

U. S. Department of Education
Office of Vocational and Adult Education

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The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: **Georgia – Board of Education**

Eligible Agency Submitting Plan on Behalf of State: **Georgia Department of Education**

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- 5-Year**
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- Unified - Postsecondary Only**
- Title I only** (*All Title II funds have been consolidated under Title I*)
- Title I and Title II**

Georgia State Plan: FY 2009-2013 (July 1, 2008-June 30, 2013)

In Fulfillment of the Requirements of
The Carl D. Perkins Career and Technical Education
Improvement Act of 2006 (P.L. 109-270)

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
March 25, 2008

**GEORGIA STATE PLAN FOR
CAREER AND TECHNICAL EDUCATION: FY 2009-2013**

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GEORGIA STATE PLAN FOR CAREER AND TECHNICAL EDUCATION: FY 2009-2013

INTRODUCTION

The dynamic Georgia economy depends on a high-tech, highly skilled workforce. Georgia's Career and Technical Education (CTE) system consists of programs offered by the Georgia Department of Technical and Adult Education and high school level career, technical, and agricultural (CTAE) education programs. The Georgia CTE¹ system is designed, in concert with the state's colleges and universities and the Governor's Centers of Innovation, to help develop a well-educated, technically trained, and highly competitive workforce in Georgia that will be widely recognized as the best in the nation.

The Georgia CTE system is continually upgraded to assure high-quality educational experiences that provide both youth and adult participants intuitive and seamless transitions among the state's education and training systems and into the high-skill, high-wage workplace.

Georgia CTE programs are closely aligned to the technical and academic knowledge and skills, workplace aptitudes, and continuous learning skills that are valued by employers and are needed for successful entrepreneurship.

At the high school level, CTE programs support challenging academic standards and college readiness and provide introduction to career fields through career pathways. These CTE programs produce graduates who are ready for both college-level studies and direct entry into the high-skill, high-wage workplace.

At the technical college level, CTE programs help young adults who are preparing for first-time careers and adults who are changing careers or upgrading their skills within a career field to quickly gain the skills and experiences that are directly related to workplace success. Effective CTE programs at the technical colleges are characterized by their close relationship to employers and smooth transitions of program participants into the workforce at higher levels of income and employment success.

Georgia's CTE system, supported by federal funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and state and local funding, is a critical component of a world-class educational system that assures Georgia's economic success in the global marketplace.

¹ In Georgia, secondary programs funded through the Perkins Act are known as Career, Technical and Agricultural Education programs (CTAE). For the purpose of this plan, the term Career and Technical Education (CTE) is used throughout.

High School Reform and Improvement

Georgia Superintendent of Schools Kathy Cox has expressed the vision for Georgia by saying, “We will lead the nation in improving student achievement.” Under the leadership of Superintendent Cox, the Georgia Department of Education functions as a service-oriented and policy-driven agency that meets the needs of local school systems as they go about the business of preparing all students for college and careers in a safe and drug-free environment where no child is left behind.

Georgia has been engaging in redesign of its secondary schools, an effort that is coordinated by the School Improvement Division's Secondary Redesign Unit. This unit serves to improve student achievement and increase graduation rates by facilitating the implementation of research-based best practices. In the 2005-06 school year, one high school and its feeder middle school(s) in each of the five school improvement regions worked in tandem with the Department to innovate and implement various secondary redesign concepts. The successful practices these schools developed (during the 2005-06 school year) are currently being offered to other schools and systems for potential replication.

The Department of Education has also completed a review of all its academic content standards, converting them to a new structure called Georgia Performance Standards (GPS). These standards, when reviewed by outside organizations like the Fordham Foundation, have been rated as some of the clearest, most precise, and most user-friendly academic standards in the nation. This same format is being used as the Division of Career, Technical, and Agricultural Education reengineers its CTE programs.

The Strategic Industries Initiative

The Commission for a New Georgia identified six strategic cluster areas in the state to concentrate on growth, industry presence, and innovation potential. These six cluster areas include advanced communications, advanced manufacturing, aerospace, agribusiness, business and financial services, energy, biosciences (life sciences), and logistics. From this emerged the Georgia Centers of Innovation in 2003. These centers were placed strategically throughout Georgia in mid-sized cities and were designed to enhance long-term economic opportunities for Georgians, nourish the state’s homegrown industries, and encourage new companies to invest and build in Georgia. The Georgia Department of Education’s Division of Career, Technical, and Agricultural Education and the Department of Technical and Adult Education are collaborating with the Centers for Innovation to align program offerings with these economic and career opportunities for youths and adults.

Georgia’s Technical Colleges

The Georgia Department of Technical and Adult Education (GDTAE) oversees the state's system of technical colleges, the adult education program, and a host of economic and workforce development programs.

GDTAE provides a unified system of technical education, customized business and industry training, and adult education with programs that use the best available technology and offer easy access to lifelong education and training for all adult Georgians and corporate citizens. This system will be part of a seamless education process for Georgia in which students can transfer credits efficiently as they advance from secondary schools to technical colleges and to the university system.

Peach State Pathways

In the coming years within the State of Georgia, career pathways will be much more than a sequence of related courses or state-approved programs. Career pathways in Georgia, named Peach State Pathways, will be an umbrella initiative that incorporates and aligns all the necessary educational and training components to align with the Governor's Strategic Industries and to assure that Georgia's current and future workforce can compete in a knowledge-based economy. The structure will evolve through time and align educational, economic, and social entities that help students or workers obtain the skills needed in the workforce. Building Georgia's Peach State Pathways system will be a process of adapting existing programs and services and the possibility of adding new ones that will enable all students to advance to higher levels of education and employment. More about the Peach State Pathways can be found in Section IIA2.

Georgia Work Ready Program

In efforts to build the necessary capacity to support the strategic industries regionally, the Governor in partnership with the Georgia Chamber of Commerce, developed the Georgia Work Ready Initiative. Work Ready consists of four elements: Work Ready Certificates, Work Ready Job Profiles, Certified Work Ready Communities, and Work Ready Regions. Every adult Georgian, including graduating seniors, can earn a Work Ready Certificate that will let them know their foundation skill level relative to a job or occupation. Businesses may obtain a Work Ready Job Profile that determines the foundation skill level needed to do a specific job. By matching certificate and job profile outcomes, companies are able to make better hiring decisions. Students will have a better understanding of what skill levels are needed for certain careers and will be able to better prepare for their future. Through Certified Work Ready Communities, counties are better positioned to attract new business and preserve their existing economic base. Georgia's technical colleges serve as the delivery agent for awarding certificates and job profile services. To date, seven Work Ready Regions have been established to develop regional talent pools aligned to strategic industries supporting articulated career pathways to be developed between high schools and colleges. Work Ready is linking education and workforce development to economic development at the state, regional, and local levels with oversight being provided by local and state Workforce Investment Boards.

SECTION I. PLANNING, COORDINATION, AND COLLABORATION

PLANNING, COORDINATION, AND COLLABORATION PRIOR TO STATE PLAN SUBMISSION

I A I How public hearings were conducted in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan.

Public hearings were conducted on Wednesday, February 27, and Thursday, February 28, 2008. The hearing on February 27 originated in Atlanta at the State Department of Education and was broadcast to eleven sites utilizing the Educational Technology Training Centers. GaDOE and GDTAE staff or their designees were present at each site to facilitate the hearing activities. Every effort was made to identify sites that are centrally located within the region, are easily accessible to the public, and provide appropriate facilities for the utilization of distance learning. The hearing on February 28 was held at Central Georgia Technical College in Macon, which is also centrally located and easily accessible to the public.

A joint press release from the GaDOE and GDTAE announcing the date, time, site, and purpose of the public hearings was sent to all newspapers throughout the state of Georgia, including daily and weekly papers. Refer to the Appendix for the list of media to which the press release was sent.

