder. Students can also explore various programs, majors, and find the right postsecondary school in Georgia or nationwide. The Applications and Transcripts section allows students to practice a college application before they actually complete and submit a real admission application. Voices provide blogs from current students to give a bird's-eye view of what it's really like to be a college student.

INITIATIVE: GAcollege411
BENCHMARK:
11th graders should have made the connection between education and career planning by exploring at least three possible choices of postsecondary institutions that match their program of study/plan of study.



- **PREPARE FOR COLLEGE** on GAcollege411 includes:
  - College Planning Timeline – GAcollege411 provides students with a detailed timeline at each grade level beginning in the 7th grade and then moving forward year by year until the college freshman year is reached. It is important for students to know what they need to do and when they need to do it. This timeline helps keep students on track with their planning and provides suggested GAcollege411 tasks to promote understanding.
  - Getting Ready for College – This section provides students with the answers to frequently asked questions and specific information about attending colleges in Georgia including admissions requirements and other important information.



- **TEST PREP –** GAcollege411 provides students with an extensive testing tutorial for college admission assessments:
  - Technical or two-year college test prep-COMPASS/ESL and ASSET
  - Four-year college or university test prep-SAT I
  - Postgraduate test prep-GRE
  - Vocabulary Builder for expanding your vocabulary

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- **EXPLORE POSTSECONDARY SCHOOLS**
    - Search by school name
    - Utilize school exploration tools
    - Browse schools by
        - GAcollege411 Statewide Schools
        - University System of Georgia Schools
        - Technical Colleges
        - Independent Colleges
- **EXPLORE PROGRAMS AND MAJORS –**Student should understand that postsecondary institutions refer to their specific curriculum as a program of study or a major which is aligned to specific career options.
    - Search by name – Students can search programs of study by name. This process is difficult if the student is not familiar with postsecondary terminology, therefore assistance may be needed.
    - Search by Career Pathways – Students can search for programs of study at the postsecondary level to align with their plan of study/individual graduation plan by pathways.
    - Search by Program Concentrations – Students can search by Program Concentrations for a broader range of programs.

BRIDGE legislation requires high school students shall be provided on-going guidance, advisement, and counseling that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment.

INITIATIVE: GAcollege411
BENCHMARKS:

- **12th graders identify their next step after graduation in their electronic portfolio: 4-year institute, 2-year institute, apprenticeship, military, technical college, special purpose [vocational] school, or workforce.**

- **APPLICATIONS –** Students have access to multiple tools to assist with the postsecondary application process:
    - Apply to College and Track Your Applications
    - Practice a College Application
    - Be a Star – Get Recruited

  Students should be encouraged to utilize the GACollege411 program to apply to colleges in Georgia. Currently 92 schools in Georgia and some colleges in other states are available. Students will be able to track their application progress.
- **VOICES –** Students are provided the opportunity to follow "college blogs" and ask questions of current students to find out what college life is really like.

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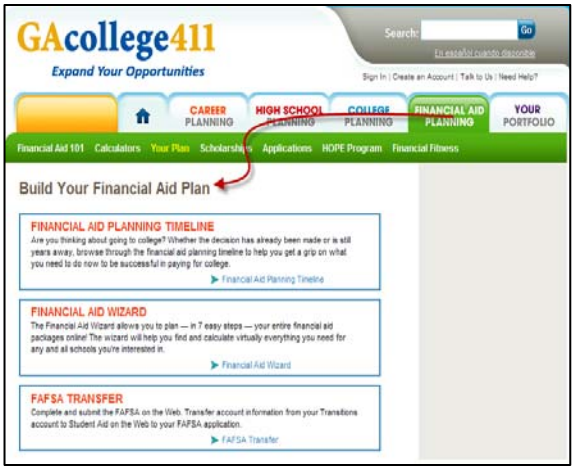
FINANCIAL AID PLANNING – Financial aid planning is vital to the education and career planning process. Students and parents need an understanding of the process and will need direct assistance from counselors, advisors and local colleges to facilitate the process. GAcollege411 has an extensive file on all aspects of the process including:

- Financial Aid 101 – This part of the site can assist with terminology through the Financial Aid Glossary and a basic understanding of the process.
- Federal Aid Calculator and Find Scholarships – Students and parents should be made aware of this most valuable site for calculating federal aid and locating possible scholarships. The scholarship search should start early. Some scholarships will expect students to "groom" themselves in very specific ways that could start as early as the 9th grade or before.
- Build Your Financial Plan – This part of the site provides a timeline to assist students and their families with staying on track and meeting deadlines. The Financial Aid Wizard allows students to plan — in 7 easy steps — their entire financial aid packages online and determine which school is the best financial fit!



- Financial Aid for state programs, such as the HOPE Scholarship, HOPE Grant, and the Georgia Tuition Equalization Grant are available under the Applications sectionThe FAFSA Transfer Module can also be found here and allows students to transfer certain information from their GAcollege411 account to their Free Application for Federal Student Aid (FAFSA). An additional website, "Mapping Your Future" (http://www.mappingyourfuture.org/) with value added information that can be used with students and parents including a guide for 8th graders and their parents as well as a PowerPoint presentation.
- Georgia's HOPE Program (**NOTE: A brief summary of the new HOPE [April, 2011] rules and regulations are located in the appendix).** – It is critical that middle school students and their families be aware of this opportunity that is available at Georgia's public colleges/universities, technical colleges, and private colleges. A video and two PowerPoint presentations (one for middle school 8th graders and one for high school juniors) are available in the Middle School and High School Educators section of GAcollege411 to assist counselors with the delivery of the financial aid process and HOPE information. In addition, motivational modules which focus on financial aid are recommended. It is suggested that counselors, business partners, or local college representatives deliver these modules according to the matrix located in the appendix.
- Financial Fitness – This section features "Managing Your Money 101: An Introduction to Basic Financial Fitness" to help users manage their personal finances.

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CSS Financial Aid Profile – The CSS Financial Aid Profile is used by member or participating colleges to help them award nonfederal student aid funds. The form is a financial aid application service of the College Board. This form is not available on 411. A list of colleges and scholarships requiring this form is available in the CSS Profile Student Guide or online at https://profileonline.collegeboard.com/prf/index.jsp Students can file usually as early as October 1st. There is a $25.00 fee for filing. Students can apply online at https://profileonline.collegeboard.com/prf/index.jsp. Seniors should be made aware of this application that may be required by selected schools, usually private institutions.

School career centers should include a file on local scholarships and other opportunities along with federal and state forms and information regarding financial aid. Gacollege411 can provide many of the forms and information for the center. Other web sites for more FREE information:

BRIDGE legislation mandates that students receive the necessary information including financial aid information to make good informed decisions regarding their educational and career planning. It is important that students and their families have ample opportunities to gather financial aid and scholarship information.

- **Student Aid on the Web-** http://studentaid.ed.gov/students/attachments/siteresources/College_Prep_Checklist.pdf
- **Do You Need Money for College?** http://studentaid.ed.gov/students/attachments/siteresources/doyouneedmoney.pdf
- **FEDERAL STUDENT AID/Grant Programs Fact Sheet** (updates each year) http://studentaid.ed.gov/students/attachments/siteresources/Grant_Programs_Fact_Sheet_04_2009.pdf
- **Scholarships for Military Families** http://studentaid.ed.gov/students/attachments/siteresources/ScholarshipsforMilitary.pdf
- **How Your Financial Aid Administrator Can Help You** http://studentaid.ed.gov/students/attachments/siteresources/HowFinAidAdminCanHelp.pdf
- **Steps to Federal Student Aid-** http://studentaid.ed.gov/students/attachments/siteresources/StepstoAid.pdf
- **What is a Federal Student Aid PIN and Why Do I Need One?** http://studentaid.ed.gov/students/attachments/siteresources/WhatIsaPIN.pdf
- **FAFSA Filing Time-** http://studentaid.ed.gov/students/attachments/siteresources/FAFSA_Filing_Time.pdf
- **What Information Do I Need When I fill Out the FAFSA?-** http://studentaid.ed.gov/students/attachments/siteresources/WhatIsaPIN.pdf
- **What's So Great About Doing the FAFSA Online?** http://studentaid.ed.gov/students/attachments/siteresources/WhatsSoGreatFAFSAOnline.pdf

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- **Am I Dependent or Independent?**
  http://studentaid.ed.gov/students/attachments/siteresources/DependentorIndependent.pdf
- **Who Is My "Parent" When I Fill Out The FAFSA?**
  http://studentaid.ed.gov/students/attachments/siteresources/WhoIsParent.pdf
- **Myths About Financial Aid**
  http://studentaid.ed.gov/students/attachments/siteresources/Myths.pdf
- **FAFSA on the Web Poster**
  http://studentaid.ed.gov/students/attachments/siteresources/FAFSAOnTheWeb0708_poster.pdf
- **Your Federal Student Loans: Learn the Basics and Manage Your Debt**
  http://studentaid.ed.gov/students/attachments/siteresources/11-12YFSL.pdf
- **Federal Aid First http://federalstudentaid.ed.gov/federalaidfirst/index.html**
- **Stafford Loan Forgiveness Program for Teachers**
  http://studentaid.ed.gov/students/attachments/siteresources/StaffForgive.508.pdf
- **Direct Loan Basics for Students**
  http://studentaid.ed.gov/students/attachments/siteresources/2010-DLBasics-Students.pdf
- **Direct Loan Basic for Parents**
  http://studentaid.ed.gov/students/attachments/siteresources/2010-DLBasics-Parents.pdf
- **Entrance Counseling Guide for Direct Loan Borrowers**
  http://direct.ed.gov/pubs/entrcounselguide.pdf
- **Exit Counseling Guide for Direct Loan Borrowers**
  http://direct.ed.gov/pubs/exitcounselguide.pdf
- **Federal Student Aid Loan Programs**
  http://studentaid.ed.gov/students/attachments/siteresources/Loan_Programs_Fact_Sheet_04_2009.pdf

The list above is a partial list of publications that can be duplicated and housed in the local middle and high school career center as "take one" items.

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SECTION IV - Management

PORTFOLIO

Just as portfolios have been used for years in the arts and business, the world of education has come to see the value in portfolios, and schools are now using this concept to help students explore the developmental aspects of their learning and growth. The portfolio concept has great potential for showcasing the major results of a developmental school guidance program that integrates career development, an important dimension of human development, as a lifelong learning process.

Why is a Portfolio Beneficial?

Educational systems are charged with preparing students for productive employment in a global economy and success in life. Education and career development is an ongoing process, not an isolated event. Schools should help students with career decisions by facilitating the process and modeling appropriate ways to make sound decisions based on relative, current, and accurate information. Research shows that people are happier if they make solid progress toward their goals. An education and career planning portfolio is both tangible and visible proof of that progress (utilized as an evaluation tool upon which data can be collected).

- The personalized portfolio helps students take responsibility for and have ownership of their educational and career decisions.
- Some large companies are now requesting transcripts and portfolios for documentation.
- The portfolio serves to educate students about the many facets of the educational and career decision-making process, such as assessing their interests.
- The comprehensiveness of creating a portfolio requires that students use higher-level analysis, synthesis, and evaluation skills.

- The purpose of the portfolio's sequential planning activities is to provide better links between their education and future career plans.
- The portfolio allows for a variety of activities, procedures, products, and opportunities, which contribute to a better understanding of the big picture. These include building a resume, listing skills, strengths and abilities, and developing an action plan.
- All students deserve the opportunity to develop individualized education and career plans.

GAcollege411 - PORTFOLIO

The GAcollege411website provides access to a lifelong electronic portfolio to manage and organize education and career-related information. Research, decision making and reflection are critical to the planning process and students should be allowed opportunities to maintain their 411 portfolio. The TAA program should allow reminders to advisors for regular checks on student utilization of the web site

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utilizing the Professional Center which will produce an individual report of the counselor or advisors case load.

Students can create their personal portfolio account using the YOUR PORTFOLIO tab. The portfolio provides students with the capability to save their results from their career assessments, set timelines for accomplishing goals, to research careers that interest them, to explore postsecondary education options and schools, and to research scholarship opportunities. Students can also apply for admission, financial aid and scholarships, and HOPE, as well as create a resume and practice with sample interview questions. The 411 PORTFOLIO will allow students the opportunities to:

- Personalize their portfolio by creating a personal profile (YOUR PROFILE)
- Keep track of their activities, experiences, and honors or awards (YOUR PROFILE)
- Save and review career and other assessment results (CAREER PLANNING PORTFOLIO)-BRIDGE Compliance
- Describe their work experiences (CAREER PLANNING PORTFOLIO)-Bridge Compliance
- Explore, create, and update their personal high school plan of study (Career Pathway/Individual Graduation Plan) as it relates to self-selected career choices (HIGH SCHOOL PLANNING PORTFOLIO)-BRIDGE and House Bill 186 Compliance
- Explore, create, and update future postsecondary planning as it relates to the high school plan of study and career choices (COLLEGE PLANNING PORTFOLIO) BRIDGE and House Bill 186 Compliance
- Explore and create a financial aid plan to fund postsecondary education (FINANCIAL AID PORTFOLIO)-BRIDGE Compliance
- Record their thoughts, ideas and possible questions regarding their plans. (YOUR JOURNAL

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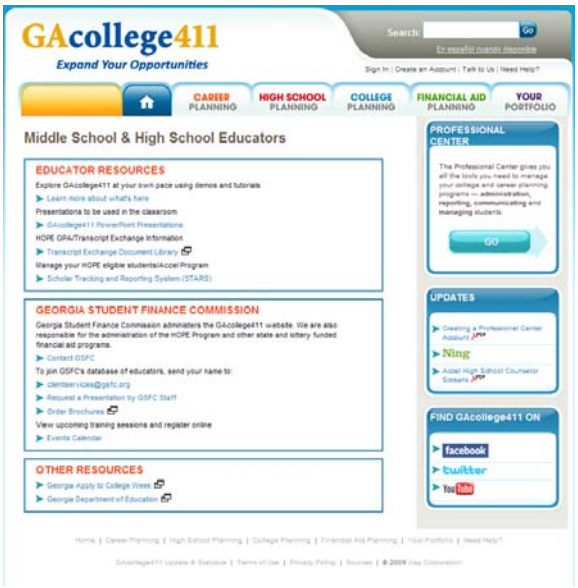
MIDDLE SCHOOL & HIGH SCHOOL EDUCATORS: Can be accessed from the bottom of the homepage.



GAcollege411 provides educators with multiple tools, resources and materials to assist with education and career planning:

- Explore GAcollege411- tutorial on-line staff development
- Transcript Exchange Information
- STARS Tracking (HOPE Eligibility)
- Training-request staff training
- Order Brochures-order multiple, valuable supplemental materials to your advisement program
- Events Calendar –Check for professional learning opportunities via the web
- APPLY TO COLLEGE WEEK

- Georgia Department of Education:

Videos

- *Making the Georgia Connection*
- *Keep On Going*
- *College Credit Now!*
- *Financial Aid for Success*
- *Superintendent Kathy Cox on GAcollege411*

Narrated PowerPoint Presentations

- *Paying for Your Postsecondary Education*
- *Financial Aid for Juniors*
- *Keep On Going*
- *Selecting Your Career Pathway*
- *College Credit Now!*

Teachers-as-Advisors (TAA) Activities

- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

Motivational Modules are located under “Volunteer Resources” at the bottom of the homepage. These modules can be delivered by counselors, business partners and/or college representatives. Excellent resources which can be utilized in a local advisement program for all students.

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SECTION V – Appendix for supporting documents:

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Proposed Secondary Assessment Transition Matrix

	Ninth Graders	Tenth Graders	Eleventh Graders	Twelfth Graders
2011/2012	EOCT = 20% of course grade Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass GHSWT
2012/2013	EOCT = 20% of course grade Pass the GHSWT	EOCT = 20% of course grade Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass GHSWT
2013/2014	EOCT = 20% of course grade Pass the GHSWT	EOCT = 20% of course grade Pass the GHSWT	EOCT = 20% of course grade Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass GHSWT
2014/2015	Common Core Assessment Implementation (Language Arts & Mathematics) EOCT = 20% (Science & Social Studies)	Common Core Assessment Implementation (Language Arts & Mathematics) EOCT = 20% (Science & Social Studies)	Common Core Assessment Implementation (Language Arts & Mathematics) EOCT = 20% (Science & Social Studies)	EOCT = 20% of course grade Pass the GHSWT

Key

Lightening Bolt

- It is proposed for students who entered ninth grade between July 1, 2008, and June 30, 2011, that the testing requirement currently in place for diploma eligibility be achieved through demonstration to proficiency on one of the two EOCT/s in each content area (English/language arts, mathematics, science and social studies). Under this proposal, a passing score on a contend area EOCT will serve as an alternate demonstration of proficiency and stand in lieu of the requirement to pass the corresponding content area GHSGT.
- For this cohort, the EOCT will continue to contribute 15% to the student's course grade. The GHSCT will remain available for any student unable to meet the testing requirement through the EOCT in any content area.
- The requirement to achieve a passing score on the Georgia High School Writing Test (GHSWT) will remain for all students.

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Star and Sun

- It is proposed that the GHSGT no longer be required to earn a high school diploma for students entering grade nine for the first time during the 2011-2012 school year and beyond.
- Beginning with the students who enter grade nine for the first time in 2011-2012, the EOCT will Contribute 20% to the course grade (for those core courses in with an EOCT is mandated).
- To earn a high school diploma, student entering grade nine for the first time during the 2011-2012 school year and beyond will be required to pass the course with the increased weight of the EOCT applied to the course grade.
- The requirement to achieve a passing score on the Georgia High School Writing Test (GHSWT) will remain for all students.

Beginning in 2011-2012, Adequate Yearly Progress will be calculated using the End of Course Tests (EOCT) scores.

This transition plan was developed in consideration for the planned implementation of the Common Core Assessments in 2014-2015(☺).

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TEACHERS-AS-ADVISORS (TAA) RUBRIC

Georgia Department of Education
Revised May, 2010

This rubric is designed to assist in rating the current implementation status of your school's **Teachers-As-Advisors** (TAA) Program in grades 6-12. This self-rating tool will assist school personnel in setting systemic goals. It can highlight at what level your program is being implemented and it can serve as a benchmarking tool for improvement. Please mark all responses that apply for each statement that has been implemented at your school. Steps are listed in the suggested order of occurrence. Add the number of check marks in each area to determine score. This rubric has been revised to reflect Georgia specific terminology and resources.

Describe your primary responsibility: (CHOOSE ONLY ONE)

(a) Superintendent
(b) High School Principal
(c) Middle School Principal
(d) Assistant Superintendent
(e) Assistant Principal
(f) Academic Teacher
(g) Elective Teacher
(h) Career/Technical Teacher
(i) Counselor
(j) Other: _____

PLANNING PROCESS

A. Administrative support:

____ Administrative leaders work in concert with teachers to create a well-defined statement of purpose and convey awareness and rationale for the program
____ Review/discuss teacher as "advisor" role during teacher evaluation
____ Review teacher expectations during hiring process
____ Appoint a "Teachers -As-Advisors" (TAA) program coordinator and TAA planning committee
____ Organize and work with a planning committee that includes parents, students, faculty and other stakeholders
____ Approve established goals and a plan of action
____ Market program name/logo
____ Foster communication among parents, teachers, counselors, and students about the program
____ Provide via technology opportunities to tour or observe model "TAA" school programs
____ Provide "Teachers-As-Advisors" orientation for key staff
____ Participate as an "advisor" to a group of students
____ Develop a school master schedule that allocates time for advisement activities

SET CALENDAR

B. ***Yearly Calendar Schedule:***

____ Establish planning committee meeting times
____ Target staff professional learning dates
____ Schedule regular student advisory meeting sessions (at least twice monthly)
____ Schedule parent/teacher/student conference dates/times in grades 6-12 (at least annually)

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CONTENT

C. ***Activities Development and Implementation***

____ Develop and administer a student needs assessment; or, content was created utilizing the Georgia DOE TAA framework located on GeorgiaStandards.org
____ Identify, develop and align grade-level activities in grades 6-12
____ Copy materials for use by advisors
____ Align TAA program with the counselor advisement program

Suggested activities include but are not limited to:

____ Develop an individual 6-year plan to identify course selection (plan of study with postsecondary connections on Gacollege411 or other CIS (collect data)
____ Administer and interpret interest inventories/academic assessments located on Gacollege411 or other CIS (collect data)
____ Demonstrate employability skills such as teamwork and active listening
____ Improve study skills
____ Explore educational options on Gacollege411 or other CIS (collect data)
____ Figure grade point average (GPA) and averaging of grades
____ Address high school graduation requirement
____ Learn college & military entrance requirements utilizing Gacollege411 or other CIS
____ Development of the Gacollege411or other CIS life-long electronic portfolio related to future goals
____ Relay labor market information to students and parents
____ Provide information regarding dual enrollment such as Accel and MOWR
____ Provide Georgia HOPE scholarship and grant information
____ Provide financial aid information
____ Others_____

ADVISOR TIME WITH STUDENTS

D. ***Student Advisement:***

____ Work with peer groups for one to four years as a unit
____ Meet with small equitably distributed groups of students (20 or less)
____ Meet a minimum of 18 to 36 times per year above the meeting times for progress reports
____ Meet with advisory group for a minimum of thirty minutes

TEACHER TRAINING

E. ***Teacher Involvement:***

____ Train staff on TAA topics prior to advisor/advisee time
____ Establish peer mentors for "new" advisors
____ Train substitutes, new staff, and support staff on the use of TAA materials
____ Provide advisors inquiry-access to advisees' records regarding attendance, grades, discipline, etc., on "need to know" basis

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Teacher training includes but is not limited to:

____ TAA program purposes, curriculum, and benefits
____ Listening skills
____ Confidentiality and referral procedures
____ Advisor and administrative responsibilities/duties for "quality"
____ Orientation to programs such as the GACollege411 and/or other CIS
____ Curriculum
____ Academic progress, attendance, and future plans
____ Assessment interpretation (career-related inventories on Gacollege411, ACT, PSAT)
____ Career Clusters/Pathways
____ High school graduation requirements
____ NCAA eligibility requirements
____ USG College (2-year and 4-year) and Technical College admission requirements
____ Other _____

PARENT/STUDENT/ADVISOR CONFERENCE

F. ***Parental Participation:***

____ Increase parental attendance at conferences and their involvement in the educational and career planning process
____ Provide a course description booklet for students and parents
____ Provide informational booths (e.g., yearbook, PTA-PTO, student organizations, military, postsecondary education, etc.) during open house or freshmen orientation
____ Update students' individual Plan of Study/Individual Graduation Plan utilizing Gacollege411 or other CIS (usually in the spring of each year.)

MARKETING

G. ***Community and Parental Public Relations:***

____ Provide letter to inform parents of program purpose and meeting dates
____ Maintain contact with parents regarding student progress and TAA activities
____ Publish a newsletter or provide TAA information in other publications (bi-annual, annual, quarterly, etc.)
____ Report to the community on a regular basis about the program and its results

EVALUATION

H. ***Program Evaluation and Improvement:***

____ Parents evaluate advisor conference time
____ Students evaluate TAA program annually
____ Teachers evaluate TAA program annually
____ Advisory Committee compiles, reviews and shares program evaluation results
____ Program adjustments made prior to the next school years sessions
____ Concerns are identified, method for collecting data to address those issues/concerns are determined, data collected and reviewed to determine effectiveness
____ Collect Gacollege411 or other CIS data to determine utilization

Observed outcomes at your school: Please check measurable benefits observed at your school.

____ Increased parental participation/attendance
____ Improved course selection and scheduling

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____ Decreased schedule changes
____ Increased faculty ownership for "student" success
____ Increased time for counselors to focus on counseling
____ Increased knowledge of educational and occupational opportunities
____ Improved understanding of graduation requirements/college entrance requirements
____ Increased enrollment in higher level math and science including AP
____ Greater number of students with a plan of study/program of study on Gacollege411 or other CIS
____ Greater percentage of students passing all parts of the GHSGT before graduating
____ Greater percentage of student passing EOCT
____ Others_____

ADVANCED (Majority of criteria checked in each section)	**PROFICIENT (Minimum of 3 criteria checked in each section)**	**BASIC (Minimum of 2 criteria checked in each section)**	**DEVELOPING (Must have <u>at least</u> 1 criterion checked in each section)**	**NOT YET ESTABLISHED (No criteria checked in one or more sections)**
83-77 Points	76-52 Points	51–36 Points	35-27 Points	26-0 Points

Advanced Your TAA program is well established. Continue to review and self-evaluate after every session and make required adjustments as needed to continue to help students be successful.

Proficient Your TAA program has engaged the majority of your school's staff, students and parents. The TAA activities are varied and supportive of students' goals. Continue to challenge yourselves to find additional ways to provide students the opportunity to develop skills they need for future success.

Basic Your TAA program is meeting the standard. Continue to meet on a regular basis with your advisory committee, encourage staff participation, and seek feedback from students and parents to help make progress in what you're doing.

Developing Your TAA program is in the development stage. You most likely have been working hard to develop a program in which everyone is actively involved. You feel frustration because not everyone views it as their job to assist students in planning for their future. Continue to seek administrative support, train staff on a regular basis and seek community assistance.

Not Yet Established Seek assistance because your TAA program may need improvement or you have not worked to develop and implement a TAA program.

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Individual Student Educational and Career Planning
Individual Graduation Plan (BRIDGE Compliance)
"Passing the Torch from Middle to High"
45-50 Minute Winter Transitional Session

Outcome: Student, school staff and family will have developed an **individual graduation plan** (Career Pathway: Plan of Study) as a guide to graduation and beyond.

Participants: Middle School Advisor; High School TAA Advisor; Student; Family OR Middle School Counselor; High School Counselor; Student; Family

When: By the end of the second semester of the 8th grade (BRIDGE BILL compliance)

Materials:

- Space conducive to open conversation (round table, no barriers [anything that will impede conversation like distractions, rigid posture, no eye contact, interruptions] between staff, student and family members, attentive listening; be caring; be curious)
- Attendance records (impress the need to attend classes because of End Of Course Test (EOCT) and to acquire the knowledge and skills necessary to take the next step; remind students they are building a reliable and responsible reputation)
- Discipline records (impress the need to follow the rules and stay within the boundaries established by the high school such as dress code, being on time to school and class; and other rules and regulations; remind students they are building a reliable and responsible reputation)
- Academic records (latest CRCT, Writing Assessment and other standardized test scores [ITBS, NAEP or MGA from SREB]; student transcript; Interest Profiler and Work Values Sorter on GACollege411 (should be in the student's Portfolio; access to GACollege411 to access the 411 Plan of Study in the HIGH SCHOOL PLANNING file)
- Copy of student career essay {optional essay}with notes (A career and B career as a backup) This can be done as an addition to middle school program criteria policy update OR as a practice writing assessment)
- List of open-ended questions about students educational and career choices to confirm student choices
    - Why are you interested in these careers? (Can use the Interest Profiler to affirm or deny student perception)
    - What are some specific details you know about these careers? (Confirm in the GACollege411 Portfolio that the student has used GACollege411 to explore pathways; if not, encourage student to begin the process and remind students that computers are available in public libraries, school media center)
    - What led you to think you might be interested in these careers? (Listen for skills, interest, and values)
    - What do you like most about these careers? (Listen for skills, interest, and values)
    - What do you like least about these careers? (Listen for a lack of skills, interest, and values)
    - Compare the skills you might need to work alone to those you will need to work in a team. (interpersonal skills are important to most occupations)

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- Can you be a team-player/work within a group? Why? (employers want workers with the ability to work effectively in a group along with communicative skills)
- Compare the advantages of indoor work and outdoor work? Which do you prefer?
- Communication skills are important to potential employers. Do you have strengths and weaknesses? If so, what are they? (Reading, Speaking, Writing, Presentation, Explaining)
- How would these careers require math skills? Do you like math? (Point out the relationship, if any, between occupational choices and math aptitude)
- How would these careers require science skills? Do you like science? (Point out the relationship, if any, between occupational choices and science aptitude)
- What are your favorite classes? Least favorite? Why? (Point out the relationship, if any, between favorite and least favorite classes and occupational choices)
- What are some of your problem-solving skills? Why do you think these skills would be important to an employer? (Employers look for problem-solving as an important skill)
- Describe your technological skills? (Point out the tremendous usage of technology in today's world of work)
- What did your interest survey tell you about yourself? (Let the student talk about themselves in relation to their scores)
- What did your skills survey tell you about yourself? (Let the student talk about themselves in relation to their scores)
- What level of education/skills do these careers demand to be competitive in the job market? (Help student and family understand the varying levels of education and the possibilities for this student)
- What concerns do you have about postsecondary education? (Allow student and family discuss any concerns they may have about postsecondary education; offer resources or make the referral to the high school counselor)

Synthesize information to reflect student's motivating values and interest: accomplishment, enjoyment, service to others, money, security, and environment

Identify or confirm pathway alignment to career choices and synthesized information to include:

- High school courses and postsecondary plans, if needed, to include appropriate level of education needed to be competitive
- Complete with the parent and learner the Plan of Study; parent can approve the plan and the counselor/advisor can lock the plan. Optional: The learner can change their identification from the middle school to the high school.
- Identify technical, public and private colleges with strong programs in this pathway/occupation (counselor/TAA advisor should be familiar with local possibilities and be able to tell student and family how the GACollege411 [COLLEGE PLANNING tab] can assist them with matching programs of study to postsecondary programs
- Inform student and family that they can begin to gather financial aid information from the GACollege411 site under the FINANCIAL AID PLANNING tab; be sure they understand the HOPE PROGRAM (have brochures available, if possible; or have pages printed from the GACOLLEGE411 HOPE PROGRAM section)
- Is there anything else you would like to discuss about your educational and career choices? (Allow student and family to ask questions or make comments)

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Pre-meeting preparation:

- Notify parent of time and place; confirm the day before
- Prepare a short parent evaluation to determine the effectiveness of the session which includes a parent signature verifying that this meeting took place
- Create a space that is open, friendly and comfortable (round table for open discussion between all members of the group)
- Gather all materials to utilize during this session in a folder with student name, DOB and parent/guardian name on the front cover
- Multiple copies of the Individual Graduation Plan documents offered at the receiving high school (can become a tools for conversation as well as a plan of study on 411)
- Read and examine the career essays, if applicable
- Become familiar with standardized test scores and career assessments as they relate to the individual student found on 411

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GRADUATION REQUIREMENTS for students who enroll in the ninth grade for the first time in the 2002-2003 school years. For more information regarding the graduation requirements go to http://www.gadoe.org/_documents/doe/legalservices/160-4-2-.47.pdf

AREAS OF STUDY:	CP	CP+	TC	TC+
(I) English/Language Arts*	4	4	4	4
(II) Mathematics*	4	4	3**	3**
(III) Science*	3	3	3	3
(IV) Social Studies*	3	3	3	3
(V) Health and Physical Education	1	1	1	1
(VI) Computer Technology and/or Fine Arts and/or Technology/Career-preparatory and/or Foreign Language	1	1	1	1
(VII) Foreign Language*	2	2	0	0**
(VIII) Technology/Career-preparatory units*** (From core Technology/Career-preparatory courses)	0	0	4	4
(IX) Locally required or elective units	4	4	3**	4**
(X) State Electives from Core Areas- (Courses with a single asterisk) and/or Fine Arts	0	2	0	1
TOTAL UNITS (MINIMUM)	22	24	22	24

*Core Courses

**Technology/Career-preparatory students may want to utilize an elective unit as Foreign Language or as a fourth unit of mathematics depending upon the student's program of study and the student's intentions to enter a University System of Georgia institution or other post-secondary institution. Determination of the appropriate number of mathematics units for each Technology/Career-preparatory program of study shall be determined by the local board of education.

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GRADUATION REQUIREMENTS for students who enroll in the ninth grade for the first time in the 2008-2009 school years. For more information regarding the graduation requirement go to http://www.gadoe.org/_documents/doe/legalservices/160-4-2-.48.pdf and/or http://www.gadoe.org/ci_services.aspx under the section titled "New Graduation Requirements".

AREAS of STUDY:

I.	**English/Language Arts***	**4 Units**
II.	**Mathematics***	**4 Units**
III.	**Science***	**4 Units**

The 4th science unit may be used to meet both the science and elective requirement

IV.	**Social Studies***	**3 Units**
V.	**CTAE and/or Modern Language and/or Fine Arts**	**3 Units**
VI.	**Health and Physical Education***	**1 Unit**
VII.	**Electives**	**4 Units**
Total Units (minimum state requirements)		**23 Units**

***Required Courses and/or Core Courses**

In an effort to clarify the 4th Science and college admissions requirements, please go to:
http://www.usg.edu/student_affairs/documents/staying_on_course.pdf

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State Program Updates Summary

Georgia Student Finance Commission

THIS INFORMATION IS PROVIDED FOR STUDENTS GRADUATING FROM HIGH SCHOOL IN 2011 OR LATER

HOPE Scholarship

- Students must graduate from high school with a 3.0 GPA as calculated by the Georgia Student Finance Commission for a college prep diploma or a 3.2 for a career tech diploma. Students graduating under the single diploma type must have a 3.0 GPA as calculated by GSFC.
- Students must maintain a 3.0 GPA in college.
- If a student falls below a 3.0 GPA in college, they may only regain the HOPE Scholarship one time.
- The HOPE Scholarship will not pay for remedial or developmental courses.
- A student may receive the HOPE Scholarship until the first of these events:
  - The student has earned a baccalaureate or first professional degree;
  - The student has attempted at any postsecondary institution a total of 190 quarter hours or 127 semester hours;
  - The student has received a total of combined payment of 127 semester hours or 190 quarter hours from the HOPE Scholarship, HOPE Grant, and Accel program (Accel payments made beginning with Fall 2011 term are excluded from the 127 hour cap); or
  - Beginning with those students receiving HOPE for the first time on or after July 1, 2011, seven years from a student's graduation from high school or the equivalent; provided, however, that for a student that serves on active duty in the military during such seven-year period such active duty service time will be credited back to the seven years.
- The HOPE Scholarship will pay:
  - At an eligible public postsecondary institution, for FY2012, a percentage amount of the standard tuition charges from the previous year. In subsequent years, the award amount will be a percentage of the immediately preceding year's HOPE Award Amount.
  - At an eligible private postsecondary institution, a percentage amount of the HOPE award amount for private colleges.

