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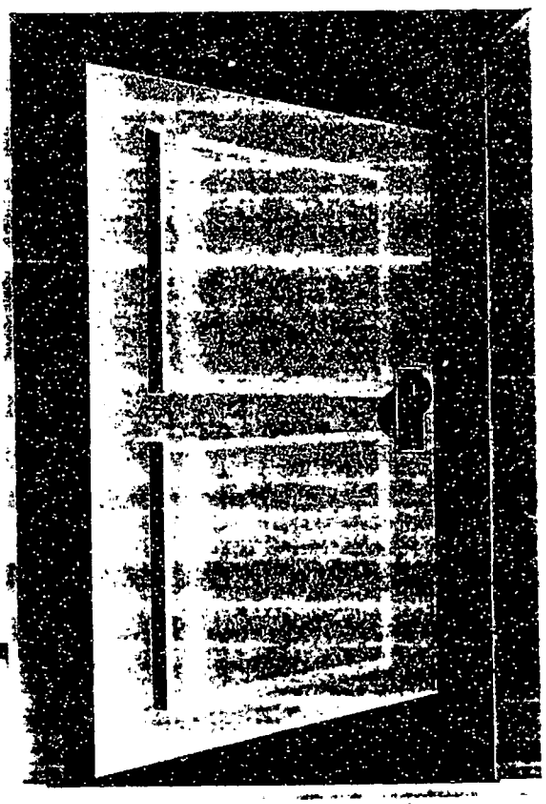
ABSTRACT

A study was conducted in Georgia to determine if members of special populations have an equal opportunity to enter vocational-technical programs in the state and to examine support programs and services funded by the Perkins Act that assists members of special populations in successfully completing vocational-technical education programs. Data were gathered from Georgia educational planning documents, interviews with staff at the state department of education and the department of technical and adult education, and discussions with teachers from various school systems. The study found that at both the secondary and postsecondary levels, members of special populations appear to have an equal opportunity to enter vocational-technical education programs as readily as all other vocational students. In fiscal year 1993, 39 percent of the students enrolled in secondary and 37 percent in postsecondary vocational education courses were identified as members of special populations. In fiscal year 1994, the percentage of special population students enrolled increased to 44 percent in secondary vocational education courses and to 34 percent in postsecondary courses. Educationally and economically disadvantaged persons comprised the largest percentage of the special populations (about 33 percent of all students enrolled in vocational-technical programs in the state). The study also found that members of special populations appeared to be somewhat successful in completing vocational-technical education programs, with 42 percent of these students graduating from the postsecondary level in 1993. The study was unable to determine if any direct causal link exists between the support programs and services funded through the Perkins Act and the graduation rates lot members of special populations in postsecondary institutions. (Graduation rates for members of special populations enrolled in secondary vocational education programs were not available.) The research did reveal that services to members of special populations can be improved in funding and program evaluation. (KC)

VOCATIONAL-TECHNICAL EDUCATION: A MATTER OF ACCESS



GEORGIA COUNCIL ON VOCATIONAL EDUCATION

An Evaluation of the Accessibility of Vocational-Technical Education

VOCATIONAL-TECHNICAL EDUCATION: A MATTER OF ACCESS

Georgia Council on Vocational Education

January, 1996

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INTRODUCTION

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 provides federal funding for secondary and postsecondary vocational-technical education programs. Each state receiving Perkins funds must assure that equal access to these programs is provided for the disabled, the disadvantaged, those of limited English proficiency and other special populations. In keeping with the Perkins mandates, the Georgia Council on Vocational Education (GCOVE) conducted a study to determine the extent to which members of special populations have equal access to quality vocational-technical education programs in the State. The period of the study is Fiscal Year (FY) 1993 which covers July 1, 1992 through June 30, 1993 and FY 1994 which covers July 1, 1993 through June 30, 1994.

GCOVE used the *Georgia State Plan for the Administration of Vocational Education FY 1991-1992 and FY 1993-1995*, the *Georgia Annual Performance Report For Vocational and Applied Education* for FY 1993 and FY 1994, *Georgia Technical and Adult Education: Vision 2000*, and informal interviews conducted with staff at the Department of Education (DOE) and the Department of Technical and Adult Education (DTAE) in developing the conclusions and recommendations in this report. In addition, discussions were held with teachers from various school systems during a DOE conference to address school-to-work issues for special populations.

Each state receiving Perkins funds must assure that equal access to vocational-technical programs is provided for members of special populations

DEFINITIONS

Under Title II of the Perkins Act, members of special populations are defined as individuals who have disabilities, are educationally or economically disadvantaged, or are of limited English proficiency. The definition also includes individuals who participate in programs to eliminate sex bias and individuals in correctional institutions. Other members of special populations are defined by the Perkins Act as single parents, displaced homemakers, and single pregnant women.

Accessibility is usually defined by federal guidelines as the right of any individual to enter or make use of educational programs regardless of race, color, sex, national origin, or disability. The definition of accessibility is expanded under the Perkins Act through its recognition that members of special

populations may need additional support because they may lack the requisite skills and abilities that are needed to ***successfully complete*** a vocational-technical education program. The purpose of this study, therefore, was twofold:

1) to determine if members of special populations have an equal opportunity to ***enter*** vocational-technical programs in Georgia; and

2) to examine the support programs and services funded by the Perkins Act that assist members of special populations to ***successfully complete*** vocational-technical education programs in Georgia.

The definition of accessibility under Perkins recognizes that members of special populations may need additional support to successfully complete a program of study

IDENTIFYING SPECIAL POPULATIONS IN VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

Four state agencies provide vocational-technical education programs that use Perkins funds for program development: the Department of Education, the Department of Technical and Adult Education, the Department of Corrections, and the Department of Children and Youth Services. For the purpose of this study, GCOVE focused on the ability of members of special populations to successfully ***enter and complete*** vocational-technical education programs in Georgia's secondary school systems (DOE) and postsecondary technical institutes (DTAE). Vocational-technical education programs in Georgia's correctional facilities are reviewed in separate GCOVE reports entitled, *Vocational-Technical Education in Georgia's Correctional Facilities: Adults in Transition* and *Vocational-Technical Education in Georgia's Youth Correctional Facilities.*

A Caveat

Both DOE and DTAE provided GCOVE with total student enrollment figures based on a duplicated student count. Essentially these agencies add up enrollment figures for each individual vocational-technical class to determine this aspect of overall student enrollment. A student enrolled in four separate classes,

such as key boarding, auto mechanics, marketing and horticulture, would be counted four times, hence a "duplicated student count." The duplicated student count, however, does not indicate the number of students pursuing a diploma or degree in a cohesive vocational-technical program of study.

During GCOVE's research process, DOE provided program enrollment figures from its Management Information System (MIS). Upon final review of this document, DOE staff provided different program enrollment figures for Project Success and Related Vocational Instruction (RVI) based on the information collected through the annual program reviews completed for each program at the end of the school year. The enrollment figures from these two reporting systems differ. MIS reports a total RVI program enrollment of 1,347 for FY 1993 and 1,001 for FY 1994. The annual program reviews report a total RVI program enrollment of 3,091 for FY 1993 and 3,533 for FY 1994. For consistency, GCOVE uses only the MIS enrollment figures in calculating Perkins funding per program participant, and where provided, indicates the student enrollment figures based on data from the annual program reviews.

Secondary Schools

In FY 1993, there were 311,793 students attending grades 9-12 in 321 secondary schools. Approximately 68% of the total student body were enrolled in at least one vocational education class during that time. (This percentage is based on a duplicated vocational student count of 213,140.) DOE identifies these students as comprising the total universe of vocational education students in the secondary school system for FY 1993. Of the total vocational education enrollment, approximately 39% (84,103) were identified as being members of special populations. (See Figure 1 for a visual display.) That is to say, of 213,140 vocational education students:

- 30% (63,907) were identified as disadvantaged (economically or educationally);
- 5% (9,829) were single parents or single pregnant women;
- 4% (8,970) were disabled; and
- 1% (1,397) were limited in English proficiency.

Of the 58,708 seniors who graduated in FY 1993, 21% (12,256) received a diploma with a vocational education endorsement; 7% (4,304) received a diploma with both a vocational education endorsement and a college prep endorsement; and 2% (1,106) received a special education diploma.

In FY 1994, there were 320,114 students attending grades 9-12 in 267 secondary schools. Approximately 65% of the total student body (based on a duplicated student count of 206,759) were enrolled in at least one vocational education class during that time. These students comprised the

total universe of vocational education students in the secondary school system for FY 1994. Of the total vocational education enrollment, approximately 44% (91,159) were identified as being members of special populations. (See Figure 1.) That is to say, of 206,759 vocational education students:

- 35% (74,289) were identified as disadvantaged (economically or educationally);
- 3% (5,543) were single parents or single pregnant women;
- 5% (9,550) were disabled; and
- 1% (1,777) were limited in English proficiency.

Of the 57,530 seniors who graduated in FY 1994, 21% (12,494) received a diploma with a vocational education endorsement; 7% (4,302) received a diploma with both a vocational education endorsement and a college prep endorsement; and 2% (1,174) received a special education diploma. The distribution of the secondary vocational student population in FY 1993 and FY 1994 is illustrated in Figure 1.