Notices were posted on the GaDOE website 30 days prior to the hearings. In addition, public hearing notices were e-mailed to the identified list of stakeholders for normal rule-making procedures set forth by GaDOE and GDTAE. This group is inclusive of superintendents, local vocational administrators, technical college presidents, presidents of Regents' institutions with technical divisions, members of state education boards, and the president or executive director of educational organizations. Please refer to the Appendix titled "Invitation Roster" for a list of all included in the Public Hearing Notices.

Notices were also e-mailed to labor organizations, trade organizations, and related agencies. Refer to Appendix for the list of these organizations.

Ten days prior to the public hearings, the draft of the state plan was posted on the GaDOE website with an invitation to submit questions, comments, and recommendations to GaDOE staff personnel via e-mail, mail, or telephone.

The public hearings began with an overview of the major changes in the federal legislation. Attention was given to the identification of strategies and activities designed to address the new legislation requirements and to the distribution of funds. Special focus was given to accountability and the identification of the core indicators of performance. Participants were provided an opportunity to ask questions, make comments, and offer recommendations. With the hearings broadcast across the state, the participants had an opportunity to hear questions and comments from participants at other sites. Comment cards were provided to the participants at

each site for recording both written and oral comments. These cards were collected at the conclusion of the hearing and used as the basis for developing the responses from the GaDOE and GDTAE.

I A 2 Summary of the above recommendations and the eligible agency's response to such recommendations in the State plan.

Refer to Appendix for the identification of all questions/comments/recommendations raised by individuals in attendance as well as the public agency responses.

I A 3 How the State plan was developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan.

The Five Year State Plan for Georgia was coordinated through co-efforts of the GaDOE Director of Career, Technical, and Agricultural Education and the GDTAE Deputy Commissioner. As a part of this coordination a Georgia Perkins Planning Team was established. The Planning team consisted of committees as determined by the co-chairs relevant to the development of the plan. The committees included Special Populations, Programs of Study, Accountability, Fiscal, Guidance/Career Development, Local Plan Application, Assessment (Technical Skill Development). These committees identified appropriate individuals to provide consultation in developing the Five-Year State Plan. These individuals represented the identified groups but were not limited to the groups identified in I A 3. Many presentations, which provided opportunities for consultation in the plan's development, occurred throughout its development.

In addition, both GaDOE and GDTAE organized a Secondary and Postsecondary Perkins Taskforce to consult in the development of the state plan. The Secondary Perkins Taskforce review and recommendations are found in the Appendix.

Also, the Governor was consulted through his Office of Student Achievement, the Governor's Office of Workforce Development, and the State Workforce Investment Board. Please refer to the Governor's Letter of Support and the response from the State Workforce Investment Board.

I A 4 How effective activities and procedures were developed, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan.

Staff of the GaDOE and GDTAE met in October 2007 to develop a general outline of activities, assignments, timelines for completion, and developmental strategies. Representatives from the two agencies then met periodically during the next five months to ensure the active participation of the designated groups and the effective completion of the plan in a timely manner. The activities and procedures implemented by the two agencies are described in the Five-Year State Plan.

I A 5 How the portion of the State plan was developed relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary.

The State plan was developed by the Georgia Perkins Planning Team. The financial subcommittee of this team was responsible for coordinating the plan for the amount and uses of funds to be reserved.

If a state agency finds a portion of the final State plan objectionable, the agency may file its objections in writing with the SBOE. Complaints are mailed to the director of the Career, Technology, and Agricultural Education Division, Georgia Department of Education, 1752 Twin Towers East, Atlanta, GA 30334. The complaint must include a statement of the disagreement, proposed solution, and rationale for change. The SBOE must respond to any written objections within 90 days. [Section 122(e) (3)]

SECTION II. PROGRAM ADMINISTRATION

II A 1 How a State plan for a 5-year period was prepared and submitted to the Secretary

The Georgia State Board of Education (SBOE) is the designated state board to coordinate the development and submission of the Five-Year State Plan for Career and Technical Education as required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins 2006).

The SBOE, therefore, submits this Five-Year State Plan for Career and Technical Education under provisions of the Perkins Act of 2006 covering the period of state fiscal years 2009-2013. The SBOE will annually review the state's implementation of the state plan as reflected in the annual performance reports submitted by local recipients, including an assessment of the state's aggregate achievement of the adjusted levels of performance for its core indicators.

On behalf of the SBOE, the Georgia Department of Education is authorized to carry out activities under Perkins 2006 related to secondary career and technical education, and the Georgia Department of Technical and Adult Education is authorized to carry out activities under Perkins 2006 related to postsecondary career and technical education.

In some elements of this plan, when GaDOE and GDTAE take separate actions with the eligible recipients they serve, their activities will be noted separately. However, when the two agencies take action together for fulfilling various requirements, such as in the implementation of the CTE programs of study, they are referred to as the "partner agencies."

II A 2 Description of the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**
 - i. Incorporate secondary education and postsecondary education elements;**
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education**
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

To meet the requirements of IIA2, the Georgia Department of Education and the Georgia Department of Technical and Adult Education are collaboratively developing career and technical programs of study aligned with Georgia-specific program concentration areas. These programs of study are named Peach State Pathways. This umbrella initiative incorporates and aligns all necessary educational and training components to coordinate with the Governor's Strategic Industries and to assure that Georgia's current and future workforce can compete in a knowledge and skills economy. Peach State Pathways incorporate both secondary and postsecondary elements and allow for seamless transition of students from secondary to postsecondary education and into careers.

The structure will continue to evolve through time and align educational, economic, and social entities that help students or workers obtain the skills needed in the workforce. Building Georgia's Peach State Pathways system is a process of adapting existing programs and services and the possibility of adding new ones that enables all students to advance to higher levels of education and employment.

The *Peach State Pathways: Education and Career Planning Tool* is a two-page document designed to assist students and their families in the education and career planning process. Other states refer to such a document as an individual graduation plan (IGP) or an individual career plan (ICP). The Georgia document represents a visual of a Perkins program of study including a coherent, rigorous sequence of non-duplicated CTE coursework and both secondary and postsecondary elements (GDTAE and the University System of Georgia) leading to some type of credential or license. In addition, the Georgia document includes additional information such as opportunities for career-related activities (work-based learning), pathway aligned careers, technical student organizations (CTSO), postsecondary credit opportunities such as articulation, postsecondary options such as state registered apprenticeships, and sample high-wage, high-skilled occupations in the pathway.

Opportunities will be provided for secondary education students to participate in dual or joint enrollment, ACCEL, advanced placement programs, early college, or aligned/articulated course work. These opportunities enable students to simultaneously earn secondary and postsecondary credit while in high school that leads to industry-recognized credentials or certificates at the postsecondary level or an associate or baccalaureate degree.

These programs of study are offered to students (and their parents as appropriate) when planning for and completing their coursework for career and technical content areas. Using the *Peach State Pathways: Education and Career Planning Tool*, local educational agencies and postsecondary institutions will work together to develop and customize programs of study based on the implementation of career pathways at the local level which are aligned with programs offered by postsecondary institutions.

Beginning FY 2008, each local educational agency and postsecondary institution that is a recipient of Perkins funding is required to begin a planning and implementation process to offer at least one program of study in the following program year. The programs of study are offered to students (and their parents as appropriate) when planning for and completing their future

coursework for career and technical content areas. The Education and Career Partnerships, using the Peach State Pathways: Education and Career Planning Tool, will work together with local educational agencies and postsecondary institutions to develop and customize programs of study based on the implementation of career pathways at the local level and as aligned with postsecondary institutions.

(b) How we, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

The development of the Peach State Pathways builds on work already underway by the GaDOE's Division of Career, Technical, and Agricultural Education curriculum revision project. During 2006, the curriculum revision effort was launched as a major component of CTE's redesign of career, technical, and agricultural education.