Creation of the Zell Miller Scholar Program

Students are eligible for the Zell Miller Scholar program:

- As an incoming freshman:
  - Having graduated from an eligible high school with a grade point average of at least 3.7 as calculated by Georgia Student Finance Commission and having received a score of at least 1,200 combined critical reading score and math score on a single administration of the SAT or an ACT score of at least 26; or
  - Having graduated from an eligible high school as the valedictorian or salutatorian; or Having completed a home study program meeting the HOPE eligibility requirements, having received a score of at least 1,200 combined critical reading score and math score on a single administration of the SAT or an ACT composite scale score of at least 26, and earning a cumulative grade point average of at least 3.3 at eligible postsecondary institution at the end of the quarter or semester in which the student has attempted 45 quarter hours or 30 semester hours, provided that such student shall be eligible to receive a retroactive scholarship for such student's freshman year to be paid at the end of the freshman year.
- A student must maintain a 3.3 grade point average in college to maintain the Zell Miller Scholar program. If the student falls below a 3.3 grade point average, they remain eligible for the regular HOPE Scholarship if the student's GPA is still a 3.0 or above.

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- A student meeting the requirements to be a Zell Miller Scholar must also meet all the requirements to be a HOPE Scholar.
- If a student loses eligibility for the Zell Miller Scholar program for any reason, they may regain that eligibility one time.
- The Zell Miller Scholar Program will pay:
  - At an eligible public postsecondary institution, 100% of the standard tuition charges;
  - At an eligible private postsecondary institution, 100% of the HOPE award amount for private colleges.

HOPE Grant Program

— Only available for students seeking a certificate or diploma at a branch of the Technical College System of Georgia or a unit of the University System of Georgia.

— Students must meet achievement standards by earning a cumulative grade point average of at least 3.0 at the end of the quarter or semester in which the student has attended 30 or 60 semester hours or 45 or 90 quarter hours of courses towards a diploma or certificate for which the student received HOPE Grant funds HOPE Grant will pay:
- A percentage amount of the standard tuition charges from the previous year.
- No students with a baccalaureate degree can receive the HOPE Grant.

The Student Access Loan Program

— Low interest loan program targeted to students who experience unmet need or a gap in their college financing.

— Students must be able to demonstrate that they have exhausted other financial aid sources including federal grants and loans and must have completed the Free Application for Federal Student Aid for the academic year in which they seek this loan.

— Students must be a resident of Georgia and a United States Citizen or eligible non-citizen.

— Students must be attending an eligible postsecondary institution in Georgia

— Students may borrow up to $10,000 per year and $40,000 in their lifetime.

— Certain students who teach in Science, Technology, Engineering or Mathematics (STEM) fields may be eligible to have all or a portion of their Student Access Loan forgiven.

— The annual interest rate is 1% and borrowers will be required to pay interest while they are in school.

— Students may apply online at www.GAcollege411.org. Online applications will be available on or about June 20th, 2011. Postsecondary schools will be required to certify the loan and disbursements will be sent to the postsecondary institution.

— For more information, students should check the GAcollege411 website periodically.

In addition to the requirements listed above for all of these aid programs, students must still meet the basic eligibility requirements of:

— Be a legal resident of Georgia;

— Meet academic achievement standards required by the program or the college;

— Be registered with the Selective Service, if required;

— Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;

— Meet HOPE's U.S. citizenship or eligible non-citizen requirements;

— Be in good standing on all student loans or other financial aid programs;

— Not have exceeded the maximum award limits for any HOPE program;

— Meet enrollment requirements; and

— Attend an eligible Georgia school.

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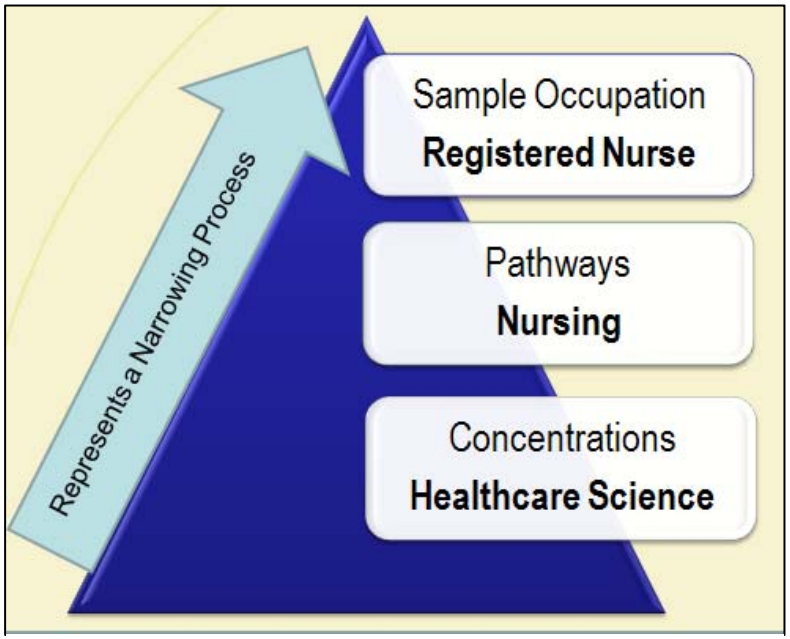
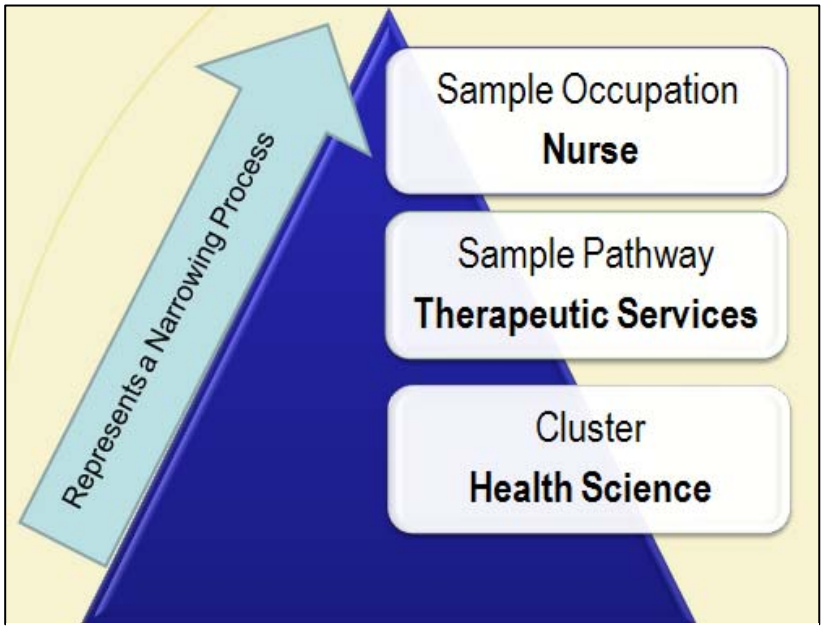
CAREER CLUSTER MODELS



Career Cluster Model for students enrolling in the 9th grade 2008-2009



Career Cluster Model for students enrolling in the 9th grade 2012-2013

To better align with the House Bill 186 (see appendix) mandating in Section 5. 20-2-159.1 focused programs of study based on 16 Career Clusters, "No later than July 1, 2012, the Department of Education shall develop, and the State Board of Education shall approve, state models an curriculum framework for the following focused programs of study, as defined in Code Section 20-2-326, including, but not limited to: Agriculture, food, and natural resources; Architecture and construction; Arts, audio-video technology, and communications; Business, management, and administration; Education and training; Finance; Health science; Hospitality and tourism; Human services; Information technology; Law, public safety, and security; Manufacturing; Government and public administration; Marketing, sales, and service; Science, technology, engineering, and mathematics; and Transportation, distribution, and logistics. Such focused programs of study may be combined around these and other related clusters." NOTE: A "focused program of study" is the same as a pathway as it is referenced in BRIDGE and HB 186.

GAcollege411
Expand Your Opportunities

Matrix for Student Advisement Tools and Materials on GAcollege411

This matrix represents a suggested framework for delivery of Teachers-as-Advisors (TAA) activities, motivational modules, videos, and narrated PowerPoint presentations for grades 6-12 located on the GAcollege411web site. These tools can be found under "Middle and High School Educators" and "Motivational Modules" (available in English and Spanish) under the Volunteer Resources. It is the intention these tools be utilized as a collaborative model delivered by advisors, counselors, business partners, and/or local college representatives.

Grade	Activity	During the month of	Who	Audience
9-12	Student & Family Conference/Progress Report/Student Checklist	Ap/May	Advisor	Parents/Student
9,10,11	TAA Activity – Preparing for the PSAT/NMQST	Prior to October testing date	Advisor	Student
9, 10,11	PSAT/NMQST Results	January	Advisor	Student
6th				
	TAA Activity – Icebreaker: Getting to Know You	September	Advisor	Students
	TAA Activity – Choose People Who Can Help	September	Advisor (School Specific Activity)	Students
	TAA Activity - Creating Your 411 Account	September	Advisor (Requires 411 check)	Students
	Motivational Module 3-A/B: Believe in Your Child	October	Counselor/Business Partner/Local College	Parents
	TAA Activity – The Importance of Goal Setting	October	Advisor	Students
	TAA Activity – Program Concentrations	October	Advisor	Students
	Motivational Module 3-C/D: Believe in Yourself	November	Counselor/Business Partner/Local College	Students
	TAA Activity – Understanding Georgia's Graduation Requirements	November	Advisor	Students
	TAA Activity – How I Study Best	December	Advisor	Students
	Power Point *Selecting Your Peach State Pathway*	January	Counselor	Parents
	TAA Activity – GAcollege411 Career Cluster Survey	January	Advisor (Requires 411 check)	Students
	TAA Activity – Chocolate Kisses (Win-Win Problem Solving)	January	Advisor	Students

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	TAA Activity – Listening Skills/Communications	February	Advisor	Students
	Power Point *Selecting Your Peach State Pathway*	February	Counselor classroom guidance	Students
	TAA Activity – Stereotyping	March	Advisor	Students
	TAA Activity – Perception: "Are Things Always Like We Think They Are?"	March	Advisor	Students
	TAA Activity – Learning Styles	April	Advisor	Students
	TAA Activity –Student/Family Conference/Student	April	Advisor (School specific activity)	Parents/Student
	TAA Activity – Values-What's Important?	May	Advisor	Students
	TAA Activity – Program Evaluation Survey	May	Advisor	Students
7th				
	TAA Activity – Icebreaker	September	Advisor	Students
	TAA Activity – Decision-Making Styles	September	Advisor	Students
	TAA Activity – Value Sorter	September	Advisor	Students
	Video: *Making the Georgia Connection*	October	Counselor	Parents
	TAA Activity – Career Pathways	October	Advisor	Students
	TAA Activity – Using Labor Market Information	October	Advisor	Students
	Video: *Making the Georgia Connection*	November	Counselor classroom guidance	Students
	TAA Activity – INUKSHUK (ee-nook-sook) The Successful Student	November	Advisor	Students
	TAA Activity – Keep Going	December	Advisor	Students
	Power Point: *Paying for Postsecondary Education*	January	Counselor	Parents
	TAA Activity – Goal Setting	January	Advisor	Students
	TAA Activity – Stereotyping	January	Advisor	Students
	TAA Activity – What's Your Interest?	February	Advisor (Requires a 411 check)	Students
	TAA Activity – Keeping Your Options Open	March	Advisor	Students
	TAA Activity – Calculating Your GPA	March	Advisor	Students
	TAA Activity – Student/Family Conference	April	Advisor (School specific activity)	Students

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	TAA Activity – HOPE Scholarship/Grant	April	Advisor (Should order GAcollege HOPE brochures from GAcollege411 web site)	Students
	TAA Activity – Study Behaviors	May	Advisor	Students
	TAA Activity – Program Evaluation Survey	May	Advisor	Students
8th				
	TAA Activity – Icebreaker/Jelly Beans	September	Advisor (bag of jelly beans or construction paper)	Students
	TAA Activity – Work Values Sorter	September	Advisor (Requires a 411 check)	Students
	TAA Activity – Paying for Postsecondary Education Using GAcollege411	September	Advisor	Students
	Power Point: *Paying for Postsecondary Education*	October	Counselor classroom guidance	Students
	TAA Activity – Revisit Graduation Requirements/Plan of Study	October	Advisor (Requires 411 check)	Students
	TAA Activity – Labor Market Information	October	Advisor	Students
	Module 3 Can I Afford to Go to College?	November	Counselor/Business Partner/Local College	Students
	TAA Activity – Social Demands of High School	November	Advisor	Students
	TAA Activity – College Credit Now	December	Advisor	Students
	Video*: Financial Aid for Success*	January	Counselor	Parents
	TAA Activity – Team Building	January	Advisor	Students
	TAA Activity – Nontraditional Careers	January	Advisor	Students
	TAA Activity – Why Work? Program Concentrations	February	Advisor	Students
	Student/Family Planning Conference, "Passing the TORCH"-Transitional parent/student conference to synthesize education and career planning information to create the high school plan of study.	February	Middle and 9th Grade Advisors/Counselor (Requires a 411 check prior to February parent conference by the advisor to print assessments and selected pathway)	Parents/Students
	TAA Activity – Financial Aid Process	March	Advisor	Students
	TAA Activity – Reaching a Consensus	March	Advisor	Students

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	TAA Activity – Why Postsecondary Education Part 1 (Page 1 & 2 of College Power Bulletin)	April	Advisor	Students
	TAA Activity – Why Postsecondary Education/Financial Aid Part 2 (Pages 3 & 4 of College Power Bulletin)	April	Advisor	Students
	TAA Activity – Making and Keeping Friendships	May	Advisor	Students
	TAA Activity – Program Evaluation Survey	May	Advisor	Students
9th				
	TAA Activity – Icebreakers	September	Advisor	Students
	TAA Activity – Choose People Who Can Help	September	Advisor (School specific activity)	Students
	TAA Activity – Preparing for the PSAT/NMQST	Prior to October testing date	Advisor (Requires local customization)	Students
	Power Point: Keep On Going	October	Counselor classroom guidance	Students
	TAA Activity –Georgia Graduation Requirements	November	Advisor	Students
	Video: Making the Georgia Connection	November	Counselor	Parents
	Video *Keep On Going*	December	Counselor classroom guidance	Students
	TAA Activity – PSAT Results	January	Advisor	Students
	TAA Activity – Career Pathways	January	Advisor (411 Check)	Students
	TAA Activity – Labor Market Information: Education Pays	February	Advisor	Students
	TAA Activity – Financial Aid Planning	February	Advisor	Students
	Motivational Module 4-A/B: Planning Teen's Tomorrow	March	Counselor/Business Partner/Local College	Parents
	TAA Activity – Peer Pressure	March	Advisor	Students
	TAA Activity – Communications/A Square Deal	April	Advisor	Students
	TAA Activity – Work-Based Learning	April	Advisor	Students
	TAA Activity – School specific business for 9th grade students regarding 10th grade responsibilities	May, if needed	(requires preliminary planning by the grade level advisor)	Students
	TAA Activity – Student/Family Conference/Student Checklist	May	Advisor (School specific activity)	Students/Parent

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	TAA Activity – Program Evaluation Survey	May	Advisor	Students
10th				
	TAA Activity – Icebreaker	September	Advisor	Students
	TAA Activity – Do What You Love	September	Advisor	Students
	TAA Activity – Preparing for the PSAT/NMSQT	Prior to October testing date	Advisor (Requires local customization)	Students
	Power Point: College Credit Now	October	Counselor	Parents
	TAA Activity – College Credit Now/Dual Enrollment	November	Advisor (411 Check)	Students
	Video: College Credit Now	November	Counselor classroom guidance	Students
	Motivational Module 4- C/D: Your Choice's Today Make a Difference Tomorrow	December	Counselor/Business Partner/Local College	Students
	TAA Activity – PSAT Results	January	Advisor	Students
	TAA Activity – Goal Setting	January	Advisor	Students
	TAA Activity – Types of Postsecondary Institutions	February	Advisor (APPLY TO COLLEGE WEEK)	Students
	TAA Activity – Understanding Special Purpose Schools and State Registered Apprenticeships	February	Advisor	Students
	Power Point: *College Credit Now*	March	Counselor classroom guidance	Students
	TAA Activity – Postsecondary Admissions Requirements	March	Advisor (APPLY TO COLLEGE WEEK)	Students
	TAA Activity – Financial Aid Process	April	Advisor	Students
	TAA Activity – My World View, My Life	April	Advisor	Students
	TAA Activity – School specific business for 10th grade students regarding 11th grade responsibilities	May, if needed	(requires preliminary planning by the grade level advisor)	Students
	TAA Activity – Student/Family Conference/Student Checklist	May	Advisor (School specific activity)	Students

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	TAA Activity – Program Evaluation Survey	May	Advisor	Students
11th				
	TAA Activity – Icebreaker	September	Advisor	Students
	TAA Activity – Test Taking	September	Advisor	Students
	TAA Activity – Preparing for the PSAT/NMSQT	Prior to October testing date	Advisor	Students
	Motivational Module 6-AB: College101	October	Counselor/Business Partner/Local College (APPLY TO COLLEGE WEEK)	Parents
	TAA Activity – College Credit Now	November	Advisor (APPLY TO COLLEGE WEEK)	Students
	Motivational Module 5 – A/B: Financial Aid 101	November	Counselor/Business Partner/Local College	Students
	PowerPoint: *Financial Aid for Juniors*	December	Counselor classroom guidance	Students
	TAA Activity – Postsecondary Admissions	January	Advisor (APPLY TO COLLEGE WEEK)	Students
	TAA Activity – PSAT Results	January	Advisor	
	TAA Activity – Dealing with Diversity	February	Advisor	Students
	TAA Activity – Financial Aid Process	February	Advisor	Students
	Motivational Modules 5 – C/D: College101	March	Counselor/Business Partner/Local College	Students
	TAA Activity – Finding the Right College	March	Advisor (APPLY TO COLLEGE WEEK)	Students
	TAA Activity – Can You Hear Me?	April	Advisor	Students
	TAA Activity – College Application/COMMON APPLICATION	April	Advisor (APPLY TO COLLEGE WEEK) (411 Check)	Students
	TAA Activity – School specific business for 11th grade students regarding Senior Year responsibilities	May, if needed	(requires preliminary planning by the grade level advisor)	Students
	TAA Activity – Spring Student/Family Junior Conference	May	Advisor and/or Counselor (School specific activity)	Students
	TAA Activity – Program Evaluation Survey	May	Advisor	Students
12th				
	TAA Activity – Icebreaker	September	Advisor	Students

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	TAA Activity – You Talkin' To Me	September	Advisor	Students
	Motivational Modules 5-C/D: Financial Aid 101	October	Counselor/Business Partner/Local College	Parents
	TAA Activity – Seeing Colors: Communications	October	Advisor	Students
	TAA Activity – Postsecondary Application Calendar	November	Advisor (411 Check)	Students
	TAA Activity – Voter Registration (Arranged by the Senior Advisors)	November	(requires preliminary planning by Senior sponsor and senior advisors)	Student Seminar
	Motivational Modules 6 A/B: Helping Your Students	December	Counselor/Business Partner/Local College	Parents
	TAA Activity – Financial Aid Checklist	January	Advisor (411 Check)	Students
	TAA Activity – Specific Senior Business (Created by Senior Sponsor and Senior Advisors)	January	Advisor (preliminary planning by the senior sponsor and senior advisors)	Students
	TAA Activity – Graduation Readiness	February	Advisor	Students
	TAA Activity – Avoiding Passive Acceptance-"Tale of the Processionary Caterpillars"	February	Advisor	Students
	Motivational Modules 6 C/D: Preparing for Success	March	Counselor/Business Partner/Local College	Students
	TAA Activity – If only I had known…	March	Advisor	Students
	TAA Activity – Graduation Senior Checklist	April	Advisor	Students
	TAA Activity – Specific Senior Business (Created by Senior Sponsor and Senior Advisors)	April	Advisor (Preliminary planning required by senior sponsor and senior advisors)	Students
	TAA Activity – Diversity	May	Advisor	Students
	TAA Activity – Program Evaluation Survey	May	Advisor	Students
	TAA Activity – School specific business for 12th grade students regarding graduation responsibilities	May, if needed	(requires preliminary planning by the senior advisor)	Students

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Middle School scope and sequence:			
Grade	6	7	8
Sept	Advisor/Icebreaker Advisor/Who Can Help? Advisor/Create the 411 Account	Advisor/Icebreaker Advisor/Decision-Making Style Advisor/Value Sorter	Advisor/Icebreaker Advisor/Work Values Survey Advisor/Paying for Postsecondary Education
Oct	**Module 3 Believe in Your Child/ Parents** Advisor/Goal Setting Advisor/Program Concentrations	**Counselor/Video/ Making the Georgia Connection/Parents** Advisor/Career Pathways Advisor/Using Labor Market Information	**Counselor/ppt/Paying for Postsecondary Education/Students** Advisor/Graduation Requirements Advisor/Labor Market Information
Nov	**Module 3 Believe In Yourself/Students** Advisor/Graduation Requirements	**Counselor/Video/Making the Georgia Connection/Students** Advisor/INUKSUK	**Module 3 Can I Afford to Go to College?/Students** Advisor/Social Demands of High School
Dec	Advisor/Study Habits	Advisor/Keep Going	Advisor/College Credit Now
Jan	**Counselor/ppt/Selecting Peach State Pathway/Parents** Advisor/Career Cluster Survey Advisor/Chocolate Kisses (Win-Win)	**Counselor/ppt/Paying for Postsecondary Education/Parents** Advisor/Goal Setting Advisor/Exploring Stereotypes	**Counselor/Video/Financial Aid for Success** Advisor/Teambuilding Advisor/Exploring Stereotypes and Emerging Careers
Feb	Advisor/Listening Skills **Counselor/ppt/Selecting Peach State Pathway/ Students**	Advisor/What's Your Interest	Advisor/Why Work? Program Concentrations **Advisor and/or Counselor/Passing the Torch/Students and Parents**
Mar	Advisor/Stereotyping Advisor/Perception	Advisor/Keeping Your Options Open Advisor/Calculating Your GPA	Advisor/Financial Aid Process Advisor/Reaching Consensus
Ap	Advisor/Exploring Nontraditional Careers Advisor/Student-Family Conference	Advisor/Student-Family Conference Advisor/HOPE Program (Scholarship/Grant)	Advisor/Why Postsecondary Education I Advisor/Why Postsecondary Education II
May	Advisor/Values Advisor/Program Evaluation	Advisor/Study Behaviors Advisor/Program Evaluation	Advisor/Friendships Advisor/Program Evaluation
411 Check	Advisor/Create the 411 Account Advisor/Career Cluster Survey	Advisor/What's Your Interest?	Advisor/Work Values Survey Advisor/Passing the Torch (transitional) with Plan of Study

Bold **Red** are counselor responsibilities
Bold **Black** can be presented by local business, counselors or local college representatives.

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High school scope and sequence:				
Grade	9	10	11	12
Sept	Advisor/Icebreaker Advisor/Who Can Help?	Advisor/Icebreakers Advisor/Do What You Love	Advisor/Icebreakers Advisor/Test Taking	Advisor/Icebreaker Advisor/Listening Skills
Oct	Advisor/PSAT **COUNSELOR/ppt/Keep On Going/Students**	Advisor/PSAT **COUNSELOR/ppt/College Credit Now/Parents**	Advisor/PSAT **Module 6/College 101/Parents**	Advisor/Seeing Colors **Module 5/Financial Aid 101/Parents**
Nov	Advisor/Graduation Requirements **COUNSELOR/Video/Making the Georgia Connection/Parents**	Advisor/Dual Enrollment **COUNSELOR/Video/College Credit Now/Students**	Advisor/College Credit Now **Module 5 Financial Aid 101/Students**	Advisor/Postsecondary Application Calendar **Advisor and Senior Sponsor/Voter Registration/Students**
Dec	**COUNSELOR/Video/Keep On Going/Parents**	**Module 4/Your Choice's Today Make a Difference Tomorrow/Students**	**COUNSELOR/ppt/Financial Aid for Juniors/Students**	**Module 6 Helping Your Student/Parents**
Jan	Advisor/PSAT Results Advisor/Career Pathways	Advisor/PSAT Results Advisor/Goal Setting	Advisor/Postsecondary Admissions Advisor/PSAT Results	Advisor/Financial Aid Advisor and Senior Sponsor/Senior Business
Feb	Advisor/LMI Education Pays Advisor/Financial Aid Planning	Advisor/Postsecondary Institutions Advisor/Apprenticeships	Advisor/Dealing with Diversity Advisor/Financial Aid	Advisor/Graduation Readiness Advisor/Tale of the Processionary Caterpillar
Mar	**Module 4/Planning Teen's Tomorrow/Parents** Advisor/Peer Pressure	**COUNSELOR/ppt/College Credit Now/Students** Advisor/Postsecondary Admissions	**Module 5/College 101/Students** Advisor/Finding the Right College	**Module 6 Preparing for Success/Students** Advisor/If only I had known..
Ap	Advisor/Square Deal Advisor/Work-Based Learning	Advisor/Financial Aid Advisor/My World View	Advisor/Can You Hear Me? Advisor/Common Application	Advisor/Graduation Checklist Advisor and Senior Sponsor/Senior Business
May	Grade level Sponsor/Specific grade level activity Advisor/Student-Family Conference Advisor/Program Evaluation	Grade level Sponsor/Specific grade level activity Advisor/Student-Family Conference Advisor/Program Evaluation	Grade level Sponsor/Specific grade level activity Advisor/Student-Family Conference Advisor/Program Evaluation	Grade level Sponsor/Specific grade level activity Advisor/Diversity Advisor/Program Evaluation
411 Check	Advisor/Career Pathways	Advisor/Dual Enrollment/College Credit Now	Advisor/Postsecondary Admissions and Finding the Right College	Advisor/Postsecondary App Advisor/Financial Aid

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NATIONAL CONSORTIUM OF STATE GUIDANCE LEADERSHIP
Student Plan of Study/Career Pathway/Individual Graduation Plan Rubric At-A-Glance

Performance Element	1 Novice	2 Emerging	3 Developing	4 Meets Standards	5 Well Developed/Advanced
Recommended Requirements	High school graduation checklist	High school graduation checklist with a planned program concentration or blended academic and career/technical area of focus	High school, college, and postsecondary training entrance requirement checklist with a planned career pathway or blended academic and career/technical area of focus	School maintains a program of study that includes high school, college, and postsecondary training entrance requirements aligned with a Career Pathway.	Students can speak about options, requirements and benefits of their Plan of Study that includes high school, college, and postsecondary training entrance requirements aligned with a Career Pathway; students in grades 8-11 and parents are aware of dual enrollment opportunities in Georgia.
Staff Involvement	Counselor only	Counselor and/or academic and/or CTAE staff	Counselor and advisor and other staff work together on school wide Plan of Study/Pathway system	Counselor and other school advisors/mentors have assigned students and assist with educational and career planning for ALL students	Students receive assistance from multiple educators (advisor, counselor, instructors) and family to plan and create a career-related plan of study; recorded and maintained in Gacollege411 as a "plan of study".
Grade Level Group or Individual Participation	All 8th graders involved in an orientation process individually or collectively	8th grade orientation and 9th grade follow-up conference	Individual and/or group advisement sessions for 8th, 9th, 10th, 11th, 12th grade students	Comprehensive advisement is available in grades 6-12 with individual advisement and embedded transitional activities	A comprehensive and developmental advisement program in grades 6-12 to include individual and group educational and career planning activities.
Review	None	Copy on file	Reviewed and updated annually	Reviewed and updated at each grading period	Reviewed through on-going advisement sessions
Parental Involvement	Enrollment and assessment information sent home to parents	Enrollment and assessment information sent home to parents. Regularly scheduled parent/advisor or parent/counselor conference	Enrollment and assessment information is sent home or students take information to parents and parent's signature required for course selection. Regularly scheduled parent/advisor or parent/counselor conference	All parents meet with student and school staff. (parent/advisor or counselor student conference during scheduled time) to develop plan of study/individual graduation plan. Parent's signature is required for all course selections.	All parents meet with student and school staff to develop a plan of study/individual graduation plan. A parent signature is required on the IGP for the student to be enrolled and before class changes can be made. Parents meet with student and school staff twice annually to review and update POS
Career-Related Assessments	Student take assessment without prompting from local staff	GAcollege 411 career-related assessments are administered to begin career exploration process randomly	GAcollege 411 career-related assessments are administered to begin career exploration process and the results are given and interpreted to the student and parents	GAcollege411 career-related assessment are administered and utilized with parent and student to discuss life/career goals, and course options at the secondary level. Assessments are used to develop the Plan of Study	Student assessments/interest inventories and academic results/aptitude assessments are interpreted with parent and student to discuss life/career goals, and course options at the secondary and postsecondary levels; student assessment results are recorded in GAcollege411.

Each level builds upon the previous level. It is assumed all services in the previous level are continued as the rubric works upward. This rubric provides basic guidelines to assist in rating the current status of your school's implementation of students' Plan of study/Program of study (POS). This self-rating tool can assist school personnel in setting systemic goals and can be used as a benchmarking tool for improvement. NOTE: Rubric adapted with permission from the Guidance Division, OK CTE and further adapted to include Georgia specific information and terminology.

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Georgia's HOT Careers to 2018

The careers in this chart have it all!

Personal Skills and Abilities
● advanced skills required ○ moderate skills required

Work Characteristics
● frequently found ○ occasionally found

Green jobs involve work that produces products or services that protect or restore the environment or conserve natural resources.

