



TCSG

Technical College System of Georgia

FY 2020-2024
Strategic Plan

**Training
Georgia's
workforce.**

TECHNICAL COLLEGE SYSTEM OF GEORGIA

FY 2020 – FY 2024 STRATEGIC PLAN

Agency Mission: The mission of the Technical College System of Georgia is to build a well-educated, globally competitive workforce through technical education, adult education, and customized training for Georgia’s businesses and industries.

Agency Vision: The Technical College System of Georgia will enhance the economic well-being of Georgia citizens by providing state-of-the-art technical education that prepares students to seamlessly transition into Georgia’s workforce.

Environmental Scan/Challenges:

As part of the strategic planning process, TCSG surveyed stakeholders and reviewed agency data to examine the external and internal factors influencing the agency’s operations. This process generated the following four main conclusions that informed the agency’s mission, vision, goals, and objectives.

TCSG puts Georgia’s students first.

TCSG provides education that is accessible and affordable to Georgia citizens. The system has 22 colleges and 88 campuses across the state. In Academic Year 2018, TCSG served more than 351,000 Georgians through its credit, adult education, and customized training programs.

TCSG works to eliminate barriers to college attendance by implementing multiple measures for program admissions. This has reduced the cost of repeated testing and made it easier for students to enroll in high-demand programs.

With a focus on improving customer service, TCSG has implemented tracking systems to refer prospective students automatically to colleges in their region and to ensure that colleges address student inquiries within 48 hours. We are continuing to examine ways to improve the overall student experience, including the development of a standardized on-line college application for use by all 22 colleges.

All TCSG colleges offer flexible class scheduling as well as online courses to meet the differing needs of its students. For students who wish to continue their education, many programs have imbedded stackable credentials that progress to an associate degree. TCSG has 28 courses that articulate directly to any college within USG. In addition, colleges continue to build program-specific articulation agreements with four-year institutions.

The system continues to make campus safety a top priority for students, faculty, and staff. Colleges have leveraged student fees to hire additional law enforcement personnel and purchase safety equipment. TCSG has implemented mandatory emergency response training for students and employees and continues to train law enforcement officers with annual active shooter drills. All colleges have implemented Behavioral Intervention Teams to assess behaviors of concern and implement effective interventions. Twenty of the 22 colleges now have police departments on campus.

Despite the recognition and reputation of putting students first, a common concern expressed among stakeholder groups is that many high school students perceive technical education as a second choice to a four-year degree. However, 55 percent of Georgia's jobs are considered "middle-skill"—those that require training beyond high school, but not a four-year degree. Only 43 percent of Georgians are trained at the middle-skill level and businesses are consistent in their feedback that this number is insufficient to meet their workforce needs. To fill this gap, it is clear that TCSG must work to change the perception of technical education among high school students and their influencers. By promoting the affordability, accessibility, and the high quality of technical education and the careers that are available, TCSG believes it can change the perception to make technical colleges a first choice for many more high school students.

TCSG is a partner in economic growth, particularly in rural areas.

TCSG's statewide footprint provides Georgians easy access to a quality education even in the most rural areas of the state. All Georgians live within 35 miles of a TCSG instructional site. TCSG is able to tailor its programs to local industry needs while equipping TCSG graduates with the expertise required to close the middle-skills gap in regions that need it most.

TCSG works hand-in-hand with industry representatives to ensure that our curriculum is responsive to changing industry needs and that the students who graduate with us are trained with the latest equipment and technology. It is our relationships with local businesses that contribute to the 88.1% in-field placement rate of students.

Access to a skilled workforce is critical in a business's decision to relocate or expand. Because our colleges are uniquely qualified in delivering workforce training, they are a vital partner with community leaders from economic development and local governments in attracting new companies to their areas. Ultimately, the increased wages of our technical education graduates, economic development trainees, and adult education graduates positively impact the state's wealth and workforce capital every year.

TCSG maximizes taxpayer value.