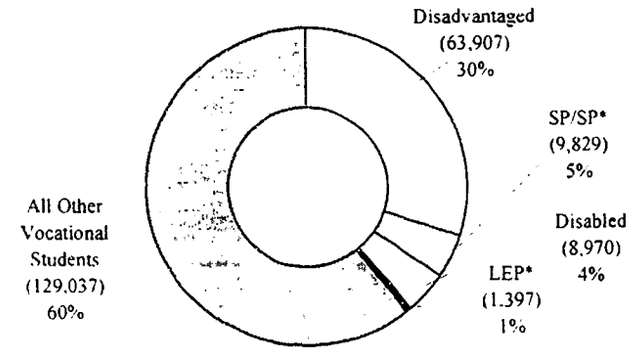
FIGURE 1

SECONDARY VOCATIONAL EDUCATION STUDENT POPULATION (Grades 9-12)

(Duplicated Student Counts)

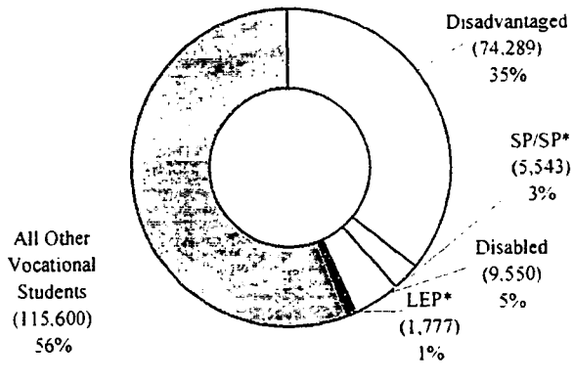
FY 1993

Total Enrollment: 213,140



FY 1994

Total Enrollment: 206,759



*SP/SP = Single Parents/Single Pregnant Women
*LEP = Limited English Proficiency

Postsecondary Schools

In FY 1993, DTAE reported a (duplicated) count of 202,289 adult students enrolled in postsecondary technical education programs. (This includes students in declared certificate, diploma and degree programs as well as undeclared students.) Slightly over one-third (37%) of all those enrolled were members of special populations according to data supplied by DTAE (See Figure 2 for visual display). That is, 36% of all students enrolled in courses at technical institutes were identified as educationally or economically disadvantaged or of limited English proficiency and 1% were identified as disabled (See Figure 2).

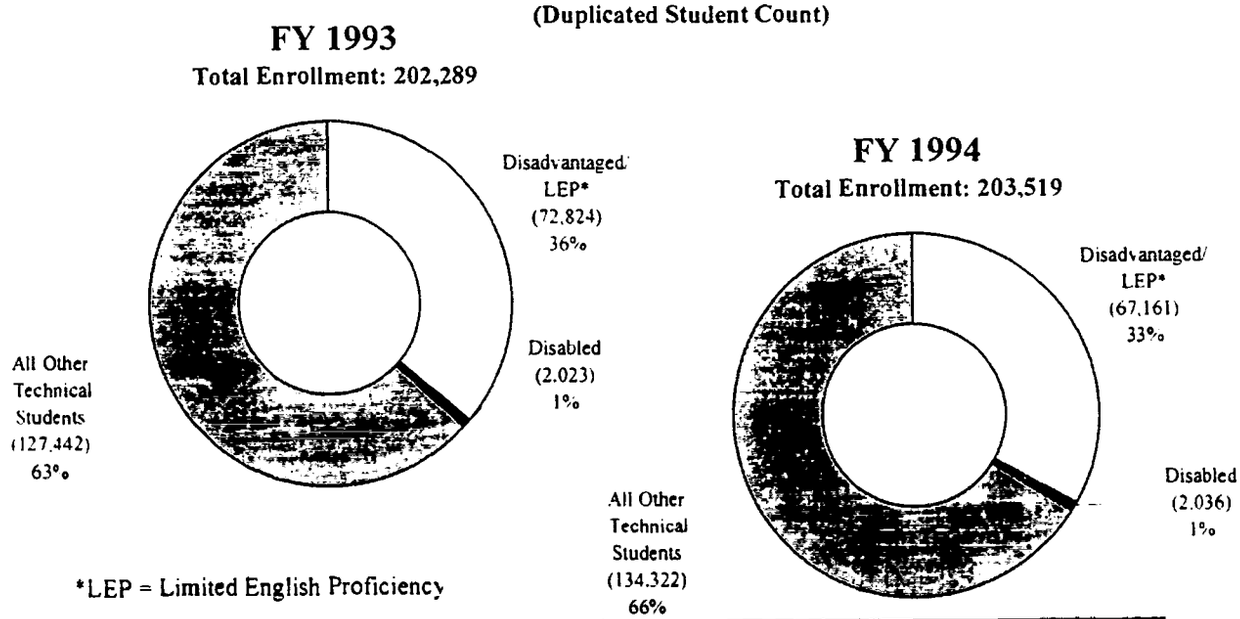
A total of 45,479 adult students declared a diploma or degree program in FY 1993. Fifty-seven percent (25,923) were identified as members of special populations. The graduation rate for these students was 42% compared with a 39% overall graduation rate for all other vocational students with declared programs. (Note: Technical institutes offer diploma and certificate programs, as well as degree programs which result in 2-year associate degrees.)

In FY 1994, DTAE reported a (duplicated) count of 203,519 adult students enrolled in postsecondary education programs. About one-third of all those enrolled were members of special populations according to data supplied by DTAE (See Figure 2). That is 33% of all students enrolled in courses at technical institutes were identified as educationally or economically disadvantaged or of limited English proficiency and 1% were identified as disabled (See Figure 2). Of the total 49,873 adult students who declared a diploma or degree program in FY 1994, 44% were identified as members of special populations.

FIGURE 2

POSTSECONDARY TECHNICAL EDUCATION STUDENT POPULATION

(Duplicated Student Count)



*LEP = Limited English Proficiency

PERKINS FUNDS ALLOCATIONS

Perkins funds are allocated to states through two grants: the Basic Grant and the Special Programs Grant. Vocational-technical education programs and services funded under the Basic Grant include:

- assisting members of special populations to successfully enter and complete vocational technical education programs;
- providing single parents, displaced homemakers, and single pregnant women with marketable skills; and
- promoting the elimination of sex bias and stereotyping.

The Special Programs Grant component of the Perkins Act supports community-based organizations (CBOs), consumer and homemaking education, and Tech-Prep.

Georgia received a total of $30,691,912 in Perkins allocations under these grants for FY 1993 and a total of $31,953,457 in FY 1994. The breakdown of funds between the two grant programs for FY 1993 and FY 1994 is shown in Table 1.

TABLE 1

PERKINS FUNDING FOR GEORGIA		
	FY 1993	**FY 1994**
Basic Grant	$26,758,908	$27,615,779
Special Programs Grant	$3,933,004	$4,337,678
TOTAL	$30,691,912	$31,953,457

Federal guidelines require that funding provided through the Basic Grant be distributed proportionally for specific programs and services. For instance, equity programs receive 10.5% of the Basic Grant, state leadership 8.5%, administration 5%, and corrections education 1% (see Table 2). Seventy-five percent of the Basic Grant is provided to local school systems. Seven and one-half percent of the 10.5% provided for equity programs is for services to single parents, displaced homemakers, and single pregnant women. The remaining 3% of the 10.5% is to eliminate sex bias and stereotyping in vocational-technical education. The Basic Grant allocations for Georgia in FY 1993 and FY 1994 are shown by category in Table 2.

TABLE 2

BASIC GRANT ALLOCATIONS			
PROGRAMS	**PERCENTAGE**	**ALLOCATIONS**	
		FY 1993	**FY 1994**
Local Grants	75%	$20,069,182	$20,711,834
Equity	10.5%		
7.5% (of the 10.5%) is for single parents, displaced homemakers, and single pregnant women programs		$2,006,918	$2,071,183
3% (of the 10.5%) is for sex equity programs		$802,767	$828,473
State Leadership	8.5%	$2,274,507	$2,347,342
Administration	5%	$1,337,945	$1,380,789
Corrections	1%	$267,589	$276,158
TOTAL	100%	$26,758,908	$27,615,779

Program allocations under the Special Programs Grant for FY 1993 and FY 1994 are listed in Table 3.

In Georgia, DOE acts as the federal government's fiscal agent for Perkins funds. The division of Perkins funds between DOE and DTAE is based upon the relative training and retraining needs of secondary and postsecondary students. This mutual agreement between the two agencies has historically resulted in a relatively even split of Perkins funds between DOE and DTAE as shown in Table 4.

NOTE: Beginning in 1993, the 1% of Perkins funds which are designated for corrections education were split equally between the Department of Corrections and the Department of Children and Youth Services.

TABLE 3

SPECIAL PROGRAMS GRANT ALLOCATIONS		
PROGRAMS	**FY 1993**	**FY 1994**
Consumer & Homemaking	$974,749	$961,892
Community-Based Organizations	$341,527	$337,639
Tech Prep	$2,616,728	$3,038,147
TOTAL	$3,933,004	$4,337,678