	Personal Skills and Abilities										Work Characteristics								Occupational Characteristics	
	Math skills	English skills	Science skills	Computer skills	Artistic/creative skills	Persuasive/interpersonal skills	Mechanical ability	Leadership/managerial ability	Travel between work sites	Overnight travel away from home	Hazardous duties/conditions	Operates machines or equipment	Outdoor work	Irregular work schedule	Job stress/pressure	Physically demanding	Economically sensitive	Geographically concentrated	2010 Annual Wage	2008-18 Annual Openings
More than a Bachelor's Degree																				
Admin Services Managers	○	○		○		●		●	○					○					$76,500	460
Art, Drama, & Music Teachers, Postsec		○			●	○													$57,600	140
Business Teachers, Postsec	○	○		○	○								○						$85,300	130
Clinical, Counseling, & School Psychologists		●	○		○	●			●				○	○					$67,300	120
Dentists, General	○	○	●	○	○		○				○	●				○			$167,100	160
Ed Admins, Elem & Secondary School	○	●		○		●		●					○	○					$84,500	390
Ed Admins, Postsecondary	○	●		○		●		●					○	○					$101,400	210
Ed, Vocational, & School Counselors		●	○		○	●		○					○	○					$55,200	320
Family and General Practitioners	○	●	●	○		●			○		●	●		●	●	○			$188,600	170
Farm, Ranch, & Other Ag Managers	○	○	○	○		○	●	●	●	○	○	●	●	○		○		○	$61,900	180
Instructional Coordinators	○	○		○	○	○									○				$59,800	250
Internists, General	○	●	●	○		●			○		●	●		●	●	○			$187,900	120
Lawyers		●		○	○	●		●	●	○				○	●				$142,900	690
Librarians		○		○															$57,400	160
Management Analysts	○	●		○	○	●		●	●	○				○	○				$96,300	1,870
Marketing Managers	○	●		○	○	●		●	●	●				○	●				$110,100	240
Medical & Health Services Managers	○	○	○	○		●		●		○				○					$85,500	500
Mental Health Counselors		●			○	●		○							○				$41,600	120
Pharmacists	○	●	●	○		●								●	○				$103,700	220
Physical Therapists		●	●			●						●		○		●			$76,500	150
Physician Assistants	○	●	●	○		●			○		●	○		●	●	○			$84,600	160
Producers & Directors		●		○	●	○		○	○	○			○	○					$77,500	210
Vocational Ed Teachers, Postsec	○	●	○	○	○	●		○						○	○	○			$46,200	220
Bachelor's Degree																				
Accountants & Auditors	●	○		○		○					○			○	○				$69,900	1,180
Compensation, Benefits, & Analysis Specialists		○		○		●		○	○	○							○		$56,700	150
Computer Software Engineers, Applications	●	●	●	●		○	○					○							$90,400	620
Computer Software Engineers, Sys Software	●	●	●	●		○	○					○							$92,300	370
Computer Systems Analysts	●	●	●	●		○		●	○	○	○			○	○			○	$81,200	1,240
Construction Managers	○	○	○	○		●	○	●	●	●	○		○	○	●	○	○		$89,800	440
Cost Estimators	●	○	○	○					●				○						$60,200	210
Database Administrators	●	○		●		○			○	○				○	●			○	$74,000	130
Directors, Religious Activities & Education		●			○	●		●	○	○			○	●	○	○			$51,400	140
Editors		●		○	●									●	○				$59,000	210
Elementary School Teachers, Exc Spec Ed	○	●	○	○	○	●		○						○	○	○			$52,400	2,510

✓ Fast job growth ✓ Above average wages ✓ At least 100 expected annual job openings

www.dol.state.ga.us/wp/lmi_publications.htm

Georgia Department of Labor • Mark Butler, Commissioner

Equal Opportunity Employer/Program • Auxiliary Aids and Services Available upon Request to Individuals with Disabilities

Georgia's HOT Careers to 2018

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Bachelor's Degree																				
Financial Analysts	○	○		○		○								○					$76,700	190
Industrial Engineers	●	○	○	●			○				○								$76,900	250
Kindergarten Teachers, Exc Spec Ed	○	●	○	○	○	●		○					○	○	○				$47,100	360
Logisticians	○	○	○	○		○	○				○				○				$67,700	120
Market Research Analysts	○	○		○	○	○								○					$60,800	230
Med & Clinical Laboratory Technologists	○	○	●	○						●	●		○						$50,600	210
Medical & Public Health Social Wkrs		●	○			●			●				○	○					$45,900	200
Middle School Teachers, Exc Spec & Voc Ed	○	●	○	○	○	●		○					○	○	○				$51,900	1,040
Multi-Media Artists and Animators		○		●	●						○								$50,100	140
Network & Computer Systems Admins	●	○		●		○			○	○				○	○			○	$71,000	530
Network Systems & Data Comm Analysts	●	●	●	●		○		●	○	○	○			○	○		○		$77,200	490
Property, Real Estate, & Community Assoc Mgrs	○	○		○		●		●	○						○				$69,000	210
Public Relations Specialists		●		○	●	●		●	○	●				○	○			●	$52,600	260
Secondary School Teachers, Exc Spec & Voc Ed	○	●	○	○	○	●		○						○	○	○			$53,600	1,670
Social & Community Service Managers		○			○	○		●	○	○					○				$55,600	200
Spec Ed Teachers, Presch, Kindgtn, & Elem School	○	●	○	○	○	●		○						○	○	○			$51,500	560
Special Ed Teachers, Middle School	○	●	○	○	○	●		○						○	○	○			$50,900	230
Special Ed Teachers, Secondary School	○	●	○	○	○	●		○						○	○	○			$54,500	310
Training & Development Specialists		○		○		●		○	○	○							○		$55,900	390
Writers & Authors		●		○	●									●	○				$53,400	130
Associate's Degree																				
Dental Hygienists		○	○			○					●	●		○		○			$62,500	350
Paralegals & Legal Assistants		●		○	○	○			○					○	○				$51,400	320
Radiologic Technologists & Technicians	○	○	○	○		○			○		●	●		●					$49,900	240
Registered Nurses	○	●	●	○		●					●	○		●	●	○			$60,900	3,470
Respiratory Therapists	○	●	●			●			○		●	●		○	○				$50,000	170
Work Experience in a Related Occupation																				
Detectives & Criminal Investigators		○			○					○	○		○	●	○				$53,500	180
Food Service Managers		○		○	○	●		●						●	●		○		$53,100	330
Supervisors of Helpers, Laborers, & Material Movers, Hand						●		●	○					○		○			$44,300	250
Long-term on-the-job Training																				
Coaches & Scouts					○	●		●	●	●			●	●	●	○		○	$44,300	220
Electrical Power-Line Installers & Repairers	○		○				●		●	○	●	●	●	○	○	●			$47,000	110
Moderate-term on-the-job Training																				
Advertising Sales Agents	○	●		○	●	●			●	○			○		○		○		$58,300	320

✓ Fast job growth ✓ Above average wages ✓ At least 100 expected annual job openings

For more information, please contact Bill Webb at (404) 232-3875 • Fax (404) 232-3888
Email: Workforce_Info@dol.state.ga.us

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Individual Graduation Plan

SAMPLE

Name_____ Class of _____

Current Area of Interest: Agriculture, Food & Natural Resources/Veterinary Science - *This **INDIVIDUAL GRADUATION PLAN** can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet learner's educational potential and career goals.* ***Opportunities for coursework are flexible and can vary at the local levels.***

EDUCATION LEVELS	GRADE	English/Language Arts 4 credits	Math 4 credits	Science 4 credits*	Social Studies 3 credits	Health/ Physical Education 1 credit	Electives 4 credits	Career and Technical Courses for Veterinary Science 3 elective credits**	SAMPLE Occupations Relating to this Career Pathway
Career-related assessments administered and Individual Graduation Plan initiated for all learners by the end of the 8th grade (BRIDGE compliance)									
SECONDARY	9	9th Literature & Composition	Math I, GPS Algebra I or GPS Geometry	Physical Science	American Government/ Civics	Health	Elective or Modern Language Latin	Elective or Basic Agriculture Science Technology	Equine Managers Veterinarians Veterinary Assistants Animal Scientists Wildlife Biologists Livestock Geneticists Animal Nutritionists
	On-going advisement with learner and family (BRIDGE compliance) to include postsecondary admissions assessment; career-related activities								
	10	10th Literature & Composition	Math II, or GPS Geometry or GPS Advanced Algebra	Biology	World History	Personal Fitness	Elective or Modern Language Latin	Basic Agriculture Science Technology or Small Animal Care	
	On-going advisement with learner and family (BRIDGE compliance) to include postsecondary admissions assessment level; dual enrollment; work-based learning								
	11	11th American Literature/ Composition	Math III, GPS Advanced Algebra or Advanced Math	Chemistry	United States History	Elective	Elective or Modern Language Latin	Small Animal Care or Veterinary Science	
	On-going advisement with learner and family (BRIDGE compliance) to include postsecondary admissions assessment level; dual enrollment; work-based learning								
	12	Advanced Composition	Advanced Math or *Career Pathway Related Math	*Animal Science Technology/ Biotechnology	Economics/ Business/ Free Enterprise	Elective	Elective or Modern Language Latin	Elective or Veterinary Science	
	Postsecondary advisement with learner and family to include postsecondary admission assessment level; dual credit (College Credit Now)								
POSTSECONDARY	• Learners who will continue their education at one of Georgia Public Technical Colleges should prepare to take the COMPASS assessment for admissions to those institutions. • Learners who will continue their education at one of Georgia's University System 4-year state college or research university institutions should prepare to take the SAT or ACT. Check with your selected institution for specific admissions requirements. Georgia's 2-year colleges do not require the SAT/ACT for admissions.								

* 4th Science may be used to meet both the required science and required elective in CTAE sequence of courses

**Learners must complete 2 years (2 credits) of the same Modern Language/Latin for admission to Georgia Board of Regents colleges/universities; Students must complete CTAE pathway and take end of pathway assessment. See the back for a more specific description of graduation requirements.

Some courses do not follow the same sequence at the local levels.

Legend: Golden rod=Core requirements; Green=Elective Requirements

DRAFT

The sample VETERINARY SCIENCE PATHWAY occupations listed below meet two out of three of GDOE definitions for high-demand, high-wage and high-skilled. www.occsupplydemand.org			
Occupation Specialties	**Level of Education Needed**	**Average Salary**	**Annual Average Openings in Georgia**
Animal Breeder	Short-Term On-the-Job Training	$22,152	20
Animal Trainer	Moderate On-the-Job Training	$28,891	40
Veterinarian	First Professional Degree	$67,101	60
Veterinarian Technologist & Technician	Associate Degree	$25,480	60

Go to GACollege411 at www.GACollege411.org for more information about your education and career planning, including valuable financial information (grants and scholarships including HOPE Program, loans, AND FAFSA and CSS forms).

Current GEORGIA Graduation Rule for student entering the 9th grade in fall of 2008-2009	Credits	Postsecondary Programs of Study Technical College	Postsecondary Programs of Study University of Georgia System
English/Language Arts Mathematics *Science Social Studies ** Career, Technical & Agricultural Education and/or Modern Language/Latin, and/or Fine Arts Health & Physical Education Electives TOTAL	4 4 4 3 3 1 4 23	TBD NOTE: Learners planning to attend a technical college should prepare to take the COMPASS assessment for admissions.	TBD NOTE: Learners planning to attend a Georgia 4-year college/university should prepare to take the ACT/SAT.

* 4th Science may be used to meet both the required science and required elective in CTAE sequence of courses

**Students must complete 3 units in a pathway to complete CTAE pathway and take the end of pathway assessment. Student must complete 2 years of the same Modern Language/Latin for admission to Georgia Board of Regents colleges/universities.

VETERINARY SCIENCE PATHWAY

Veterinarians treat health problems of pets, livestock, and animals in zoos, racetracks, and laboratories. They are concerned with preventing, controlling, and curing animal diseases as well as researching human and animal health to develop new ways to prevent and cure diseases. Some veterinarians are meat inspectors, and others work in wildlife management.

The American Medical Veterinary Association reports that about 70 percent of veterinarians work in private medical practices treating small animals. Almost one-fourth of all veterinarians work in "mixed" practices, treating pigs, goats, cattle, and sheep in addition to companion pets. A small number of veterinarians treat large animals (horses or cattle) exclusively. These veterinarians drive to farms or ranches to provide services for herds or individual animals. Veterinarians involved in food safety and inspection check livestock for diseases that may be transmitted to human beings. They advise owners on the treatment of their animals as well as ordering quarantines when necessary. They may also inspect slaughtering and processing plants and enforce federal regulations concerning food purity and sanitation.

Veterinarians must obtain a Doctor of Veterinary Medicine (D.V.M. or V.M.D.) from an accredited college of veterinary medicine after completing an undergraduate program. Competition is keen for admission to veterinary school. To apply, students should complete pre-veterinary course requirements (primarily science classes) as well as submitting test scores from the Graduate Record Examination (GRE), Veterinary College Admission Test (VCAT), or Medical College Admission Test (MCAT).

After graduation from an accredited veterinary program, veterinarians must earn a passing grade on a national board examination, the North American Veterinary Licensing Exam, before practicing veterinary medicine. Employment of veterinarians is expected to increase by 35 percent by 2016 attributed somewhat to the fact that modern veterinary services now parallel human medicine. For example, certain procedures that were only previously available for humans, are now available for animals—procedures such as hip replacement, kidney transplants, and blood transfusions.

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REVISED ADVISEMENT CHECKLIST (✓) Revised 1/19/11; June, 2011

Evaluation Process for measuring effective advisement utilizing any state or national Career Information System for education and career planning in phases:

- **Year 2/2011-12 – 90%**
- **Year 3/2012-13 – 100%:**

Please provide the following information:

_____% of 6th graders who have electronic portfolio accounts

____ % of 6th graders who take a career assessment or interest inventory and save the results in their portfolio

____ % of 7th graders who take a career assessment or interest inventory and save the results in their portfolio

____ % of 7th graders who explore at least three careers concentrations/clusters and save the career clusters/concentrations in their portfolios

____ % of 8th graders who explore at least three occupations and save the occupational information in their portfolios prior to the transitional parent/student conference or student led conference

____ % of 8th graders who complete an Individual Graduation Plan to utilize during the **face-to-face** transitional conference between middle and high school

____ % of 9th graders who investigate and record in their portfolio three additional occupations prior to the annual student/family conference

____% of 9th graders and family that have participated in regular advisement sessions

____ % of 10th graders who are aware of "College Credit Now" programs (dual enrollment opportunities) by April 1

____% of 10th graders and family that have participated in regular advisement sessions

____ % of 11th graders who make the connection between school and work by exploring and saving in their portfolios at least three possible choices of postsecondary institutions that match their Individual Graduation Plan

____% of 11th graders and family that have participated in regular advisement sessions

____ % of 12th graders who identify their next step after graduation in their electronic portfolio: 4-year institute, 2-year institute, apprenticeship, military, technical college, special purpose [vocational] school, or workforce

House Bill 400 (AS PASSED HOUSE AND SENATE)

By: Representatives Millar of the 79th, Lindsey of the 54th, Pruett of the 144th, Amerson of the 9th, and Ashe of the 56th

A BILL TO BE ENTITLED

AN ACT

To amend Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to the "Quality Basic Education Act," so as to enact the "Building Resourceful Individuals to Develop Georgia's Economy Act"; to develop programs to improve graduation rates and to improve the preparedness of students for postsecondary education and careers; to provide for definitions; to provide for individual graduation plans; to establish a reform grant program; to provide that the grant program is subject to appropriations; to require local school systems which receive a reform grant to comply with certain requirements; to provide for rules and regulations; to provide for exemptions from certain portions of the high school graduation test and end-of-course assessments; to provide for related matters; to provide for an effective date; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

Article 6 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to the "Quality Basic Education Act," is amended by adding a new part to read as follows:

"Part 16

20-2-325.

This part shall be known and may be cited as the 'Building Resourceful Individuals to Develop Georgia's Economy Act.'

20-2-326.

For purposes of this part, the term:

(1) 'Articulation' means agreement between a high school and a postsecondary institution regarding the awarding of both secondary and postsecondary credit for a dual enrollment course.

(2) 'Career academy' means a specialized charter school established by a partnership between one or more local boards of education and a technical school or college and approved by the State Board of Education in accordance with Article 31 of this chapter or the Georgia Charter Schools Commission in accordance with Article 31A of this chapter. This term also includes a small learning community where a student receives academic instruction at his or her assigned high school combined with work based learning opportunities at an industry center or technical school or college.

(3) 'Choice technical high school' means a high school, other than the high school to which a student is assigned by virtue of his or her residence and attendance zone, which is designed to prepare a high school student for postsecondary education and for employment in a career field. A choice technical high school may be operated by a local school system or a technical school or college. A choice technical high school may also be operated as a charter school under a governance board composed of parents, employers, and representatives from the local board of education.

(4) 'Chronically low-performing high school' means a public high school in this state that has a graduation rate of less than 60 percent for three consecutive years, as determined in accordance with methodology established by the National Governors Association's Compact on High School Graduation Data, or that has not made adequate yearly progress for three consecutive years, as defined by the Office of Student Achievement.

(5) 'Focused program of study' means a rigorous academic core combined with a focus in mathematics and science; a focus in humanities, fine arts, and foreign language; or a coherent sequence of career pathway courses that is aligned with graduation requirements established by the State Board of Education and curriculum requirements established pursuant to Part 2 of this article that prepares a student for postsecondary education or immediate employment after high school graduation.

(6) 'Graduation plan' means a student specific plan developed in accordance with subsection (c) of Code Section 20-2-327 detailing the courses necessary for a high school student to graduate from high school and to successfully transition to postsecondary education and the work force.

(7) 'Industry certification' means a process of program evaluation that ensures that individual programs meet industry standards in the areas of curriculum, teacher qualification, lab specifications, equipment, and industry involvement.

(8) 'Public college or university' means a two-year or four-year college, university, or other institution under the auspices of the Board of Regents of the University System of Georgia.

(9) 'Small learning community' means an autonomous or semiautonomous small learning environment within a large high school which is made up of a subset of students and

teachers for a two, three, or four-year period. The goal of a small learning community is to achieve greater personalization of learning with each community led by a principal or instructional leader. A small learning community blends academic studies around a broad career or academic theme where teachers have common planning time to connect teacher assignments and assessments to college and career readiness standards. Students voluntarily apply for enrollment in a small learning community but must be accepted, and such enrollment must be approved by the student's parent or guardian. A small learning community also includes a career academy organized around a specific career theme which integrates academic and career instruction, provides work-based learning opportunities, and prepares students for postsecondary education and employment, with support through partnerships with local employers, community organizations, and postsecondary institutions.

(10) 'Teacher adviser system' means a system where an individual professional educator in the school assists a small group of students and their parents or guardians throughout the students' high school careers to set postsecondary goals and help them prepare programs of study, utilizing assessments and other data to track academic progress on a regular basis; communicates frequently with parents or guardians; and provides advisement, support, and encouragement as needed.

(11) 'Technical school or college' means a school, college, institution, or other branch of the Technical College System of Georgia.

20-2-327.

(a) Student performance at the advanced proficiency/honors level on any assessments required for purposes of high school graduation shall be recognized as:

(1) Meeting postsecondary entrance test requirements, and

(2) Qualifying students to enroll in credit-bearing postsecondary course work in accordance with policies and requirements established by the State Board of Education, the Board of Regents of the University System of Georgia, and the State Board of Technical and Adult Education.

(b) Secondary and postsecondary credit shall be awarded immediately upon successful completion of any articulated or dual enrollment course in accordance with policies and requirements established by the State Board of Education, the Board of Regents of the University System of Georgia, and the State Board of Technical and Adult Education.

(c) Beginning with the 2010-2011 school year, students in the sixth, seventh, and eighth grades shall be provided counseling, advisement, career awareness, career interest inventories, and information to assist them in evaluating their academic skills and career interests. Before the end of the second semester of the eighth grade, students shall develop

an individual graduation plan in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee. High school students shall be provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment. An individual graduation plan shall:

(1) Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway course work;

(2) Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;

(3) Align educational and broad career goals and a student's course of study;

(4) Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;

(5) Include experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning;

(6) Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;

(7) Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and

(8) Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

An individual graduation plan shall be reviewed annually, and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser. An individual graduation plan may be changed at any time throughout a student's high school career upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

20-2-328.

(a) Subject to appropriations by the General Assembly, the State Board of Education shall establish a competitive grant program for local school systems to implement school reform measures in selected high schools. The state board shall establish program requirements in accordance with the provisions of this Code section and shall establish grant criteria,

which shall include that priority for reform grants shall be given to chronically low-performing high schools.

(b)(1) The State Board of Education shall develop an evidence based model program for chronically low-performing high schools receiving a reform grant pursuant to this Code section for addressing at-risk students, which shall include various programs and curricula that have proven to be effective for at-risk students focusing on:

(A) Identification of students at risk for being poorly prepared for the next grade level or for dropping out of school;

(B) Strengthening retention of ninth grade students in school and reducing high failure rates;

(C) Improving more students' performances to grade level standards in reading and mathematics by the end of ninth grade;

(D) Assisting students and their parents or guardians in setting an outcome career and educational goal and identifying a focused program of study to achieve such goal; and

(E) Assisting students in learning and applying study skills, coping skills, and other habits that produce successful students and adults.

(2) The at-risk model program shall include:

(A) Diagnostic assessments to identify strengths and weaknesses in the core academic areas;

(B) A process for identifying at-risk students, closely monitored by the Department of Education in collaboration with local school systems to ensure that students are being properly identified and provided timely, appropriate guidance and assistance and to ensure that no group is disproportionately represented; and

(C) An evaluation component in each high school to ensure the programs are providing students an opportunity to graduate with a high school diploma.

(3) The at-risk model program may include various components designed to result in more students facilitating a successful start in high school and passing ninth grade such as:

(A) Utilizing a flexible schedule that increases students' time in core language arts/reading and mathematics studies designed to eliminate academic deficiencies;

(B) Maintaining a student-teacher ratio in ninth grade that is no higher than any other grade level ratio in high school;

(C) Utilizing experienced and effective teachers as leaders for teacher teams in ninth grade to improve instructional planning, delivery, and reteaching strategies;

(D) Assigning students to a teacher mentor who will meet with them frequently to provide planned lessons on study skills and other habits of success that help students

become independent learners and who will help them receive the assistance they need to successfully pass ninth grade; and

(E) Including ninth grade career courses which incorporate a series of miniprojects throughout the school year that require the application of ninth grade level reading, mathematics, and science skills to complete while students learn to use a range of technology and help students explore a range of educational and career options that will assist them in formulating post high school goals and give them a reason to stay in school and work toward achieving their stated goals.

(c) The State Board of Education shall promulgate rules and regulations for chronically low-performing high schools receiving a reform grant pursuant to this Code section to make the high schools more relevant to and effective for all students. Such rules shall encourage high schools to implement a comprehensive school reform research based model that focuses on:

(1) Setting high expectations for all students;

(2) Personalizing graduation plans for students;

(3) Developing small learning communities or career academies with a rigorous academic foundation and emphasis in broad career fields of study;

(4) Using project based instruction embedded with strong academics to improve relevancy in learning;

(5) Fostering collaboration among academic and career/technical teachers;

(6) Implementing nontraditional scheduling in ninth grade for students behind in their grade level;

(7) Promoting parental involvement; and

(8) Training teachers to work with low-performing students and their parents or guardians.

(d) This Code section shall be subject to appropriations by the General Assembly.

20-2-329.

High schools that receive a reform grant pursuant to Code Section 20-2-328 shall:

(1) Provide focused programs of study which are designed to provide a well-rounded education for students by fostering artistic creativity, critical thinking, and self-discipline through the teaching of academic content, knowledge, and skills that students will use in the workplace, further education, and life. The focused programs of study, whether provided at a choice technical high school, a career academy, a traditional high school, or on site at a technical school or college or a public college or university, shall be aligned with graduation requirements established by the State Board of Education and curriculum requirements established pursuant to Part 2 of this article, including, at a

minimum, four years of mathematics, Algebra I and higher, and four years of English, with an emphasis on developing reading and writing skills to meet college and career readiness standards;

(2) Implement a teacher adviser system;

(3) Provide students in the ninth through twelfth grades information on educational programs offered in high school, in technical and community colleges, in colleges and universities, and through apprenticeship programs and how these programs can lead to a variety of career fields. Local school systems shall provide opportunities for field trips, speakers, educational and career information centers, job shadowing, and classroom centers to assist students and their parents or guardians, with guidance from school counselors and teacher advisers, in revising, if appropriate, the individual graduation plan developed pursuant to subsection (c) of Code Section 20-2-327;

(4) Enroll students no later than ninth grade into one of the following options for earning a high school diploma and preparing students for postsecondary education and a career which will include a structured program of academic study with in-depth studies in:

(A) Mathematics and science;

(B) Humanities, fine arts, and foreign language; or

(C) A career pathway that leads to passing an employer certification exam in a high demand, high skill, or high wage career field or to an associate's degree or bachelor's degree.

The awarding of a special education diploma to any disabled student who has not completed all of the requirements for a high school diploma, but who has completed his or her Individualized Education Program (IEP) shall be deemed to meet the requirements of this paragraph;

(5) Implement the at-risk model program developed by the State Board of Education pursuant to subsection (b) of Code Section 20-2-328;

(6) Comply with the rules and regulations promulgated by the State Board of Education for chronically low-performing high schools pursuant to subsection (c) of Code Section 20-2-328; and

(7) Schedule annual conferences to assist students and their parents or guardians in setting educational and career goals and creating individual graduation plans beginning with students in the eighth grade and continuing through high school. These conferences shall include, but are not limited to, assisting the student in identifying educational and career interests and goals, selecting a career and academic focus area, and developing an individual graduation plan.

20-2-329.1.

The State Board of Education shall promulgate rules and regulations necessary to carry out the provisions of this part."

SECTION 2.

Said article is further amended in Code Section 20-2-281, relating to assessment of effectiveness of educational programs, by adding a new subsection to read as follows:

"(q) The State Board of Education shall consider the passage by a student of an industry certification examination or a state licensure examination which is approved by the State Board of Education when considering whether to grant such student a variance for one or more portions of the high school graduation test required by the State Board of Education pursuant to subsection (a) of this Code section in order to obtain a Georgia high school diploma; provided, however, that the state board shall not grant a variance to a student unless the student has attempted and failed to pass the relevant portion of the high school graduation test at least four times."

SECTION 3.

This Act shall become effective upon its approval by the Governor or upon its becoming law without such approval.

SECTION 4.

All laws and parts of laws in conflict with this Act are repealed.

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Expand Your Opportunities

GAcollege411 Overview

Carol Ann Lott
Hal Wilkinson
K-12 Student and School Services

June 23, 2011

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Homepage

2

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Roles

- **5 different roles allow users to receive customized information based on their grade level or role in life**
- **Middle School & High School Educators link provides information for teachers and counselors**

3

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Middle School & High School Educators Page

- **Educator Resources**
  - Provides access to GAcollege411 presentations
  - Learn how to use GAcollege411 in the classroom
- **GSFC**
  - Contact GSFC
  - Order brochures
- **Professional Center**
  - Link directly to the Pro Center

4

GAcollege411

Create an Account

- Most accounts will be created for students via the batch process – use this link for students to manually create accounts
- Once an account is created, the user will select "Sign In" when visiting GAcollege411 in the future

5

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High School Student Homepage

- Student sees role-relevant homepage upon logging in each time
- Access to GAcollege411 Inbox and Event Calendar available on right side of the page
- "Take a tour" gives student a 3-5 minute overview of the site and is narrated by a high school student

6

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Middle School Student Homepage

- Middle school users also have a role-relevant homepage available to them each time they log in, as well as access to a GAcollege411 Inbox and Event Calendar

7

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Your Portfolio

- Your Portfolio houses saved searches, career activities, selected colleges, etc.
- Your Profile contains demographic information as well as experiences and activities
- Planning Milestones are set by the school and can be customized by grade

8

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Your Profile

- The Basics allows students to update their role and school connection
- Experiences and Activities can be updated so that students can print, e-mail, or PDF the information for letters of recommendation

9

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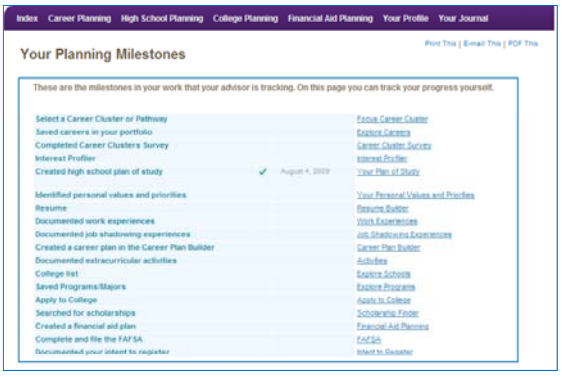
Your Planning Milestones



- Set by the Administrator of the Professional Center and can be tracked through the Reports module
- 18 available slots for milestones

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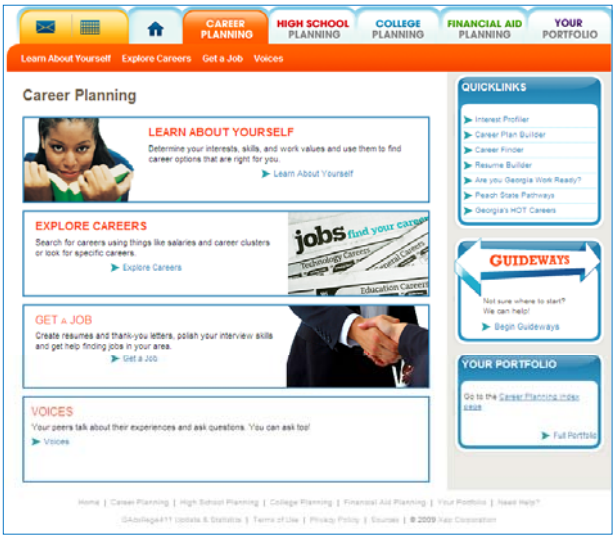
Career Planning



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Learn About Yourself

- **Six different career assessments allow students to find career options that match things such as likes, personality traits, and what they might value in a job or work environment**

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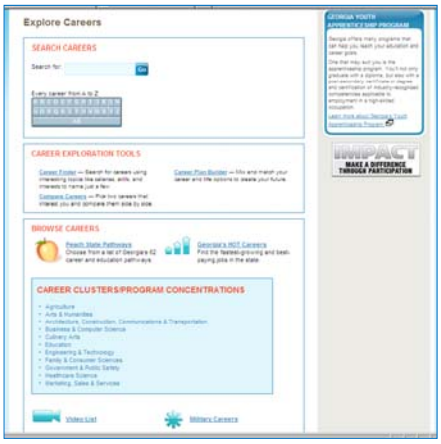
Explore Careers



- Search careers by name or field
- Use Career Finder to find career options based on salary, outlook, education, work values, etc.
- Peach State Pathways – Georgia's 62 career and education pathways
- View military careers and videos of over 600 jobs

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Get a Job

- Available tools help students create resumes, cover letters, and thank you letters, as well as practice for upcoming job interviews
- Insider Info provides expert help on searching for jobs and planning for a career

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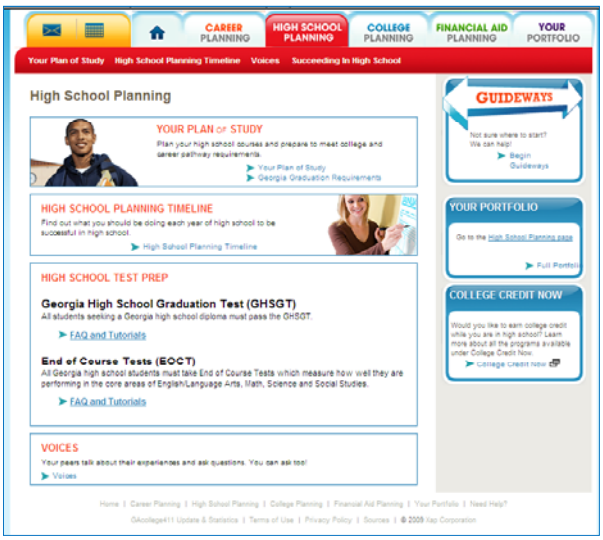
High School Planning



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Your Plan of Study

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College Planning

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Explore Schools

18

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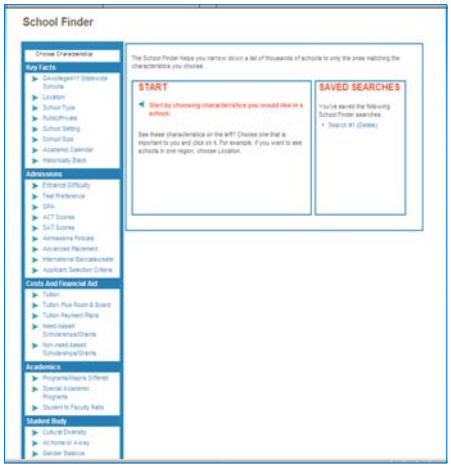
School Finder



- **Find schools based on characteristics such as:**
  - Location
  - School Size
  - Test Preference
  - Applicant Selection Criteria
  - Non-need-based Scholarships
  - Student to Faculty Ratio
  - At home or away
  - Sports
  - Greek life

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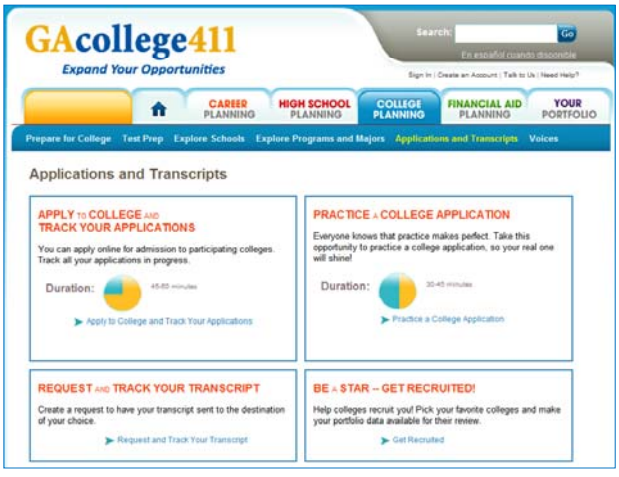
Applications and Transcripts



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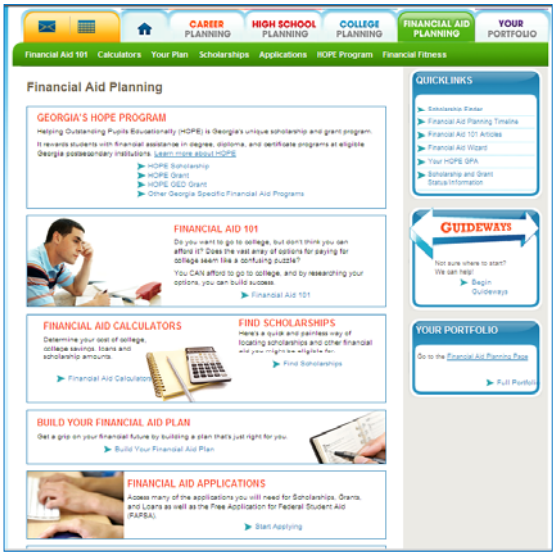
Financial Aid Planning



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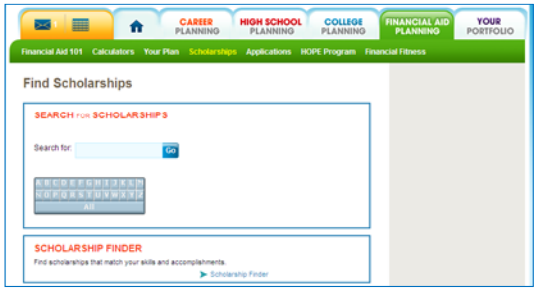
Searching for Scholarships



- **Search over 15,000 scholarships by name or keyword**
- **Use the Scholarship Finder to find scholarships based upon matching characteristics**

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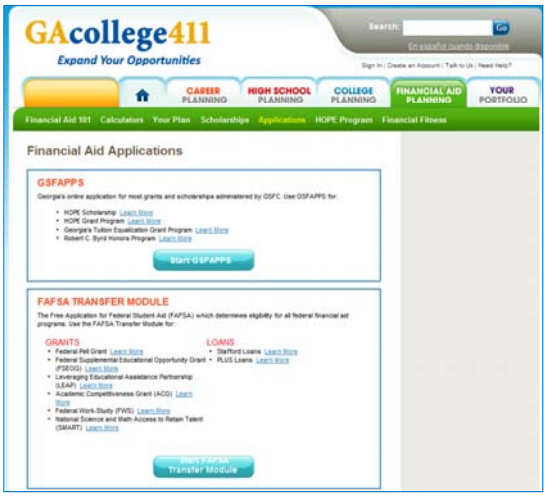
Financial Aid Applications



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Questions?