TCSG offers cutting edge, high-quality education and training at a low cost to the taxpayer and the student. At \$100 per credit hour, TCSG's tuition is far below the national average. Low tuition means that four out of five TCSG graduates leave college debt-free. In 2018, more than 45,000 students received HOPE (grant, career grant, or scholarship) and almost 45 percent of our students received the federal PELL Grant.

As a system, TCSG is able to share resources for the operation of 22 colleges across the state in areas such as IT, compliance, and human resources. By leveraging economies of scale, we are able to negotiate lower costs for commonly used software and services. Working through representative peer groups from all of the colleges, TCSG is able to implement best practices and quickly resolve systemic problems. Having a standardized curriculum and uniform policies guarantees the same quality of education throughout the state. A shared network of information allows TCSG to quickly identify areas in need of improvement and respond to questions about its statewide or regional impact. TCSG continues to search for other opportunities to leverage our system structure to compete for grants and other funding.

Employee retention is key to success.

One of TCSG's greatest assets is committed, passionate, and qualified faculty and staff at the colleges and system office. However, like most organizations, TCSG faces the challenges of managing approaching retirements, recruiting and retaining a qualified, diverse, multi-generational workforce, and accomplishing these responsibilities with limited resources in a competitive environment.

TCSG and its affiliate colleges employ 12,318 employees. Of these, 5,964 are full-time, benefits-eligible employees. TCSG continues to rely heavily on part-time faculty; in fact, approximately 70 percent of our occupational instructors are employed on a part-time basis. This provides flexibility and decreases personal services costs associated with programs; however, there are concerns with employee retention.

Initial estimates indicate an increase in turnover among full-time technical college employees in FY 2019. During FY2018, the colleges processed 846 terminations compared to 1,016 for FY2019. At the same time, hiring is down, with the colleges hiring 770 full-time employees versus 825 the previous year. Part-time retention rates are lower than full-time rates due, in large part, to annual separations required by state salary and retirement policies for temporary, part-time employees.

TCSG colleges face competition for talent; not only from other educational entities, but also from the industries we are serving. Industrial technologies, nursing, and other health technologies continue to be the most difficult instructor positions to fill. Individuals qualified in these areas are able to earn more working within the industry itself, rather than in education. At the same time, other educational entities offer higher salaries than many of our colleges.

Of the current 21 sitting presidents, seven are currently eligible to collect retirement benefits, with another four becoming eligible within the next five years. Among senior leaders in the college, executive vice presidents, and vice presidents, retirement eligibility is at 35.5 percent or higher. As TCSG anticipates these retirements, the agency has initiated the development of a succession planning and leadership development program to identify and address the gap in knowledge and competencies that may result. In addition to filling these critical positions, the faculty and staff at our colleges must be prepared to navigate and manage the change that accompanies the installation of new leadership without creating instability. While offering competitive salaries continues to be a strategy, colleges need

to leverage increased employee engagement and provide developmental opportunities for faculty and staff as part of retention efforts.

In summary, the goals, objectives, and strategies identified through this planning process are designed to improve our performance and contribute to the state goals identified by Governor Kemp. It is clear from stakeholder feedback that all are very committed to the achievement of our mission of workforce development and student success.

Goal 1 Provide quality, industry-driven education and training that prepares students to enter the workforce or continue their education.

Measurable Objective 1: TCSG will maintain a total placement rate of 98% or higher. *Total placement includes graduates that gain employment in field, in a related field, out of field, or who continue their education.*

Strategy 1A: Facilitate the review of all technical programs to ensure that program competencies meet business and industry needs.

Strategy Detail: In order to ensure that college programs meet the workforce needs of Georgia's businesses and industries, TCSG began a comprehensive review of all academic programs in October 2018. The review process is multi-step and begins with a review of program outcomes and competencies by a work group comprised of faculty, administrators, college presidents and most importantly, industry representatives. The group identifies competencies needed for entry-level positions and examines current curriculum to align it with those competencies.