To more closely connect CTE studies and core academic courses in secondary education, the CTE program areas are revising curricula from the previous Quality Core Curriculum (QCC) objectives to the Georgia Performance Standards format. This three-year curriculum revision process involves the development of career pathways and end-of-pathway assessments.

CTE began the curriculum revision process in conjunction with the Governor's Strategic Industries. Workforce Development Task Force recommendations were considered as well. Department of Education personnel met with Workforce Development and Department of Labor personnel to determine what knowledge and skills are necessary for success in the Georgia workforce. Additionally, GaDOE program specialists visited the Governor's Centers of Innovation to learn more about Georgia's strategic industries.

After much research, eight career pathways were selected for Phase I of the curriculum revision process. GaDOE focused on pathways that directly link to Georgia's strategic industries and Centers of Innovation.

Curriculum teams comprised of secondary teachers (academic and career, technical, and agriculture), postsecondary instructors (academic and career, technical, and agriculture), business and industry representatives, Department of Labor personnel, Centers of Innovation directors and staff, and Department of Education program specialists were formed for each of the selected pathways. These teams researched performance standards in other states as well as national curriculum standards in the areas for which national standards have been developed. In addition, team members studied the Georgia Performance Standards format and academic performance standards to integrate and correlate the academic standards to the CTE standards.

The performance standards were condensed to reflect the most essential elements of the curricula. Each career pathway provides students the necessary knowledge and skills to be successful at the next level of their educational career. With fewer topics, teachers will be able to instruct for deeper understanding of the material and increase students' opportunities to master key concepts. Performance standards will allow teachers to teach to the depth each student needs and deserves.

As curriculum frameworks for the Peach State Pathways continue to be developed, articulation of standards between secondary and postsecondary courses will be established as a guideline for local systems.

The foundation skills for career, technical, and agricultural education are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical, and agricultural education to the state's academic performance standards.

The CTE foundation skills are aligned to the Foundation Skills of the U. S. Department of Education's sixteen career clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills have been developed from an analysis of all pathways in the sixteen occupational areas. These skills were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. When completed, the pathway curriculum is posted on the GaDOE website for a sixty-day review period. Based on public feedback, committees make revisions prior to recommendation for State Board of Education (SBOE) approval of the new secondary curriculum. The knowledge and skills in the pathway curriculum provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

Phase II and Phase III for pathway development anticipate following the same process. GaDOE expects to develop approximately fifty career pathways over time, with twenty-nine career pathways currently approved by the State Board of Education and another eighteen under development in 2007-2008. GaDOE also plans to develop Secondary Pathway Assessments to be offered at the conclusion of the secondary education sequence of each pathway, depending on the availability of funds. Professional learning opportunities will be made available with each phase to support implementation of the adopted pathways. The GaDOE will create a booklet on the career programs of study to be delivered to school systems within the state. In spring 2007, GaDOE conducted its annual "drive-in meetings" for supervisors and counselors which provided information about the Perkins Act of 2006. During spring 2007, the GDTAE explained the provisions of the new Perkins legislation and gathered-input on the Peach State Pathways from the faculty and staff at its technical colleges via peer group meetings and electronic discussions.

During FY 2009, GaDOE is requesting that eligible recipients begin implementation of the approximately twenty-nine Peach State Pathways currently developed. These pathways cover most of the popular areas of study. As additional pathways are approved, eligible recipients will be able to implement those pathways as well.

The GaDOE is currently considering criteria whereby some school districts will be required to offer more than the minimum of one CTE program of study. Under this criteria, each school will be expected to implement one pathway per program concentration on a three-year phase-in schedule. The recommended phase-in schedule will align with the implementation timeline for secondary pathway assessments.

(c) How we will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

A key element in implementing the Peach State Pathways is the GaDOE's Education and Career Partnerships, which may include membership from secondary and postsecondary education, business/industry, economic development, and other community based organizations. Each of the partnerships will provide leadership for enhancing coordination of effective curriculum and instructional linkages between secondary and postsecondary education. Each partnership will promote articulation agreements as defined in Section 3(4) and postsecondary credit opportunities in Section 122 (c)(1)(A)(iii) to ensure that all partners develop, expand, and promote the Peach State Career Pathways. The Education and Career Partnerships will be carried out through required and allowable uses of Perkins Act funding listed in Section 135(b)(2), (b)(5), (c)(2),(c)(10), and (c)(12) of the Act.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;

As previously noted, the partner agencies made available initial information about the Peach State Pathways to their various stakeholder groups in spring 2007. In addition, the partner agencies have posted information about the Pathways on their respective websites and continue to explore other opportunities to make the Pathways as visible as possible to students and families in Georgia. The partner agencies will make additional information about the Peach State Pathways available through state-developed professional learning opportunities, conferences, workshops, newsletters, videos, brochures, booklets, posters, websites, and CTE resource network communications.

The following are efforts that career guidance and academic counseling will undertake to assist in making information available:

- Up-date and enhance the *Career Planning and Academic Counseling Manual* for teachers-as-advisors, counselors, and graduation coaches located on the Georgia Career Resource Network website currently hosted by the Georgia Career Information System (www.GeorgiaCRN.org).
- Continue to design, support, and enhance the Georgia CRN tool kit to provide career-related tools and materials for instructors, counselors, and graduation coaches. Emphasize the development of materials surrounding high-skill, high-wage, and high-demand occupations including a link to the newly created Occupational Supply and Demand System (OSDS) website (www.occsupplydemand.org) as well as new and emerging occupations. The OSDS site has specific information regarding the Georgia methodology and high-wage, high-demand, and high-skill occupations specific to Georgia's program concentrations.
- Assist in the production of a CTE guidance booklet, posters, brochures, and videos for students and parents to address career and educational planning issues to include preparation for high-wage, high-demand, and high-skill occupations and nontraditional fields and produce a series of videos based on Georgia's eleven concentrations and aligned pathways.

- Continue to expand the scope and depth of the current internet-based program, GACollege411 (www.GACollege.org) for all students including special populations; or, if this is not possible, Georgia will create an internet-based program model to include access to local, regional, and statewide individual and aggregate data to assess individual interests, aptitudes, and work preferences; monitor the progress of student planning; collaborate with key leaders; evaluate programs and resources; visualize workforce trends; and generate funding requests and accountability reports.
- Enhance and expand the scope and use of current labor market statistics and occupation specific information including high-wage, high-demand, and high-skill occupations and new emerging occupations specific to Georgia as part of the current *Peach State Pathways: Education and Career Planning Tool*.
- Additionally, career guidance and academic counseling will continue to promote and enhance the use of the *Peach State Pathways: Education and Career Planning Tool*. These career plans include the following:
 - Program concentration.
 - Career pathway.
 - Student profile.
 - Recommended pathway-related core academic courses.
 - Sample postsecondary programs at technical colleges and links to Board of Regents institutions offering a program of study in the pathway.
 - Other postsecondary opportunities such as the military.
 - Career-related activities including work-based learning opportunities.
 - Postsecondary credit opportunities.
 - Current graduation rule.
 - Career-related information related to the pathway.
 - Sample high-wage and high-demand pathway-specific occupations.

These valuable tools are available to local systems for educational and career advisement beginning in the middle school (those pathways with postsecondary alignment are regarded as programs of study). The plan contains numerous references to GACollege411 and other career-related resources for continued investigation and exploration for students, parents, and staff.

- The Georgia Career, Technical, and Agricultural Education Division will continue to assist the Georgia School Improvement Division to create, implement, and evaluate an effective teacher-as-advisor (TAA) program. CTE will continue to encourage CTE supervisors and counselors to consider TAA as a delivery system for education and career planning for all students. The TAA framework was designed around the National Career Development Guidelines and introduces the program with video taken at the Georgia Innovation Centers. The Georgia program has a clear and unique focus on career development for all students

including a strong emphasis on transition. CTE will continue to offer opportunities for professional development regarding the creation and implementation of TAA programs.