Contact:

Georgia Student Finance Commission

clientservices@gsfc.org

1-800-505-4732

Carol Ann Lott
caroll@gsfc.org

Hal Wilkinson
halw@gsfc.org

GAcollege411
Expand Your Opportunities

Georgia Student Finance Commission

Professional Center Training

Carra Floyd
Thomas Meunier
K-12 Student and School Services

June 23, 2011

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Access to Professional Center

- **Each middle school and high school principal was sent a letter asking them to designate an administrator at their school for the Professional Center.**
- **As forms are returned, the access information is sent to the school.**
- **Multiple individuals can have access to the Professional Center.**
- **We recommend that individuals with administrator access be limited.**
- **Individuals will receive their access information from Georgia Student Finance Commission.**

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Professional Center Overview

- **The Professional Center can be reached in two ways:**
  - GAcollege411.org under Middle School & High School Educators link at bottom of homepage
  - Direct website: procenter.gacollege411.org

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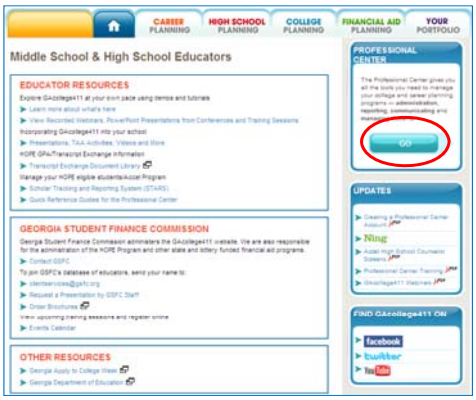
Middle School & High School Educators

- **Some resources available for Educators**
  - Request a Presentation
  - Order Brochures
  - Events Calendar
- **Link for Professional Center is in the blue box on right side of the page**



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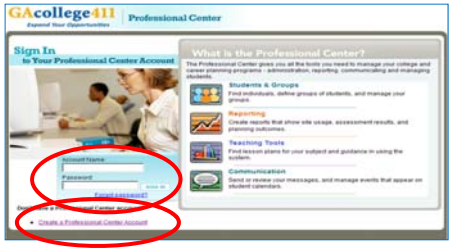
Pro Center Account Setup

- If you already have an account, sign in using your account name and password
- If you forget your password, select "Forgot password?" link for assistance
- If you don't already have an account, select the link to "Create a Professional Center Account"



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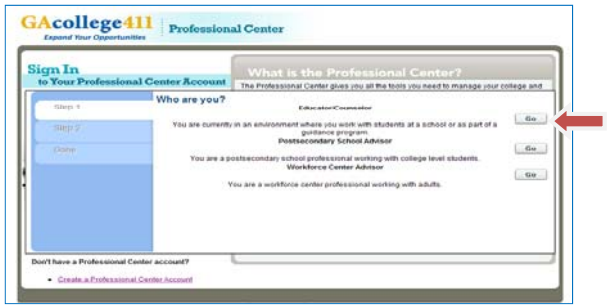
Pro Center Account Setup

- The first step in creating an account is selecting your role
- Counselors and Educators who work with high schools and middle schools will select the "Go" button next to the "Educator/Counselor" option



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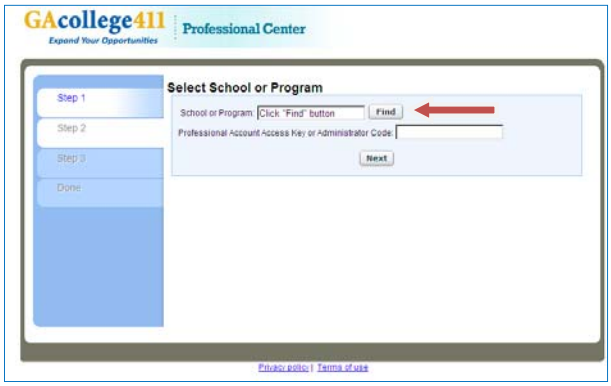
Pro Center Account Setup

- The next step involves selecting your title from the drop-down menu
- After selecting your title, click the “Find” button to associate yourself with your school



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Pro Center Account Setup

- A pop-up window will appear which will include all of the schools in Georgia
- You can find your school three ways:
  - Selecting the first letter of the School Name
  - Typing in the complete School Name
  - Scrolling through the complete list

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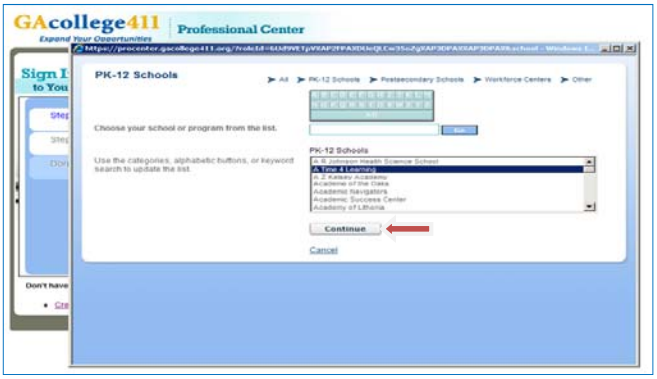
Pro Center Account Setup

- Once you locate your school, highlight the appropriate name, then click “Continue” at the bottom of the screen



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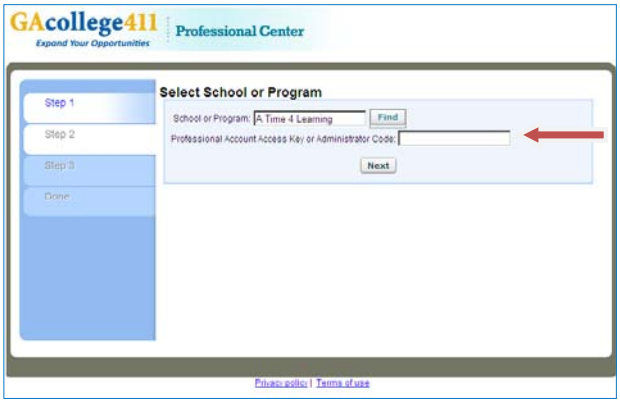
Pro Center Account Setup

- You now need to enter the Professional Account Access Key (PAAK) or Administrator Code (AC)
- The designated Administrator can provide this code to you



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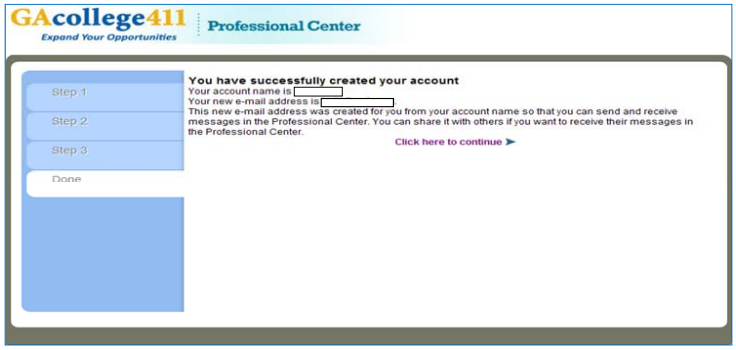
Pro Center Account Setup

- Congratulations, you have created your account!!!



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Pro Center Account Setup

- Select the link for "My Account" to access your personal Profile
- District Level Staff can also add another school connection, if needed

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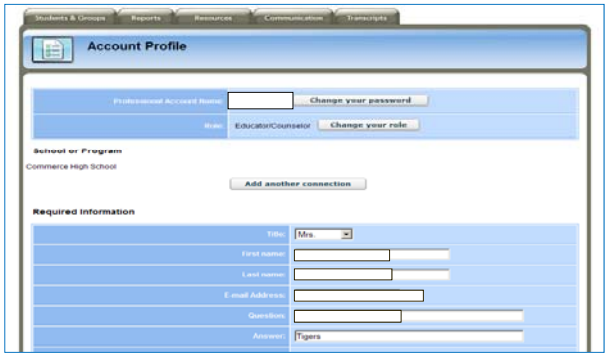
Pro Center Account Setup

- The Account Profile allows you to change your profile, update your role, add another school connection, or change any other personal information that needs to be updated



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Professional Center Main Page

- Home Page for Professional Center
- Access any of the sections by clicking on the tabs that run across the top of the page or the links that run down the page
- There is also a link to GAcollege411 which allows you to access all of the tools used by your students on GAcollege411

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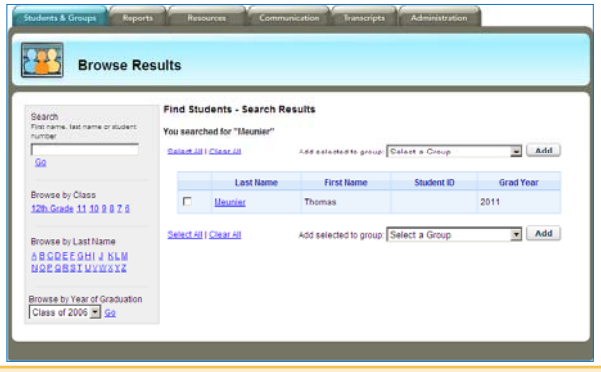
Students and Groups Tab

- Look up student information by student name or by class
- Access your groups and build new ones
- Create Student Accounts, Merge Accounts, and Release Student Accounts

GAcollege411

Students and Groups Tab – Search

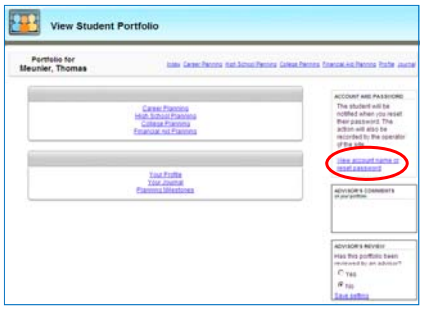
- Once you have located your student, you can add the student to a group by checking the checkbox and picking a group from the drop down menu
- You can also view the student's profile by clicking on the link for the last name



GAcollege411

Students and Groups Tab

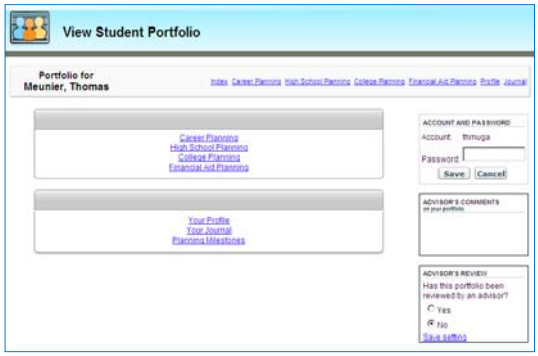
- When viewing a student's portfolio, you will see the links that make up GAcollege411
- Use the link on the right to view a student's account name or reset their password



GAcollege411

Reset Student Password

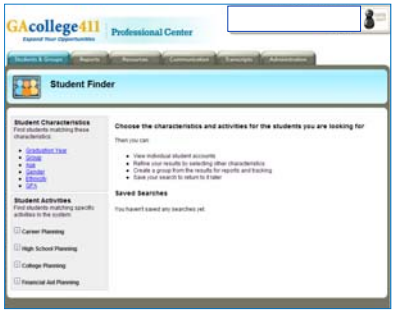
- The link to reset a student's password shows the student's account name and provides a box where you can reset the password



GAcollege411

Student and Groups Tab – Student Finder Option

- **The Student Finder allows you to search for students based on criteria or specific characteristics**
  - Gender
  - Ethnicity
  - GPA



GAcollege411

Students and Groups Tab - Student Finder - Student Activities

- **The Student Finder also allows you to search based on different activities in GAcollege411**
  - Saved Careers
  - Resume Builder
  - Plan of Study
  - Saved Colleges
  - College Applied To
  - FAFSA Submitted

GAcollege411

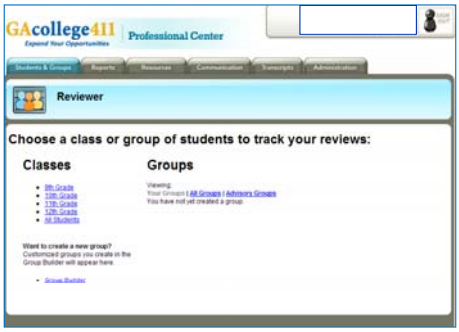
Students and Groups Tab - Student Finder – Student Activities

- An example that you might find helpful for advising, is looking at students who have "Not submitted their FAFSA"

GAcollege411

Students and Groups Tab - Reviewer

- Easily access students to review by class year or by group
- Reviewing students will help you with advising by knowing things like career interests as well as colleges the student is interested in or has even applied to



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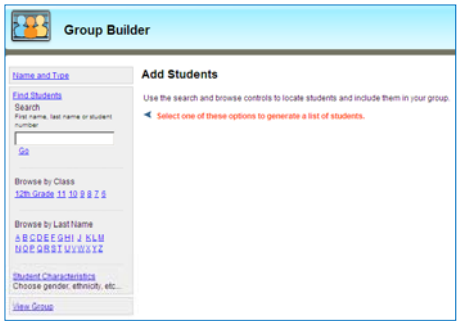
Students and Groups Tab - Groups

- If you are working with a particular cohort of students on a regular basis, you can create a group to easily access their information
- Making a group an advisory group will allow other Professional Center users at your school to have access to the group

GAcollege411

Building a Group

- Once the group is named, students can be added to the group
- Select students to add to the group by:
  - Name
  - Grade
  - Last name
  - Student characteristics



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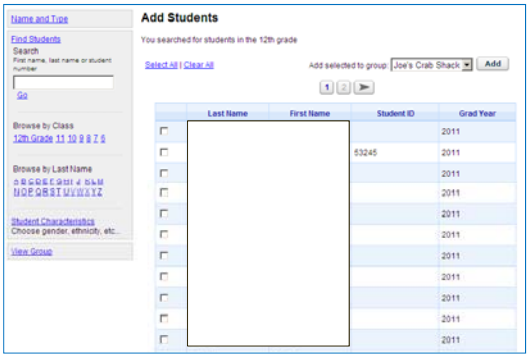
Building a Group

- Once you locate the students to add to your group, select the checkbox beside their names and click the "Add" button in the upper right corner



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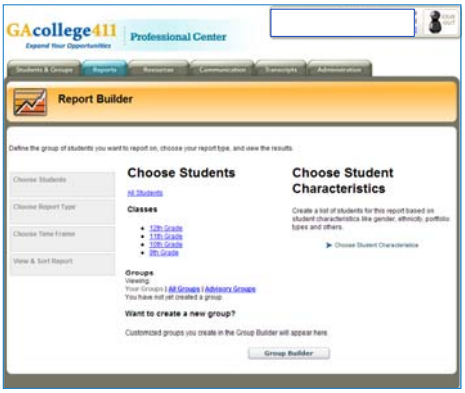
Reports Tab

- The Reports Tab helps to gather data from GAcollege411 that can be used to track what your students are doing on the site

GAcollege411

Reports Tab – Report Builder

- Report Builder allows you to select students needed to gather specific data
- This can be accomplished by using a specific grade, a group, or even by choosing a student characteristic to generate a report



GAcollege411

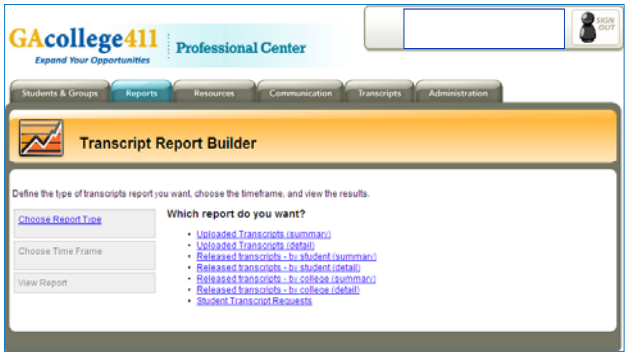
Reports Tab – Reports Builder – Student Characteristics

- If you are selecting your students based on characteristics, you can begin by using a group or a class and narrow that group by other identifiers such as gender, age range, and ethnicity

GAcollege411

Reports Tab – Transcript Report Builder

- The Transcript Report Builder will allow you to run reports of the transcripts you have uploaded and released through the Professional Center



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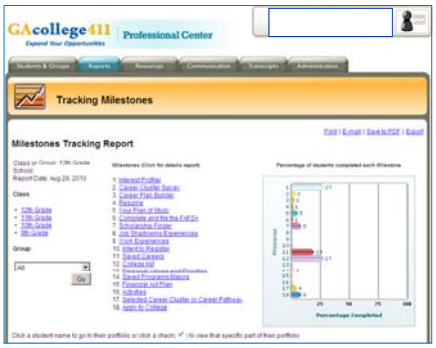
Reports Tab - Tracking Milestones

- The Milestones Tracking Report will allow you to see the percentage of students who have completed each milestone that has been assigned
- You can also see which students have completed each milestone (not shown on screenshot)



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Reports Tab – Tracking Guideways

- **Guideways Tracking Report allows you to follow your students' activity on the site**
- **There are five Guideways on GAcollege411**
  - Guideways help your students navigate and use the website by completing tasks appropriate to their grade level

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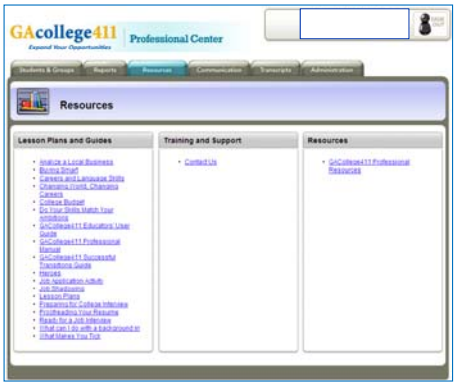
Reports Tab – Usage Reports

- **The Accounts Created Report shows the number of students at your school who have created accounts on GAcollege411**

GAcollege411

Resources Tab

- **Available resources include:**
  - Guides that include ASCA correlated lesson plans
  - Contact information for training and support
  - Quick Reference Guides



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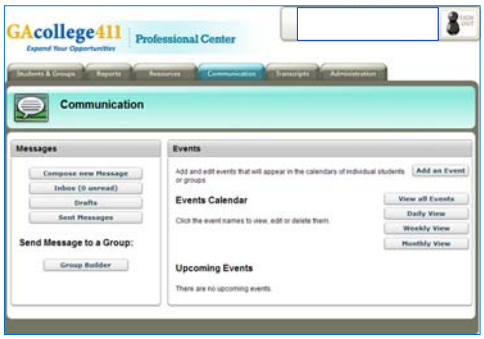
Communications Tab

- **Looking for ways to communicate with your students?**
  - Email your student using GAcollege411
  - Put SAT dates, parent nights, college fairs and visits on an Event Calendar



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Administration Tab

- The Administration Tab is accessible to users with the Administrator Code
- There are many valuable tools regarding how students are able to use GAcollege411 and how other professionals are able to use the Professional Center

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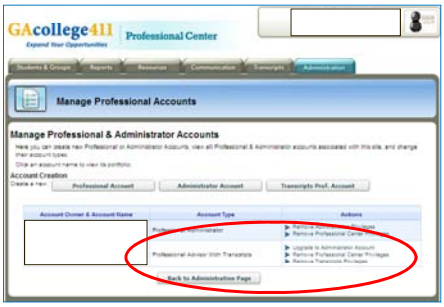
Manage Professional Accounts

- The Administrator has the ability to control access to the Professional Center
- A Professional Advisor in the Professional Center can now have access to send transcripts or that privilege can be removed



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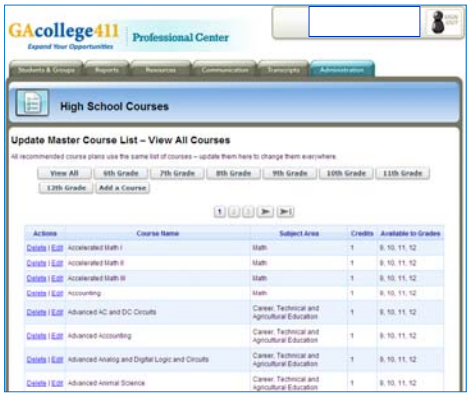
Administration Tab – Update Master Course List

- The "Update Master Course List" function has a defaulted list of courses that can be adjusted
- This only affects what your students see on the Plan of Study tool on GAcollege411, not transcripts
- Courses which are unique to your school can be added



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Administration Tab - Milestones

- Milestones can be set and tracked for middle school and high school students
- Milestones display on the students' Portfolio page in GAcollege411
- Milestones can also be edited by the Administrator

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Customizing Planning Milestones

- There can be a maximum of 18 milestones
- These can be different for each grade level
- There are defaulted milestones for each grade level, but make sure you feel these are appropriate for your students

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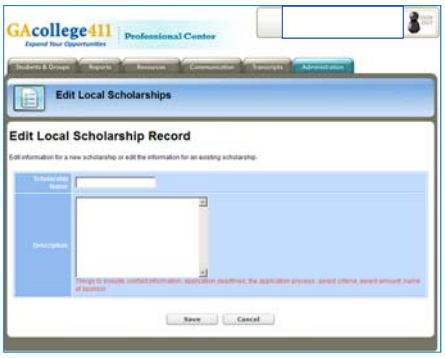
Administration Tab – Local Scholarships

- Students can search for local scholarships if you use the Edit Local Scholarships
- Input the Scholarship Name and Description information
- Students associated with your school will now be able to view these local scholarships



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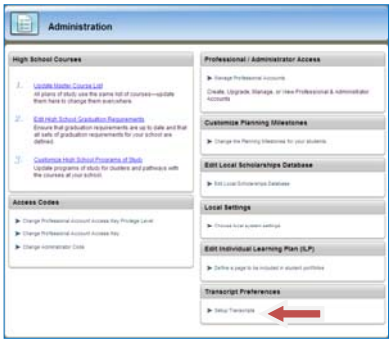
Administration Functions

- The Administrator also has the ability to control whether students have the option of sending transcripts electronically on GAcollege411
- To control this function, select "Transcript Preferences" from the Administration menu



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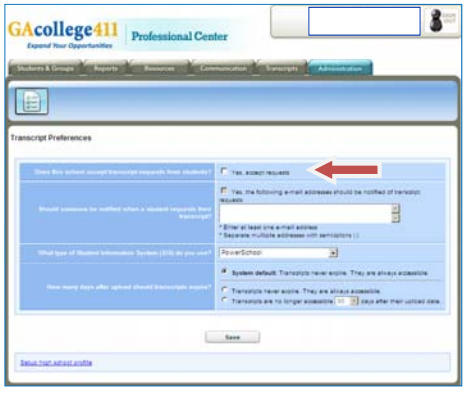
Administration Functions

- To allow students to send transcripts to postsecondary schools in Georgia, make sure the checkbox is selected
- Also, make sure you have at least one email address in the box to be notified to know when you have transcripts waiting



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- Call GSFC at 1-800-505-4732
- www.GAcollege411.org
- Email: clientservices@gsfc.org

Carra Floyd
carraf@gsfc.org

Thomas Meunier
thomasm@gsfc.org

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GAcollege411
Expand Your Opportunities

Georgia Student Finance Commission

Middle School

BRIDGE Legislation Training

Carra Floyd
Thomas Meunier

June 23, 2011

GAcollege411

The BRIDGE Legislation

Requirements

- **Beginning with the 2010-2011 school year, students in the sixth, seventh, and eighth grades shall be provided counseling, advisement, career awareness, career interest inventories, and information to assist them in evaluating their academic skills and career interests.**
- **Before the end of the second semester of the eighth grade, students shall develop an individual graduation plan in consultation with their parents, guardians or individuals appointed by the parents or guardians to serve as their designee.**

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The BRIDGE Legislation

Requirements

- **High school students shall be provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment.**

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The BRIDGE Legislation

Requirements

- **An individual graduation plan shall:**
  1. Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway course work;
  2. Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;
  3. Align educational and broad career goals and a student's course of study;
  4. Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;

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The BRIDGE Legislation

Requirements

- **An individual graduation plan shall:**
  5. Include experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning;
  6. Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;
  7. Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and
  8. Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

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GAcollege411 Homepage

- **Navigate website using the five tabs across the top of the page**
- **Create an account to gain full access to site**
- **Select role at bottom of screen to gain applicable information**
- **"Shortcuts" on the right side point you in the right direction**
- **"What's New" keeps hot topics visible**

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Middle School & High School Educators

- **Access resources available to educators:**
  - Request a Presentation
  - Order Brochures
  - Events Calendar
- **Link for Bridge Legislation information is the third link within the Educator Resources**

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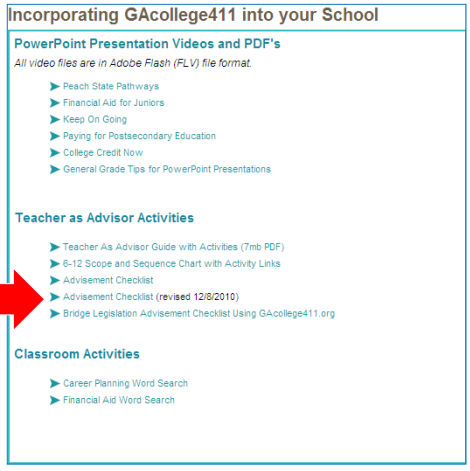
Resources

- **Guidelines from Georgia Department of Education regarding Bridge Legislation can be found under Advisement Checklist**



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BRIDGE Legislation Measures

ADVISEMENT CHECKLIST (✓)

- **Evaluation Process for measuring effective advisement utilizing GAcollege411 as the primary tool for education and career planning in phases :**
  - **Year 1/2010-11 - 80 %**
  - **Year 2/2011-12 – 90%**
  - **Year 3/2012-13 – 100%:**
  - GAcollege411 at www.GAcollege411.org –Utilizing the Professional Center and Report Center in the new and enhanced GAcollege411, the state, individual systems and local schools will have the capacity to measure effective advisement by the:

    _____% of 6th graders who have electronic portfolio accounts

    ____ % of 6th graders who take a career assessment or interest inventory and save the results in their portfolio

6th graders who have electronic portfolio accounts

occupational information in their portfolios prior to the transitional parent/student conference or student led conference

____ % of 8th graders who complete an Individual Graduation Plan to utilize during the transitional conference between middle and high school

____ % of 9th graders who investigate and record in their portfolio at least three additional occupations prior to the annual student/family conference

____ % of 10th graders who are aware of "College Credit Now" programs (dual enrollment opportunities) by April 1

____ % of 11th graders who make the connection between school and work by exploring and saving in their portfolios at least three possible choices of postsecondary institutions that match their Individual Graduation Plan

____ % of 12th graders who identify their next step after graduation in their electronic portfolio: 4-year institute, 2-year institute, apprenticeship, military, technical college, special purpose [vocational] school, or workforce

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Account Creation Process

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Create an Account

- **Step One: select role of the user**
  - Middle School Student
  - High School Student
  - College Student
  - Adult
  - Parent

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Creating an Account (cont.)

- **Next, enter date of birth**
- **There must also be an association with a school**
  - This is done by selecting the middle school or high school from the pop-up window, which will appear after clicking the “Find” button

GAcollege411

Creating an Account (cont.)

- **Finally, the student will complete the process by filling in biographical information and setting up an account name and password**
- **Note: A secondary account can be created to attach the student to the high school if the high school is known.**
  - This is done through the student's portfolio

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Professional Center Overview

- **The Professional Center can be reached in two ways:**
  - Direct website: procenter.gacollege411.org
  - GAcollege411.org under Middle School & High School Educators link at bottom of homepage

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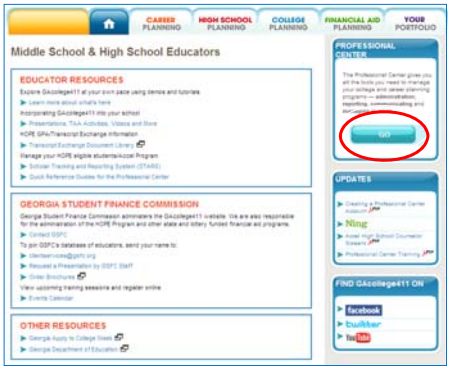
Middle School & High School Educators

- Link for Professional Center is in the blue box on right side of the page



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Pro Center Account Sign-In

- If you already have an account, sign in using your account name and password
- If you forget your password, select "Forgot password?" link for assistance
- If you don't already have an account, select the link to "Create a Professional Center Account"

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Pro Center Account Homepage

- Select the link for "My Account" to access your personal Profile
- District Level Staff can also add another school connection, if needed
- In order to set up accounts for students, select the Students & Groups tab

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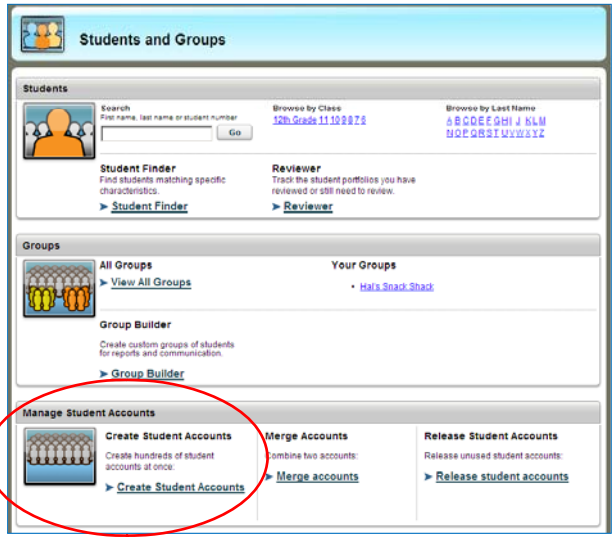
Batch Account Creation



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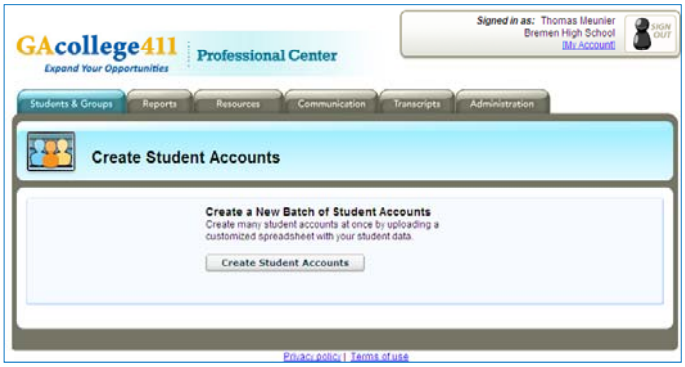
Batch Account Creation



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Batch Account Creation

- Determine format of Account Name
- Open Account Creation Template
- View information document to determine required pieces of information
- Upload file from computer
- Create Accounts

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Batch Creation Information Sheet

Help: Populating the Student Data File

When the link to the 'Account Creation Template' is clicked, an empty file will open. The file has pre-defined columns into which you can enter or copy your student data.
Do not alter the format of this file. (Do not delete or add any columns, or change the order of columns.)
Once your data has been entered the file needs to be saved to a location on your local hard drive (such as the 'My Documents folder).
The file must be saved as a comma separated file type: .csv.

The following fields make up the file. Some are mandatory and must be populated in order create student accounts.
Others are optional.

Skip - Optional. When this field contains a 'Y' the record will be skipped and an account is not created.
first name - Required
last name - Required
student id - Required if the student id is to be used in the account name.
date of birth(mm/dd/yyyy) - Required
email - Optional. If populated the e-mail address must be in a standard format (xxx@yyy.zzz).
street - Optional
city - Optional
state - Optional. If populated it must contain the 2 character state code or 'Foreign Country'.
zip - Optional
country - Optional. If populated it must contain the 2 character country code.
grad year - Optional. If populated it must be current graduation year or up to 9 years higher (i.e. 2010 - 2019).
account type - Required
One of the following values must be used:
Middle School or Junior High School Student
High School Student
College or Postsecondary School Student
Adult
Parent
parent first name - Optional
parent last name - Optional

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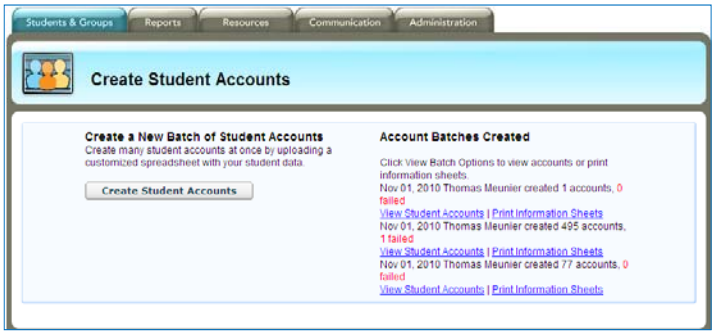
Batch Account Creation

- Determine format of Account Name
- Open Account Creation Template
- View information document to determine required pieces of information
- Upload file from computer
- Create Accounts

GAcollege411

Batch Account Creation



- **See number of accounts created as well as number of errors (if any)**
- **View User IDs and system-generated Passwords for accounts created**

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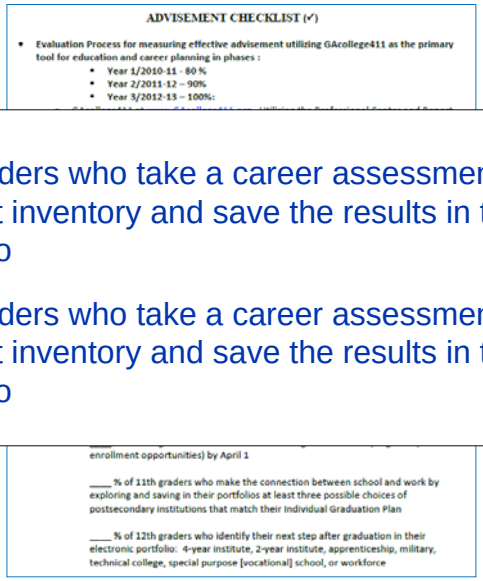
BRIDGE Legislation Measures



6th graders who take a career assessment or interest inventory and save the results in their portfolio

7th graders who take a career assessment or interest inventory and save the results in their portfolio

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Career Planning

- **Learn About Yourself**
  - Assessments to help students with guidance

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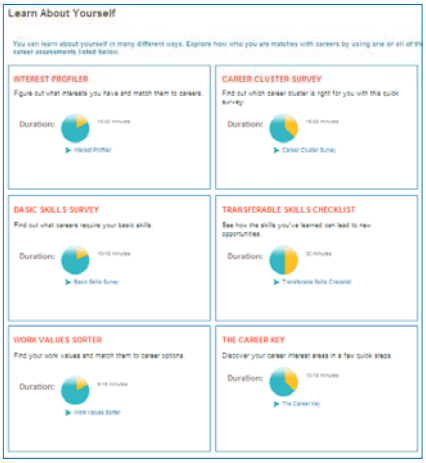
Learn About Yourself

- **Assessments**
  - Six different assessments to obtain information for decisions about possible careers



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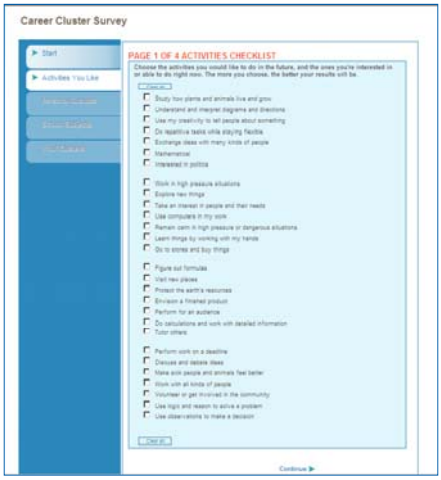
Career Cluster Survey



- Matches a student's interests and personal qualities to Career Clusters to more effectively explore future career options
- The goal is to identify an individual's top career cluster of interest with the highest ranked cluster featured.