Through this process, our goal is to eliminate unnecessary program components and shorten programs without sacrificing academic quality. This allows students to graduate more quickly and enter the workforce as well as increases a college's potential for additional cohorts each year. Based upon feedback from our industry partners, TCSG will continue to include work ethic instruction, which addresses employability skills or "soft skills", such as attendance, teamwork, attitude, and respect.

The following programs have been approved and are available for college implementation: Welding & Joining, Industrial Systems, Automotive Technology, Automotive Collision Repair, Health Information Management Technology, Early Childhood Care, Electronics and Telecommunications Technology, Electrical Construction, HVAC, and Diesel Equipment Technology.

The following programs are currently under review and should be completed in October 2019: Electronics/Computer Engineering Technology, Business Technology, Logistics/Supply Chain Management, Aircraft Structural Technology, Commercial Truck Driving, Carpentry, Medical Assisting, Cosmetology, Precision Machining & Manufacturing, Criminal Justice, Culinary Arts, Hotel/Restaurant/Travel, and Pharmacy Technology.

The following programs are scheduled to undergo review during fall 2019 through spring term, 2020: Accounting, Dental Assisting, Dental Hygiene, Computer Information System: Database, Computer Information System: Cyber, Barbering, Environmental Horticulture, Fish & Wildlife Management, Radiologic Technology, RN, LPN, Medical Lab Technology, Plumbing, Automated Manufacturing, Basic Law Enforcement, Emergency Management, Railroad Ops, Cardio Vascular

Technology, Agribusiness, Aviation Maintenance, Diagnostic Medical Sonography, Forestry, Neuromuscular Massage Therapy, Social Work, Banking and Finance, Drafting Engineering: Mechanical, Engineering: Civil, Paramedic, and Environmental Horticulture.

Strategy 1B: Engage industry partners across the state to expand apprenticeships.

Strategy Detail: We have found many industries do not have a basic understanding of the facts, benefits, and varying types of Registered Apprenticeships (RA) that are available to address specific nuances of individual companies in the development of their workforce. Students are able to earn a wage and gain college credit for the training they receive on the job. Even with knowledge of the programs, one of the greatest challenges in the Registered Apprenticeship process for businesses, especially small- and medium-sized businesses, is the paperwork and reporting requirements associated with creating a new RA program and staying in compliance with USDOL regulations. Finding the process complicated and cumbersome, many of these businesses do not take advantage of the benefits of apprenticeships. We have found that many are unaware of the assistance available to them through their local technical colleges that will simplify the process for them.

TCSG is the only system in the U.S. in which all of its colleges are registered apprenticeship sponsors. They provide the classroom instruction and take responsibility for a large majority of the administrative responsibilities of the RA process. This allows companies to concentrate on the workplace portion of the training.

To provide additional assistance, TCSG's System Office will also become an official Registered Apprenticeship Sponsor. We will be able to collaborate with professional associations to promote further use of apprenticeships in the industries they represent. This will open the door to many more companies and potential apprentices.

As a key component of this strategy, TCSG plans to conduct meetings across the state ("Apprenticeship Road Show") to dispel many of the misconceptions and properly inform the employers of the benefits of the RA program and the process for developing their own apprenticeship. For these outreach and education efforts, TCSG will be partnering with TCSG's 22 technical colleges to reach businesses in each area of the state.

Measurable Objective 2: Increase total awards (Degree, Diploma and Technical Certificate of Credit) by 5% from 57,118 in AY 2018 to 59,974 in AY 2023.

Strategy 2A: Require all TCSG funded Adult Education programs to offer Integrated Education and Training.

Strategy Detail: Under the Workforce Innovation and Opportunity Act (WIOA), Integrated Education and Training (IET) enables students to have the opportunity to engage in

postsecondary or workforce training and earn credentials while simultaneously attending adult education courses. Providing IET is a federal requirement for any local programs offering an Integrated English Literacy and Civics Education program, but TCSG will expand this requirement to all Adult Education programs funded through TCSG. All programs will be contractually obligated to offer an IET component that yields a stackable, industry-recognized credential. The U.S. Department of Labor defines a “stackable credential” as “part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them move along a career pathway or up a career ladder to different and potentially higher-paying jobs” (TEGL 15-10, U.S. Department of Labor, Employment and Training Administration).