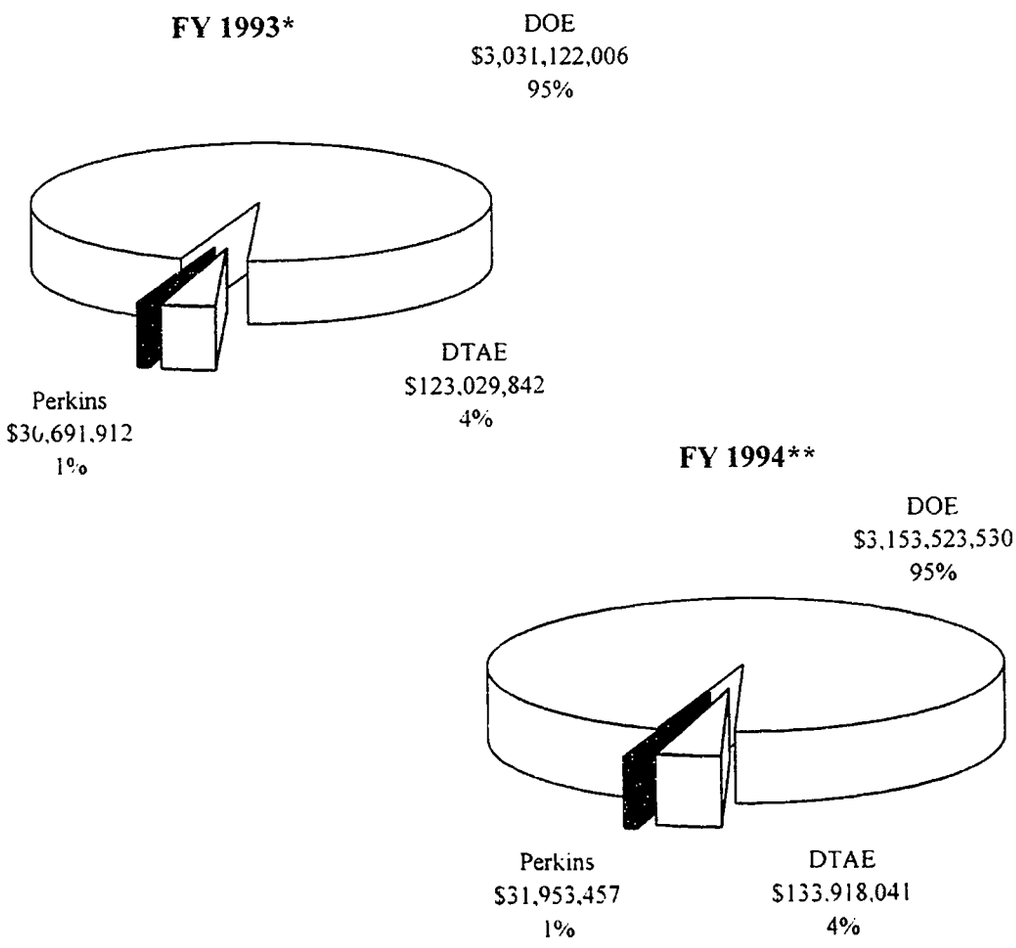
TABLE 4

BASIC GRANT DISTRIBUTIONS				
Programs	**Allocations**	**Agreement**	**DOE**	**DTAE**
FY 1993				
Local Grants	$20,069,182	50%/50%	$10,034,591	$10,034,590
Equity (10.5%)				
7.5% (of the 10.5%) is for single parents, displaced homemakers, and single pregnant women programs	$2,006,918	34%/66%	$682,352	$1,324,566
3% (of the 10.5%) is for sex equity programs	$802,767	66%/34%	$529,826	$272,941
State Leadership	$2,274,507	50%/50%	$1,137,254	$1,137,254
Administration	$1,337,945	50%/50%	$668,972	$668,973
Corrections (See note on page 9)	$267,589	100%/0%	$267,589	$0
FY 1993 TOTAL	$26,758,908		$13,320,584	$13,438,324
FY 1994				
Local Grants	$20,711,834	50%/50%	$10,355,917	$10,355,917
Equity (10.5%)				
7.5% (of the 10.5%) is for single parents, displaced homemakers, and single pregnant women programs	$2,071,183	34%/66%	$704,202	$1,366,981
3% (of the 10.5%) is for sex equity programs	$828,473	66%/34%	$546,792	$281,681
State Leadership	$2,347,342	50%/50%	$1,173,671	$1,173,671
Administration	$1,380,789	50%/50%	$690,394	$690,394
Corrections (See note on page 9)	$276,158	100%/0%	$276,158	$0
FY 1994 TOTAL	$27,615,779		$13,747,134	$13,868,644

Although these allocations seem large, Perkins funding for FY 1993 and FY 1994 represents 1% of approximately $3 billion in State funds that Georgia appropriated for education in these years (see Figure 3). DOE received $3,031,122,006 in State funds in FY 1993 and $3,153,523,530 in FY 1994. In FY 1993, DTAE received $123,029,842 in State funds and $133,918,041 in FY 1994.

FIGURE 3

EDUCATIONAL FUNDING IN GEORGIA



*Source: *State of Georgia Budget Report Fiscal Year 1995*
**Source: *State of Georgia Budget Report Fiscal Yeat 1996*

Perkins funds are primarily channeled to local school systems and technical institutes through a grant application process. The Perkins Act requires that funding priority be given to sites that serve the highest concentrations of special populations. In addition, each funded program must:

1. be of sufficient size and quality to be effective;
2. integrate vocational and academic competencies; and
3. provide equitable participation for special populations.

For more detailed information on the distribution of Perkins funds in Georgia, see the GCOVE report entitled, *Perkins Funding: Financial Distribution in Georgia..*

PROGRAMS AND SERVICES FUNDED UNDER THE PERKINS BASIC GRANT

Program Improvement

Seventy-five percent of the Perkins Basic Grant is specified for vocational-technical education program improvement with the full participation of special populations. Program activities funded with this portion of the Basic Grant include:

- upgrading curriculum
- inservice training for instructors on integrating academic and vocational education
- developmental/remedial instruction
- apprenticeships
- supplementary services to meet the needs of special populations.
- equipment modifications/purchases
- guidance and counseling services
- tech-prep education
- mentoring

Under this portion of the Basic Grant, DOE and DTAE each received federal allocations of $10,034,591 in FY 1993 and $10,355,917 in FY 1994.

Secondary Schools

DOE has developed several supplemental instructional programs and services which are funded with the 75% portion of the Basic Grant. Related Vocational Instruction Programs (RVI). Coordinated Vocational Academic Education (CVAE), and Project Success are three programs at the secondary level that provide extra assistance to special populations students. These programs offer instruction in vocational and academic skills which are needed both to make the transition into the workforce and to continue into postsecondary education. In addition, special instruction in English is provided to students with limited English proficiency. Although the largest percentage of special populations at the secondary level is served by these programs, 1200 special population students throughout the state are provided support services in other local programs. These programs are not reviewed in this report.

Related Vocational Instruction Programs (RVI). RVI is designed to help students with *disabilities* successfully complete vocational education courses in grades 9-12. Students are eligible for this program if their disability falls in one or more of the following areas: mildly intellectually disabled, emotional and behavioral disorders, speech and language impaired, hearing impaired, visually impaired, orthopedically disabled, other health impaired and specific learning disabilities. RVI specialists provide career guidance and counseling to help disabled students to make vocational choices that lead towards successful employment and a useful, rewarding future. Vocational teachers, along with the RVI specialist and paraprofessionals, modify or adapt existing vocational education programs and provide materials and/or equipment to help disabled students to successfully complete their chosen program. Students also receive transitional services as they move from school to work or postsecondary training.

RVI specialists provide career guidance and counseling to help disabled students make vocational choices that lead towards successful employment and a useful, rewarding future

In FY 1993, 138 full-time RVI programs existed in Georgia's secondary school system and 146 in FY 1994. According to DOE's Management Information System (MIS), approximately 15% (1,347) of the total secondary disabled student population of 8,970 were served in an RVI program or class or by an RVI specialist in FY 1993. In FY 1994, 1,001 of the total disabled student population of 9,550, or approximately 10%, were served. According to data from the annual program reviews, 3,091 disabled students were served in an RVI program in FY 1993 and 3,533 in FY 1994.

RVI students who show the greatest improvement in vocational and work adjustment skills during the year are rewarded with a weekend at the RVI Enrichment Camp at Epworth-by-the-Sea on St. Simons Island, Georgia. The camp provides opportunity for cultural growth and personal development, improved self confidence and other experiences not always available to students with disabilities. In 1993, 48% (650) of the total students enrolled in RVI programs participated in the Enrichment Camp. Eighty-five percent (850) participated in FY 1994.

RVI programs received $2,220,384 in Perkins funds for FY 1993 and $2,188,554 in FY 1994. RVI programs received an average of $1,648 in Perkins funds per student enrolled in RVI programs in FY 1993 and $2,186 per student in FY 1994.

Coordinated Vocational Academic Education (CVAE) and Project Success. CVAE and Project Success provide support services to help *disadvantaged and limited English proficient* students to successfully participate in vocational education programs. The types of services and support provided by these two programs are similar to those provided by the RVI program. In addition, CVAE and Project Success feature an instructional component which teams math and communication teachers with vocational education teachers to strengthen vocational relevancy in the math and communication curricula. CVAE programs serve students enrolled in vocational education programs in grades 9-12. Project Success targets potential high school dropouts in the ninth and tenth grades.