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Career Cluster Survey

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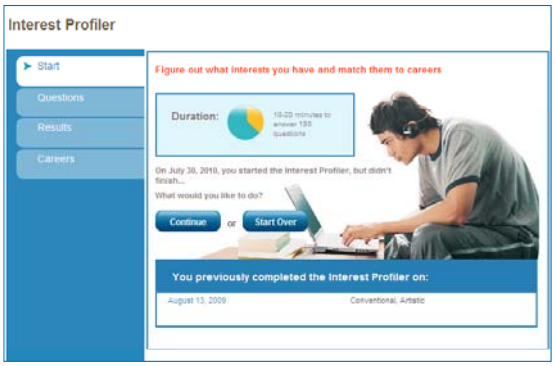
Career Assessment – Interest Profiler



- The Interest Profiler displays tasks and allows the user to select from the following options: Like, Dislike, or Not Sure for each task
- Users see their top interest areas or Holland Codes

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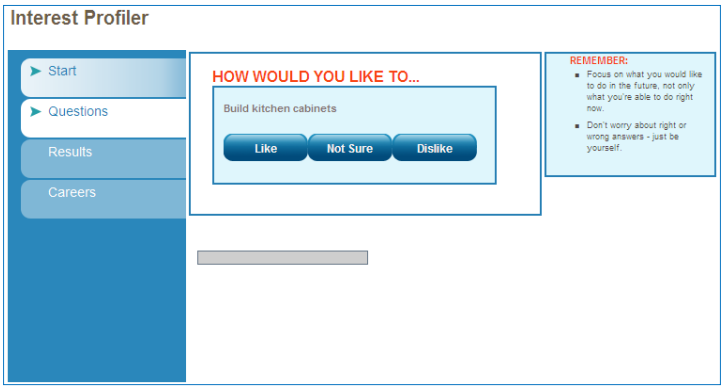
Career Assessment – Interest Profiler



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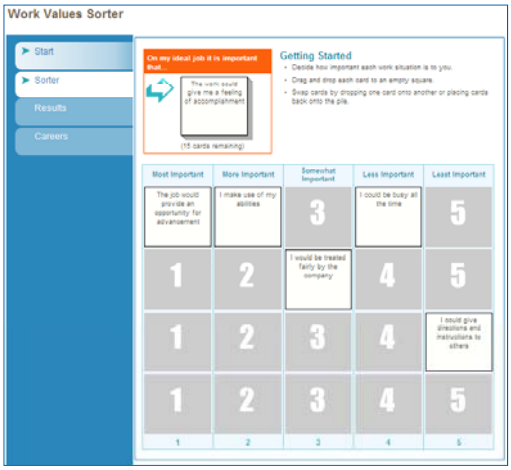
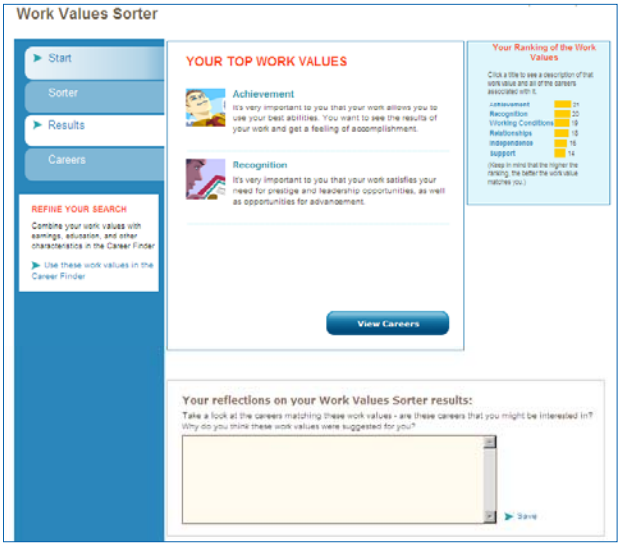
Work Values Sorter

- Assesses the values a person considers important in a work environment
- Allows users to assign a level of importance to a work value, or an aspect of work, by dropping “cards” into a matrix



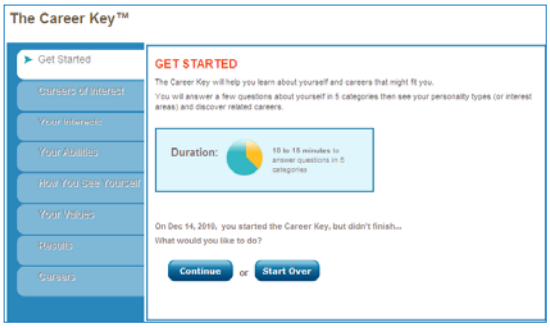
GAcollege411

Work Values Sorter



GAcollege411

The Career Key

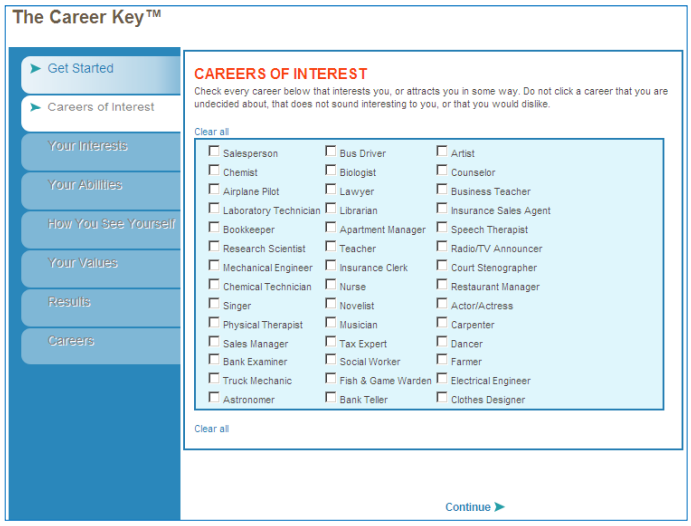


- **The Career Key measures the strength of your six Holland personality types. These types are based on Holland career choice theory, the most widely used by professional counselors.**

33

GAcollege411

The Career Key



34

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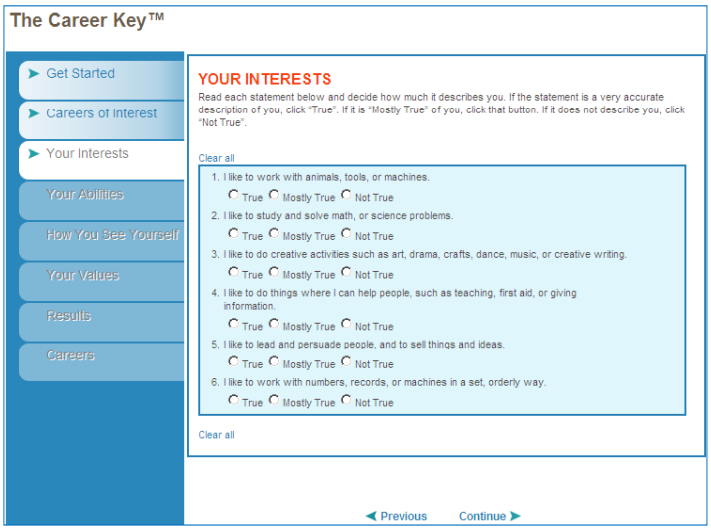
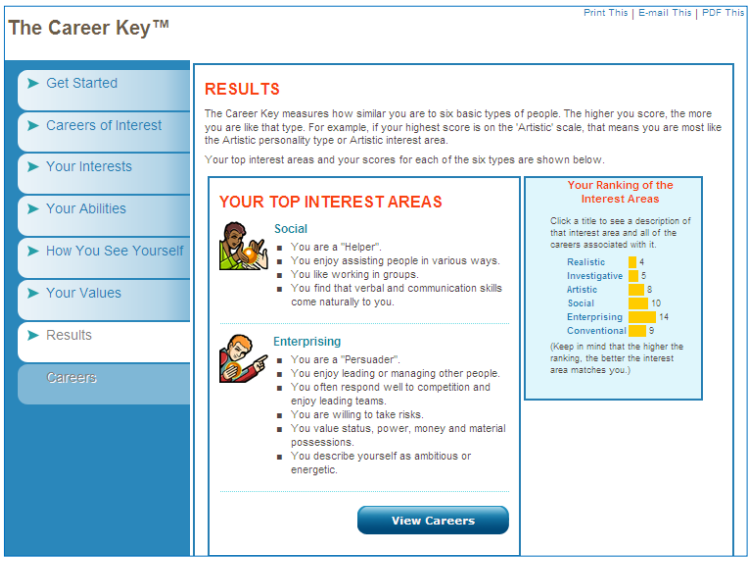
The Career Key



GAcollege411

The Career Key



GAcollege411

BRIDGE Legislation Measures

ADVISEMENT CHECKLIST (✓)

- Evaluation Process for measuring effective advisement utilizing GAcollege411 as the primary tool for education and career planning in phases :
  - Year 1/2010-11 - 80 %
  - Year 2/2011-12 – 90%
  - Year 3/2012-13 – 100%:

7th graders who explore at least three career concentrations/clusters and save the career clusters/concentrations in their portfolios

8th graders who explore at least three occupations and save the occupational information in their portfolios prior to the transitional parent/student conference or student led conference

____ % of 11th graders who make the connection between school and work by exploring and saving in their portfolios at least three possible choices of postsecondary institutions that match their Individual Graduation Plan

____ % of 12th graders who identify their next step after graduation in their electronic portfolio: 4-year institute, 2-year institute, apprenticeship, military, technical college, special purpose [vocational] school, or workforce

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Career Planning

- **Explore Careers**
  - Tools for students to research possible careers

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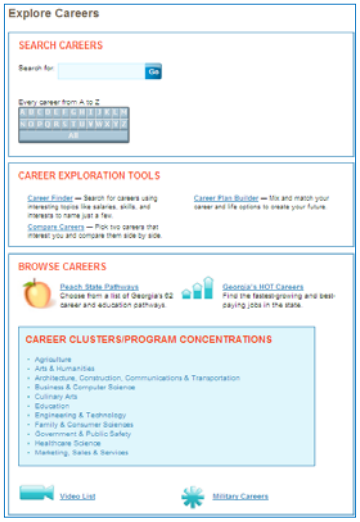
GAcollege411

Exploring Careers

- **Careers can be searched by:**
  - Name
  - Characteristics
  - Career Clusters or Program Concentrations



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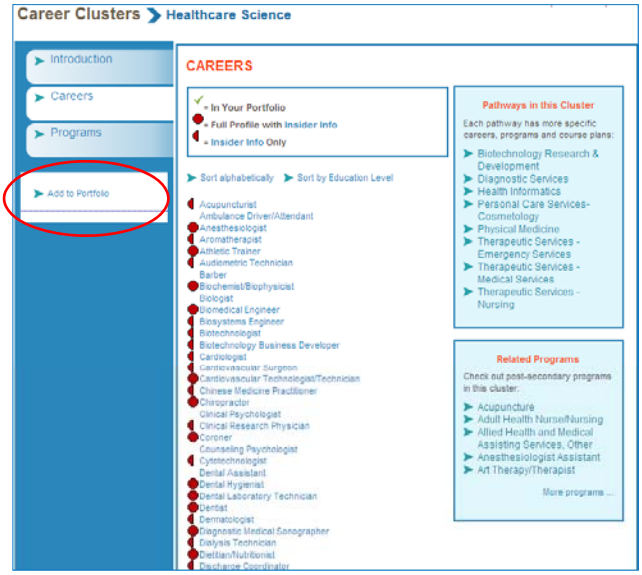
Exploring a Career Cluster



GAcollege411

Career Description

- **What They Do**
  - Gives descriptions about expectations for careers
- **Skills You Need**
  - Skills needed to be successful
- **Money and Outlook**
  - Expected salary and potential demand at the state level and the national level

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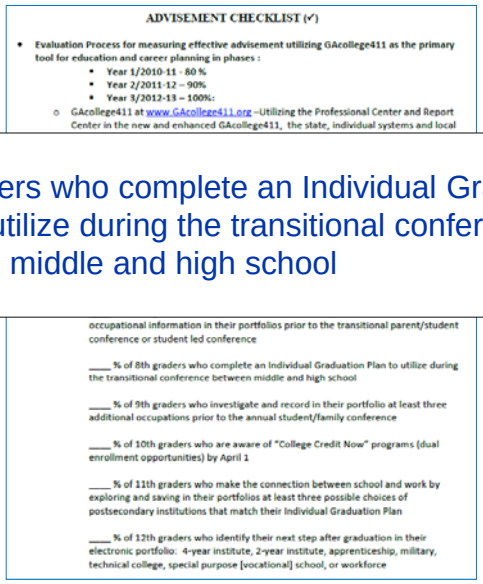
BRIDGE Legislation Measures



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____ % of 12th graders who identify their next step after graduation in their electronic portfolio: 4-year institute, 2-year institute, apprenticeship, military, technical college, special purpose [vocational] school, or workforce

8th graders who complete an Individual Graduation Plan to utilize during the transitional conference between middle and high school

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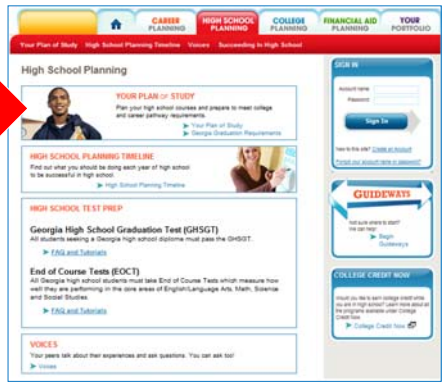
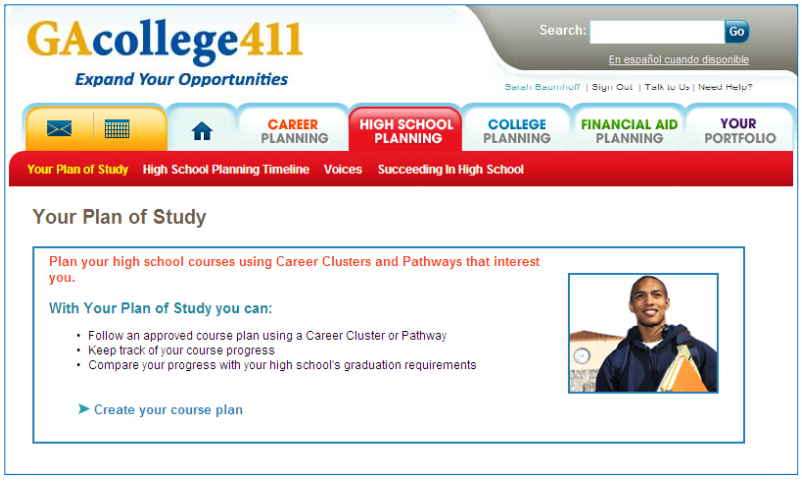
High School Planning

- **Your Plan of Study**
  - Create a graduation plan based on requirements



GAcollege411

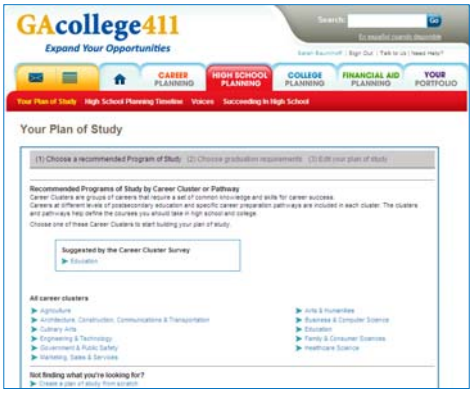
Plan of Study



GAcollege411

Plan of Study

- **Choose a recommended Program of Study by:**
  - Using results from Career Cluster Survey
  - Selecting from the list of career clusters
  - Creating a plan of study from scratch



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Plan of Study

- **Place cursor over "Description" (shown in example) for description to appear**
- **Select the "View Cluster Profile" for more information about the cluster and its options**
- **Select from the Pathway within your cluster**

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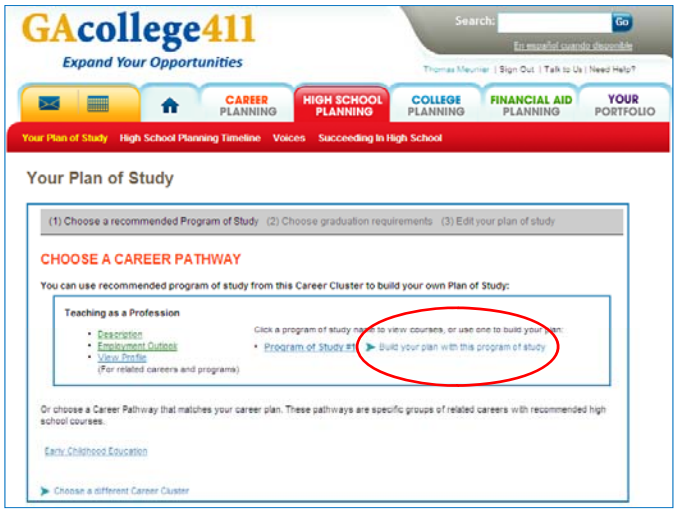
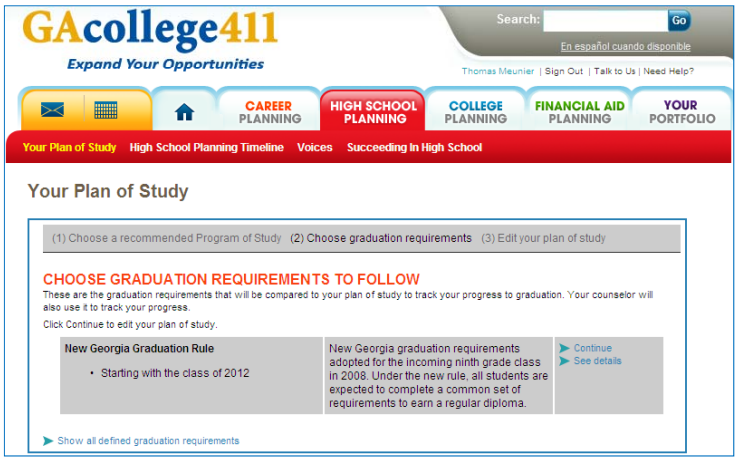
Plan of Study



GAcollege411

Plan of Study



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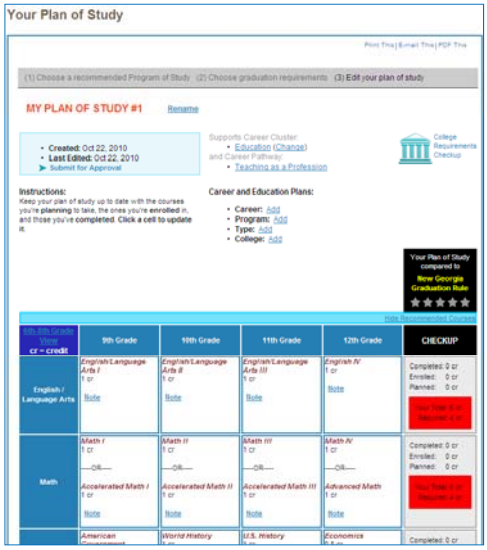
Plan of Study

- **Once a student has chosen their Plan of Study, they still must select each class and designate each class as "planned, enrolled, or completed".**



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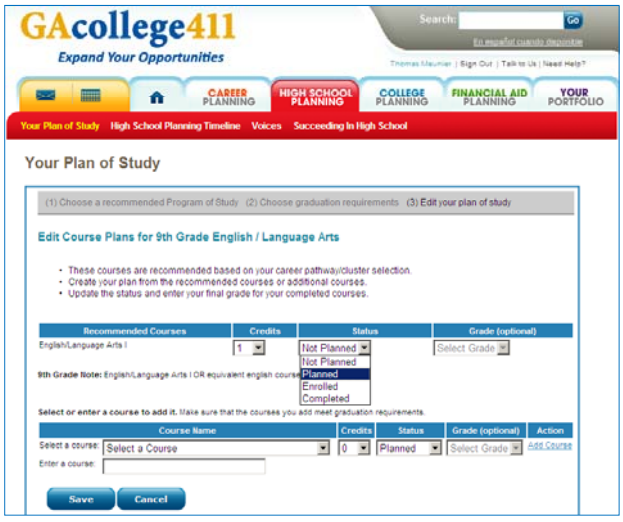
Plan of Study



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Plan of Study

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Plan of Study

- **Once the student has completed their Plan, they will have the ability to send their Plan to their parents for review**

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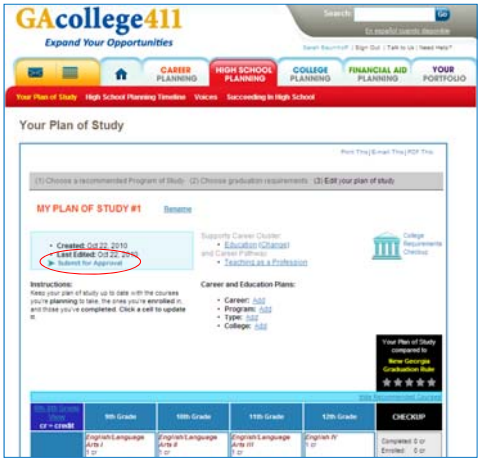
Plan of Study

- Students will need to submit their Plan of Study for approval so that a counselor can approve through the Professional Center



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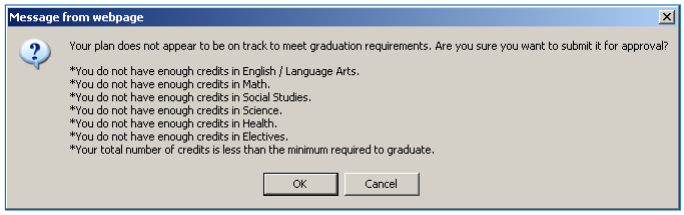
Plan of Study



- If the student fails to designate the courses as “planned, enrolled, or completed,” then they will get this message when they submit their plan for approval

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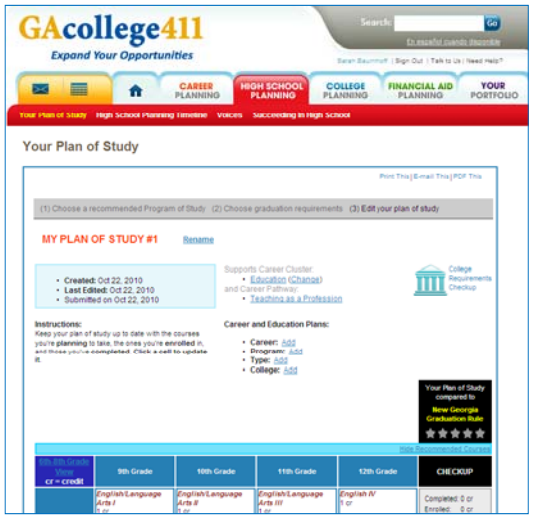
Plan of Study



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Pro Center Account Homepage

- **To manage the Plans of Study which have been submitted by your students, select the Reports tab**

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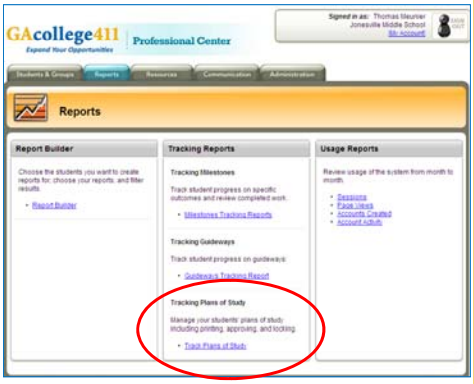
Tracking Plans of Study

- **To approve, edit, print, and lock submitted Plans of Study, select Track Plans of Study**



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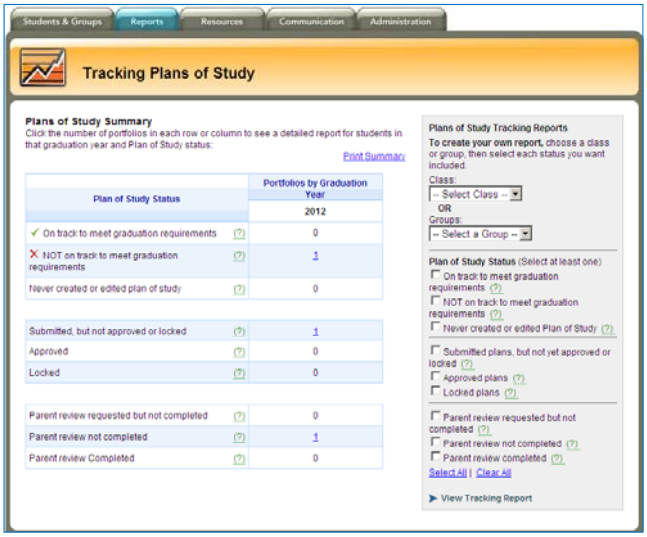
Tracking Plans of Study



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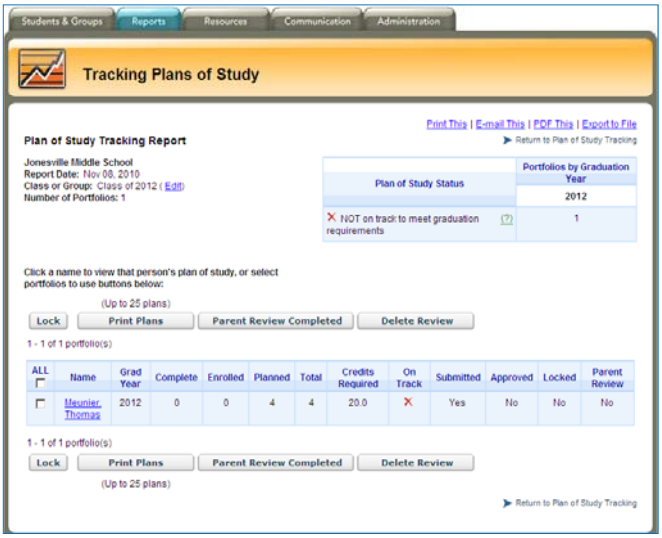
Tracking Plans of Study



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Tracking Plans of Study

- **Counselors will have the ability to:**
  - Approve the Plan
  - Lock the Plan
  - Edit the Plan
  - Print the Plan
  - Mark the Plan Reviewed by Parent
  - Return the Plan to student to update

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- Call GSFC at 1-800-505-4732
- www.GAcollege411.org
- Email: clientservices@gsfc.org

Carra Floyd
carraf@gsfc.org

Thomas Meunier
thomasm@gsfc.org

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GAcollege411
Expand Your Opportunities

Georgia Student Finance Commission

High School

BRIDGE Legislation Training

Carra Floyd
Thomas Meunier

June 23, 2011

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The BRIDGE Legislation

Requirements

- **Beginning with the 2010-2011 school year, students in the sixth, seventh, and eighth grades shall be provided counseling, advisement, career awareness, career interest inventories, and information to assist them in evaluating their academic skills and career interests.**
- **Before the end of the second semester of the eighth grade, students shall develop an individual graduation plan in consultation with their parents, guardians or individuals appointed by the parents or guardians to serve as their designee.**

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The BRIDGE Legislation

Requirements

- **High school students shall be provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment.**

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The BRIDGE Legislation

Requirements

- **An individual graduation plan shall:**
  1. Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway course work;
  2. Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;
  3. Align educational and broad career goals and a student's course of study;
  4. Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;

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The BRIDGE Legislation

Requirements

- **An individual graduation plan shall:**
  5. Include experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning;
  6. Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;
  7. Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and
  8. Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

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GAcollege411 Homepage

- **Navigate website using the five tabs across the top of the page**
- **Create an account to gain full access to site**
- **Select role at bottom of screen to gain applicable information**
- **"Shortcuts" on the right side point you in the right direction**
- **"What's New" keeps hot topics visible**

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Middle School & High School Educators

- **Access resources available to educators:**
  - Request a Presentation
  - Order Brochures
  - Events Calendar
- **Link for Bridge Legislation information is the third link within the Educator Resources**

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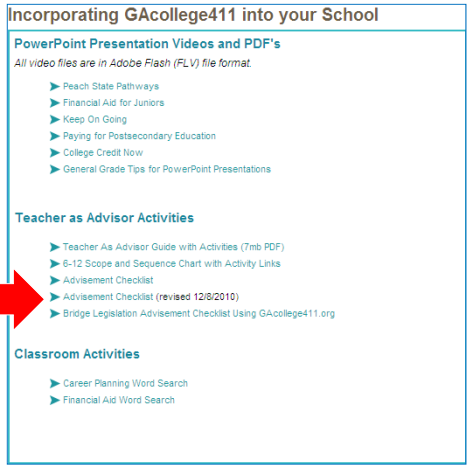
Resources

- **Guidelines from Georgia Department of Education regarding Bridge Legislation can be found under Advisement Checklist**



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BRIDGE Legislation Measures

ADVISEMENT CHECKLIST (✓)

- **Evaluation Process for measuring effective advisement utilizing GAcollege411 as the primary tool for education and career planning in phases :**
  - **Year 1/2010-11 - 80 %**
  - **Year 2/2011-12 – 90%**
  - **Year 3/2012-13 – 100%:**
  - GAcollege411 at www.GAcollege411.org –Utilizing the Professional Center and Report Center in the new and enhanced GAcollege411, the state, individual systems and local schools will have the capacity to measure effective advisement by the:

    _____% of 6th graders who have electronic portfolio accounts

    ____ % of 6th graders who take a career assessment or interest inventory and save the results in their portfolio

6th graders who have electronic portfolio accounts

occupational information in their portfolios prior to the transitional parent/student conference or student led conference

____ % of 8th graders who complete an Individual Graduation Plan to utilize during the transitional conference between middle and high school

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Account Creation Process

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Create an Account

- **Step One: select role of the user**
  - Middle School Student
  - High School Student
  - College Student
  - Adult
  - Parent

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Creating an Account (cont.)

- **Next, enter date of birth**
- **There must also be an association with a school**
  - This is done by selecting the middle school or high school from the pop-up window, which will appear after clicking the “Find” button

GAcollege411

Creating an Account (cont.)