Providers will be required to work collaboratively with local businesses and industries to offer at least one IET program to Adult Education students. No additional staff or resources will be required; TCSG staff working in Adult Education will collaborate with the Office of Workforce Development, technical colleges, local school systems, community-based organizations, businesses, and industries to implement the requirement for IET.

Strategy 2B: Utilize technology to monitor and track academic progress and completion

Strategy Detail: To determine if students who transfer to a TCSG college will be eligible for awards based on credit earned at both institutions, TCSG will implement and provide training for the National Student Clearinghouse (NSC) reverse transfer system. This will allow the colleges to securely send course and grade information to any institution from which a student has transferred. Information can be shared between public and private institutions nationally. If the student is eligible and credit is applied, the student is then awarded the appropriate credential by the institution that they previously attended.

TCSG will also deploy automated academic performance alerts from BANNER and Blackboard, our student information and learning management systems, via TEAMS (TCSG Early Alert Management System). This application combines real-time and human analytics sourced from college personnel into a collaborative system designed to enhance academic performance, retention, and on-time degree completion. By receiving automated academic performance alerts, colleges will be able to decrease the time to identify students at risk of failing and intervene appropriately. TCSG’s existing IT staff will continue to support the application and will provide training to college staff once the academic performance alert is available. No additional software costs are anticipated.

Another tool TCSG employs is DegreeWorks®. It is a web-based, degree-auditing and tracking tool that enables students and advisors to evaluate academic progress towards graduation in accordance with program requirements. DegreeWorks® allows colleges to quickly and easily identify students who have satisfied credential requirements or who need additional courses for completion.

TCSG has procured DegreeWorks® for colleges. They will use the tool to identify students who have completed more than 75% of credit hours needed for a credential, who qualify for a credential, or who can receive a credential within the same or one additional term. The college will award the appropriate credential or reach out to the student to encourage them to complete the needed courses. Students who plan to transfer will be informed about the reverse transfer options and will receive an automated degree audit once credits are earned.

Measurable Objective 3: Increase the number of fully online and hybrid (a mix of in-class and online instruction) courses available to students by 5% from 19,890 in AY 2018 to 20,885 by AY 2024.

Strategy 3A: Increase the design and development of on-line courses.

Strategy Detail: TCSG-GVTC (Georgia Virtual Technical Connection) staff will work with college faculty to review course content and determine the feasibility of infusing more educational technology for both fully online and hybrid courses. This process may include the following education technology distance learning tools:

- Learning Management System (LMS): LMS is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses and training programs. The course content and interactivity is designed to replace those of a traditional classroom;
- Virtual Collaborative Environments (VCE): VCEs include Video Communication/Telepresence, Webinars, Recorded Video Sessions;
- Alternative Content Formats (ACF): Examples of this include Audio, Tagged PDF, ePub, HTML, and Electronic Braille; and
- Open Educational Resources (OER): OERs include Virtual/Digital Textbooks, Streaming Videos, Software, and other ancillary materials.

The utilization of educational technology in courses increases the overall accessibility and usability of the content as well as the likelihood of students enrolling in a distance delivered course, thus providing them a more flexible and enhanced learning experience.

Strategy 3B: Conduct faculty training.

Strategy Detail: Teaching on-line classes requires additional skills beyond those typically required for classroom instruction. To encourage faculty to increase courses or sections of courses offered on-line, they will receive training on these skills in the Faculty Development Institute. This training program is offered statewide, usually twice per quarter. New faculty from all 22 colleges are required to attend as soon as feasible following their hire. Faculty may also attend the institute for refresher training.