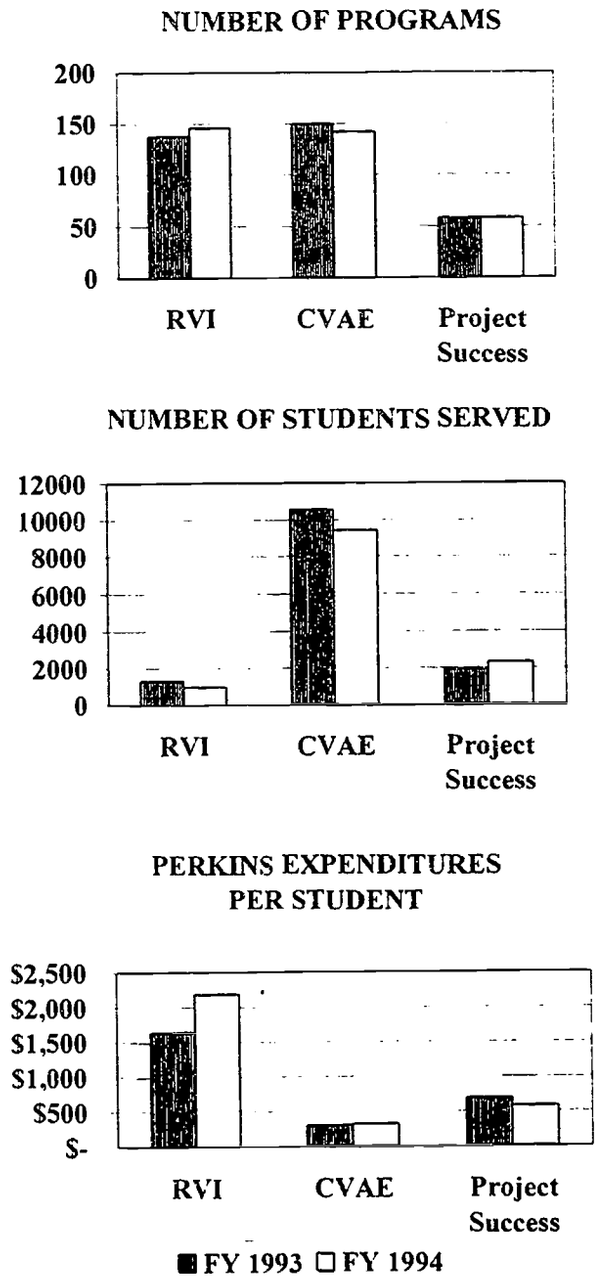
In FY 1993, 150 CVAE programs were operated. Eight of these were converted to Project Success programs in 1994, leaving 142 CVAE programs operating in FY 1994. Approximately 17% (10,555) of the total economically or educationally disadvantaged student population of 63,907 were served by CVAE programs in FY 1993. In FY 1994, approximately 13% (9,447) of the total economically or educationally disadvantaged student population of 74,289 were served. CVAE programs averaged $299 in Perkins funds per program participant in FY 1993 for a total of $3,151,330. In FY 1994, CVAE programs averaged $317 per participant for a total of $2,990,182.

Project Success served 1,943 students in FY 1993 in 58 programs, or approximately 3% of the total economically or educationally disadvantaged student population of 63,907. In FY 1994 in the same number of programs, 3% (2,305) of the total economically or educationally disadvantaged student population of 74,289 were served by Project Success. Project Success programs received a total of $1,337,861 in Perkins funds for FY 1993 for an average of $688 per participant. In FY 1994, Project Success programs received an average of $572 per participant for a total of $1,318,358. According to the data provided by the annual program reviews, 3,566 economically or educationally disadvantaged students were enrolled in Project Success in FY 1993 and 3,010 in FY 1994.

All per student expenditures for RVI, CVAE, and Project Success were calculated using DOE's MIS enrollment data. Figure 4 provides a visual comparison of these programs using MIS enrollment data only.

FIGURE 4

COMPARISON OF SECONDARY PROGRAMS: RVI, CVAE, & PROJECT SUCCESS



Postsecondary Schools

DTAE has incorporated the objectives of Perkins legislation into their strategic plan for technical education in Georgia. According to *Vision 2000*, DTAE's 3-year strategic plan for 1993, the Department's goal "concerning special populations is to ensure that institutions provide equal access to programs and services and provide programs and services to meet the needs of members of these targeted populations " (pg. 3).

DTAE, as a part of their strategic planning process, recognized that enrollment growth opportunities will come from women, minorities, older students, single parents, immigrants and other individuals who may need additional support to earn a degree, diploma or certificate. In order to accomplish this goal, DTAE established three strategic objectives:

1. Increase multicultural, nonsexist education concepts and practices in all services, activities, and curricula of the Department and technical institutes;

2. Increase the access of special populations and single parents, displaced homemakers, and single pregnant women to technical education:

3. Increase awareness of the need for sensitivity in the delivery of services to individuals with disabilities.

DTAE then incorporated these objectives into the Institutional Effectiveness System (IES) implemented in each technical institute in 1991. IES is a set of statewide standards and measures designed to help technical institutes in performance evaluation, strategic and operational planning, continuous improvement, budgeting of state and federal funds, and accountability. DTAE developed a subset of the IES standards and measures to address providing services to members of special populations. Under these standards, each technical institute develops goals that:

- Encourage student enrollment at each technical institute for special population groups:
  - disabled
  - economically disadvantaged
  - academically disadvantaged
  - limited English speaking
  - single parents/displaced homemakers/single pregnant women
  - non-traditional
- Place disabled or disadvantaged students in-field or in a related field at the average placement rate
- Achieve average graduation rates for disadvantaged students
- Offer the following services to help enroll and retain members of special populations:
  - outreach/recruitment
  - academic/occupational assessment
  - career guidance & counseling
  - developmental/remedial instruction
  - curriculum/equipment modification
  - transition services/job placement assistance
  - other support services

The distribution of this portion of the Basic Grant to postsecondary institutions corresponds to the number of Pell Grant recipients enrolled at each technical institute. In FY 1993, DTAE distributed $10,034,589 in Perkins funding to technical institutes for an average of $829 per Pell Grant recipient. In FY 1994, DTAE distributed approximately $804 per Pell Grant recipient to each technical institute for a total of $10,355,920. The distribution of Perkins funds to each technical institute in FY 1993 and FY 1994 is shown in Table 5.

TABLE 5 DISTRIBUTION OF PERKINS FUNDS TO TECHNICAL INSTITUTES

Technical Institution	Number of Pell Grants Awarded in FY 1993	Perkins Funds Allocated in FY 1993	Number of Pell Grants Awarded in FY 1994	Perkins Funds Allocated in FY 1994
Albany Tech	643	$533,684	664	$533,959
Altamaha Tech	66	$54,779	68	$54,683
Athens Tech	389	$322,866	405	$325,683
Atlanta Tech	325	$269,747	435	$349,808
Augusta Tech	780	$647,393	814	$654,583
Bainbridge Tech	295	$244,847	295	$237,226
Ben Hill-Irvin Tech	446	$370,176	451	$362,674
Brunswick Tech	176	$146,078	176	$141,531
Carroll Tech	337	$279,707	340	$273,413
Chattachooche Tech	342	$283,857	418	$336,137
Clayton Tech	81	$67,229	81	$65,137
Columbus Tech	796	$660,673	923	$742,236
Coosa Valley Tech	260	$215,798	264	$212,297
Dalton Tech	96	$79,679	96	$77,199
DeKalb Tech	518	$429,935	589	$473,648
Flint River Tech	N/A	N/A	293	$235,618
Griffin Tech	290	$240,697	302	$242,855

TABLE 5 DISTRIBUTION OF PERKINS FUNDS TO TECHNICAL INSTITUTES (Continued)

Technical Institution	Number of Pell Grants Awarded in FY 1993	Perkins Funds Allocated in FY 1993	Number of Pell Grants Awarded in FY 1994	Perkins Funds Allocated in FY 1994
Gwinnett Tech	283	$234,887	301	$242,051
Heart of Ga Tech	210	$174,298	211	$169,677
Lanier Tech	152	$126,159	159	$127,861
Macon Tech	888	$737,032	990	$796,114
Middle Ga Tech	305	$253,147	315	$253,309
Moultrie Tech	337	$279,707	351	$282,259
North Georgia Tech	369	$306,267	373	$299,950
North Metro Tech	74	$61,419	78	$62,724
Ogeechee Tech	85	$70,549	96	$77,199
Okefenokee Tech	230	$190,898	232	$186,564
Pickens Tech	168	$139,438	172	$138,315
Savannah Tech	663	$550,284	674	$542,001
South Georgia Tech	331	$274,727	333	$267,784
Swainsboro Tech	254	$210,818	263	$211,493
Thomas Tech	421	$349,426	425	$341,766
Upson Tech	268	$222,438	N/A	N/A
Valdosta Tech	466	$386,776	500	$402,078
Walker Tech	372	$308,757	389	$312,817
West GeorgiaTech	374	$310,417	402	$323,271
TOTAL		$10,034,589		$10,355,920

Programs to provide single parents, displaced homemakers, and single pregnant women with marketable skills

Seven and one-half percent of the Perkins Basic Grant specifically provides for programs and services to single parents, displaced homemakers and single pregnant women. In addition to the type of services provided under the 75% portion of the Basic Grant (see page 12), programs developed with the 7.5% portion offer life management skills, job search skills, occupational training, and other types of services designed to meet the specific needs of these special populations groups, such as childcare.

Under this portion of the Basic Grant, $682,352 in Perkins funds were allocated to DOE in FY 1993 and $1,272,941 were allocated to DTAE. In FY 1994, DOE was allocated $704,202 and DTAE was allocated $1,366,981. DOE and DTAE mutually agreed that because DTAE accommodates a larger number of students in this population, it should receive a larger share of these funds.

Secondary Schools

At the secondary level, DOE provides services and programs for single parents and single pregnant women. The purpose of the single parent/single pregnant women program is to encourage teenage mothers and fathers to remain in school and complete their high school educations while gaining skills to become employable in order to support themselves and their children. In addition to career counseling and instructional support services, single parents attend classes on parenting skills, nutrition, early childhood development, and family planning. Childcare is provided for all parenting education programs. Moreover, while single mothers are away from school recovering from childbirth, school assignments and tutoring may also be made available to them.

Other services focus on helping students develop competencies in obtaining employment, staying employed, and advancing on the job. Occupational training is available to program participants as well as job placement services and paid work experiences. These services are the result of collaborative efforts between DOE and other state agencies and programs, such as the Department of Family and Children Services, Health Department, JTPA, and PEACH/JOBS.