- **Finally, the student will complete the process by filling in biographical information and setting up an account name and password**
- **Note: A secondary account can be created to attach the student to the high school if the high school is known.**
  - This is done through the student's portfolio

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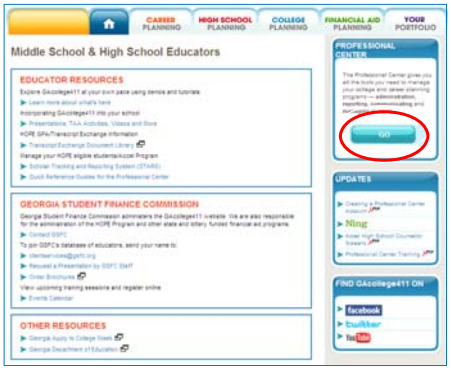
Professional Center Overview

- **The Professional Center can be reached in two ways:**
  - Direct website: procenter.gacollege411.org
  - GAcollege411.org under Middle School & High School Educators link at bottom of homepage

GAcollege411

Middle School & High School Educators

- Link for Professional Center is in the blue box on right side of the page



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Pro Center Account Sign-In

- If you already have an account, sign in using your account name and password
- If you forget your password, select "Forgot password?" link for assistance
- If you don't already have an account, select the link to "Create a Professional Center Account"

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Pro Center Account Homepage

- Select the link for "My Account" to access your personal Profile
- District Level Staff can also add another school connection, if needed
- In order to set up accounts for students, select the Students & Groups tab

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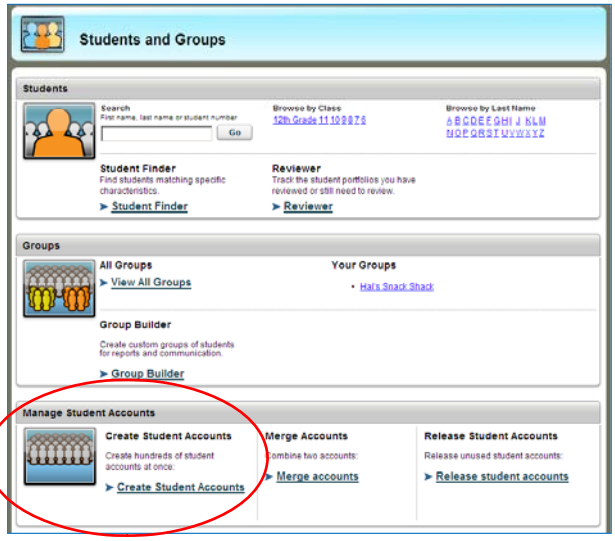
Batch Account Creation



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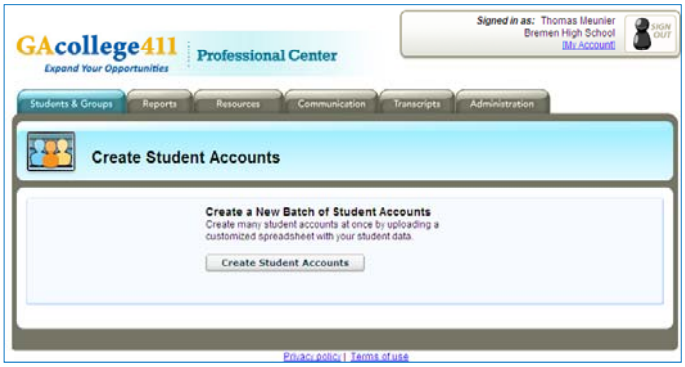

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Batch Account Creation

- Determine format of Account Name
- Open Account Creation Template
- View information document to determine required pieces of information
- Upload file from computer
- Create Accounts

GAcollege411

Batch Creation Information Sheet

Help: Populating the Student Data File

When the link to the 'Account Creation Template' is clicked, an empty file will open. The file has pre-defined columns into which you can enter or copy your student data.
Do not alter the format of this file. (Do not delete or add any columns, or change the order of columns.)
Once your data has been entered the file needs to be saved to a location on your local hard drive (such as the 'My Documents folder).
The file must be saved as a comma separated file type: .csv.

The following fields make up the file. Some are mandatory and must be populated in order create student accounts.
Others are optional.

Skip - Optional. When this field contains a 'Y' the record will be skipped and an account is not created.
first name - Required
last name - Required
student id - Required if the student id is to be used in the account name.
date of birth(mm/dd/yyyy) - Required
email - Optional. If populated the e-mail address must be in a standard format (xxx@yyy.zzz).
street - Optional
city - Optional
state - Optional. If populated it must contain the 2 character state code or 'Foreign Country'.
zip - Optional
country - Optional. If populated it must contain the 2 character country code.
grad year - Optional. If populated it must be current graduation year or up to 9 years higher (i.e. 2010 - 2019).
account type - Required
One of the following values must be used:
Middle School or Junior High School Student
High School Student
College or Postsecondary School Student
Adult
Parent
parent first name - Optional
parent last name - Optional

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GAcollege411

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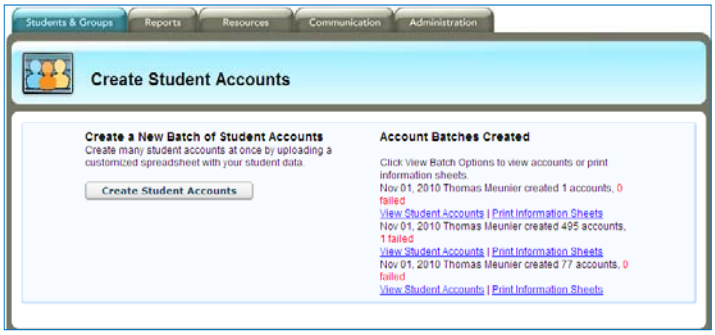

- **See number of accounts created as well as number of errors (if any)**
- **View User IDs and system-generated Passwords for accounts created**

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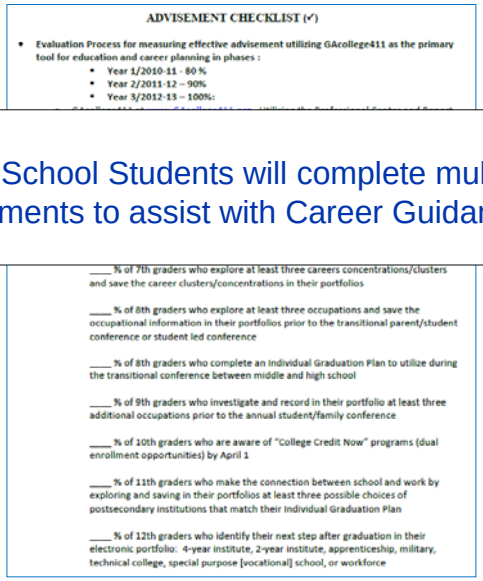
BRIDGE Legislation Measures



Middle School Students will complete multiple assessments to assist with Career Guidance.

GAcollege411

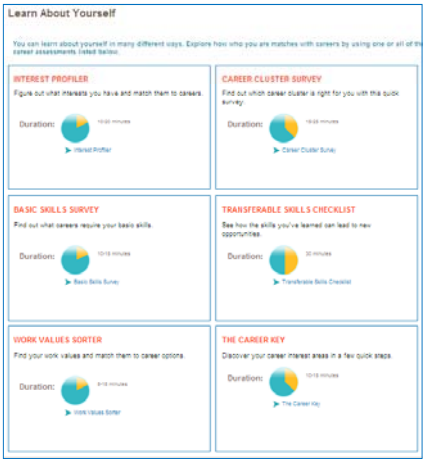
Career Planning

- **Learn About Yourself**
  - Assessments to help students with guidance

GAcollege411

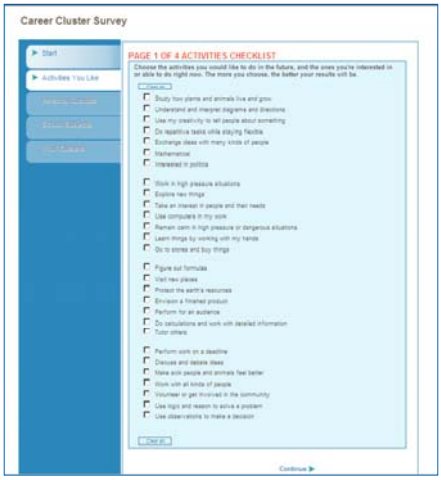
Learn About Yourself

- **Assessments**
  - Six different assessments to obtain information for decisions about possible careers
- **Career Cluster Survey**
  - Directly influences and assists with the completion of the Plan of Study (Individualized Graduation Plan)



GAcollege411

Career Cluster Survey



- Matches a student's interests and personal qualities to Career Clusters to more effectively explore future career options
- The goal is to identify an individual's top career cluster of interest with the highest ranked cluster featured.

GAcollege411

Career Cluster Survey

GAcollege411

BRIDGE Legislation Measures

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____ % of 11th graders who make the connection between school and work by exploring and saving in their portfolios at least three possible choices of postsecondary institutions that match their Individual Graduation Plan

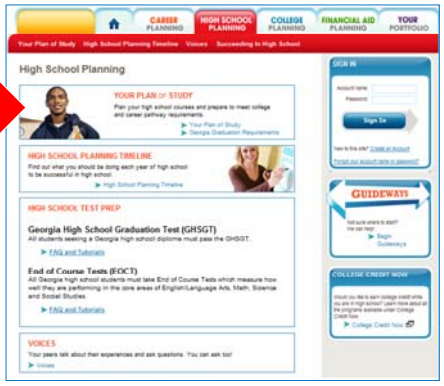
____ % of 12th graders who identify their next step after graduation in their electronic portfolio: 4-year institute, 2-year institute, apprenticeship, military, technical college, special purpose [vocational] school, or workforce

29

GAcollege411

High School Planning

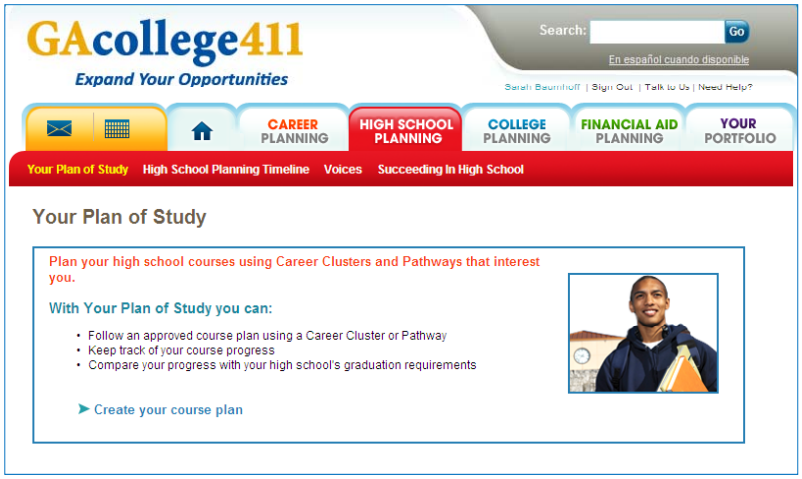
- **Your Plan of Study**
  - Create a graduation plan based on requirements



30

GAcollege411

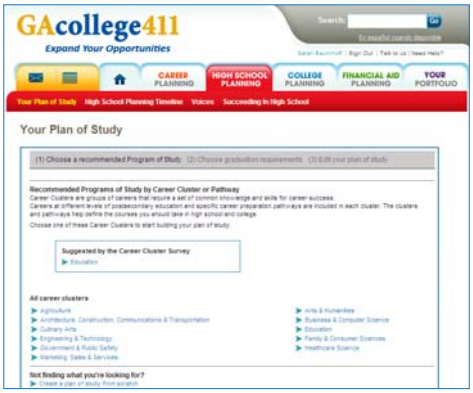
Plan of Study



GAcollege411

Plan of Study

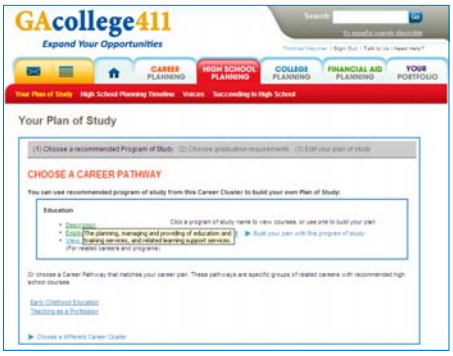
- **Choose a recommended Program of Study by:**
  - Using results from Career Cluster Survey
  - Selecting from the list of career clusters
  - Creating a plan of study from scratch



GAcollege411

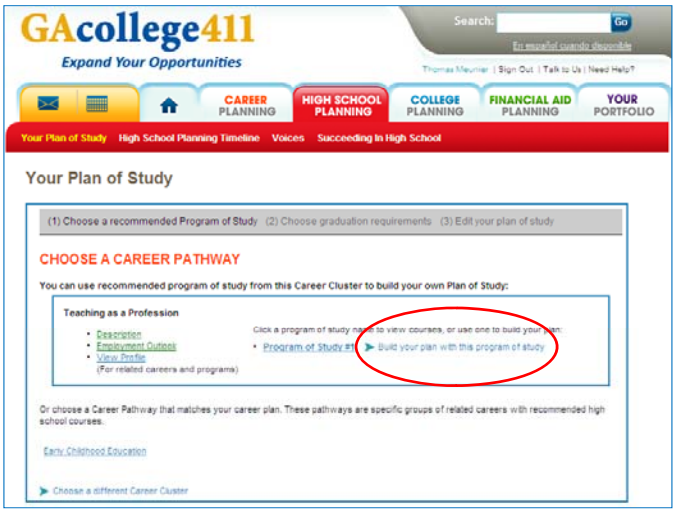
Plan of Study

- Place cursor over “Description” (shown in example) for description to appear
- Select the “View Cluster Profile” for more information about the cluster and its options
- Select from the Pathway within your cluster



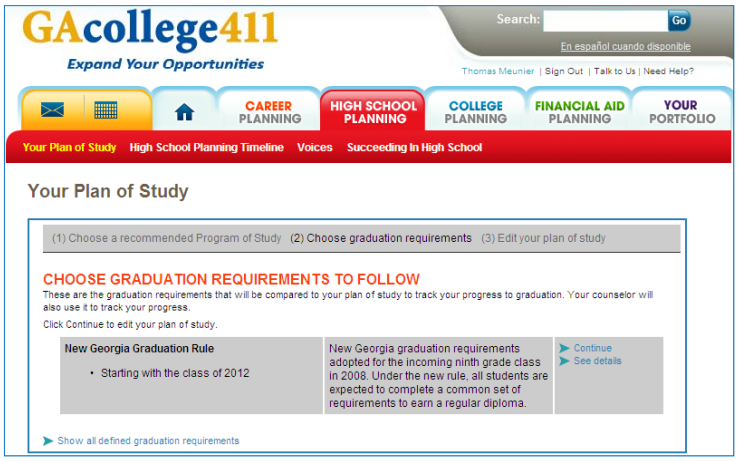
GAcollege411

Plan of Study



GAcollege411

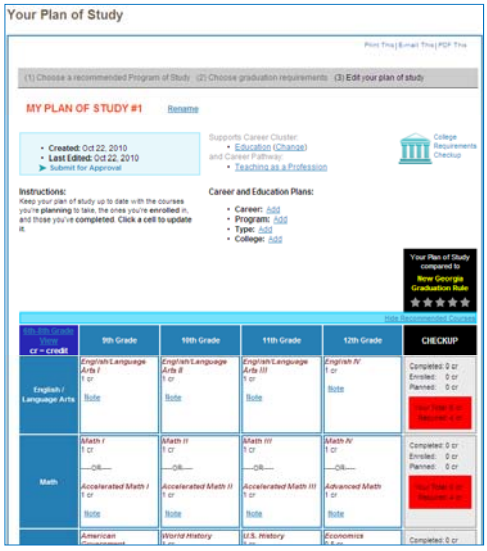
Plan of Study



GAcollege411

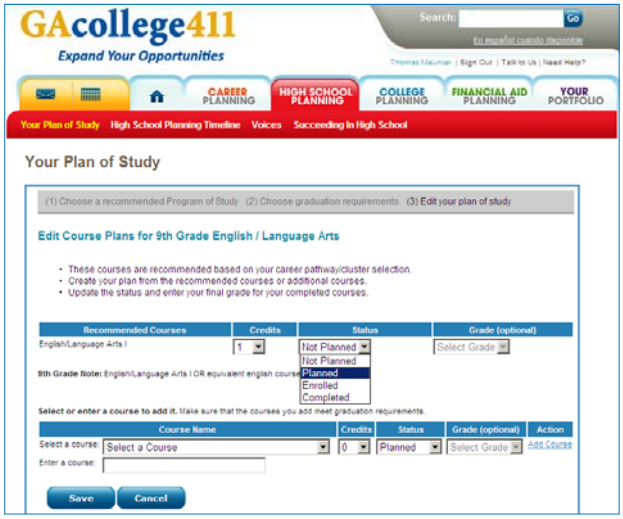
Plan of Study

- **Once a student has chosen their Plan of Study, they still must select each class and designate each class as "planned, enrolled, or completed".**



GAcollege411

Plan of Study



GAcollege411

Plan of Study

GAcollege411

Plan of Study

- Once the student has completed their Plan, they will have the ability to send their Plan to their parents for review

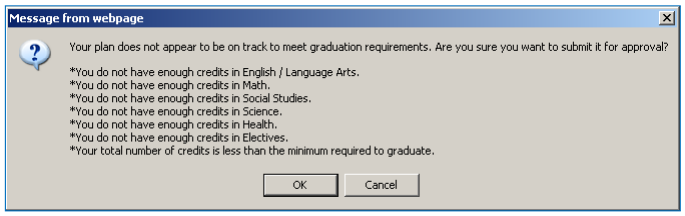
GAcollege411

Plan of Study

- Students will need to submit their Plan of Study for approval so that a counselor can approve through the Professional Center

GAcollege411

Plan of Study



- **If the student fails to designate the courses as "planned, enrolled, or completed," then they will get this message when they submit their plan for approval**

GAcollege411

Plan of Study

GAcollege411

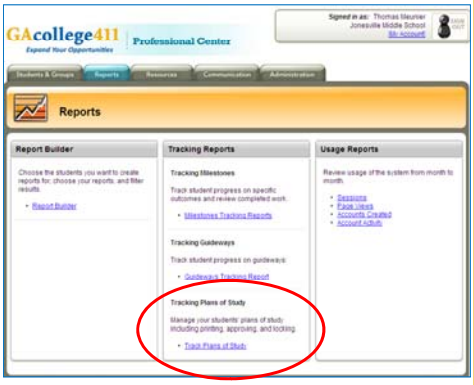
Pro Center Account Homepage

- To manage the Plans of Study which have been submitted by your students, select the Reports tab

GAcollege411

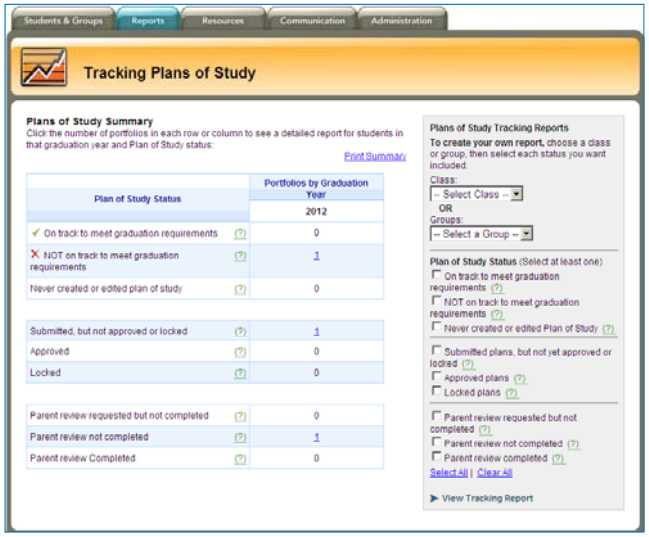
Tracking Plans of Study

- To approve, edit, print, and lock submitted Plans of Study, select Track Plans of Study



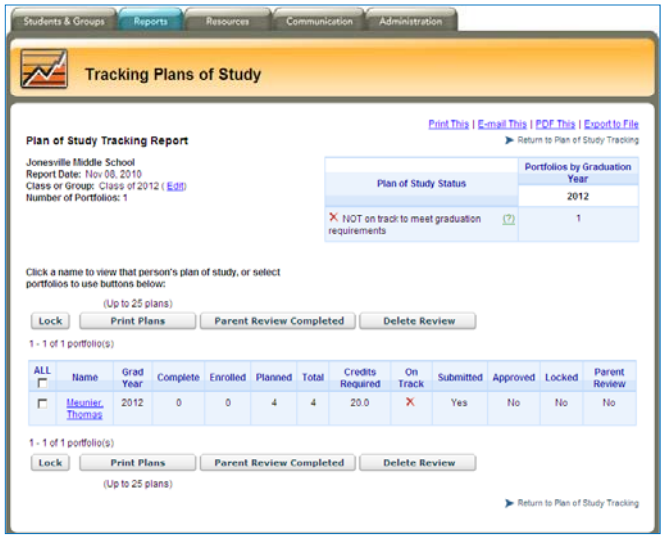
GAcollege411

Tracking Plans of Study



GAcollege411

Tracking Plans of Study



GAcollege411

Tracking Plans of Study

- **Counselors will have the ability to:**
  - Approve the Plan
  - Lock the Plan
  - Edit the Plan
  - Print the Plan
  - Mark the Plan Reviewed by Parent
  - Return the Plan to student to update

GAcollege411

BRIDGE Legislation Measures

ADVISEMENT CHECKLIST (✓)

- Evaluation Process for measuring effective advisement utilizing GAcollege411 as the primary tool for education and career planning in phases :
  - Year 1/2010-11 - 80 %
  - Year 2/2011-12 – 90%
  - Year 3/2012-13 – 100%:
    - GAcollege411 at www.GAcollege411.org –Utilizing the Professional Center and Report Center in the new and enhanced GAcollege411, the state, individual systems and local schools will have the capacity to measure effective advisement by the:

____% of 6th graders who have electronic portfolio accounts

9th graders who investigate and record in their portfolio at least three additional occupations prior to the annual student/family conference

____ % of 8th graders who complete an Individual Graduation Plan to utilize during the transitional conference between middle and high school

____ % of 9th graders who investigate and record in their portfolio at least three additional occupations prior to the annual student/family conference

____ % of 10th graders who are aware of "College Credit Now" programs (dual enrollment opportunities) by April 1

____ % of 11th graders who make the connection between school and work by exploring and saving in their portfolios at least three possible choices of postsecondary institutions that match their Individual Graduation Plan

____ % of 12th graders who identify their next step after graduation in their electronic portfolio: 4-year institute, 2-year institute, apprenticeship, military, technical college, special purpose [vocational] school, or workforce

GAcollege411

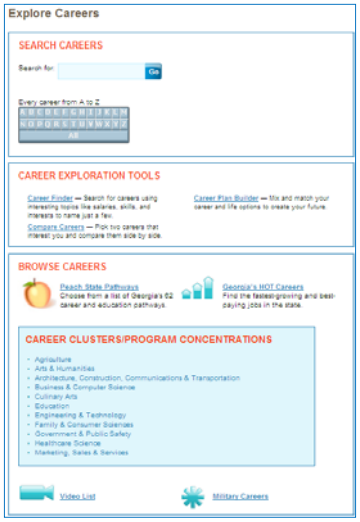
Career Planning

- **Explore Careers**
  - Tools for students to research possible careers

GAcollege411

Exploring Careers

- **Careers can be searched by:**
  - Name
  - Characteristics
  - Career Clusters or Program Concentrations



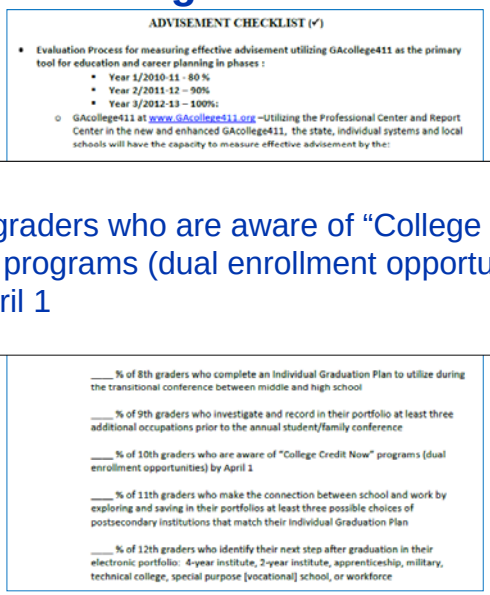
GAcollege411

Career Description

- **What They Do**
  - Gives descriptions about expectations for careers
- **Skills You Need**
  - Skills needed to be successful
- **Money and Outlook**
  - Expected salary and potential demand at the state level and the national level

GAcollege411

BRIDGE Legislation Measures



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10th graders who are aware of "College Credit Now" programs (dual enrollment opportunities) by April 1

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GAcollege411

College Credit Now

- **Currently, there is a description of all the options for dual credit under the section College Credit Now.**
  - XAP is currently working on a Guideway to cover this topic. The Guideway, when complete, will allow this component of Bridge to be tracked in the Professional Center.

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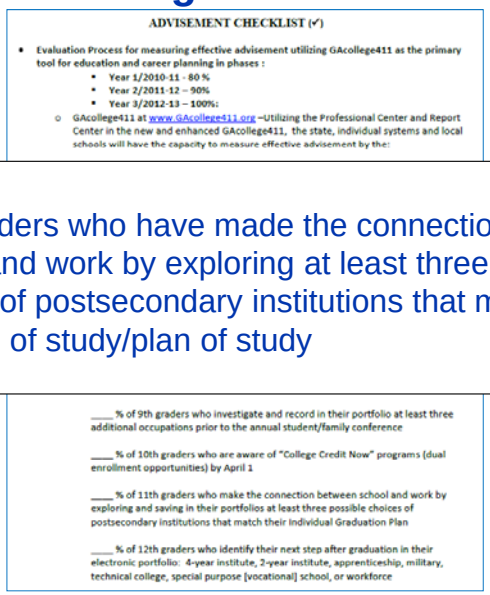
BRIDGE Legislation Measures



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11th graders who have made the connection between school and work by exploring at least three possible choices of postsecondary institutions that match their program of study/plan of study

____ % of 9th graders who investigate and record in their portfolio at least three additional occupations prior to the annual student/family conference

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GAcollege411

College Planning

- **Explore Postsecondary Schools**
  - Research schools from all across the nation
- **Explore Programs and Majors**
  - Use Pathways and Programs to search for schools

GAcollege411

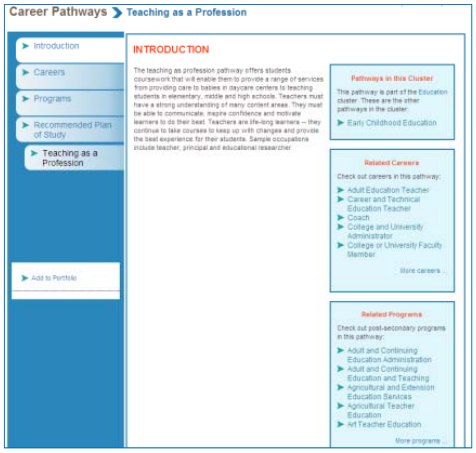
Explore Programs and Majors

- **Students can search for programs and majors:**
  - By name in the search box
  - Alphabetically
  - Peach State Pathways
  - Program Concentrations

GAcollege411

Exploring Programs and Majors

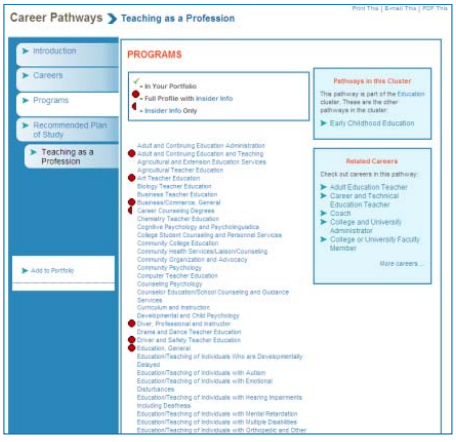
- **Students are able to get information about a Career Pathway and find out if this is a career choice that matches their interests**



GAcollege411

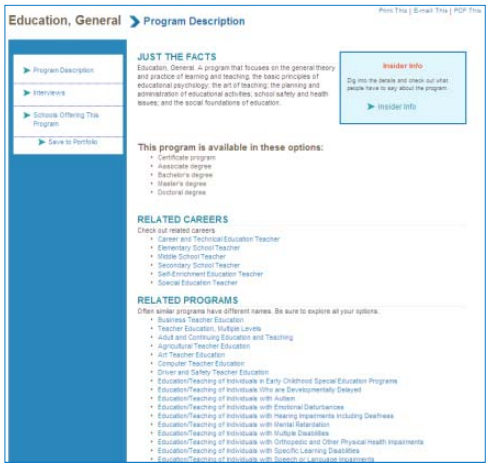
Exploring Programs and Majors

- **Students can look at the different Programs that fall under a given Pathway in which they have shown an interest**



GAcollege411

Exploring Programs and Majors



GAcollege411

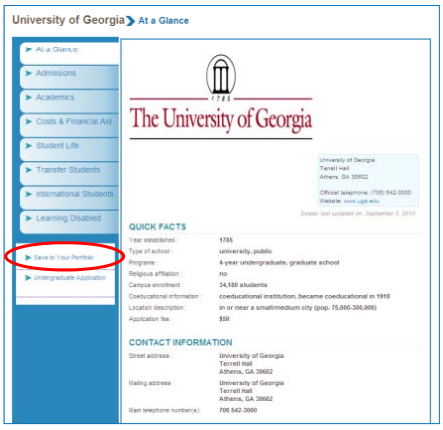
Exploring Programs and Majors

- **Students can input the level of education they plan to complete beyond high school in a particular program**

GAcollege411

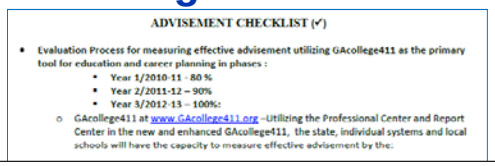
Exploring Schools

- **Institutions with a GAcollege411 Profile follow the same format so students can easily find similar information**
- **Students can save schools to their portfolio easily by selecting the appropriate link**



GAcollege411

BRIDGE Legislation Measures



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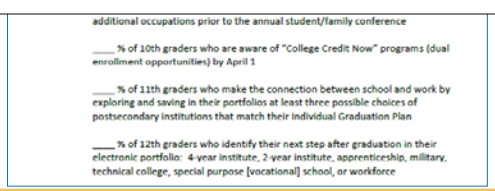

additional occupations prior to the annual student/family conference

____% of 10th graders who are aware of "College Credit Now" programs (dual enrollment opportunities) by April 1

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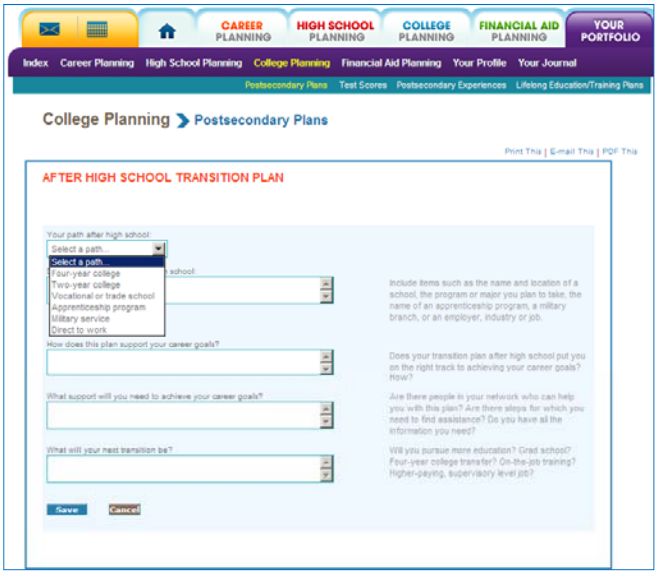
GAcollege411

After High School Transition Plan



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GAcollege411

- **Call GSFC at 1-800-505-4732**
- **www.GAcollege411.org**
- **Email: clientservices@gsfc.org**

Carra Floyd
carraf@gsfc.org

Thomas Meunier
thomasm@gsfc.org

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Student Aid Services Division
Georgia Student Finance Commission

Accel

Georgia Student Finance Commission

Topics

- Purpose of Accel
- Definitions
- Accel Eligibility Requirements
- Accel Length of Eligibility
- Accel Application Procedures
- College Credit Now and Impact on HOPE
- Questions

2

Accel Program Purpose

The purpose of the Accel Program is to offer Georgia public and private high school students the opportunity to earn credit hours toward an Associate or Baccalaureate Degree, as they simultaneously meet their high school graduation requirements as a Dual Credit Enrollment student, by providing financial assistance toward their postsecondary educational costs.

3

Definitions

For purposes of State Scholarship and Grant Programs:

- **Dual Credit Enrollment** means an arrangement whereby a high school student is Enrolled in postsecondary coursework with a postsecondary institution and earning postsecondary credit hours while continuing to pursue a high school diploma, and the student's high school has agreed to accept the postsecondary coursework as credit toward the student's high school graduation requirements.

4

Definitions

For purposes of State Scholarship and Grant Programs:

- **Joint Enrollment** means an arrangement whereby a high school student is Enrolled in postsecondary coursework with a postsecondary institution while continuing to pursue a high school diploma, and the high school has not agreed to accept the postsecondary coursework as credit toward the student's high school graduation requirements.

5

Accel Eligibility Requirements

- ***Citizenship***
  - A student must be a United States citizen or an Eligible Non-Citizen for the 12 consecutive months immediately preceding the first day of classes of the school term for which Accel Program payment is sought.

6

Georgia Student Finance Commission – Giving Students Financial Choices since 1965

Accel Eligibility Requirements

- *Residency*
  - Public Colleges and Universities
    - Residency at USG and TCSG institutions is determined based on BOR or TCSG policies
      - 12 consecutive months immediately prior to the first day of classes of the school term for which Accel payment is sought
      - If a USG or TCSG institution grants an out-of-state tuition waiver to a student whose parent is stationed in Georgia, the student meets Georgia residency requirements.
      - No other out-of-state Tuition waivers granted by USG or TCSG institutions qualify a student for Accel eligibility

7

Accel Eligibility Requirements

- *Residency*
  - Private Colleges and Universities
    - A student attending a private Eligible Postsecondary Institution and is classified as a Georgia Resident, according to the *Georgia Residency Requirements for State Programs Regulations*
    - 12 consecutive months immediately prior to the first day of classes of the school term for which Accel payment is sought
    - A student enrolled in an Eligible High School in Georgia, who is the dependent child of Military Personnel stationed in Georgia, is treated as a Georgia Resident for purposes of the Accel Program

8

Accel Eligibility Requirements

- **SELECTIVE SERVICE REGISTRATION**
  - –The student must meet federal Selective Service registration requirements.
- **REFUND DUE**
  - –The student must not owe a refund on a State of Georgia student financial aid program.
- **GEORGIA DRUG-FREE ACT**
  - –A student may be ineligible if in accordance with the Drug-Free Postsecondary Education Act of 1990, he or she has been convicted of committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.

Example: Student is convicted November 1, 2007. He or she is ineligible for Winter quarter or Spring semester of 2008.

