4.1 State Leadership Projects and Special Initiatives

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Revises Previous Effective Date: N/A

I. Policy:
The purpose of State Leadership Projects and Special Initiatives establishes priorities annually to strengthen adult basic and literacy education programs through projects and initiatives that will be carried out in furtherance of the purposes of P.L. 105-220, Title II and may be coordinated with other agencies or programs funded under P.L. 105-220.

II. Applicability:
This applies to all Adult Education offices and employees associated with the Technical College System of Georgia.

III. Related Authority:
P.L. 105-220 Section 203-18
O.C.G.A. § 48-7-41

IV. Definitions:

Exceptional Adult Georgian in Literacy Education (EAGLE) Leadership Institute Manual: a manual with information and procedures for planning and organizing the local selection process, rules, application forms, judges’ criteria, procedures and forms, guidelines for speech and interview, what to expect at State Leadership Institute, marketing and press releases.

Transition Program Specialist: The Transitions Program Specialist interviews and advises adult basic education and English language learner students regarding information, procedures and academic requirements for admission into colleges/universities along with support for life skills needed for student success. The person will ensure students are provided a continuum of services to span adult education instruction to GED graduation to post-secondary education and workforce.
**Transition to Post-Secondary Education/Occupational Services:** Transition services are provided to current adult education students; those who have obtained either their high school diploma or GED credential; and former students who want to complete their GED credential and would like to enhance their opportunities for better employment by enrolling into post-secondary courses.

Through the local adult education programs across the State of Georgia, transition services are provided at no cost and are organized for adult learners in three areas:

- **Academic preparation:** providing instruction in math, reading, writing, and computer use along with study skills.
- **Counseling:** supplying information on financial aid, stress and time management, and how to gain access to community resources.
- **Guidance:** helping orient learners to college life, activities and offering encouragement and support.

V. **Attachments** (Use the back button on your browser to return to this section after viewing an attachment).

- CLCP – Certified Literate Communities
- CLCP – Certified Literate Participants
- EAGLE Leadership Institute Manual
- Georgia Tax Credit Procedures Guide
- Appendix A – Service Delivery Area
- Appendix B – Application Package
- Workplace Literacy Monthly Report

VI. **Procedure:**

As new goals are identified, the Office of Adult Education (OAE) may announce special state or federal initiatives which enhance the service level for the local eligible programs.

**Certified Literate Community Program (CLCP)**
The local eligible program should actively seek and/or promote the Certified Literate Community Program.

- The Office of Adult Education provides a full-time Certified Literate Community Program Executive Director who is responsible for providing technical assistance to communities as they develop the structure to attain Participant and final certification.
- Certified Literate Community Program (CLCP) establishes an independent non-profit collaborative with a mission of improving the literacy levels of children, families, and workers in their community through a business-education-government partnership.
• The CLCP promotes adult education in Georgia by involving entire communities. By making literacy a community-wide commitment, a broad variety of community resources are mobilized to promote and support literacy training.

• A community that is accepted into the program will receive certification twice, first when the community meets the eight criteria for becoming a Certified Literate Community Participant (which includes a numeric goal of serving 50% plus one of the target population) and later when the community meets all qualifications for achieving the designation Certified Literate Community.

• Road signs featuring the “Reading – Key to the Future” logo identify a community as a Participating Certified Literate Community. New CLCPs receive two signs when they reach Participant status.

• The Office of Adult Education is committed to keeping the literacy initiative alive, coordinating the community program on a statewide basis, providing advice on funding, creating informational materials for use throughout the state, providing measurable standards for individual and program progress and facilitating an information network among participating communities.

**Exceptional Adult Georgia In Literacy Education (EAGLE) Program**

Exceptional Adult Georgian in Literacy Education (EAGLE) Program recognizes outstanding students enrolled in adult literacy classes statewide.