- Career guidance and academic counseling will continue the work begun in 2007 regarding implementation of the Georgia Virtual Career Counselor in collaboration with the existing Georgia Virtual School Program to include the following:
 - Career counselor (questions may be answered via e-mail or telephone).
 - Career-related FAQs.
 - Link to GAVS (Georgia Virtual School).
 - Career planning process linked to specific web-based resources.
 - Information regarding the newly created and on-going creation of Georgia's programs of study, Peach State Pathways: Education and Career Planning Tool (visual planning and guidance tool of Georgia's programs of study and career pathways).

Continuous maintenance and updating will be necessary to keep the Georgia Virtual Career Counselor site a viable alternate for students in the career planning and academic counseling process.

(e) How the secondary and postsecondary career and technical education programs to be carried out will develop, improve, and expand access to appropriate technology in career and technical education programs;

Georgia provides a comprehensive array of career and technical education programs, services, and activities made possible through a combination of local, state, and federal funds. The primary purpose for the expenditure of federal career/technical funds is to support the development and improvement of quality, state-of-the-art career and technical education programs and services that expand access to appropriate technology and meet the needs of youth and adults in preparing them for further education and for employment in careers that are personally satisfying and economically rewarding.

While both GaDOE and GDTAE offer different programs to students at the secondary and postsecondary levels, they have formed a partnership to promote the implementation, growth, sustainability, and replication of career academies in Georgia. Career academies will increase the high school graduation rate, decrease the number of students dropping out of school, and provide students with marketable skills for careers that offer growth potential.

Career academies in Georgia can generally be divided into three different models.

- Career academies that are stand alone career centers offer students programs of study in a variety of career/technical areas. In these career academies, students spend part of their time at their "home" high school for academic courses and part of their time at the career academy.
- Career academies that take the form of comprehensive high schools offer students programs of study in a variety of career/technical areas and also offer a full range of academic subjects.

Students attend these academies on a full-time basis, and these academies become each student's "home" high school.

- Career academies that take the form of small schools within larger high schools with each small school focusing on one primary career area.

Although career academies can take the form of any of the models described above, they should have the following features in common:

- Serve high school students.
- Provide students the opportunity to earn a career/technical certificate or a diploma and college credits while earning their high school diploma.
- Operate in partnership with a local technical college or Board of Regents college with a technical division.
- Have strong business/industry partnerships.
- Offer real-world, hands-on training activities related to the career/technical programs of study.
- Meet or exceed the National Career Academy Standards of Practice.
- Operate as an approved charter school.

Another collaborative initiative between GaDOE and GDTAE is STEM (Science, Technology, Engineering, Mathematics). This initiative seeks to create the conditions necessary for students to make a seamless transition from a formal educational setting to become productive citizens. Under the umbrella of Georgia's STEM, individual groups and organizations are working together to address the needs of students, teachers, professors, and industry.

The STEM initiative encompasses the efforts of different groups and organizations to strengthen mathematics and science education throughout the state, enhance opportunities for students to develop skills necessary to make an effortless transition into the work force, and support teacher preparation programs in the areas of science and mathematics through professional development and exposure to industry experiences.

Secondary

Secondary career and technical education in Georgia includes eleven program curriculum concentrations that prepare students for fields of study requiring the mastery of both academic and technical skills. Additionally a wide array of strategies, activities, and services is provided to support the career development process and ease the transition of students to postsecondary education and/or employment. These programs are specifically designed to meet the needs of students and to enable local recipients to meet or exceed the state-adjusted levels of performance.

Work-Based Learning (WBL) Opportunities

Each CTE program area provides the following opportunities to students in career related education:

- Career awareness, which includes guest speakers, career days, field trips, career fairs, presentations, videos, and transition visitation to feeder schools.
- Career exploration, which includes career guidance and advisement, career interviews, job shadowing, student portfolios, internet searches/reports, research projects, and use of internet based career planning tools.
- Career technical student organizations (CTSO) projects/competitions.
- Instructional related activities, which include entrepreneurship projects, competitions, school-based enterprises, and assisting students with finding after school jobs.
- Connecting activities, which include arranging student placements, participating in mentor training, participating in an advisory committee, assisting students with course articulations, assisting students in dual enrollment classes, and creating business partnerships.
- Work-based learning placements, which include supervised learning at an approved work-site in the categories of employability skill development, internship/practicum/clinical, cooperative education, and Youth Apprenticeship.

Students placed on work-based learning sites have a training agreement and training plan prepared collaboratively by the teacher/Work-Based Learning coordinator, employer, and student/parent.

CTSO Opportunities

Georgia Career Technical Student Organizations (CTSOs) are an integral part of a successful CTE program. Each CTSO is the link between the curriculum standards taught in the classroom and real world application and provides students the opportunity to apply skills in a competitive environment. The focus of CTSO activities is to develop leadership skills and enhance skill development. Activities support problem solving skills.

Secondary Program Areas

CTAE program areas are as follows:

Agricultural Education

Description: Agricultural education programs are designed to prepare and support students for careers in the agriculture industry; to build industry partnerships; and to develop awareness and leadership for the food, fiber, and natural resource system.

Pathways: The primary career pathways offered in Agricultural education are Agriscience, Forestry/Natural Resources, Plant Science/Horticulture, Animal Science, Agricultural Mechanics, and Agribusiness Management.

CTSO: Future Farmers of America (FFA) provides an opportunity for students to participate in a student organization that makes a positive difference in the lives of students by providing opportunities for personal growth in leadership and career exploration in agricultural education.

Architecture, Construction, Communications, and Transportation

Description: Architecture, construction, communications, and transportation programs work with related business and industry partners to provide students with the knowledge, skills, and attitudes necessary for successful employment and for further education.

Pathways: The primary career pathways offered in architecture, construction, communications, and transportation are Transportation Logistical Operations and Support, Flight Operations and Aircraft Support, Engineering Drawing and Design, Construction, Metals, Graphic Communications, and Broadcasting and Digital Media.

CTSO: SkillsUSA Georgia provides quality educational experiences for students in leadership, teamwork, citizenship, and character development while building and reinforcing self-confidence, work attitudes, and communication skills. The program emphasizes total quality at work including high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA Georgia also promotes understanding of the free-enterprise system and involvement in community services.

Business and Computer Science

Description: Business programs prepare students to become productive members of the business community upon graduation or to enter a post-high school institution. Students learn business and personal finance, legal operations of business, technology usage in business, business management, programming, entrepreneurial skills, and international business concepts.

Pathways: The primary career pathways offered in business and computer science are Small Business Development, Computing, Financial Accounting, Financial Services, Interactive Media/Web Design, Administrative and Information Support, Computer Network Systems, and Middle School Business.

CTSO: In addition to classroom/laboratory instruction, which develops the academic and technical knowledge and skills requisite for business and computer science, the CTSO that is co-curricular for business and computer science is Future Business Leaders of America (FBLA). The mission of FBLA is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

Engineering and Technology

Description: The purpose of the engineering and technology education program is to develop engineering and technological literacy as part of all students' fundamental education. This is accomplished through an activity-based study of past, present, and future engineering and technological systems and the related resources, processes, and impacts on society. Engineering and technology education utilizes computer technology and educational technology in the

delivery of content related to engineering systems, communication systems, energy systems, manufacturing systems, and bio-related systems, as well as engineering and technology related careers.

Pathways: The primary career pathways offered in engineering and technology education are Engineering, Energy Systems, Manufacturing, and Electronics.

CTSO: In addition to classroom/laboratory experiences, students are encouraged to participate in a local chapter of the Georgia Technology Student Association (TSA). Activities of the TSA are an integral and co-curricular part of the instructional program because they promote leadership qualities, high standards of craft quality, scholarship, and safety. Opportunities are provided for involvement with the community's industrial, engineering, and technological resources, parliamentary procedures, democratic decision making, and for recognition of exemplary performance in not only civic but also competitive events.