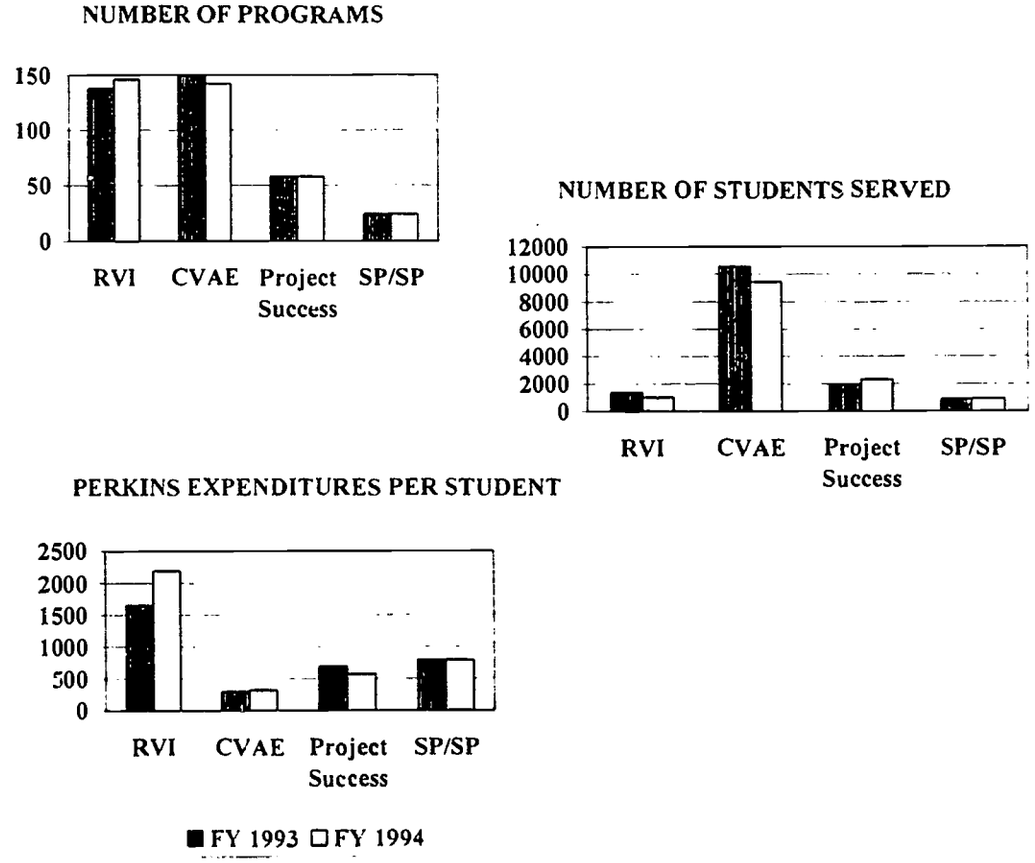
The purpose of the secondary single parent/ single pregnant women program is to encourage teenage mothers & fathers to remain in school & complete their educations while gaining employability skills

In FY 1993, according to DOE's MIS records, approximately 5% (9,829) of the total vocational enrollment of 213,140 were single parents or single pregnant women. The *Annual Performance Report* for FY 1993 states that 24 single parent/single pregnant women programs served 859 students, or 9% of the total single parent/single pregnant women enrollment. In FY 1994, 3% (5,543) of the total vocational education enrollment of 206,759 were single parents or single pregnant women. Approximately 16% (885) of the total 5,543 single parents and single pregnant women were served by these programs.

DOE allocated $682,352 in Perkins funds for these programs in FY 1993 for an average of $794 per program participant. In FY 1994, DOE allocated $704 202, or $795 per program participant in FY 1994. Figure 5 provides a visual comparison of program characteristics of RVI, CVAE, Project Success, and secondary programs for single parents/single pregnant women.

FIGURE 5

COMPARISON OF SECONDARY PROGRAMS: RVI, CVAE, PROJECT SUCCESS & SINGLE PARENTS/SINGLE PREGNANT WOMEN



Postsecondary Schools

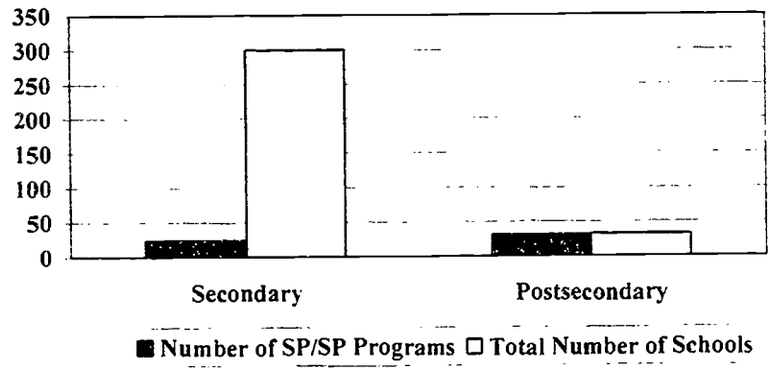
DTAE provides similar support services to single parents, displaced homemakers, and single pregnant women through the New Connections program. The goal of New Connections is to increase the enrollment of these special population groups in technical institutes in addition to providing educational opportunities, training, job placement, and support services. A major emphasis in New Connections programs is to train participants for high wage employment in non-traditional careers. [A program is generally considered non-traditional when men (or women) comprise 25% or less of the traditional enrollment.] Some participants receive services through DTAE's collaborative efforts with PEACH, JTPA, and other agencies and community programs.

Thirty-one of DTAE's 32 technical institutes have a New Connections program. Of 8,960 adult students who were counseled in intake interviews in FY 1993, 79% (7,073) received New Connections services and 28% (2,498) were enrolled in technical training. This is a dramatic increase from the 1,211 program participants who were enrolled in technical training in FY 1992. In FY 1994, New Connections services were delivered to 8,768 students.

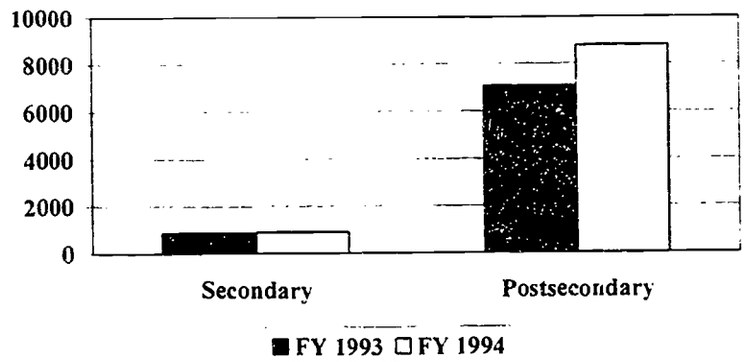
DTAE distributed $1,272,941 to New Connections programs in FY 1993, resulting in an average expenditure of $142 in Perkins funds per program participant. Based on the $1,366,981 distributed to postsecondary institutions for single parents, displaced homemakers, and single pregnant women programs, New Connections expenditures averaged approximately $156 in Perkins funds per program participant in FY 1994. (Figure 6 compares secondary and postsecondary single parents/ single pregnant women programs.)

FIGURE 6
COMPARISON OF SECONDARY & POSTSECONDARY SINGLE PARENTS/SINGLE PREGNANT WOMEN PROGRAMS

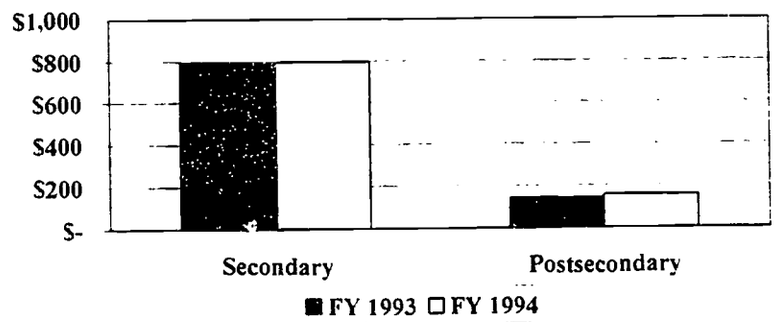
AVERAGE NUMBER OF PROGRAMS FOR FY 1993 & FY 1994 COMPARED TO AVERAGE NUMBER OF GEORGIA HIGH SCHOOLS & TECHNICAL INSTITUTES



NUMBER OF STUDENTS



PERKINS EXPENDITURES PER STUDENT



Programs to Promote the Elimination of Sex Bias and Stereotyping

Three percent of the Basic Grant specifically provides funding for programs, activities, services and comprehensive career guidance and counseling to eliminate sex bias and stereotyping in vocational-technical education. These programs are commonly referred to as sex equity programs. This funding also supports programs and services (including dependent care and transportation) to prepare women, aged 14 through 25, to support themselves and their families. Both DOE and DTAE examine the proportion of male and female enrollment in vocational-technical education to determine the success of these programs.

Under this portion of the Basic Grant, DOE was allocated $529,826 in FY 1993 and DTAE was allocated $272,941. In FY 1994, DOE was allocated $546,792 and DTAE was allocated $281,681. DOE and DTAE mutually agreed that the best opportunity for influencing this type of change occurs at the secondary level, and thus, DOE receives a larger share of this portion of Perkins funding.

Secondary Schools

Sex equity programs at the secondary level are designed to increase the enrollment of boys in vocational programs which are traditionally associated with girls and the enrollment of girls in vocational programs which are traditionally associated with boys. These secondary programs provide information to students in both middle and high school and their parents and teachers on non-traditional vocational careers through career counseling and guidance. Three of these programs in Georgia's secondary schools are Career Information Resource Center Equity Projects (CIRC) for grades 6-8, and two instructional programs called Career Connections for grades 6-8 and Program of Education and Career Exploration (PECE) for grades 9-12.

Career Information Resource Center Equity Projects (CIRC). Career Information Resource Center Equity Projects are designed to provide career information to students, parents and teachers through multimedia materials. Students are encour-

Career Centers (CIRC) encourage students to become aware of their personal interests & abilities, explore job availability & requirements, & develop a career-oriented program of study

aged to become aware of their personal interests and abilities, explore job availability and requirements, and develop a career-oriented program of study. Teachers and counselors also use the facilities to expand their own knowledge and skills in career and program selection so they may better assist their students.