• Adult education teachers in public, private, and grantee agencies nominate students to be selected at the local program level to participate in the EAGLE Program at the state level. From these students, one student (called an EAGLE Delegate) is selected to represent the local program in a regional EAGLE competition. From these delegates, eight regional EAGLEs will be selected to compete in the final state competition which will be held at the culminating EAGLE Leadership Institute.

• The Leadership Institute recognizes all delegates attending the state-level program and provides professional development sessions focused on increasing leadership, communication, and life management skills.

• Every EAGLE delegate is considered an ambassador and spokesperson for literacy servicing local communities and the state by promoting lifelong learning.

Refer to the **EAGLE Leadership Institute Manual** for additional information and procedures.
Georgia’s Adult Education Teachers’ Institute

The Teachers’ Institute (Annual Teachers' Academy), is an intensive professional development experience for adult education teachers in Georgia, that addresses research based curriculum and activities in the areas of reading, writing, arithmetic, and all components of GED preparation as seen in national and state trends for the delivery of adult education services.

- The sessions provide exploration of effective instructional strategies, field testing new methodologies, using technology in the classroom, and exploring vast tools available through Internet resources.
- The sessions often address local and state staff development needs, offer instruction in recognized best practices, and participate in knowledge sharing and the creation of communities of practice.

Georgia’s Fall Literacy Institute

Staff development for adult education practitioners and support staff continues to be an important part of adult education’s growth involving every level in the organization. The Fall Literacy Institute is Georgia’s premier professional development event with training sessions for instructional staff, administrative staff, technical teams and support staff.

Transition to Post-secondary and Training

The OAE acknowledges that acquiring the basic skills or earning a GED® credential should be the foundation of a student’s academic career not the culmination of it. Throughout our adult education providers, students are encouraged to continue their educational pursuits. The types of activities that occur locally include: giving academic and career counseling, providing information on post-secondary education and training opportunities, inviting college or business partners to address small groups, and assisting students in completing applications and financial aid forms. Local programs utilize designated personnel or instructors such as Transition Program Specialists to provide these services.

Workplace Literacy Program

Workplace Literacy Program is literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills. The companies/employers sponsor adult basic skills classes for their employees at the worksite, plant or facilities. Refer to the attachment section for the monthly Workplace Literacy Report.

Georgia Tax Credit for Adult Basic Skills Education is the tax credit program offered by the Georgia Department of Revenue to businesses/employers that sponsor a Workplace Learning Program. Tax Credit is the amount equal to 1/3 of the cost of education per qualified student for each employee that successfully
completes an approved Workplace Learning Program. Some definitions that are helpful in completing the form are as follows:

1. **Cost of Education**: direct instructional costs incurred by a business or company within a workplace education program, as defined by TCSG and reviewed on an annual basis.

2. **Employer Documented Objectives**: educational goals or objectives requested by a workplace employer, designed and pre-approved by TCSG and/or Program Administrator to meet the specific needs of the company.

3. **Employer-Sponsored**: a contractual agreement between a business/company with a school, university, college or other instructional entity which offers approved adult basic skills education that is paid for by that company.

4. **Functional Context**: a curriculum that utilizes job related materials or work manuals to teach basic skills to improve employees overall job performance.

5. **Successfully Completed**: an employee enrolled in a workplace learning program offered by their employer has met the goals and objectives established for the program.

**Work-based Project Learner Program** is a short-term instructional program of at least 12 hours but no more than 30 hours duration to teach specific work-based basic or foundation skills such as statistical inventory. At intake, the learner is identified as a work-based project learner. The instruction must be designed to teach work-based skills and must specify the educational outcomes and standards for achievement. Due to the short duration of the class, the students are not assessed for an educational functioning level and are not included in data for the first four tables of the National Reporting System (NRS) but are recorded on the Work-based Project Learner Table 12 and Table 6.

**VII. Records Retention:**

Local eligible programs shall adhere to the Record Retention Chart available in the attachment section of Policy 2.3.

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