The institute covers pedagogy and classroom maintenance. Faculty receive training on the utilization of the Blackboard Learning Management System, the creation of course shells and development of course content. In addition, staff that manage TCSG's on-line distance education system "Georgia Virtual Technical Connection" (GVTC) will provide more advance training to faculty at colleges around the state. The training will include the development of features that must be incorporated into courses to ensure accessibility by students with hearing or vision impairments.

Strategy 3C: Expand the availability of Open Education Resources (OER).

Strategy Detail: TCSG's staff will expand the development of Open Educational Resources (OER) for use in college courses. OER are publicly accessible materials that can be used as an alternate to the use of expensive textbooks. This will save students a significant amount of money. It will also save time and effort in developing instructional resources for their classes. These resources will be on-line and available through our Learning Management System. We currently have staff available to develop the resources and are using faculty from colleges to validate the material prior to dissemination; there is little or no cost associated with OER.

Measurable Objective 4: TCSG will increase the number of public high school students enrolling in technical colleges within one year of high school graduation from 9,252 in AY 2019 to 10,000 by the end of 2024.

Strategy 4A: TCSG will engage in digital marketing and outreach campaigns to promote technical education.

Strategy Detail: Over recent years, the traditional advertising methods of print, television and radio have become cost prohibitive in the major metropolitan markets and are failing to provide adequate coverage to our rural customer base. TCSG plans to utilize current staff and re-purpose existing outreach budgets to support less expensive, broader reaching digital marketing campaigns. We will use tailored messaging on websites and social media platforms to promote technical education to high school students and influencers such as parents, teachers, and counselors. We will highlight available careers and promote the affordability and accessibility of technical education with the goal of making enrollment in a technical college the first choice among more high school students upon graduation. Outreach materials will be shared with colleges for customization and promotion of their individual colleges.

Online videos are increasingly becoming a great tactic to communicate messages to the public at large and to targeted audiences. TCSG will continue to use online videos to demonstrate the benefits of obtaining a credential from a technical college. We are able to leverage existing resources within and from colleges with media production programs and equipment to film short-form documentaries of students who have graduated to successful careers. The videos are

posted to online media channels such as Facebook and YouTube at no cost. Each year we will video TCSG graduates who have jobs in fields such as health care, industrial maintenance, manufacturing and information technology. The videos will be shared with colleges for their use in promoting technical education to students, influencers, and community leaders within their local service delivery areas.

TCSG will also sponsor and exhibit at strategic high school events. Sponsorship opportunities will include exhibition by individual colleges; at events, staff will be present with marketing materials to talk with potential students and influencers about the value of TCSG's colleges and the positive return on investment in a technical education. This strategy can be implemented with existing staff and budget. We will also sponsor events for professional educators and counselors and promote technical education as a first choice among their high school students.

Strategy 4B: Enhance the use of technology in the recruitment of students

Strategy Detail: As part of marketing/outreach efforts, students are steered to a TCSG website to apply or learn more about programs and colleges. TCSG has implemented a system to automatically send the contact information of prospective students to the college in their local areas. Colleges are required to contact prospects within 48 hours. Through a partnership with a private customer response center and the development of a system-wide knowledge-base, TCSG can respond to frequently asked questions from prospective students through direct email or live chat. We expect to enhance the use of this technology as we see an increase in interested prospective students through outreach efforts.

Strategy 4C: Increase Workforce Credentials available to recent High School Graduates.

Strategy Detail: All current technical education credit curricula and programs are being reviewed to ensure that there is always an entry level Technical Certificate of Credit (TCC) available at the beginning of every program. These entry level TCCs can be earned in a short timeframe allowing students to enter the workforce quickly. This type of quick, entry level certificate should be attractive to recent High School graduates interested in going straight to work. A post-secondary credential like this can result in higher starting pay and a solid start to a long-term career.

Goal 2 Increase the adult literacy rate and the number of high school equivalency credentials among the population in the state of Georgia.

Measurable Objective 5: From Fiscal Year (FY) 2020 through FY 2024, 50,000 Georgians will receive a High School Equivalency (HSE) credential through TCSG.