Two hundred of approximately 540 middle and secondary schools in Georgia have these career centers. In FY 1993, approximately 17,500 of 601,316 middle and high school students, or 3%, were served by the career centers. In FY 1994, approximately 29,258 of 617,409 middle and high school students, or 5%, were served by the career centers.

Career Centers are funded with an almost equal match of Perkins funds to local funds. Funding is used to either establish new centers or improve existing ones. Fifty-three centers were funded in FY 1993 with $108,465 in Perkins funds and $101,596 in local funds. Thirty-four centers were funded in FY 1994 with $89,665 in Perkins funds and $83,380 in local funds. Funded centers averaged $2,047 in Perkins funds per center in FY 1993 and $2,637 in Perkins funds per center in FY 1994.

Career Connections and PECE. Two instructional programs have been established to promote the elimination of sex bias and stereotyping in Georgia's vocational education programs in middle schools and high schools. Career Connections for grades 6-8 and PECE: Program of Education and Career Exploration for grades 9-12 provide students and parents with the knowledge and skills necessary to make informed decisions about education and career planning. To enhance motivational and educational effectiveness, classes are designed to address the capabilities and needs of students at varying developmental levels.

Both Career Connections and PECE are based on a statewide curriculum guide and are taught by teachers who have been trained in career development. Parental and business\industry involvement is encouraged. Courses are presented in 6, 9, or 12 week time frames, depending on the grade level, and include such topics as: understanding the relationship between self esteem, self-understanding and life/career satisfaction; the relationship between school subjects and careers; communication

Career Connections & PECE provide students & parents with the knowledge & skills necessary to make informed decisions about education & career planning

and decision making skills for success at school and work; and the usefulness of having a high school educational plan and career goal. Activities also include contact with the community through participation in hands-on work experiences; tours of local business and industry; tours of high school and postsecondary education and training programs; participation in career guidance groups, self-assessment, researching occupations; and practicing job-acquisition and retention skills. Approximately 211 of 276 middle schools have Career Connections programs while only 50 high schools out of approximately 300 across the state have PECE programs. Enrollment in PECE increased from 4,162 in FY 1993 to 5,160 in FY 1994.

A combination of $225,585 in Perkins funds and $3,415,613 in state funds for a total of $3,641,199 was allocated to the Career Connections and PECE programs in FY 1993. It is estimated that 46,632 students or 8% of the total middle and high school student population of 601,316 were served at a cost of $78.00 ($4.84 in Perkins funds) per participating student. In FY 1994, $111,547 in Perkins funds along with $3,437,589 in state funds for a total of $3,549,136 served approximately 25,863 students or 4% of the total middle and high school student population of 617,409. This reflects a cost of $137.00 ($4.31 in Perkins funds) per participating student. Generally, state funds are used to pay teacher salaries while Perkins funds are used for teacher training, in-service and certification programs; dissemination of curriculum guides; and marketing and promotional materials, such as a Career Connection video that is used to introduce the program to local school districts.

Postsecondary Schools

Sex equity programs at the postsecondary level focus on increasing the number and retention of students enrolled in non-traditional technical education programs and the number of students placed in non-traditional jobs. DTAE's goal is to develop, implement, and evaluate:

- procedures that provide data on non-traditional students, program activities and support services;

- strategies that attract women and men to non-traditional programs;

- activities that create awareness of the need for equity in vocational and technical education within the schools and communities;

- a system that provides support services to students such as child care, tuition, and transportation.

DTAE funded 12 such programs in both FY 1993 and FY 1994. Each funded program received $20,000 in Perkins monies.

PROPORTION OF MALE/FEMALE ENROLLMENT

Secondary Schools

When viewed across all programs, vocational education enrollment in grades 9-12 for FY 1993 and FY 1994, as shown in Table 6, has an equal proportion of boys to girls. Since the general population in grades 9-12 also reflects an almost equal enrollment of boys and girls, these numbers suggest that boys and girls have equal access to vocational education programs in secondary schools. Yet within individual program enrollment, only Marketing reflects this same 1:1 gender ratio. A larger population of boys are represented in vocational education programs traditionally associated with males: Technical Education/Industrial Arts, with 1 girl enrolled for every 3.5 boys; and Agriculture and Trade & Industrial Technologies, each with 3 times more boys than girls. Occupational areas typically associated with females show a larger population of girls enrolled: Health Technologies, with 1 boy enrolled for every 3.5 girls; and Consumer Homemaking with 1 boy for every 3 girls. To a lesser degree, Occupational Home Economics and Business show a larger population of girls with approximately 1 boy for every 2 girls.

The enrollment of special populations in secondary vocational education programs reflects the same 1:1 gender ratio as that of the total vocational education enrollment (see Table 7). Individual program enrollment reflects the same gender balance as seen in the general population.

Postsecondary Schools

While enrollment in credit programs at Georgia's technical institutes shows a slight increase in women from FY 1991 to FY 1994, overall enrollment still reflects a 1:1 gender ratio as shown in Table 8. Based on a comparison of the data from FY 1991 with that of FY 1994, it appears that women have been slightly more willing to pursue occupations in the more traditionally male-dominated fields of Agriculture, Engineering/ Science, and Industrial Technologies. Overall, Agriculture enrollment experienced an 4% increase in women from FY 1991 to FY 1994, Engineering/Science a 2% increase, and Industrial Technologies a 1% increase. Male enrollment in Health Technologies, a program dominated by women, shows an overall 3% increase from FY 1991 to FY 1994.

Sex equity programs at the postsecondary level focus on increasing the number & retention of students enrolled in non-traditional technical education programs & increasing the number of students placed in non-traditional jobs

TABLE 6

PROPORTION OF MALE/FEMALE ENROLLMENT IN SECONDARY VOCATIONAL PROGRAMS: GENERAL STUDENT POPULATION

VOCATIONAL OCCUPATION AREA	TOTAL ENROLLMENT		MALE ENROLLMENT (% Males)		FEMALE ENROLLMENT (% Females)		RATIO MALES TO FEMALES	CHANGE IN ENROLLMENT FROM 1993 TO 1994
	FY 1993	FY 1994	FY 1993	FY 1994	FY 1993	FY 1994		
Agriculture	18,555	19,087	13,343 (72%)	13,599 (71%)	5,212 (28%)	5,488 (29%)	3:1	1% increase in female enrollment
Marketing	8,084	8,075	3,603 (45%)	3,505 (43%)	4,481 (55%)	4,570 (57%)	1:1	2% increase in female enrollment
Consumer & Homemaking	46,866	44,024	12,167 (26%)	11,449 (26%)	34,699 (74%)	32,575 (74%)	1:3	no change
Occupational Home Economics	7,642	8,130	2,401 (31%)	2,693 (33%)	5,241 (69%)	5,437 (67%)	1:2	2% increase in male enrollment
Trade & Industrial	52,258	49,849	39,322 (75%)	37,286 (75%)	12,936 (25%)	12,563 (25%)	3:1	no change
Health	9,942	10,084	2,072 (21%)	2,238 (22%)	7,870 (79%)	7,846 (78%)	1:3.5	1% increase in male enrollment
Business	104,343	100,265	41,344 (40%)	40,424 (40%)	62,999 (60%)	59,841 (60%)	1:1.5	no change
Technical Education / Industrial Art	26,885	23,619	20,506 (76%)	18,630 (79%)	6,379 (24%)	4,989 (21%)	3.5:1	3% increase in male enrollment
TOTAL	274,575	263,133	134,758 (49%)	129,824 (49%)	139,817 (51%)	133,309 (51%)	1:1	no change

TABLE 7

PROPORTION OF MALE/FEMALE ENROLLMENT IN SECONDARY VOCATIONAL PROGRAMS: SPECIAL POPULATIONS

VOCATIONAL OCCUPATION AREA	TOTAL ENROLLMENT		MALE ENROLLMENT (% Males)		FEMALE ENROLLMENT (% Females)		RATIO MALES TO FEMALES	CHANGE IN ENROLLMENT FROM 1993 TO 1994
	FY 1993	FY 1994	FY 1993	FY 1994	FY 1993	FY 1994		
Agriculture	9,025	8,594	6,560 (73%)	6,340 (74%)	2,465 (27%)	2,254 (26%)	3:1	1% increase in male enrollment
Marketing	2,709	2,663	1,262 (47%)	1,187 (45%)	1,447 (53%)	1,476 (55%)	1:1	2% increase in female enrollment
Consumer & Homemaking	27,274	24,861	7,873 (29%)	6,797 (27%)	19,401 (71%)	18,064 (73%)	1:3	2% increase in female enrollment
Occupational Home Economics	4,544	4,040	1,509 (33%)	1,377 (34%)	3,035 (67%)	2,663 (66%)	1:2	1% increase in male enrollment
Trade & Industrial	24,370	24,418	18,379 (75%)	18,296 (75%)	5,991 (25%)	6,122 (25%)	3:1	no change
Health	5,147	5,145	1,164 (23%)	1,115 (22%)	3,983 (77%)	4,030 (78%)	1:3.5	1% increase in female enrollment
Business	37,234	32,767	14,914 (40%)	12,632 (39%)	22,320 (60%)	20,135 (61%)	1:1.5	1% increase in female enrollment
Technical Education / Industrial Art	13,681	11,367	10,473 (77%)	8,898 (78%)	3,208 (23%)	2,469 (22%)	3.5:1	1% increase in male enrollment
TOTAL	123,984	113,855	62,134 (50%)	56,642 (50%)	61,850 (50%)	57,213 (50%)	1:1	no change