9

Accel Eligibility

Eligible students must:

- Be enrolled at an Eligible High School, including eligible/accredited Home Study Programs
- Be admitted and enrolled as a Dual-Credit Enrollment student at an Eligible Postsecondary Institution
- Meet application requirements by the end of the term for which the student is seeking Accel payment.

10

Accel Eligibility, continued

Eligible students:

- Must not have already received a high school diploma or General Education Development (GED) Diploma.
- Are limited to a maximum of 4 semesters or 6 quarters of payment, regardless of the number of credits received during each semester or quarter.
- Are limited to payment during the Fall and Spring semesters, or Fall, Winter, and Spring quarters.
  - Accel is not available for Summer terms.

11

Accel Length of Eligibility

Beginning July 1, 2010:

- Students are no longer required to be classified as an 11th or 12th grade student, nor must 9th or 10th grade students demonstrate academic excellence.
- Students are eligible if they are enrolled in an Eligible High School and admitted at an Eligible Postsecondary Institution as a Dual Credit Enrollment student.

12

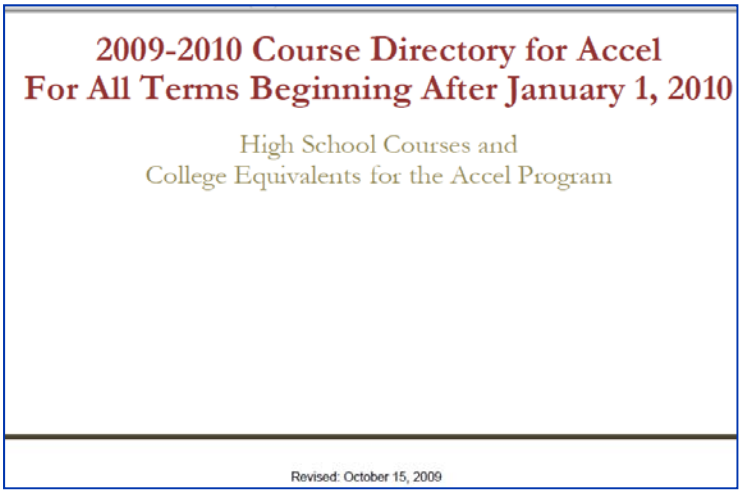
Accel Coursework

Accel will only pay for coursework appearing in the Accel Course Directory

- The Directory lists all high school courses and the college equivalents that are eligible for payment under the Accel program.

13

Accel Course Directory



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Georgia Student Finance Commission
LOANS ▲ SCHOLARSHIPS ▲ GRANTS

Accel Course Directory

Abraham Baldwin Agricultural College

ENGLISH						
Course Number	Course Title	Course Prefix	Course #	Course Title	Hours	Prerequisites
23.034	Advanced Composition	ENGL	1101	Composition I	3	
	Advanced Composition	ENGL	1102	Composition II	3	ENGL 1101 with grade of C or better
23.042	Oral/Written Communication (Speech)	COMM	1100	Human Communication	3	
	Oral/Written Communication (Speech)	COMM	1110	Public Speaking	3	
23.052	English Literature/Composition	ENGL	2121	British Literature I	3	Prerequisite: ENGL 1102 with grade of C or better
	English Literature/Composition	ENGL	2122	British Literature II	3	Prerequisite: ENGL 1102 with grade of C or better
23.063	World Literature/Composition	ENGL	2111	World Literature I	3	Prerequisite: ENGL 1102 with grade of C or better
	World Literature/Composition	ENGL	2112	World Literature II	3	Prerequisite: ENGL 1102 with grade of C or better
23.066	Contemporary Literature/Composition	ENGL	2131	American Literature I	3	Prerequisite: ENGL 1102 with grade of C or better
	Contemporary Literature/Composition	ENGL	2132	American Literature II	3	Prerequisite: ENGL 1102 with grade of C or better
MATHEMATICS						
Course Number	Course Title	Course Prefix	Course #	Course Title	Hours	Prerequisites
27.069	Discrete Mathematics	MATH	1101	Mathematical Modeling	3	
	Discrete Mathematics	MATH	1111	College Algebra	3	
	Discrete Mathematics	MATH	1113	Pre-Calculus	4	Prerequisite: MATH 1111 with a grade of C or better and HS trig
27.051	Statistics	MATH	2000	Statistics	3	Prerequisite: MATH 1101 or MATH 1111 with grade of C or better
27.065	Advanced Algebra and Trigonometry	MATH	1111	College Algebra	3	
	Advanced Algebra and Trigonometry	MATH	1112	Trigonometry	3	Prerequisite: MATH 1111 with a grade of C or better
	Advanced Algebra and Trigonometry	MATH	1113	Pre-Calculus	4	Prerequisite: MATH 1111 with a grade of C or better and HS trig
27.067	Analysis (Pre-Calculus)	MATH	1113	Pre-Calculus	4	Prerequisite: MATH 1111 with a grade of C or better and HS trig
27.071	Calculus	MATH	2053	Calculus I	4	Prerequisite: MATH 1112 or MATH 1113 with grade of C or better
27.093 - AVAILABLE IN	Accelerated Mathematics III - Pre-Calculus Trigonometry/Statistics	MATH	1111	College Algebra	3	

23

Georgia Student Finance Commission
LOANS ▲ SCHOLARSHIPS ▲ GRANTS

Accel Course Directory

Technical College System of Georgia: All Georgia Public Technical Colleges - FY 2010

ENGLISH			
Course Number	Course Title	College Number **	College Courses *
23.034	Advanced Composition	ENG 1101 (191)	Composition & Rhetoric I
23.042	Oral/Written Communication/Speech (elective only)	SPC 1101 (191)	Public Speaking
23.063	World Literature/Composition	ENG 2110	World Literature
	World Literature/Composition	ENG 2111	World Literature I
	World Literature/Composition	ENG 2112	World Literature II
MATHEMATICS			
Course Number	Course Title	College Number **	College Courses *
27.069	Discrete Mathematics	MAT 1101 (190)	Math Modeling
	Discrete Mathematics	MAT 1111 (191)	College Algebra
	Discrete Mathematics	MAT 1113 (194)	Pre-Calculus
27.051	Statistics	MAT 1127 (198)	Introduction to Statistics
27.065	Advanced Algebra and Trigonometry	MAT 1101 (190),	Math Modeling
	Advanced Algebra and Trigonometry	MAT 1112 (193)	College Trig
	Advanced Algebra and Trigonometry	MAT 1111 (191)	College Algebra
	Advanced Algebra and Trigonometry	MAT 1113 (194)	College Trig or Pre-Calculus
27.067	Analysis (Pre-Calculus)	MAT 1113 (194)	Pre-Calculus
27.071	Calculus	MAT 1131 (195)	Differential Calculus
SOCIAL SCIENCES			

16

Accel Course Directory

Andrew College

ENGLISH			
Course Number	Course Title	College Number	College Courses *
23.03400	Advanced Composition	ENG 111	Rhetoric and Composition I
	Advanced Composition	ENG 112	Literature/Composition II
23.05200	English Literature/Composition	ENG 127	English Literature I
	English Literature/Composition	ENG 128	English Literature II
23.06300	World Literature/Composition	ENG 121	World Literature I
	World Literature/Composition	ENG 122	World Literature II
	Contemporary Literature/Composition	ENG 123	American Literature
MATHEMATICS			
Course Number	Course Title	College Number	College Courses *
27.05100	Statistics	Math 201	Introduction to Statistics
	Analysis (Pre-Calculus)	Math 111	Pre-Calculus Algebra
	Analysis (Pre-Calculus)	Math 112	Pre-Calculus Trigonometry
	Analysis (Pre-Calculus)	Math 113	Pre-Calculus Algebra & Trigonometry
27.07100	Calculus	Math 202	Calculus and Analytic Geometry I
	Calculus	Math 203	Calculus and Analytic Geometry II
SOCIAL SCIENCES			
Course Number	Course Title	College Number	College Courses *
45.01100	Comparative Religions	RPH 113	World Religion
45.01500	Psychology	PSY 121	Introduction to Psychology
45.03100	Sociology	SOC 121	Introduction to Sociology
45.06400	Comparative Political/Economic Systems	POS 111	Government of the United States
	Comparative Political/Economic Systems	BUS 125	Principles of Economics (Macroeconomics)
	Comparative Political/Economic Systems	BUS 126	Principles of Economics (Microeconomics)

17

Accel Impact on Future HOPE Eligibility

- Hours paid for by the Accel program are always counted in the HOPE Combined Paid hours limit.
- Hours paid for by the Accel program are only counted in the Attempted hours calculation for HOPE eligibility purposes if:
  - the student did not graduate as a HOPE Scholar from high school due to not meeting the GPA requirements; and
  - the coursework is accepted by an eligible postsecondary institution when the student first enrolls at the Tier 1 level.

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Accel Impact on Future HOPE Eligibility

- If coursework paid for by Accel is included in the attempted hours calculation, then the hours are utilized for determining when the HOPE Checkpoints occur, but the grades are never calculated into the HOPE GPA.

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Accel Application Instructions

The Accel Application process has 3 main, sequential steps:

- The student must complete an online application at www.GAcollege411.org.
- The eligible high school must certify the student's application electronically.
- The eligible postsecondary institution must certify the student's application electronically.

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Accel Application Instructions, continued

Step 1 – Student completes online application

- Go to www.GAcollege411.org, select *"Accel Program"* from the "*Shortcuts*" Box.
- Select *"Online Accel Program Application".*
- "Log In" to Accel Application.
- Select "*Add New Application".*
- Complete application information and select "*Submit."*

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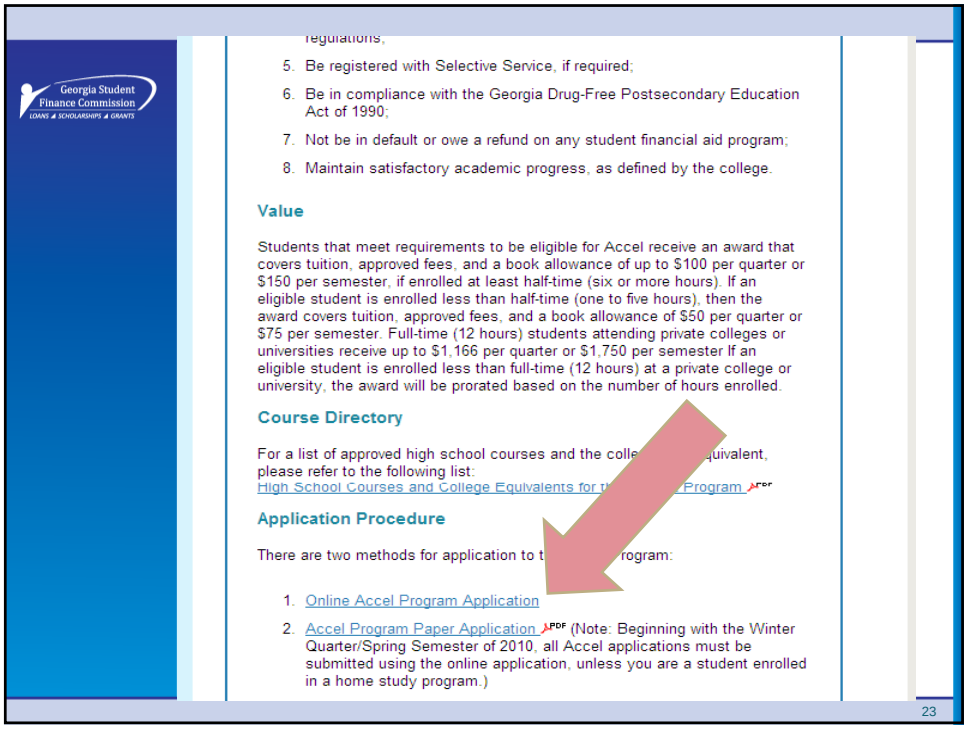
22



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regulations;

5. Be registered with Selective Service, if required;
6. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990;
7. Not be in default or owe a refund on any student financial aid program;
8. Maintain satisfactory academic progress, as defined by the college.

Value

Students that meet requirements to be eligible for Accel receive an award that covers tuition, approved fees, and a book allowance of up to $100 per quarter or $150 per semester, if enrolled at least half-time (six or more hours). If an eligible student is enrolled less than half-time (one to five hours), then the award covers tuition, approved fees, and a book allowance of $50 per quarter or $75 per semester. Full-time (12 hours) students attending private colleges or universities receive up to $1,166 per quarter or $1,750 per semester If an eligible student is enrolled less than full-time (12 hours) at a private college or university, the award will be prorated based on the number of hours enrolled.

Course Directory

For a list of approved high school courses and the colle quivalent, please refer to the following list:
High School Courses and College Equivalents for t Program (PDF)

Application Procedure

There are two methods for application to t rogram:

1. Online Accel Program Application
2. Accel Program Paper Application (PDF) (Note: Beginning with the Winter Quarter/Spring Semester of 2010, all Accel applications must be submitted using the online application, unless you are a student enrolled in a home study program.)

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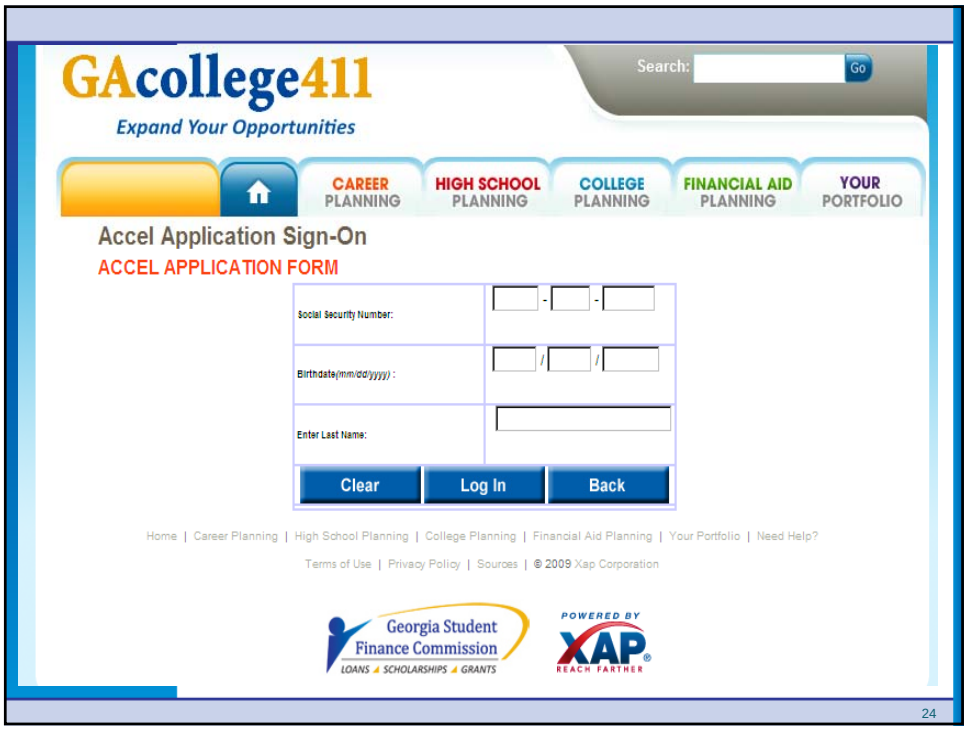

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Accel Application Sign-On

ACCEL APPLICATION FORM

Social Security Number: - -

Birthdate(mm/dd/yyyy) : / /

Enter Last Name:

Clear | Log In | Back

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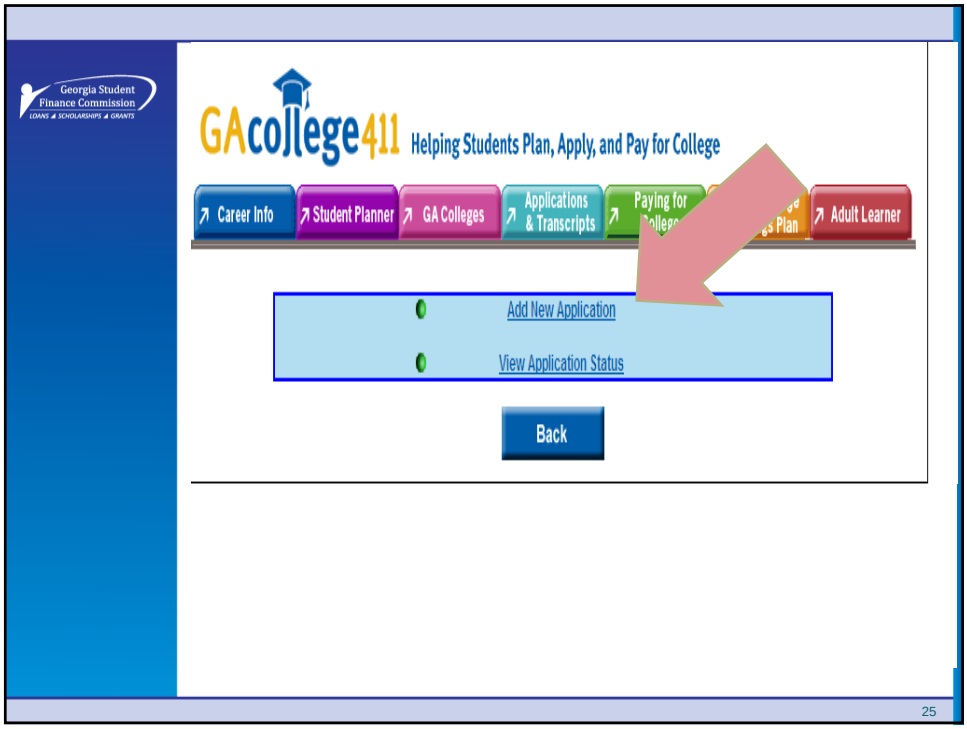
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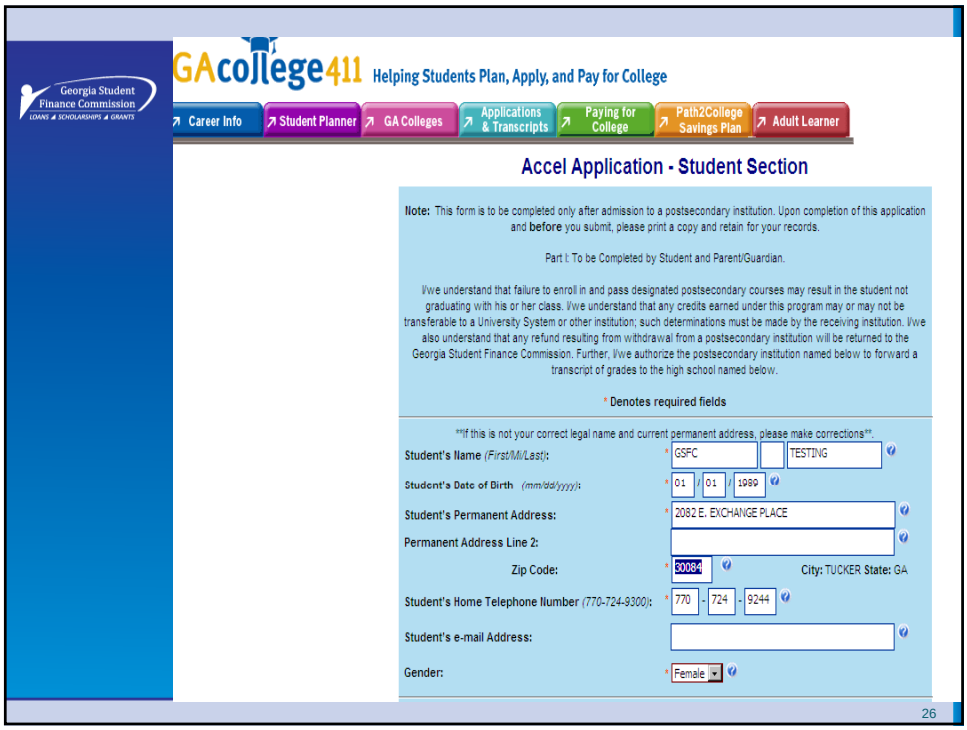
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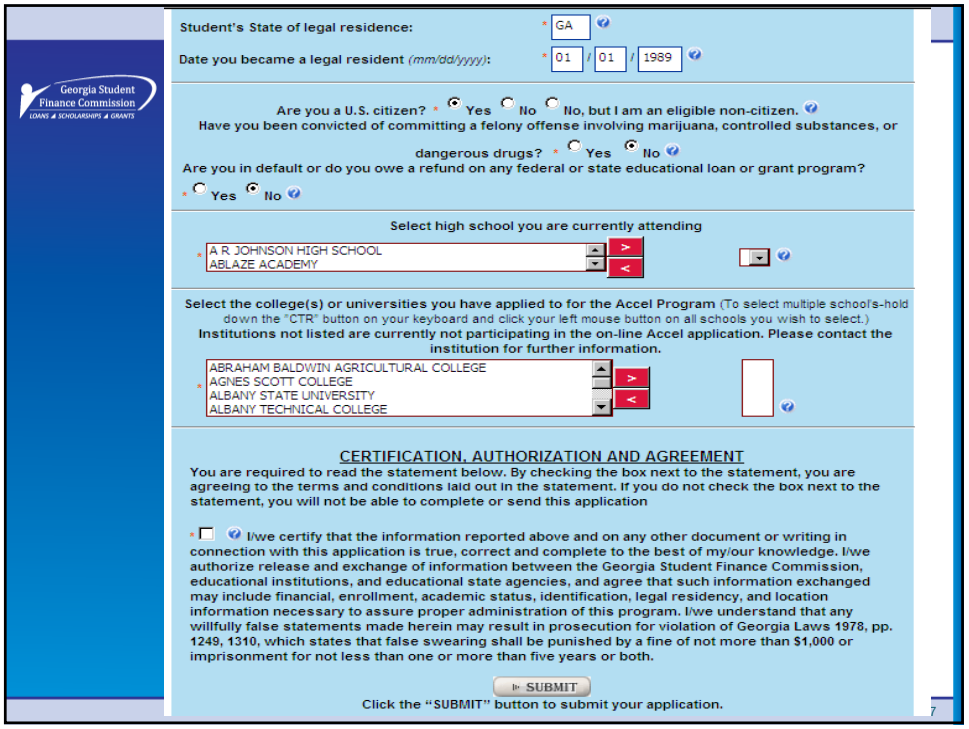
Accel Application - Student Section
Note: This form is to be completed only after admission to a postsecondary institution. Upon completion of this application and before you submit, please print a copy and retain for your records.
Part I: To be Completed by Student and Parent/Guardian.
I/we understand that failure to enroll in and pass designated postsecondary courses may result in the student not graduating with his or her class. I/we understand that any credits earned under this program may or may not be transferable to a University System or other institution; such determinations must be made by the receiving institution. I/we also understand that any refund resulting from withdrawal from a postsecondary institution will be returned to the Georgia Student Finance Commission. Further, I/we authorize the postsecondary institution named below to forward a transcript of grades to the high school named below.
* Denotes required fields
If this is not your correct legal name and current permanent address, please make corrections.
Student's Name (First/MI/Last):
GSFC
TESTING
Student's Date of Birth (mm/dd/yyyy):
01 / 01 / 1980
Student's Permanent Address:
2082 E. EXCHANGE PLACE
Permanent Address Line 2:
Zip Code:
30084
City: TUCKER State: GA
Student's Home Telephone Number (770-724-9300):
770 - 724 - 9244
Student's e-mail Address:
Gender:
Female
26


Georgia Student Finance Commission
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Student's State of legal residence: * GA
Date you became a legal resident (mm/dd/yyyy): * 01 / 01 / 1989
Are you a U.S. citizen? * Yes No No, but I am an eligible non-citizen.
Have you been convicted of committing a felony offense involving marijuana, controlled substances, or dangerous drugs? * Yes No
Are you in default or do you owe a refund on any federal or state educational loan or grant program? * Yes No
Select high school you are currently attending
* A R JOHNSON HIGH SCHOOL
ABLAZE ACADEMY
Select the college(s) or universities you have applied to for the Accel Program (To select multiple schools-hold down the "CTR" button on your keyboard and click your left mouse button on all schools you wish to select.)
Institutions not listed are currently not participating in the on-line Accel application. Please contact the institution for further information.
* ABRAHAM BALDWIN AGRICULTURAL COLLEGE
AGNES SCOTT COLLEGE
ALBANY STATE UNIVERSITY
ALBANY TECHNICAL COLLEGE
CERTIFICATION, AUTHORIZATION AND AGREEMENT
You are required to read the statement below. By checking the box next to the statement, you are agreeing to the terms and conditions laid out in the statement. If you do not check the box next to the statement, you will not be able to complete or send this application
* I/we certify that the information reported above and on any other document or writing in connection with this application is true, correct and complete to the best of my/our knowledge. I/we authorize release and exchange of information between the Georgia Student Finance Commission, educational institutions, and educational state agencies, and agree that such information exchanged may include financial, enrollment, academic status, identification, legal residency, and location information necessary to assure proper administration of this program. I/we understand that any willfully false statements made herein may result in prosecution for violation of Georgia Laws 1978, pp. 1249, 1310, which states that false swearing shall be punished by a fine of not more than $1,000 or imprisonment for not less than one or more than five years or both.
SUBMIT
Click the "SUBMIT" button to submit your application.
7

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Accel Program Application
Thank you GSFC TESTING for using the electronic ACCEL application process. You do not need to complete the paper application nor print and mail your Accel application to the institution you plan to attend. Your Accel application will automatically be available to your high school counselor.
If you have not already done so, please schedule a meeting with your high school counselor to review and complete the course information section of the Accel application.
28

Accel Application Instructions, continued

Step 2 – High School completes online certification of application

- Go to www.GAcollege411.org, select *"Middle School & High School Educators"* at the bottom of the page.
- Select *"Scholar Tracking and Reporting System (STARS)".*
- "Log In" to STARS.
- Select "*Accel*" from the main menu.

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Accel Application Instructions, continued

Step 2 – High School completes online certification of application.

- Select (1) *Process New Applications* (2) *Edit Existing Applications* (3) *Process Disapproved Applications* (4) *Process Canceled Applications* (5) create an *Accel Status Report* or (6) edit your *Email List* address and choose whether you wish to receive email notifications related to the online applications.

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Accel Application Instructions, continued

Step 2 – High School completes online certification of application.

- Select "*Process New Applications*".
- Search for student or choose from list.
- Populate year and term of enrollment, courses that the student may enroll in, certify the student's eligibility, and then "*Submit*".