Strategy 5A: TCSG will offer test alternatives (HiSET) to the current GED® test to increase high school equivalency testing options for all Georgians.

Strategy Detail: The HiSET (High School Equivalency Test) exam is a test created by Educational Testing Service and the Iowa Testing Programs. It was built on the Office of Career, Technical, and Adult Education College and Career Readiness Standards for Adult Education and gives adults an opportunity to demonstrate their skills and knowledge and earn a state-issued high school equivalency. It is currently offered in 23 states. The Office of Adult Education will begin offering the HiSET test as an alternative in spring FY 2020.

Strategy 5B: TCSG will market flexible Adult Education/High School Equivalency (HSE) options to the public to increase awareness.

Strategy Detail: TCSG staff have conducted marketing research and are currently developing a targeted branding effort to better market Adult Education offerings across Georgia. The marketing effort will emphasize the many benefits of Adult Education beyond obtaining a GED, including other HSE options, stackable credentials, postsecondary transition, and other long-term advantages including earning a family-sustaining wage.

The Certified Literacy Community Program (CLCP), administered by TCSG, also focuses on raising awareness for literacy and Adult Education programs. CLCPs across the state are nonprofit community collaboratives that raise the visibility of literacy and provide support to local literacy providers and individuals in need of services. TCSG will work with the local programs in marketing within their service delivery areas and will collaborate with workforce development, technical colleges, school systems, and community-based organizations to increase the awareness and benefits of earning a high school equivalency credential.

Measurable Objective 6: TCSG funded Adult Education programs will increase the overall measurable skill gain rate from 53% in FY 2018 to 57% at the conclusion of FY 2020.

Strategy 6A: TCSG will monitor program performance and provide targeted instructional support to address program needs.

Strategy Detail: The Workforce Innovation & Opportunity Act (WIOA) is federal legislation designed to strengthen and improve the nation's public workforce development system. TCSG receives WIOA funds and is authorized to grant them out to eligible Adult Education programs (school districts, technical colleges, community-based organizations, housing authorities, libraries, etc.) through a competitive grant process. WIOA uses measurable skill gains to measure a participant's interim progress through the program. For Adult Education students, a measurable skill gain is determined by achieving an educational functioning level gain or by attaining a high school equivalency. Adult Education students achieve an educational functioning level gain through pre- and post-testing or entering into postsecondary education or training after exiting Adult Education.

TCSG has an Instructional Services team which provides targeted support to each Adult Education grantee to help improve the measurable skill gain of students they serve. Adult Education grantees receive regional and one-on-one support digitally and in-person on a regular basis. The Instructional Services and Accountability team also monitors program performance on a regular basis through risk assessments, virtual monitoring, and on-site monitoring.

Strategy 6B: TCSG will utilize online learning tools to increase access to instructional support services.

Strategy Detail: Adult Education students will be able to take advantage of online learning tools to participate in distance education or hybrid learning models, which are a mix of face-to-face and online learning. TCSG will leverage online learning tools currently used by technical education staff to increase online learning access. Adult Education staff will be trained on the tools.

Goal 3 Provide customized workforce training for businesses and industries to remain competitive in today's global economy.

Measurable Objective 7: Increase by 5% the number of customized contract training hours from 1,757,826 in FY 2018 to 1,845,717 in FY 2024.

Strategy 7A: Implement the use of Mobile Welding Labs and portable Industrial Maintenance Labs.

Strategy Detail:

In late FY 2019 and early FY 2020, TCSG provided the colleges with access to four Mobile Welding Labs, fully equipped with necessary components to provide training leading to various high-demand welding certifications. Each of the Mobile Welding Labs contain six welding stations and can be easily transported to a company's location for on-site training.

By the second quarter of FY 2020, four portable Industrial Maintenance training labs will be deployed to support in-demand training for manufacturing jobs. The labs have been designed to align with an on-line learning management system with extensive curriculum. All colleges have access to this curriculum through an enterprise software agreement initiated by TCSG. Colleges will offer a variety of training utilizing the equipment within the labs and customize on-site training for companies. By sharing these labs throughout the state, TCSG will greatly increase the institutional reach and capacity of colleges in delivering training leading to workforce credentials.