Family and Consumer Sciences

Description: The Family and Consumer Sciences (FACS) program engages students in technical and professional level careers related to families and human needs. Students are provided with the knowledge and hands-on experiences that extend learning beyond the classroom through internships, field experiences, and service learning experiences. It provides career pathways that allow students to shape the world around them through a range of diverse career opportunities including: fashion designer, financial planner, interior designer, social worker, and nutritionist.

Pathways: The primary career pathways are Nutrition and Food Science, Family and Community Services, Fashion and Interior Design, and Consumer Services.

CTSO: In addition to classroom/laboratory instruction, which develops the academic and technical knowledge and skills requisite for home and family life, further education, and employment, the FACS program also includes participation in the Family Career and Community Leaders of America (FCCLA) student organization. FCCLA provides an array of activities to enhance student academic and technical competencies and develop leadership and communication skills.

Culinary Arts

Description: Culinary Arts is a program that engages students in food preparation, concepts, and methods. Fundamental to advanced techniques, skills and terminology are covered and mastered with an emphasis on kitchen and dining room safety, sanitation, equipment maintenance, and operational procedures. Students are provided laboratory experiences that parallel classroom instruction and extended learning opportunities beyond the classroom through internships, field experiences, and service learning. This program area introduces students to a vast array of career opportunities in the world of food.

Pathways: The primary career pathway is Culinary Arts.

CTSO: In addition to classroom/laboratory instruction, which develops the academic and technical knowledge and skills requisite for Culinary Arts and employment, the culinary program also includes participation in the Family Career and Community Leaders of America (FCCLA) student organization. FCCLA provides an array of activities to enhance student academic and technical competencies and develop leadership and communication skills.

Education

Description: The Education program prepares students for future positions and postsecondary education in the field of education. Students are provided with the knowledge and hands-on experiences that extend learning beyond the classroom through internships, field experiences, and service learning experiences. The career pathways allow students to explore the field of education in pre-school, elementary, and secondary education sites.

Pathways: Early Childhood Education and Teaching as a Profession are the two career pathways available in this program area.

CTSO: Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for entry into either the education global marketplace and/or the postsecondary institution of their choice to continue education and training.

Government and Public Safety

Description: The government and public safety program provides students with the basic technical skills and solid academic foundation to pursue a career in government and public safety. Students are prepared for immediate employment upon graduation, entry into postsecondary education, or the military. Students analyze major criminal and traffic laws of Georgia, classification and elements of crimes, and crime prevention and detection strategies. Students develop critical skills such as communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of communications and police emergency equipment, and courtroom testimony.

Pathways: The primary career pathways offered in government and public safety are JROTC, Law and Justice, and Homeland Security and Emergency Services.

CTSO: The integration of leadership development activities, competitive events, and service projects, through the career and technical student organization SkillsUSA, provides students with advanced leadership skills, portfolio expansion, and networking opportunities.

Healthcare Science

Description: Healthcare science programs are designed to provide students with competencies to facilitate a smooth transition from secondary education to entry-level careers and/or postsecondary education within the health and medical industry. Students are required to meet both national and intrastate professional guidelines and are afforded the opportunity to earn industry-recognized credentials. Problem solving and decision making are vital components of

the health science and medical careers' curriculum, as well as integrated academics which emphasize the application of math, science, reading, writing, and communications. Classroom and laboratory instruction are enriched by clinical experience and internship opportunities which permit students to apply concepts and theories learned in the class/lab settings.

Pathways: The primary career pathways offered in healthcare science are Therapeutic Services-Nursing, Therapeutic Services-Emergency Services, Health Informatics, Diagnostic Services, and Biotechnical Research and Development, which align with National Healthcare Skills Standards.

CTSO: The integration of leadership development activities, competitive events, and service projects through the career and technical student organization Health Occupations Students of America (HOSA) provides the student with advanced leadership skills, portfolio expansion, and networking opportunities.

Marketing, Sales, and Services

Description: The marketing, sales, and service programs prepare students to become productive members of the business community upon graduation and/or to enter postsecondary education. Students learn marketing, management, and entrepreneurial skills applicable to the domestic marketplace, and they acquire global skills through participation in this international business and marketing course.

Pathways: The primary career pathways in marketing, sales and service programs are Marketing and Management; Fashion Marketing; Marketing, Communications and Promotion; Sports and Event Marketing; and Travel Marketing and Lodging Management.

CTSO: "DECA: An Association of Marketing Students" is the career and technical student organization for the marketing, sales and service programs. DECA provides comprehensive, co-curricular written and oral competitions and leadership development opportunities to students on the local, state, and international levels. In addition to building professional and personal skills, DECA affords students recognition for demonstrating their ability to solve problems and meet the challenges of an ever-changing marketplace.

Both GaDOE and GDTAE promote access to career and technical programs for all students including special population students. Career and technical education programs have appropriate technology to train students for high-wage and high-demand occupations.

Programs for Special Populations

Three career/technical education programs are specifically designed to support students from special populations. Teachers receive endorsement training from the varied training institutions in Georgia to work specifically with special population students. This training process enables teachers to implement these programs in the local school systems, giving students from special populations equal access to all programs within the school environment.

Career Technical Instruction Program (CTI)

The Career Technical Instruction Program (CTI) is designed to support students with disabilities enrolled in career, technical, and agricultural education programs. The CTI program uses a special education educator to collaborate with the CTE instructor on the curriculum demands of the program thus giving students with disabilities equal access to CTE programs using the least restrictive environment and varied instructional strategies. Given the opportunities to participate in early guidance, career opportunities, career assessment, and appropriate transitional services with the support of the Division for Special Education Services and Support, learners are provided with continuous support as they transition to the world of work.

Students are provided leadership opportunities through participation in career and technical student organizations. They are encouraged to participate in those most closely aligned with their program of study as listed previously. In addition, leadership development is provided for each program as an extra opportunity or as an added encouragement for students to become more involved in their local chapters.

Coordinated Career Academic Education (CCAЕ) and Project Success (PS)

These intervention programs are designed to meet the needs of the economically disadvantaged, limited English proficient, and students preparing for nontraditional fields. The Local Education Agency (LEA) may utilize the Coordinated Career Academic Education model that supports students in grades 9-12 or Project Success that is more aligned for students in grades 9-10. Students receive support in career and technical courses, communications, computational skills, employment, and future trends in the world of work. To assist in meeting their needs, they are also provided assessment of their interests and abilities and special services including adaptation of curriculum and instruction.

In some settings, local systems may use a team approach to the educational process providing educational instruction to students by using an interlocking component that consists of a team of academic and career educators. Educators may review curriculum demands and testing materials and observe students' participation in CTE programs. Students are encouraged to participate in the career and technical student organization that closely aligns with their program of study or in the Georgia Career Student Association, which provides activities to reinforce the development of academic and career and technical skills as well as activities that promote leadership opportunities.

Career Development Initiatives

The GaDOE is exploring the opportunity of providing local education agencies with a comprehensive, developmental, and systematic education and career planning program. GaDOE is collaborating with other key stakeholders to begin developing and implementing joint career development initiatives. When these initiatives are coupled with improved and revised secondary CTE curriculum, collaboration with key stakeholders and adequate professional learning will result in better and more informed decision making for all students.

To assure that this opportunity is made available, GaDOE will take the following actions:

- Expand the scope and depth of the current internet-based program, GACollege411; Create and implement an initiative called Georgia Virtual Career Counselor in collaboration with the existing Georgia Virtual School (an on-line, web-based high school experience) to include a career counselor available to on-line students who could answer questions via e-mail or telephone.
- Continue and enhance the collaborative effort between student support services, professional school counselors, and CTE to provide increasingly more professional learning for Georgia middle and high school counselors in the area of career, technical, and agriculture education.