TABLE 8 PROPORTION OF MALE/FEMALE ENROLLMENT IN POSTSECONDARY TECHNICAL PROGRAMS: GENERAL ADULT POPULATION

CREDITED PROGRAMS	FISCAL YEAR	TOTAL ENROLL-MENT	MALES		FEMALES		PERCENT CHANGE IN GENDER PROPORTION FROM FY 1991
			TOTAL	PERCENT	TOTAL	PERCENT	
Agriculture	1991	592	389	66%	203	34%	
	1992	709	471	66%	238	34%	no change
	1993	885	527	62%	328	38%	4% increase in females
	1994	862	531	62%	331	38%	no change
Business Technologies	1991	17,915	4,449	25%	13,466	75%	
	1992	19,937	4,886	25%	15,051	75%	no change
	1993	20,930	5,303	25%	15,627	75%	no change
	1994	21,671	5,546	26%	16,125	74%	1% increase in males
Engineering/ Science	1991	1,045	886	85%	159	15%	
	1992	1,349	1,135	84%	214	16%	1% increase in females
	1993	1,325	1,090	82%	235	18%	2% increase in females
	1994	1,132	934	83%	189	17%	1% decrease in females
Health Technologies	1991	6,964	981	14%	5,983	86%	
	1992	8,318	1,169	14%	7,149	86%	no change
	1993	8,484	1,189	14%	7,295	86%	no change
	1994	12,139	1,709	17%	8,430	83%	3% increase in males
Personal - Public Services	1991	3,605	517	14%	3,088	86%	
	1992	4,682	610	15%	3,472	85%	1% increase in males
	1993	4,390	699	15%	3,691	85%	1% increase in males
	1994	4,674	623	13%	4,051	87%	2% decease in males
Industrial Technologies	1991	16,278	14,658	90%	1,620	10%	
	1992	17,584	15,964	91%	1,620	9%	1% decrease in females
	1993	17,854	15,854	89%	2,000	11%	2% increase in females
	1994	17,294	15,344	89%	1,950	11%	no change
Total Enrollment	**1991**	**51,100**	**23,685**	**46%**	**27,415**	**54%**	
	1992	**56,977**	**26,162**	**46%**	**30,815**	**54%**	**no change**
	1993	**59,776**	**26,944**	**45%**	**32,832**	**55%**	**1% increase in females**
	1994	**64,101**	**27,593**	**43%**	**36,508**	**57%**	**2% increase in females**

PROGRAMS FUNDED UNDER THE PERKINS SPECIAL PROGRAMS GRANT

Two of the three programs funded under the Special Programs Grant component of the Perkins Act are targeted towards the needs of special populations: community-based organizations (CBOs) and consumer and homemaking education programs. The third, Tech-Prep, has a broader mission and is not addressed in this report.

Community-based organizations often target inner-city youth, non-English speaking youth, & youth in urban and rural areas with a high density of poverty

Community-based organizations

Under this portion of the Special Programs Grant, the goal is to expand and improve secondary and postsecondary support programs and services to the severely disadvantaged. Consortia, consisting of local schools and community service organizations, provide pre-vocational services to the severely economically or educationally disadvantaged. These programs often target inner-city youth, non-English speaking youth, and the youth of urban and rural areas with a high density of poverty.

In FY 1993, Georgia received a total of $341,527 in Perkins funds for CBOs. By mutual agreement, of the total allocations DOE managed 66%, or $225,408 of the funds, and DTAE 34%, or $116,119. In FY 1994, Georgia received $337,639: $222,842 for DOE and $114,797 for DTAE. In both FY 1993 and FY 1994, DOE funded 15 CBO proposals and DTAE funded 18. CBOs funded at the secondary level averaged $15,027 in Perkins funds per program in FY 1993 and $14,856 per program in FY 1994. CBOs funded at the postsecondary level averaged $6,451 in Perkins funds per program in FY 1993 and $6,378 per program in FY 1994.

Consumer and homemaking education

Under this portion of the Special Programs Grant, funds are provided for consumer and homemaking education. Programs may provide services that prepare students for the occupation of homemaking or provide instruction in the areas of food and nutrition, individual and family health, consumer education, family living and parenting education, child development and guidance, housing, home management and clothing and tex-

tiles. Programs often target economically depressed areas or areas with high rates of unemployment. Georgia received nearly $1 million in Perkins funds for consumer and homemaking education in both FY 1993 and FY 1994: $974,749 in FY 1993 and $961,892 in FY 1994.

Secondary Schools

Consumer and occupational home economic classes provide consumer and homemaking education at the secondary level. These classes are designed to address critical issues in economically depressed areas. Program staff conduct needs assessments in each area served by the program to determine issues specific to that area. Instructors then incorporate these issues into the curriculum. Some of the issues addressed during FY 1993 and FY 1994 are the lack of basic academic skills, problems that working families experience, child abuse, drug and alcohol abuse and teen pregnancies. In addition, teachers provide support services for students enrolled in these programs through home visits. These visits encourage better communication between home and school, as well as allow for the supervision of home projects.

In both FY 1993 and FY 1994, over 48% of the total number of students enrolled in home economic education classes were classified as economically disadvantaged. DOE reports that teachers conducted a total of 23,556 home visits in FY 1993 and 9.193 in FY 1994. DOE reports that this decrease in home visits from FY 1993 to FY 1994 corresponds to a change in policy regarding extended pay funding.

Postsecondary Schools

At the post-secondary level, consumer and homemaking programs focus on helping the disadvantaged and elderly. A major emphasis at the postsecondary level is to reach individuals outside the traditional classroom environment. For instance, postsecondary instructors teach employment and interpersonal skills at correctional facilities. Nutrition classes are offered for senior citizens at local senior citizens centers, churches, and county and municipal facilities.

In FY 1993 & FY 1994, secondary consumer & homemaking programs focused on the lack of basic skills, problems that working families experience, child abuse, drug & alcohol abuse & teen pregnancies

Eight technical institutes offered consumer and homemaking education programs in FY 1993 and FY 1994. Of the 6,993 adult students who were served by these programs in FY 1993, 53% (3,704) were identified as members of special populations. In FY 1994, 6,789 students were served. Fifty-four percent (3,674) of these students were members of special populations.

SUMMARY OF PERKINS FUNDING

In Georgia, vocational-technical education programs funded by the Perkins Act are administered by local school systems and technical institutes. Consequently, the range of services offered within a program category varies from school to school or institute to institute. For example, some secondary schools may offer programs for single parents/single pregnant women that include career counseling, instructional support, and classes on parenting education skills, nutrition, early childhood development, and family planning. Other secondary schools provide only childcare and parenting classes in their single parents/single pregnant women programs. Therefore, GCOVE assumes that there is a corresponding variety in the level of Perkins funds used for program implementation or support within local school systems and technical institutes. The actual differences, however, in program expenditures at the local level is beyond the scope of this report. Table 9 summarizes the Perkins allocations based on the level of program participation reported by DOE and DTAE for FY 1993 and FY 1994.

TABLE 9

SUMMARY OF PERKINS ALLOCATIONS

SECONDARY

GRANT ALLOCATIONS	PROGRAMS	FY 1993	FY 1994
BASIC GRANT		Cost per unit	Cost per unit
75% Portion	RVI	$1648/student	$2297/student
	CVAE	$299/student	$341/student
	Project Success	$688/student	$651/student
7.5% Portion	SP/DH/SP	$841/student	$795/student
3% Portion	CIRC	$2047/program	$2637/program
	Career Connections/PECE	$4.84/student	$4.31/student
SPECIAL PROGRAMS			
	Community Based Organizations	$15,027/program	$14,856/program
	Consumer & Homemaking Education	N/A	N/A

POSTSECONDARY

GRANT ALLOCATIONS	PROGRAMS	FY 1993	FY 1994
BASIC GRANT			
75% Portion	Allocations to Technical Institutes	$829/student	$804/student
7.5% Portion	New Connections	$142/student	$156/student
3% Portion	Allocations to Technical Institutes	$20,000/program	$20,000/program
SPECIAL PROGRAMS			
	Community Based Organizations	$6451/program	$6378/program
	Consumer & Homemaking Education	N/A	N/A

FINDINGS, DISCUSSION AND RECOMMENDATIONS

The first purpose of this study was to determine if members of special populations have an equal opportunity to ***enter*** vocational-technical programs in Georgia. GCOVE found that at both the secondary and postsecondary levels, members of special populations appear to have an equal opportunity to ***enter*** vocational-technical education programs as readily as all other vocational students. In FY 1993, 39% of the students enrolled in secondary vocational education courses were identified as members of special populations and at the postsecondary level, 37% were identified as such (see Figure 7). In FY 1994, the percentage of special population students enrolled in secondary vocational education courses increased to 44%. At the postsecondary level in FY 1994, 34% of all those enrolled in technical education programs were members of special populations. Educationally and economically disadvantaged individuals comprised the largest percentage of the total universe of special populations identified in FY 1993 and FY 1994 --approximately 33% of all individuals enrolled in vocational-technical education programs in Georgia.

The second purpose of this study was to examine support programs and services funded by the Perkins Act that assist members of special populations to ***successfully complete*** vocational-technical education programs in Georgia. GCOVE found that members of special populations appeared to be somewhat successful in completing vocational-technical education programs in FY 1993. At the postsecondary level for FY 1993, the graduation rate for these students was 42% compared with a 39% overall graduation rate for students with a declared program. GCOVE was unable to determine if any direct casual link exists between the support programs and services funded through the Perkins Act and the graduation rates for members of special populations in postsecondary institutions. DOE was unabled to provide graduation rates for members of special populations enrolled in secondary vocational education programs.

