

ADVISEMENT

Three major pieces of work mandate and drive the advisement effort in Georgia. One represents federal legislation, one represents state legislation and one is reflected in the GaDOE Strategic Plan.

Perkins IV Legislation

Beginning in 2007, the Congress mandated that each recipient of federal Perkins dollars would create at least one PROGRAM OF STUDY to include the following:

- 1) Incorporate and align secondary and postsecondary education
- 2) Include academic & CTE content in a coordinated, non-duplicative progression of courses
- 3) Lead to an industry-recognized credential or diploma at the postsecondary level, or an associate or baccalaureate degree
- 4) May include the opportunity for secondary students to acquire postsecondary credits

BRIDGE BILL- Section 20-2-327 Part (c) - Georgia General Assembly HB 400 (May 20, 2010)

(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 (Federal Perkins Program of Study (POS))
- (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

GEORGIA DOE STRATEGIC PLAN <http://www.gadoe.org/strategicPlan.aspx>

GOAL 1: To increase the graduation rate, decrease the drop-out rate and increase postsecondary enrollment.

Strategy: Develop an improved comprehensive system of student advisement focusing on postsecondary options and careers

Initiative: GAcollge411

- **Designed DELIVERY Systems: (See appendix)**
 - 10-Step Teachers-As-Advisors AND/OR
 - Professional School Counselors Advisement Program AND/OR
 - Middle School Curriculum: 32.02100 Career Awareness; 32.02200 Career Discovery; 32.02300 Career Management with continued advisement at the high school level
- **Tools and Materials on GeorgiaStandards.org and GAcollge411**
 - www.GeorgiaStandards.org
 - TAA Professional Learning Video on GeorgiaStandards.org
 - TAA Framework for content on GeorgiaStandards.org
 - Introductory TAA PowerPoint on GeorgiaStandards.org
 - www.GAcollge411.org located at the bottom of the homepage under “Middle and High School Resources”
 - 6-12 Activities - see attached Matrix and scope and sequence of TAA Activities and on in the Educator’s Manual
 - Motivational Modules
 - PowerPoints
 - *Selecting Your Peach State Pathway*
 - *Keep On Going*
 - *Paying for Postsecondary Education for Middle School*
 - *Financial Aid 101 for High School*
 - *College Credit Now*
 - Educator’s Manual to GAcollge411.org
 - Videos on GAcollge411 (coming soon)
 - *Keep On Going*
 - *Making the Georgia Connection*
 - *College Credit Now*
 - *Financial Aid*
 - Professional Center: Data collection and report function to determine the effective utilization of GAcollge411 (See appendix)
 - Middle School CAPSTONE Project

ADVISEMENT CHECKLIST (✓)

- **Evaluation Process for measuring effective advisement utilizing GAcademy411 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%:**
 - GAcademy411 at www.GAcademy411.org –Utilizing the Professional Center and Report Center in the new and enhanced GAcademy411, the state, individual systems and local schools will have the capacity to measure effective advisement by the:
 - _____ % 6th graders with accounts
 - _____ % OF 6th graders who have taken the Career Cluster Survey
 - _____ % OF 7th graders who have taken the Interest Profiler
 - _____ % OF 8th graders who have taken the Work Values Sorter
 - _____ % OF 8th graders who explores at least three careers prior to the transitional parent/student conference or student led conference
 - _____ % OF 9th graders who have explored and investigated at least three additional careers prior to the annual student/family conference
 - _____ % OF 8th graders who have selected and completed a GAcademy411 Plan of Study by February to utilized during the transitional conference between middle and high school (CAP STONE PROJECT through Language Arts, “Take This Job and Love It!”)
 - _____ % OF 10th graders who have been made aware of “College Credit Now” programs (Guideway)
 - _____ % OF 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 12th graders who have submitted a least one postsecondary application to a postsecondary institutions (university/4-year institution, 2-year institutions, technical colleges, or special purpose [vocational] schools)