High Schools That Work

High Schools That Work (HSTW) is a school improvement initiative sponsored by the Southern Regional Educational Board (SREB) that provides leadership for school improvement through career and technical education programs. HSTW provides leadership through implementation of its ten key practices. CTE, in collaboration with the School Improvement Division of the Georgia Department of Education, contracted with HSTW to provide two, two-day workshops in January and June of FY07 for teams from local schools made up of administrators, CTE instructors, counselors, middle school administrators and CTE teachers, and CTE directors/supervisors. The workshops were designed to change the culture of CTE to a leadership role in school improvement and to use data to enhance change. During the transition year, workshop attendees learned the importance of using data to enhance CTE and change the culture of CTE to a leadership role for inclusion in the school improvement process. As this Five-Year State Plan is implemented, the guiding key practices of middle school transition, advisement, and providing a rigorous CTE curriculum taught to college prep standards will enhance the CTE programs in the state and place a greater emphasis in becoming a major entity in the school improvement process.

Through these workshops instructors, administrators, and counselors will develop the skills necessary for implementation of a comprehensive career advisement system that lends itself to students' making informed decisions about careers; learn about the importance of the integration of academic content from language arts, mathematics, and science with technical skills to enhance a rigorous CTE curriculum; and develop skills in using data to enhance the school improvement process through CTE. In keeping with rigorous curriculum, the new Peach State Pathways will become an integral entity providing students with a guide for secondary and postsecondary potential success.

Work-Based Learning Programs

Work-based learning, a school-to-career initiative in career, technical, and agricultural education, is a vital part of career related instruction. CTE teachers integrate the following career related education strategies into their program:

- Career awareness includes guest speakers, career days, field trips, career fairs, presentations, videos, and transition visitation to feeder schools.

- Career exploration includes career guidance and advisement, career interviews, job shadowing, student portfolios, internet searches/reports, research projects, use of internet based career planning tools, and CTSO projects/competitions.
- Instructional related activities include entrepreneurship projects, competitions, school-based enterprises, and assisting students with after school jobs.
- Connecting activities include arranging student placements, participating in mentor training, participating in advisory committees, assisting students with articulations, assisting students in dual enrollment classes, and creating business partnerships.

The capstone experience in career related education is a work-based learning placement. Recognizing that the community can be a classroom, educational institutions have extended their curricula beyond the four walls of the school. Work-based learning promotes the idea that not all learning happens within the walls of a classroom. Work-based learning placements not only provide new information and experiences, but also allow students to make a connection between concepts and skills learned in school with applications to real life experiences in the workplace. Preparing students for work integrates academic and occupational curriculum for a strong connection between school and work; consequently, work-based learning provides students with opportunities to receive the academic and occupational preparation that equips them with the necessary skills for obtaining employment and/or entering postsecondary education.

Work-based learning placements fall into the four categories of employability skill development, cooperative education, internship/clinical, and youth apprenticeship. The WBL coordinator who supervises student work-site placements may assign students to placements that are established in accordance with *Standards and Guidelines for Work-Based Learning Programs in Georgia*.

Industry Certification

Industry certification is a formal process that strengthens all major career, technical, and agricultural education program components including:

- Classrooms and labs which are equipped with state-of-the-art equipment and technology.
- Career, technical, and academic performance standards that are aligned to national standards.
- In-depth, project-based instruction in all curriculum areas.
- Appropriate and varied work-based learning opportunities including school-based enterprises and entrepreneurial ventures.
- Career and technical student organizations which offer co-curricular competitive events on the local, state, and national levels and provide leadership development skills for personal and professional growth.
- Business, industry, and community involvement in all aspects of the program.

The industry certification process is voluntary on behalf of the local education agency or school, but programs that are industry certified receive a special grant provided there is support from the Georgia legislature. Programs must re-certify every five years. The program must submit an

annual review at the end of each school year during the five years detailing major changes, problems, innovations, etc. This information is used during the re-certification process.

Since its inception in the early 1990's, industry certification has been so successful in improving all aspects of CTE programs that the legislature has continued to support this initiative.

Industry certification standards are developed collaboratively by the Georgia Department of Education program specialists and the state-level business associations noted below. Input is also sought from CTE teachers throughout the state. Industry certification is available in the following CTE program areas:

- Agriculture Education
- Automotive Education
- Business and Computer Science
- Construction, Metals, and HVACR
- Culinary Arts
- Early Childhood Education
- Engineering, Drawing, and Design
- Engineering and Technology
- Family and Consumer Sciences
- Graphic Communications
- Healthcare Science
- Marketing, Sales, and Services

The state-level business/industry associations which serve as co-sponsors (along with the Georgia Department of Education) of the industry certification process are as follows:

- American Design and Drafting Association
- Construction Education Foundation of Georgia
- Georgia Association of Family and Consumer Sciences
- Georgia Association of Young Children
- National Association for the Education of Young Children
- International Technology Education Association
- National Automotive Technicians Education Foundation, Inc.
- National Institute for Metalworking Skills, Inc.
- Graphic Arts Education Research Foundation (PrintEd)

- Sales and Marketing Executives International
- Society of Human Resource Management
- Statewide Area Health Education Center Network

Postsecondary Credit Opportunities for Secondary Students

Currently the Georgia Department of Education (under the direction of Board Rule 160-4-2-.34 Dual and Joint Enrollment Programs, May 10, 2005) and in collaboration with other education agencies, offers multiple opportunities for students to earn postsecondary credit while still in high school.

Articulated Credit – A program for students who take high school courses aligned with postsecondary courses that have been locally approved as having an acceptable level of matching course competencies. The student receives the postsecondary credit upon completion of high school, enrollment into a postsecondary college, and validation of the student’s attainment of the course competencies through one of three methods (GDTAE Board Policy).

Advanced Placement (AP) - The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the AP Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they may also earn college credit while they are still in high school by taking an AP test. The college in which the student enrolls makes the final decision about the score on the AP test that will be required to award a college credit and the course requirements (required or elective) for which the AP course will count.

Dual Enrollment - A process through which high school students take courses from a state public or private postsecondary institution while still enrolled as high school students. The dual enrolled students receive credit both at the high school and at the postsecondary institution.

Joint Enrollment – A process through which high school students take courses at a state public or private postsecondary institution while still enrolled as high school students and receive credit only at the postsecondary institution.

Technology Improvement

Keeping abreast of the latest technology is vital in order to deliver services to the local school systems and to prepare Georgia’s students to be competitive in the global market.

- Industry standards are in place for the majority of program areas. These standards are rigorous requirements that a program must meet in order to be granted the status of an industry certified program. They are tied directly to an industry that is related to the program area, and that industry develops the standards requiring the latest equipment and technology. Grant monies are provided to the systems that seek and qualify by application process.

- Capital equipment outlay monies are provided to systems that are building new schools or renovating existing facilities. The state provides up-to-date equipment lists for systems to use in making their decisions.
- A personnel slot has been approved for CTE to have an individual whose primary responsibility is to work directly with systems in the area of facilities, equipment, and the funding process.

Postsecondary

The primary provider of postsecondary career and technical education in Georgia is its technical college system which is composed of thirty-three technical colleges and four technical divisions at university system institutions. In addition to providing a broad range of career opportunities, these colleges offer a variety of associate degree, diploma, and certificate programs.

- Associate of Applied Science and Diploma Programs
- Standardized curriculum programs leading to diplomas and associate degrees in more than
- eighty career areas are developed and continuously refined with input from Georgia's
- employers and professionals in the field. Information about these programs is available from
- the GDTAE website.
- Technical Certificates of Credit
- Technical certificates of credit (TCCs) are short-term, targeted programs that prepare
- students for specific jobs. Normally, courses taken in TCCs provide credit towards diploma and associate degree programs. Information about these programs is available from the GDTAE website.