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Transcript Exchange Document Library
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The Professional Center gives you all the tools you need to manage your college and career planning programs — administration, reporting, communicating and managing students.
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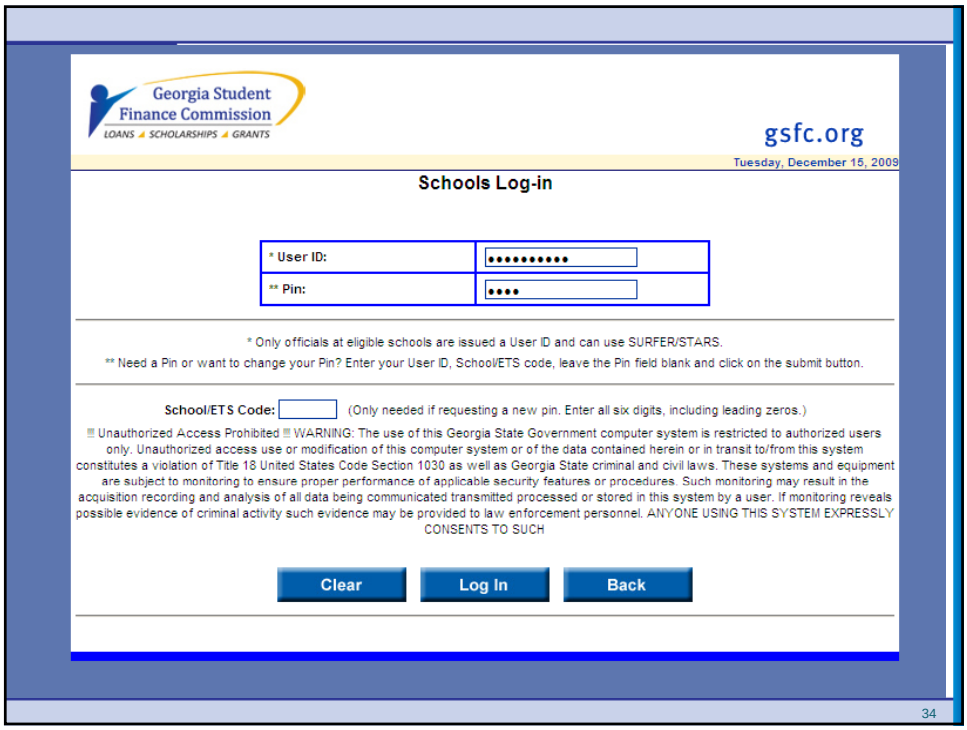
Creating a Professional Center Account
Ning
Accel High School Counselor
33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LOANS SCHOLARSHIPS GRANTS
gsfc.org
Tuesday, December 15, 2009
Schools Log-in
* User ID:
** Pin:
* Only officials at eligible schools are issued a User ID and can use SURFER/STARS.
** Need a Pin or want to change your Pin? Enter your User ID, School/ETS code, leave the Pin field blank and click on the submit button.
School/ETS Code:
(Only needed if requesting a new pin. Enter all six digits, including leading zeros.)
Unauthorized Access Prohibited WARNING: The use of this Georgia State Government computer system is restricted to authorized users only. Unauthorized access use or modification of this computer system or of the data contained herein or in transit to/from this system constitutes a violation of Title 18 United States Code Section 1030 as well as Georgia State criminal and civil laws. These systems and equipment are subject to monitoring to ensure proper performance of applicable security features or procedures. Such monitoring may result in the acquisition recording and analysis of all data being communicated transmitted processed or stored in this system by a user. If monitoring reveals possible evidence of criminal activity such evidence may be provided to law enforcement personnel. ANYONE USING THIS SYSTEM EXPRESSLY CONSENTS TO SUCH
Clear
Log In
Back
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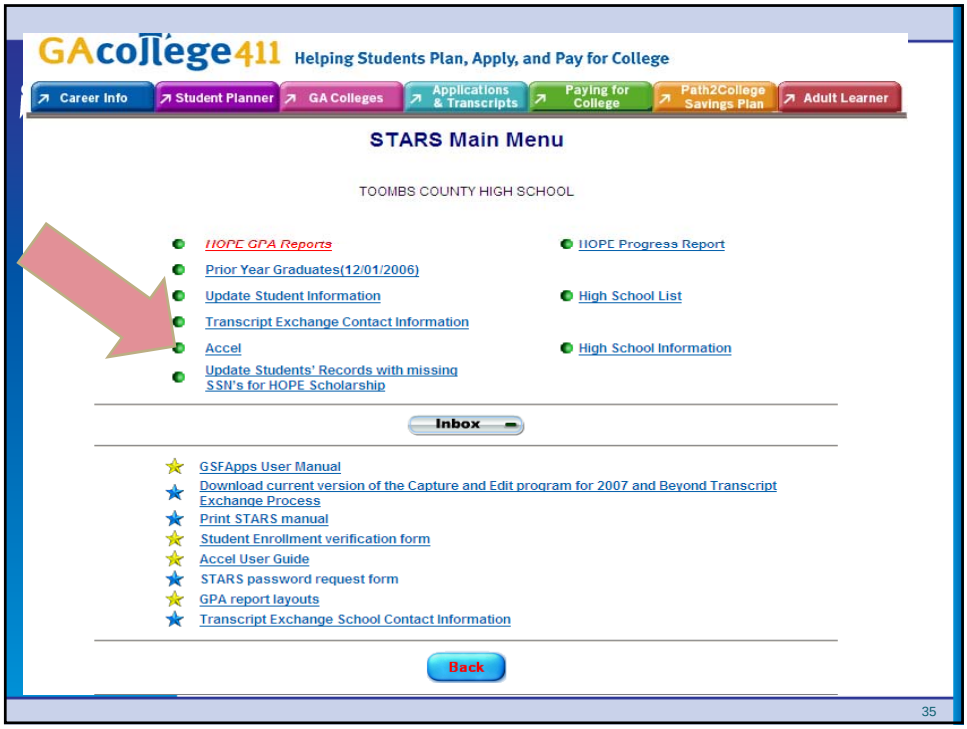
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HOPE Progress Report
Prior Year Graduates(12/01/2006)
Update Student Information
High School List
Transcript Exchange Contact Information
Accel
High School Information
Update Students' Records with missing SSN's for HOPE Scholarship
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Download current version of the Capture and Edit program for 2007 and Beyond Transcript Exchange Process
Print STARS manual
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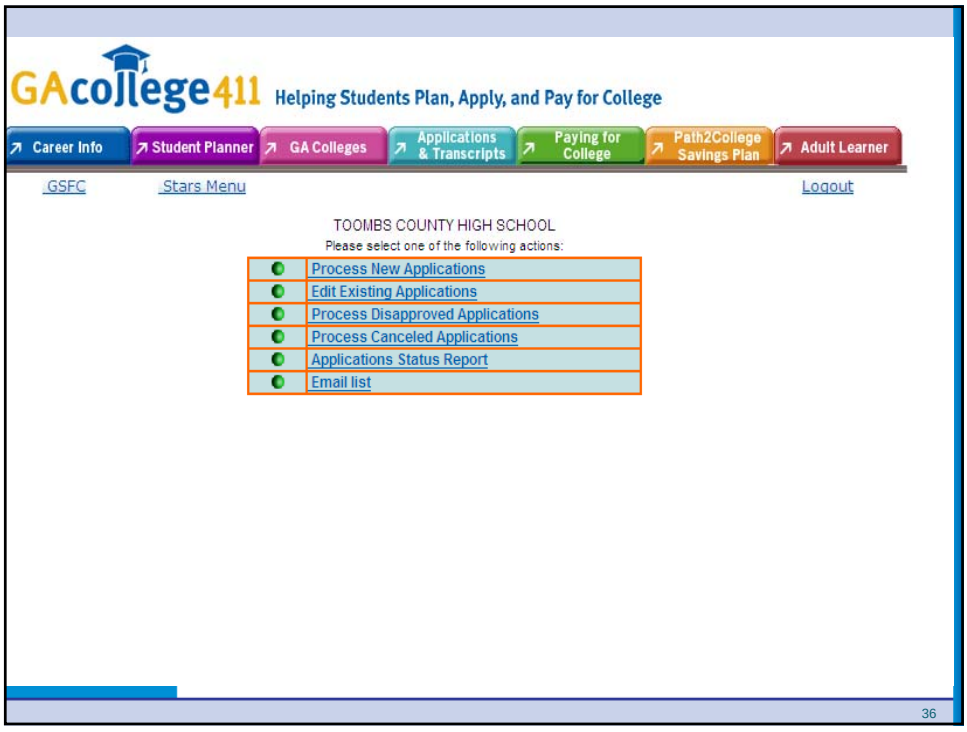
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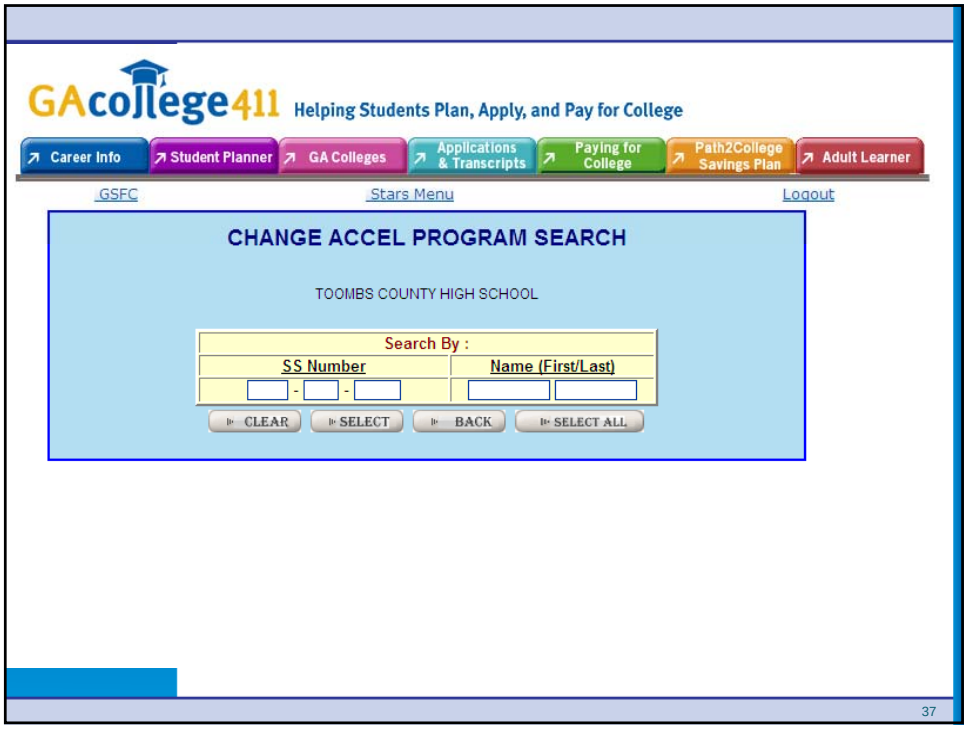
Please select one of the following actions:
Process New Applications
Edit Existing Applications
Process Disapproved Applications
Process Canceled Applications
Applications Status Report
Email list
36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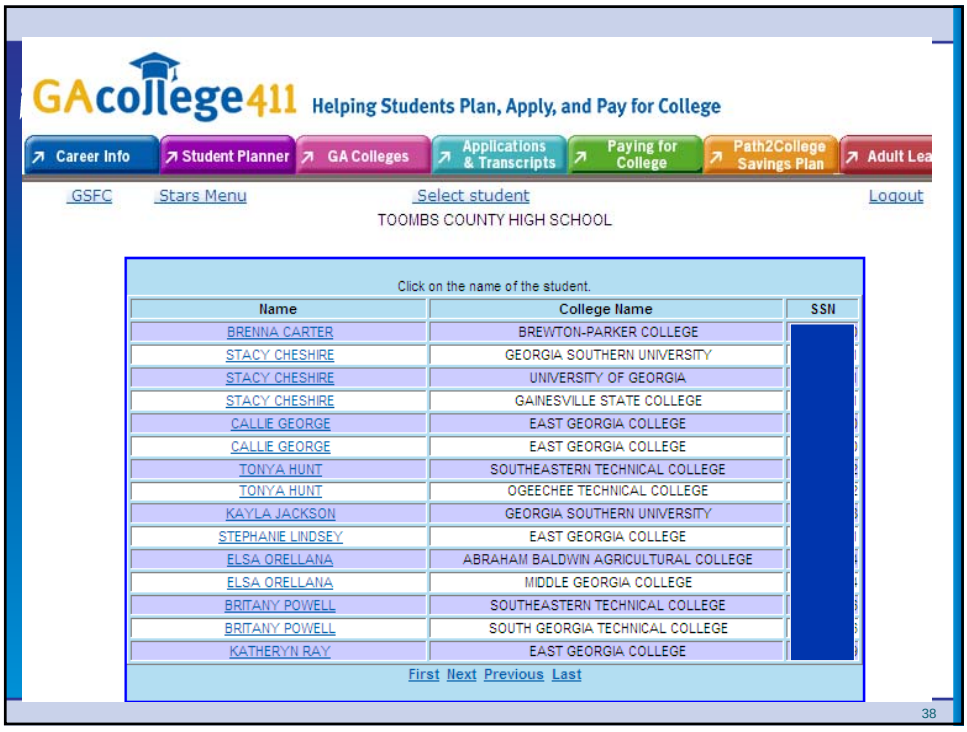
CHANGE ACCEL PROGRAM SEARCH
TOOMBS COUNTY HIGH SCHOOL
Search By :
SS Number
Name (First/Last)
CLEAR
SELECT
BACK
SELECT ALL
37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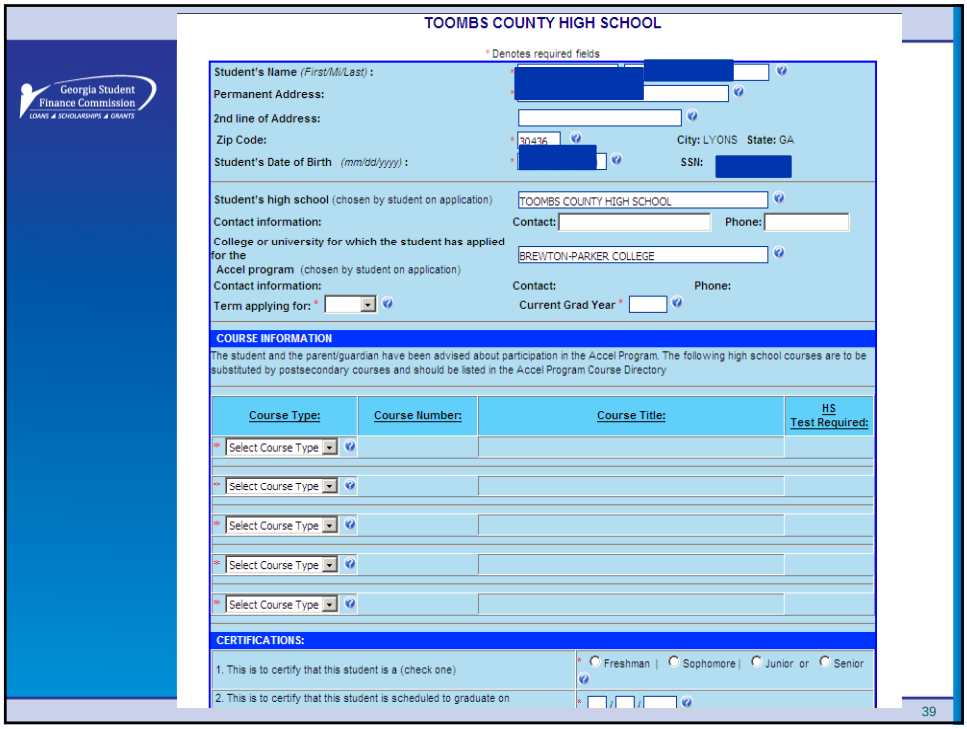
Stars Menu
Select student
Logout
TOOMBS COUNTY HIGH SCHOOL
Click on the name of the student.
Name
College Name
SSN
BRENNA CARTER
BREWTON-PARKER COLLEGE
STACY CHESHIRE
GEORGIA SOUTHERN UNIVERSITY
STACY CHESHIRE
UNIVERSITY OF GEORGIA
STACY CHESHIRE
GAINESVILLE STATE COLLEGE
CALLIE GEORGE
EAST GEORGIA COLLEGE
CALLIE GEORGE
EAST GEORGIA COLLEGE
TONYA HUNT
SOUTHEASTERN TECHNICAL COLLEGE
TONYA HUNT
OGEECHEE TECHNICAL COLLEGE
KAYLA JACKSON
GEORGIA SOUTHERN UNIVERSITY
STEPHANIE LINDSEY
EAST GEORGIA COLLEGE
ELSA ORELLANA
ABRAHAM BALDWIN AGRICULTURAL COLLEGE
ELSA ORELLANA
MIDDLE GEORGIA COLLEGE
BRITANY POWELL
SOUTHEASTERN TECHNICAL COLLEGE
BRITANY POWELL
SOUTH GEORGIA TECHNICAL COLLEGE
KATHERYN RAY
EAST GEORGIA COLLEGE
First Next Previous Last
38



TOOMBS COUNTY HIGH SCHOOL

* Denotes required fields

Student's Name *(First/Mi/Last)* : [redacted]

Permanent Address: [redacted]

2nd line of Address:

Zip Code: 30436 City: LYONS State: GA

Student's Date of Birth *(mm/dd/yyyy)* : [redacted] SSN: [redacted]

Student's high school (chosen by student on application) TOOMBS COUNTY HIGH SCHOOL

Contact information: Contact: Phone:

College or university for which the student has applied for the Accel program (chosen by student on application) BREWTON-PARKER COLLEGE

Contact information: Contact: Phone:

Term applying for: * Current Grad Year *

COURSE INFORMATION

The student and the parent/guardian have been advised about participation in the Accel Program. The following high school courses are to be substituted by postsecondary courses and should be listed in the Accel Program Course Directory

Course Type:	Course Number:	Course Title:	HS Test Required:
* Select Course Type			
* Select Course Type			
* Select Course Type			
* Select Course Type			
* Select Course Type			

CERTIFICATIONS:

1. This is to certify that this student is a (check one) * Freshman | Sophomore | Junior or Senior

2. This is to certify that this student is scheduled to graduate on * / /

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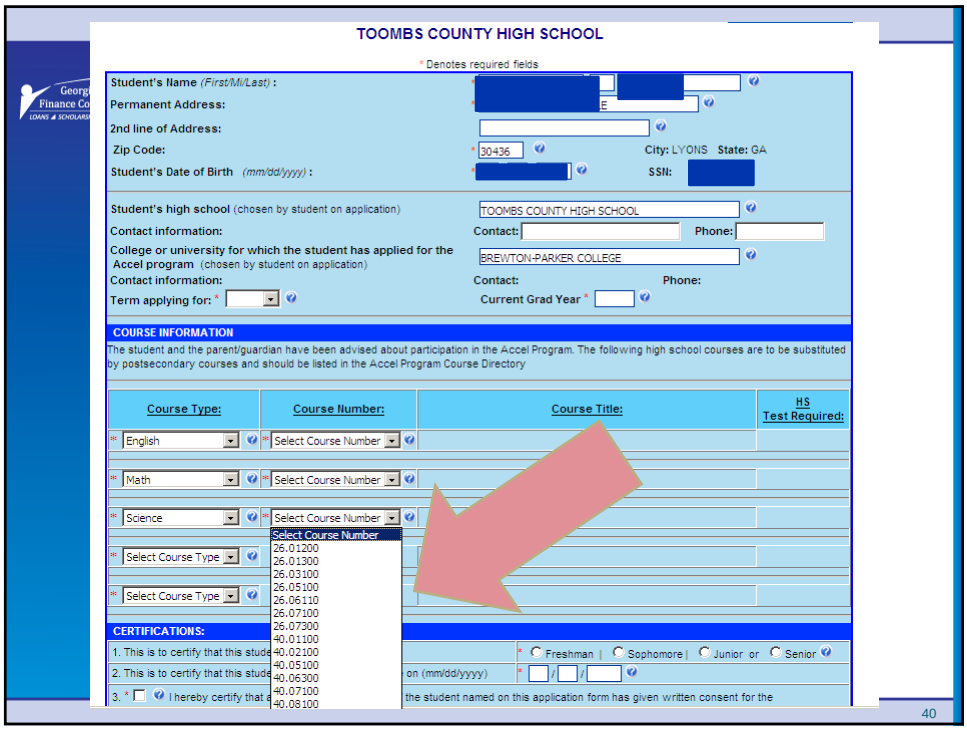

TOOMBS COUNTY HIGH SCHOOL

* Denotes required fields

Student's Name *(First/Mi/Last)* : [redacted]

Permanent Address: [redacted]

2nd line of Address:

Zip Code: 30436 City: LYONS State: GA

Student's Date of Birth *(mm/dd/yyyy)* : [redacted] SSN: [redacted]

Student's high school (chosen by student on application) TOOMBS COUNTY HIGH SCHOOL

Contact information: Contact: Phone:

College or university for which the student has applied for the Accel program (chosen by student on application) BREWTON-PARKER COLLEGE

Contact information: Contact: Phone:

Term applying for: * Current Grad Year *

COURSE INFORMATION

The student and the parent/guardian have been advised about participation in the Accel Program. The following high school courses are to be substituted by postsecondary courses and should be listed in the Accel Program Course Directory

Course Type:	Course Number:	Course Title:	HS Test Required:
* English	* Select Course Number		
* Math	* Select Course Number		
* Science	* Select Course Number		
* Select Course Type			
* Select Course Type			

Select Course Number
26.01200
26.01300
26.03100
26.05100
26.06110
26.07100
26.07300
40.01100
40.02100
40.05100
40.06300
40.07100
40.08100

CERTIFICATIONS:

1. This is to certify that this stude * Freshman | Sophomore | Junior or Senior

2. This is to certify that this stude on (mm/dd/yyyy) * / /

3. * I hereby certify that a the student named on this application form has given written consent for the

40

Accel Application Instructions, continued

Step 3 – College completes online certification of application.

- Go to www.GAcollege411.org, select *"College Administrators"* at the bottom of the page.
- Select *"SURFER"*, in the GSFC Programs and Tools Box
- "Log In" to SURFER.
- Select *"Accel"* from the left-hand main menu.

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Accel Application Instructions, continued

Step 3 – College completes online certification of application.

- Select (1*) Process New Applications* (2) *Edit Existing Applications* (3) *Process Disapproved Applications* (4) *Process Canceled Applications* (5) create an *Accel Status Report* or (6) edit your *Email List* address and choose whether you wish to receive email notifications related to the online applications.

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Accel Application Instructions, continued

Step 3 – College completes online certification of application.

- Select "*Process New Applications*".
- Search for student or, "*Select All*" to choose from list.
- Select the course equivalents from a drop down list, or reject the course. Enter contact information, then "*Submit*".

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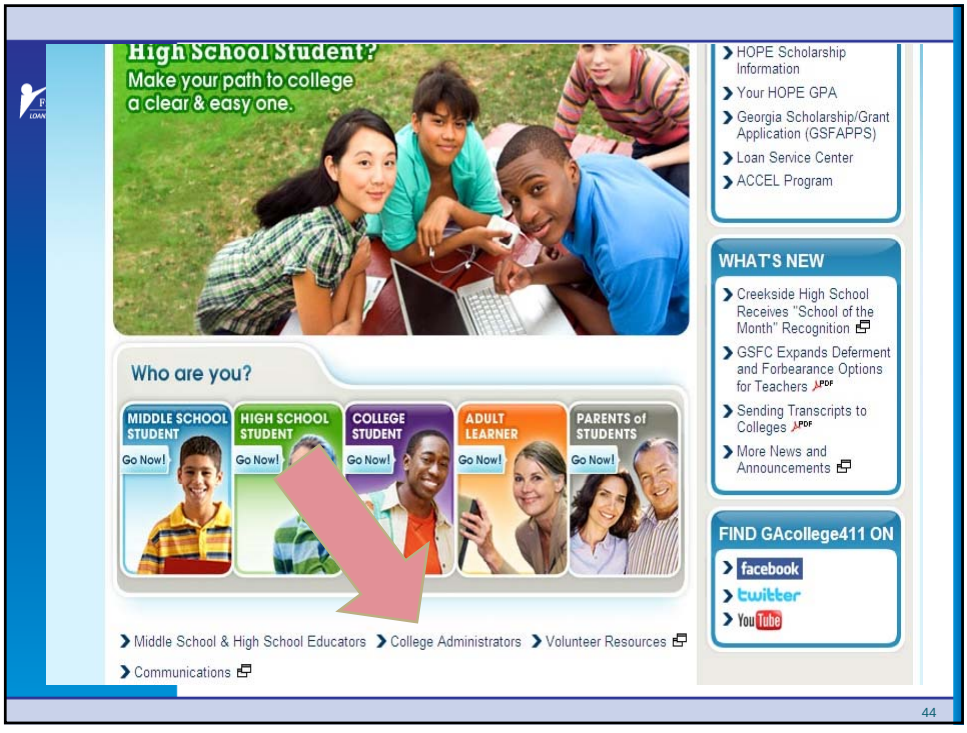

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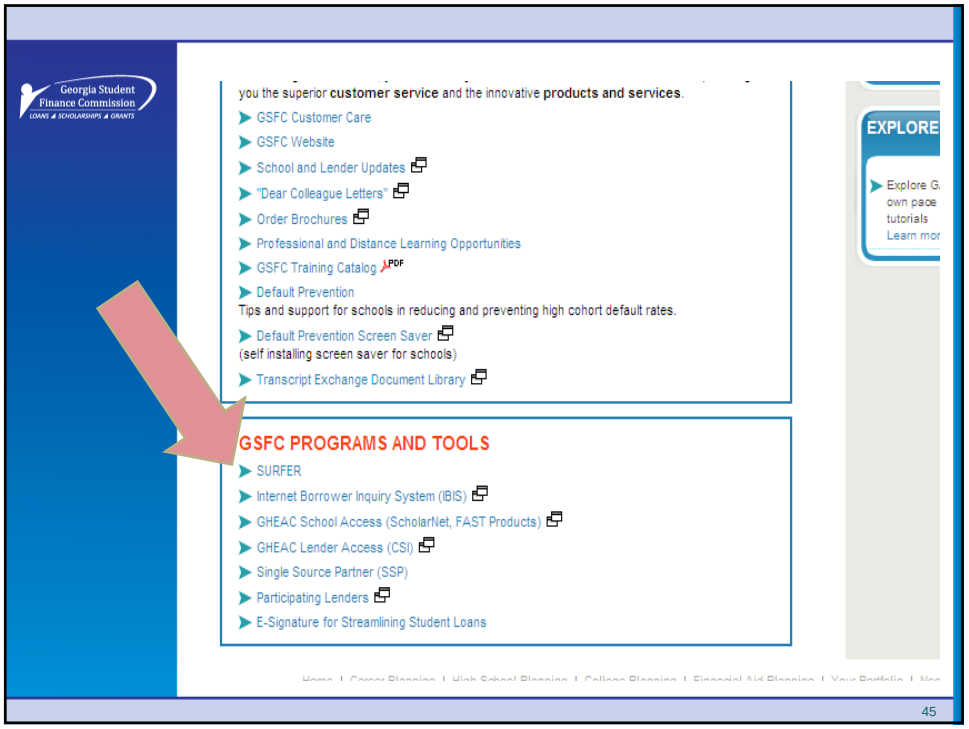
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Order Brochures
Professional and Distance Learning Opportunities
GSFC Training Catalog
Default Prevention
Tips and support for schools in reducing and preventing high cohort default rates.
Default Prevention Screen Saver
(self installing screen saver for schools)
Transcript Exchange Document Library
GSFC PROGRAMS AND TOOLS
SURFER
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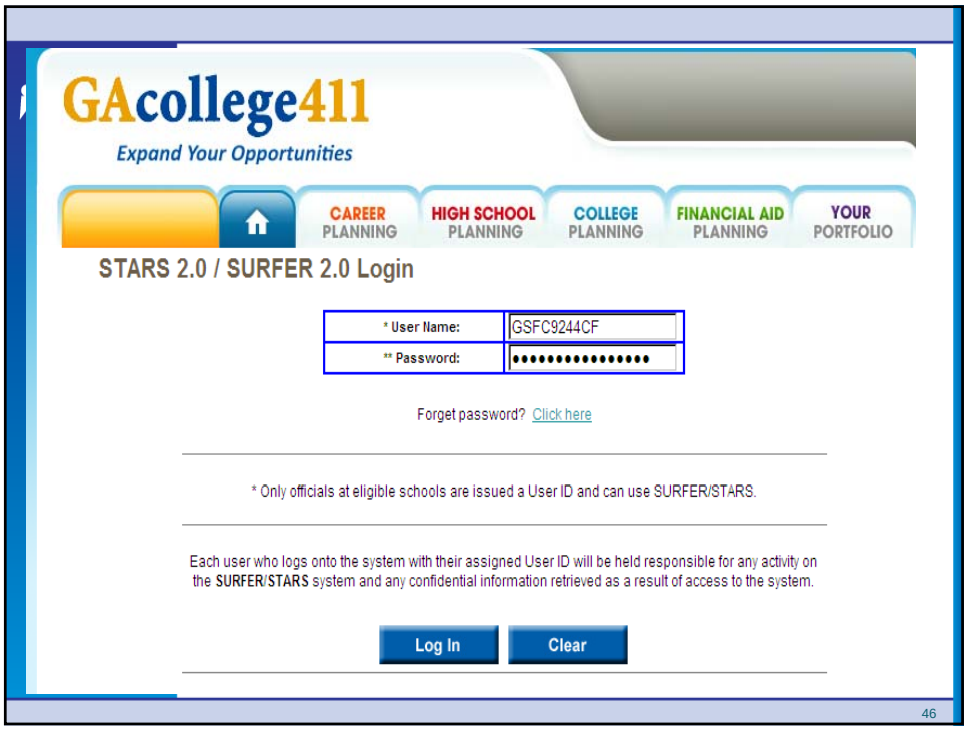
GHEAC School Access (ScholarNet, FAST Products)
GHEAC Lender Access (CSI)
Single Source Partner (SSP)
Participating Lenders
E-Signature for Streamlining Student Loans
EXPLORE
45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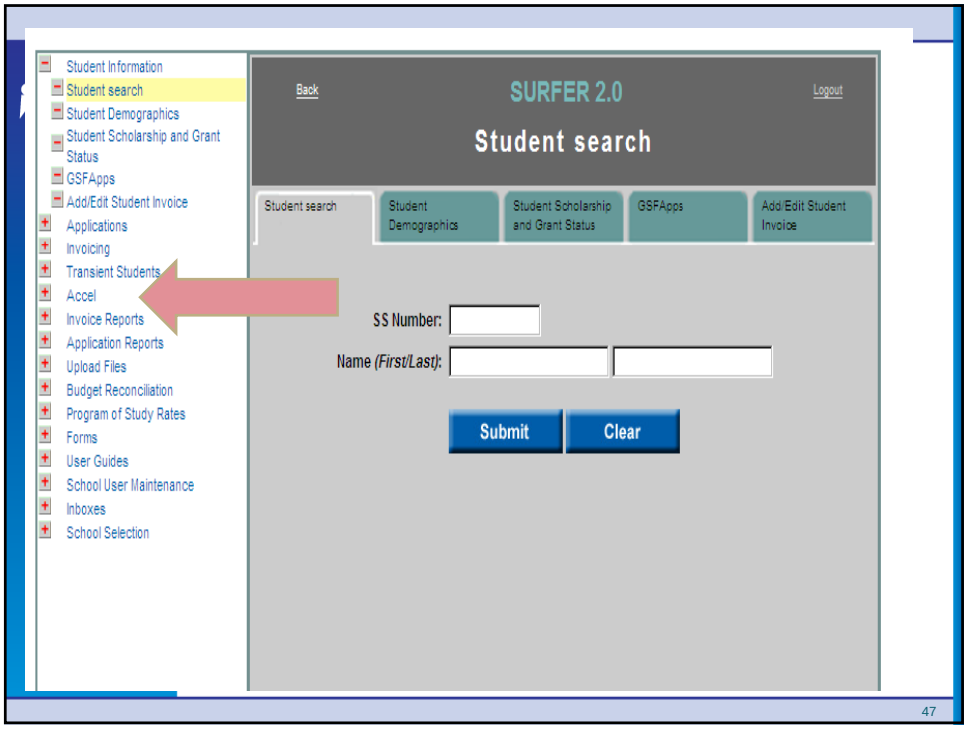
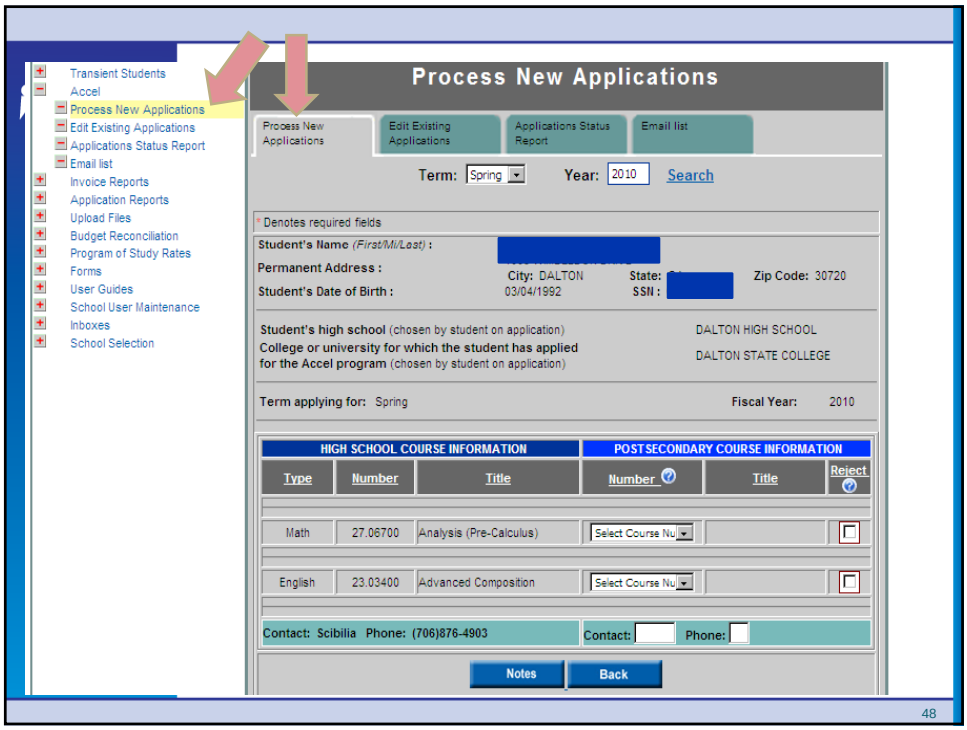
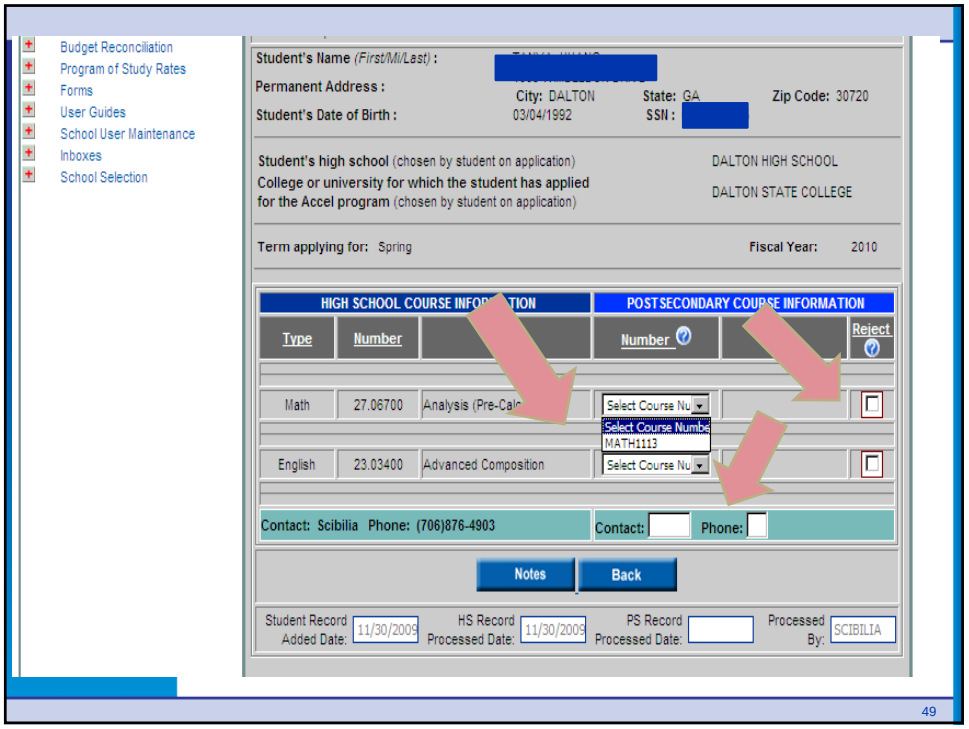
STARS 2.0 / SURFER 2.0 Login
* User Name:
GSFC9244CF
** Password:
Forget password? Click here
* Only officials at eligible schools are issued a User ID and can use SURFER/STARS.
Each user who logs onto the system with their assigned User ID will be held responsible for any activity on the SURFER/STARS system and any confidential information retrieved as a result of access to the system.
Log In
Clear
46


Student Information
Student search
Student Demographics
Student Scholarship and Grant Status
GSFApps
Add/Edit Student Invoice
Applications
Invoicing
Transient Students
Accel
Invoice Reports
Application Reports
Upload Files
Budget Reconciliation
Program of Study Rates
Forms
User Guides
School User Maintenance
Inboxes
School Selection
Back
SURFER 2.0
Logout
Student search
Student search
Student Demographics
Student Scholarship and Grant Status
GSFApps
Add/Edit Student Invoice
SS Number:
Name (First/Last):
Submit
Clear
47


Transient Students
Accel
Process New Applications
Edit Existing Applications
Applications Status Report
Email list
Invoice Reports
Application Reports
Upload Files
Budget Reconciliation
Program of Study Rates
Forms
User Guides
School User Maintenance
Inboxes
School Selection
Process New Applications
Process New Applications
Edit Existing Applications
Applications Status Report
Email list
Term: Spring
Year: 2010
Search
* Denotes required fields
Student's Name (First/Mi/Last) :
Permanent Address :
Student's Date of Birth :
City: DALTON
State:
SSN :
Zip Code: 30720
03/04/1992
Student's high school (chosen by student on application)
DALTON HIGH SCHOOL
College or university for which the student has applied for the Accel program (chosen by student on application)
DALTON STATE COLLEGE
Term applying for: Spring
Fiscal Year: 2010
HIGH SCHOOL COURSE INFORMATION
POSTSECONDARY COURSE INFORMATION
Type
Number
Title
Number
Title
Reject
Math
27.06700
Analysis (Pre-Calculus)
Select Course Nu
English
23.03400
Advanced Composition
Select Course Nu
Contact: Scibilia Phone: (706)876-4903
Contact:
Phone:
Notes
Back
48



College Credit Now

and the Impact on HOPE Eligibility

Georgia Student Finance Commission
LOANS • SCHOLARSHIPS • GRANTS

DO HOURS COUNT AS:	HOPE Scholar		Not HOPE Scholar, PSI accepts hours		Not HOPE Scholar, PSI does not accept hours	
	Attempted Hours?	Paid Hours?	Attempted Hours?	Paid Hours?	Attempted Hours?	Paid Hours?
Dual Enrollment with no Accel or HOPE Grant Funding	NO	NO	YES	NO	NO	NO
Joint Enrollment with no HOPE Grant Funding	NO	NO	YES	NO	NO	NO
Dual Enrollment with Accel Funding	NO	YES	YES	YES	NO	YES
Dual Enrollment with HOPE Grant Funding	NO	NO	YES	NO	NO	NO
Joint Enrollment with HOPE Grant Funding	NO	YES	YES	YES	NO	YES
Move on When Ready	NO	NO	NO	NO	NO	NO

For HOPE Purposes:

Joint Enrollment means an arrangement where a student takes coursework at a post-secondary institution prior to high school graduation, but the high school has not agreed to accept the coursework as credit towards high school graduation requirements

Dual Enrollment means an arrangement where a student takes coursework at an eligible post-secondary institution prior to high school graduation and the student's eligible high school has agreed to accept the coursework towards high school graduation requirements

***Grades received for coursework taken prior to high school graduation are never calculated into the HOPE GPA at the college level for determining eligibility at the HOPE checkpoints

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Questions?

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OUR MISSION
To promote and increase access to education beyond high school for Georgians.

OUR VISION
To be the premier provider of student financial aid and educational services for Georgians.

Georgia Student Finance Commission
LOANS ◢ SCHOLARSHIPS ◢ GRANTS