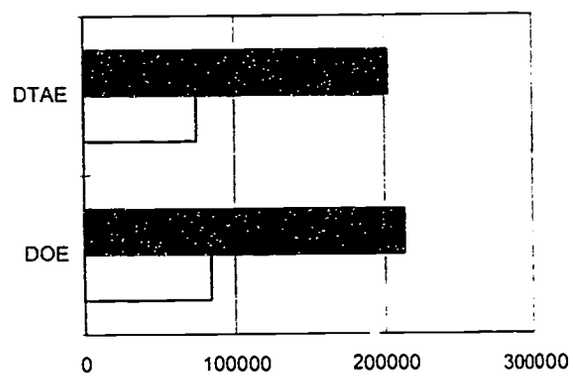
Our research, however, did reveal areas that can be improved to enhance the quality of services provided by DOE and DTAE to members of special populations. The improvement areas fall under two broad categories: funding and program evaluation.

FIGURE 7

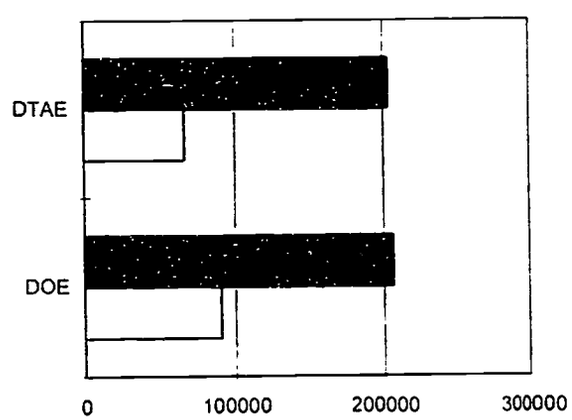
VOCATIONAL-TECHNICAL ENROLLMENT

SECONDARY (DOE) AND POSTSECONDARY (DTAE)

FY 1993



FY 1994



■ - Total Student Population Based on Duplicated Student Counts

— - Total Special Population Based on Duplicated Student Counts

FUNDING

Across the State, approximately one-third of all high school and adult students were eligible for programs and services funded through the Perkins Act. The existing programs, however, only served a fraction of the total eligible student population.

Expanding current programs and services or adding new ones would require additional funding. Perkins funds, as noted before, constitute only 1% of the total education funds available in Georgia. If all of the total eligible special populations needed the full range of supplementary programs and services currently provided to complete vocational-technical education programs, the financial need is much larger than what federal or state funds could ever address. In FY 1993 alone, the number of single parents and single pregnant women eligible for support services and programs at the secondary level was 9,829. Even though this is a duplicated student count, it far outstrips the 859 students who received full services. DOE allocated $682,352 in Perkins funds for this program, or approximately $794 per student served. To have provided services at this level of funding for all 9,829 single parents, program costs would have exceeded $7.5 million.

Recommendation 1

Clearly there is a gap between the need for programs and services and the amount of federal and state funds that are available to meet those needs. GCOVE proposes that its next mandated study on special populations be designed to determine (1) which programs and services are the most effective and should be considered for additional funding and (2) what the potential cost would be to the State to expand such programs and services.

PROGRAM EVALUATION

Sex Equity in Vocational Enrollment -Since sex equity programs encourage all students to consider non-traditional career paths, state education agencies often examine the proportion of male and female enrollment in vocational-technical education programs to determine the apparent success or failure of these programs. For instance, in the FY 1994 *Annual Performance Report*, DTAE states:

> *In spite of the encouragement at the state and local level, Georgia's technical institutes enrollment in many programs continue to reflect sex role stereotyping. Business occupations, health occupations and personal/public service technology areas continue to be programs enrolling the largest numbers of females while males remain clustered in engineering/science technologies and industrial technologies* (p.128).

Yet individual career choices often reflect several important environmental influences. For instance, studies have shown that high school students are significantly influenced in their career choices by peers. Regional availability of jobs may also influence career choice as well as social and cultural beliefs. Therefore, the proportion of gender enrollment in both secondary and postsecondary vocational-technical education programs **may or may not** reflect sex bias and stereotyping. At best, the success of sex equity programs may lie in their ability to inform students about non-traditional career choices. The choice, however, remains an individual one.

Program Completion - The vocational education program completion rates for many of the programs and services described in the *Annual Performance Report* are confusing. For instance, DOE reported that of the 859 single parents and single pregnant women who were served in programs in FY 1994, only 23% (203) graduated. This raises at least two questions. How many of the 859 students were actually eligible for graduation in FY 1994? How many students began the program but never completed their education? In addition, since the purpose of this program is to encourage single parents/single pregnant women to remain in school and graduate, a 23% graduation rate seems low. Consequently, a better defined program completion rate is an important element in determining the effectiveness of this or any other program.

Data Collection - GCOVE recognizes that collecting data on secondary and postsecondary students has proven difficult. Until 1993, the planning and evaluation functions within vocational education at DOE were housed in two separate divisions. This made it difficult for secondary vocational education to achieve a closed feedback loop for planning, evaluation, and budgeting. GCOVE had noted in its *Vision* project, *Workforce 1990-2000* report, and a previous *State Plan*, that this was an issue that must be addressed if there was to be a process of continual program improvement.

Commendations

GCOVE commends the Department of Education for its efforts to improve data collection methods during FY 1993 and FY 1994. The Department of Education has moved the program evaluation component back into the vocational education division which should allow it to use data for more than meeting compliance requirements.

GCOVE also commends the Department of Technical and Adult Education for using the strategic planning process to continuously improve the quality of technical education in Georgia. As a part of the strategic planning process, DTAE developed two powerful data collection tools as a part of its planning and program evaluation process: the Institutional Effectiveness System and a more comprehensive computerized management information system. These systems allow for quicker response to student needs at both state and institutional levels.

Despite these improvements, however, data collection is still inadequate in determining which vocational-technical education programs need to be strengthened. At the secondary level it is difficult to determine how many students actually are enrolled in a cohesive vocational "program of study" where each of the several vocational education courses is a part of a single job cluster and, hence, are truly in the vocational education track. It is possible to take one course, such as keyboarding, or four unrelated courses, such as auto mechanics, keyboarding, marketing, and horticulture, and still be listed as a "vocational education" student.

At both the secondary and postsecondary level, the use of duplicated and unduplicated student counts complicates the determination of special populations being served. For instance, DTAE reports a duplicated count of 202,289 as the number of adult students enrolled in postsecondary technical education programs. DTAE indicated that slightly over one-third (37%) of all those enrolled were members of special populations. Thirty-seven percent of 202,289 indicates that DTAE served 74,846 disadvantaged and disabled students. Unduplicated counts, however, provided by DTAE indicate that only 68.810 handicapped and disadvantaged students are enrolled in technical programs.

As stated previously, DOE provided program enrollment figures from its Management Information System (MIS) during our initial data collection. Upon final review of this document, DOE staff provided different program enrollment figures for Project Success and Related Vocational Instruction (RVI) based on the information collected through the annual program reviews completed for each program at the end of the school year. The enrollment figures from these two reporting systems differ. MIS reports a total RVI program enrollment of 1,347 for FY 1993 and 1,001 for FY 1994. The annual program reviews reports a total RVI program enrollment of 3,091 for FY 1993 and 3,533 for FY 1994. The discrepancies in these reporting systems complicates any evaluation of program participation and expenditures.

In addition, the success of support programs and services could be measured indirectly by determining if the vocational-technical class enrollment has approximately the same make-up, by ethnic background, disadvantagement, disability, and gender, as the enrollment of the total student body. However, the various categories of special populations are not mutually exclusive. Because a student may qualify under more than one category of special population, data collection is often imprecise and duplicated counts are usual. For instance, a person could be economically disadvantaged, have a disabling condition, and also be limited in English proficiency. If an agency is counting special populations students in each course that is offered, such as DOE does, then the count of special populations will be duplicated or inflated when a student is enrolled in more than one vocational education class.

Recommendation 2

GCOVE recognizes the efforts of DOE and DTAE to ensure the confidentiality of their student populations and GCOVE does not propose collecting data to build extensive individual student records. Yet there must be an effort to collect, analyze and interpret a few key elements of data that could be used individually or joined

in different combinations to provide information about programs areas which need to be strengthened. Collecting data relative to stated program goals and objectives is particularly important, as is collecting information on program completion and follow-up job placement.

Recommendation 3

Both program implementation and subsequent data collection can be expensive and time consuming. Thus, GCOVE recommends that the four state agencies providing vocational-technical education in Georgia (the Department of Education, the Department of Technical and Adult Education, the Department of Corrections, and the Department of Children and Youth Services) collectively determine a few key data elements they might all collect and share or coordinate among themselves to provide a more comprehensive picture of successful vocational-technical education programs for members of special populations in Georgia.

Recommendation 4

As DTAE has proven, the strategic planning process can be a powerful tool for developing statewide comprehensive planning and a program evaluation process that includes effective data collection. GCOVE recommends that DOE utilize this process to enhance its planning and program evaluation process. As a result, DOE's internal divisions and units could collaboratively collect and share data on vocational education programs and determine more accurately the proportion of special populations students enrolled at the secondary level. Data from other units which might be shared include Chapter 1, special education, exceptional students, migrant students, and English to speakers of other languages.

SOME FINAL THOUGHTS

The overall purpose of this study was to determine the extent to which members of special populations have equal access to quality vocational-technical education programs in the State. GCOVE's research has shown that for FY 1993 and FY 1994 members of special populations appeared to have equal access to vocational-technical education programs. This research, as with any good research, has also raised additional questions that are beyond the original scope and purpose of this study:

Are members of special populations disproportionately represented in vocational-technical education programs?

Do students who receive additional support services do better academically and tend to drop out of school less?

How well are these programs integrating vocational and academic competencies?

How do education stakeholders ensure the accountability of local school officials in providing quality vocational-technical education programs for all students?

Although GCOVE will continue to address these issues in future research, all education stakeholders have a vested interest in the answers to these questions. In fact, when 75% of our student population do not attend college, all Georgians have a stake in ensuring the quality of vocational-technical education programs in Georgia.

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