Program Areas

Programs are offered at the state's technical colleges in the following five occupational areas:

Agriculture/Natural Resource Technologies

Agribusiness has traditionally been the foundation of Georgia's economy. Today, it remains a top sector of the state's annual economic output. Programs in agribusiness include but are not limited to Environmental Horticulture; Forest Technology, and Diesel Equipment Technology. Natural resource technology programs include, but are not limited to, Electric Power Distribution, Heating and Air Conditioning Systems, Commercial Refrigeration, Waste Water Management, and Wildlife and Plantation Management.

Business Technologies

Business technologies programs offered within the technical college system include but are not limited to Administrative Office Technology, Business Office Technology, Banking and Finance, Health Information Technology, Marketing, and Medical Coding.

Health Technologies

When the U.S. Bureau of Labor Statistics predicted that the health-care industry would add nearly 3.5 million jobs by the year 2012, it was putting forward a challenge: 3.5 million jobs will

require that 3.5 million Americans be trained in health-care fields. The Georgia Department of Labor estimates that by 2012, 100,000 of those health-care jobs will be added in Georgia. Medical programs offered within GDTAE include but are not limited to Practical Nursing, Elder Care, First Responder Training, Radiologic Technology, Surgical Technology, Diagnostic Medical Sonography, and Certified Nursing Assistant. In FY 2007, 42% of the students enrolled at technical colleges in Georgia were enrolled in health technology programs that are high-skill, high-wage, and high-demand occupation areas.

Industrial Technologies

Industrial technology programs include but are not limited to Industrial Maintenance Technology, Industrial Electrical, Telecommunications, Facilities Maintenance, and Welding Joining Technology.

Personal/Public Services Technologies

Personal and public services programs offered within GDTAE include but are not limited to Culinary Arts, Cosmetology, Barbering, Fire Science Technology, Early Childhood Care and Education, and Hotel, Restaurant, and Tourism.

Technology Improvement

One of GDTAE's primary objectives is to develop, improve, and expand access to quality, state-of-the-art technology in CTE programs. This is accomplished as follows:

- Statewide industry committees identify state-of-the-art technology in career fields related to technical college programs.
- Obsolete equipment is identified and replaced as appropriate.
- Faculty development and training opportunities are provided for the use of new and emerging technologies.
- Short-term training opportunities are provided for program graduates who need upgraded technology training.

(f) The criteria that we will use to approve eligible recipients for funds under the ACT, including criteria to assess the extent to which the Local Application will—

- i. Promote continuous improvement in academic achievement;**
- ii. Promote continuous improvement of technical skill attainment; and**
- iii. Identify and address current or emerging occupational opportunities**

Secondary

Eligible recipients will be required to submit a Five-Year Local Plan covering the fiscal years 2009-2013. Eligible recipients will review their local plans annually and submit such modifications on an annual basis as may be needed during the five-year period. Such modifications must be in response to any modifications which may be made to the Five-Year State Plan or changes in local efforts in order to meet the accountability measures set forth in the local application. The format for the Local Plan will be consistent with the requirements of

Section 134. A planned sequence of technical assistance workshops will be provided to help eligible recipients develop their plan.

All Local Plans will be reviewed by a team from the Accountability and Improvement Unit of CTE together with staff from the Program Delivery, Agricultural, and Development and Transition Units of the Career, Technical, and Agricultural Education Division. A checklist is utilized by staff to verify that all requirements included in Section 134(b)(1-10) have been addressed. In addition to this criterion, the checklist will include verification that all assurances required in Perkins IV have been addressed and that all proposed expenditures are consistent with the provisions of the Act.

Postsecondary

Each eligible recipient will submit a Perkins Five-Year Plan. This plan will detail the college's projected goals and activities toward providing career-technical education programs, as well as the college's efforts toward promoting continuous improvement in academic achievement, promoting continuous improvement of technical skill attainment, and identifying and addressing current or emerging occupational opportunities. Each college will utilize the construction and submission of this plan to re-assess current goals and to develop innovative activities. The plans should detail how the college will ensure that future priorities focus on the continuous improvement of the programs of study, as well as the overall achievement of students (including those that are classified within one or more of the special populations).

The following criteria will be used in approving applications by eligible recipients for funds under the Perkins Act of 2006.

- All appropriate assurances and forms as prescribed by EDGAR must be reviewed and signed by the president of each institution.
- Each eligible recipient must use federal funds to improve CTE programs (including services to special populations). Local colleges must provide services and activities that are of sufficient size, scope, and quality to be effective.
- All proposed expenditures must be consistent with the needs identified through local strategic planning/needs assessments and Performance Accountability System evaluations and promote continuous improvement in academic achievement and technical skill attainment. Through the GDTAE strategic planning process, current or emerging occupational opportunities are addressed.
- Within the budget component of the grant, each eligible recipient must first address all required uses of funds before spending Perkins funds on allowable activities. Requirements can be addressed by Perkins funds or through state and/or local funds. However, all requirements must be budgeted before an application can be approved.
- Perkins funds should be spent to improve performance on core indicators. Colleges meeting all core indicators for the previous year may be granted more flexibility as to how funds are spent. However, all expenditures must still meet all Perkins and Office of Management and Budget requirements.

- An eligible recipient may budget no more than 5% for administrative costs (indirect cost is not allowed to be charged to the grant).
- The local application must be formally adopted by the eligible recipient's local board before submission to the state office.

The GDTAE reviews the colleges' Perkins Five-Year Local Plans utilizing a review team composed of professionals from the accountability, curriculum, and student services units. Reviewer's assignments are based on their subject area expertise with approximately twenty reviewers participating in the Department's rigorous review process.

The team will approve an application that meets all requirements or provide re-directive feedback to colleges whose application needs modification. The use of multiple reviewers and a collaborative approval process ensures that each application includes all required components and strengthens the process of providing assistance to colleges as needed.

If modification is needed, the GDTAE institutional effectiveness specialist responsible for the Perkins review process consolidates the review team's comments and responds to each college regarding needed revisions to the plan. Each college then amends and improves its plan as needed and re-submits. The GDTAE institutional effectiveness specialist re-evaluates each college's most recent submission to ensure that the revised plan incorporates the reviewers' feedback, as appropriate. Once a college has satisfactorily made requisite modifications to the plan, the GDTAE notifies the college that its plan has been duly approved.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma. [Sec. 122(c)(1)(G)]

The Perkins Act identifies the following students as belonging to special populations:

- Individuals with disabilities.
- Individuals from economically disadvantaged families, including foster children.
- Individuals preparing for nontraditional fields.
- Single parents, including single pregnant women.
- Displaced homemakers.
- Individuals with limited English proficiency.

Georgia's secondary Career, Technical, and Agricultural Education Division depends on the continued support of staff and educators to provide quality instruction to students from special populations as they prepare to graduate and enter the world of work or continue their education. The local educational agency must clearly articulate the requirements in developing, directing, and evaluating their local programs to assure state standards are being met. Their responsibilities could include:

- Continue to provide additional mentoring through the support programs.
- Support career and technical organizations specifically designed for special populations.
- Encourage instructors to participate in the teachers-as-advisors program to assist all students including special populations.
- Continue to provide in-service training regarding both state and national labor market trends.
- Encourage professional development regarding the creation and implementation of Peach State Pathways.
- Encourage professional learning regarding career development.
- Assist in providing activities that prepare special population students for high-skill, high-wage, and high-demand occupations.
- Review and approve the annual support grants for the program coordinators.
- Serve as a consultant to the local education agencies as to the effectiveness of strategies in place for CTE programs.
- Continue support for career and technical students organizations (CTSO).

Secondary schools prepare students to graduate with a diploma by using several methods or activities. Programs that are in place at the secondary level such as Career Technical Instruction, Coordinated Career Academic Education, and Project Success can be used to assist in mentoring/advising students throughout their high school careers. This mentoring/advising will provide students with the encouragement and assistance needed to seek other services such as counseling and information that will enable them to make better and more informed decisions regarding their educational and career pathway plan. Special population students will be able to utilize any and all resources made available to students as they prepare to graduate from high school.