All mobile labs were funded using existing funds. Individual colleges will provide the training on a cost-recovery basis to cover estimated expenses for instructors, fuel, consumables, etc. Colleges will utilize existing staff or short-term contract staff to deliver the training.

Strategy 7B: Obtain industry endorsements for four standardized, non-credit, training courses to be offered by all colleges' Economic Development divisions.

Strategy Detail: Business and industry throughout the state often request similar training for upskilling existing employees or filling skills gaps among entry-level applicants. Each college currently offers their version of these trainings, such as Welding Fundamentals, Introduction to Industrial Maintenance, Manufacturing Fundamentals, and Introduction to CNC (computer numerical control) Manufacturing. TCSG will work with colleges to standardize these courses in terms of learning objectives, minimum contact hours, assessments, and instructor credentials. TCSG will also work with business and industry to ensure that these standardized courses meet essential competencies and include other desirable industry-recognized credentials that enhance employability (e.g. OSHA safety).

Concurrent to that, TCSG will seek industry endorsements for these courses, from organizations such as the Georgia Association of Manufacturers. These endorsements of industry associations will further elevate the value of short-term noncredit training offerings and inspire confidence among local business and industry in need of training. Additionally, the endorsements should make these training options more valuable to local WorkSource boards who often serve as funding partners to provide workforce training to individuals.

Strategy 7C: Develop high quality marketing materials to utilize in recruiting business and industry.

Strategy Detail: TCSG will develop high quality marketing materials that highlight the benefits of customized workforce training to businesses. These materials will be templates that colleges can “brand” with their own logos, thereby providing access to marketing materials that promote their individual college and speak to local business and industry. These materials will be centrally available to all colleges and will include brochures, handouts, digital media templates, and videos. TCSG will use existing resources in the design of these materials.

Measurable Objective 8: Increase by 5% the number of companies served by customized contract training from 2,556 in FY 2018 to 2,684 in FY 2024.

Strategy 8A: Increase training for small businesses around the state with a focus on rural communities.

Strategy Detail: TCSG will work with college Economic Development divisions to identify companies employing 500 or fewer individuals within their local service delivery areas. These companies are less likely to have in-house resources and could benefit from low-cost, high-quality training provided by the colleges. Colleges will promote customized training in any area of need, but will specifically offer the following:

- Management Development;
- Workplace Success Skills;
- OSHA/Workplace Safety;
- Computer Skills;
- Industrial Maintenance; and
- Manufacturing.

Colleges will leverage their relationships at local Chambers of Commerce and with local Program Advisory committees to promote the availability of the training to small businesses.

Strategy 8B: Georgia Quick Start will continue to collaborate with the Georgia Department of Economic Development to attract and retain businesses.

Strategy Detail: Quick Start exists to promote economic growth in Georgia through free workforce training for eligible new and expanding businesses. The workforce training provided by Quick Start is included by the Georgia Department of Economic Development as an incentive to attract new businesses to Georgia. Some companies have cited Quick Start training as the deciding factor in relocating to Georgia. It has been ranked the number one workforce-training program in the U.S. for nine successive years in a survey conducted by Area Development magazine, a trade publication for professional site locators. As new projects are developed or eligible companies desire to expand, Quick Start will continue to develop job-specific training customized to their operations. The following proven model will be used by Quick Start to provide the customized training:

- Strategic Workforce Consultation: Collaborative discussion with company representatives identifies timelines, skillsets and workforce qualifications.
- Pre-Employment Assessment: Customized assessments conducted to evaluate candidates according to company-defined criteria.
- Customized Post-hire and Job-specific Training: Training developed and delivered that targets your exact technology and company requirements.
- Leadership and Professional Development: Continuous improvement develops leadership teams, improves communication, and supports your mission and vision.

ADDITIONAL PLAN INFORMATION:

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