The new curriculum under development in Georgia for CTE programs sets high standards and maintains clear expectations for all students, including those defined as special populations in the Perkins Act. The new CTE curriculum will strengthen and enhance GaDOE's goal of preparing students to complete high school exit exams successfully. The goal is to provide a more rigorous and effective curriculum to meet the needs and demands of the job market. Also, the secondary pathway assessments and aligned formative assessments embedded throughout each Peach State Pathway will be utilized to assist special populations in maintaining their progress and competency in their CTE courses as they prepare to graduate high school. This will allow educators to identify areas of student weakness and improve instruction as students continue through selected career pathways.

A renewed emphasis on transitional activities to move middle school students to the secondary level will assist parents and students with a wealth of information regarding high school curriculum and secondary opportunities. As students transition from high school to postsecondary education, they need to continue to focus on work-based learning experiences that

develop into training grounds for new and upcoming high-skill, high-demand, and high-wage positions.

Career and technical student organizations are an integral part of all program areas. These organizations give students opportunities to reinforce the skills, knowledge, and attitudes taught in the classroom as well as provide leadership skills and opportunities. This can be an effective way to integrate academic and technology programs that enhance their ability to focus on tools needed to graduate from high school.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Secondary

It is essential that all students, including students from special populations, have a well defined personal plan for reaching their goals as they graduate from high school. The new *Peach State Pathways: Education and Career Planning Tool* is available to secondary students and identifies several options in postsecondary education and high-skill, high-wage, and high-demand employment for students to utilize as they prepare for high school graduation and beyond.

Each *Peach State Pathway: Education and Career Planning Tool* will allow students to closely examine their role in planning their educational outcome as well as setting goals for their future. This plan of study, along with other career planning materials, should serve as a guide as they prepare to take academic and technical classes that are required for completion of their chosen pathway. Courses taken within this plan are suggested and should be individualized to meet each student's career path. Advisors will be available to discuss options with all students (including students from special populations). Each *Peach State Pathway: Education and Career Planning Tool* will also identify sample high-skill, high-wage, and high-demand employment opportunities.

Other activities can also help students, particularly students from special populations, take advantage of postsecondary education and training and high-skill, high-wage employment opportunities.

The GaDOE gathers examples of promising practices and shares these practices through a variety of professional development and technical assistance activities. Eligible recipients will be encouraged to do the following:

- Focus on career preparation and involvement with work-based learning experiences.
- Align courses with post-secondary institutions.
- Hold advisement sessions that focus on post-secondary options and employment opportunities.

- Expose students to information on high-skill and high-wage occupations that are in high demand.
- Provide professional development for staff on programs available for students of special populations.
- Include community involvement with special projects that need professional expertise (include nontraditional programs).
- Encourage and train students to be self-advocates.

GaDOE will closely monitor activities to serve students from special populations. All Local Applications for use of Perkins funds will address how the eligible recipient has served and will continue to serve students from specific special populations that prepare them for high-skill, high-wage, or high-demand occupations.

Postsecondary

GDTAE is also strongly committed to helping students, including students from special populations, participate successfully in postsecondary education and training and make a successful transition to high-skill, high-wage, or high-demand employment.

GDTAE defines high-skill, high-wage, and high-demand as follows:

High Skill Criteria: The occupation requires completion of an associate degree, postsecondary career technical education, more than 12 months of on-the-job training, or a combination of work and formal training; or at least half of the 10 basic O*NET skills for this occupation are ranked at or above 50% in importance and at least 5 of the other O*NET skills required for this occupation are at or above 50% in importance.

High Wage Criteria: An average wage greater than the state of Georgia average wage for jobs requiring postsecondary career technical education (currently \$31,595) or an average wage that is at the high end of the median wage range for that occupation.

High Demand Criteria: A greater than average annual job growth rate for Georgia (which is currently 1.7%) or at least 100 annual average job openings.

GDTAE has determined that all of its credit programs meet at least one of these criteria.

GDTAE will take the following actions to fulfill this commitment:

- Increase focus on career counseling for all special population students. This may include academic assessments, career interest inventories, local and regional employment outlook information, and a systematic delivery system in each local college to insure that all students desiring services will have access to these services. An intense “marketing” of these services will be encouraged. These services will be focused on opportunities for high-skill, high-wage, or high-demand careers.

- At the local college new student orientation, all students are asked to confidentially “self disclose” if they are part of one or more of the special population groups. Definitions are provided on a self disclosure form which is part of the orientation packet. A more uniform method of self disclosure will be implemented.
- Once a student has self-identified as a special population student, the appropriate college coordinator will meet with the student to assess student needs and to determine goals. All colleges currently have coordinators to work with economically disadvantaged, single parents, displaced homemakers, students with disabilities, students preparing for nontraditional careers, and students with limited English proficiency.
- The appropriate coordinator will be charged with consistent follow-up and will work with faculty as needed. This follow-up may include learning support, technical training, and job search/employment assistance.
- GDTAE will continue to provide leadership to the colleges through the coordinator of equity/special populations. The following strategies will be utilized: regular sharing of best practices via scheduled peer group meetings, listservs to share concerns and advice, and technical assistance to the local colleges.

GDTAE will encourage local colleges to implement the following strategies to increase the awareness of career and technical education special population students concerning opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations:

- Market opportunities to special populations in advertisements, catalogs, and course listings. Colleges will also be encouraged to utilize special population students in advertisements, recruitment activities, and other publications.
- Identify community organizations and other groups working with special populations and develop collaborative services.
- Offer training to faculty in how to effectively work with and teach special populations students. This may include barriers that students face as well as innovative methods in teaching and learning styles.
- Offer regular support group meetings for special population students to assist with retention. These groups may focus on a wide variety of subjects including study skills, time management, money management, self advocacy, work ethics, and job search skills.
- Investigate fund development designated for special populations to assist with tools, books, childcare, and transportation.
- Address how the college serves students in specific special population groups in the Local Application for use of Perkins funds.

(i) How funds will be used to improve or develop new career and technical education courses that --

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended; and**
- ii. At the postsecondary level that are relevant and challenging; and**
- iii. Leads to employment in high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(1)(I)]**

Secondary

The following list indicates how GaDOE will use funds to develop career, technical, and agricultural education pathways that are aligned with rigorous and challenging academic content standards and student academic achievement standards:

- The CTE program areas are revising curricula from the previous Quality Core Curriculum Objectives to the Georgia Performance Standards format to include integration of academic standards with established industry standards and identified occupational competencies, which will ensure successful student preparedness for employment and postsecondary education upon completion of any given pathway.
- Include secondary, postsecondary (GDTAE and the Georgia Board of Regents), and business/industry partners in course development.
- Meet with program specialists to anticipate changes needed in existing programs.
- Continue research on employment and economic trends to determine the pathways that will be needed to meet high-skill, high-wage, or high-demand occupations.

Postsecondary

The following list indicates how GDTAE will use funds to improve or develop new career technical education courses that are relevant and challenging:

- Develop a long-range plan for revising current standardized programs to respond to industry trends.
- Meet with business industry representatives and federal and state government agencies to determine programs that will be needed to meet employment and economic needs of Georgia.
- Meet with program faculty to anticipate changes needed in existing programs.
- Make changes as needed to program documents on a regular basis.
- Continuously revise and upgrade statewide program standards.

In addition, GDTAE will use funds as follows to improve development of career and technical education programs that lead to employment in high-skill, high-wage, or high-demand occupations:

- Continue to align curriculum in all career and technical programs with established industry standards and identified occupational competencies, which will ensure successful student preparedness for employment and postsecondary education upon completion of any given program.
- Continue to develop curriculum for the preparation of students in new and emerging high-wage career areas as identified through an analysis of Georgia’s employment trends and projections.

(j) How we will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement; [Sec. 122(c)(1)(J)]

Since Georgia is merging funds from Title II into Title I of the state grant, this provision is no longer applicable and, therefore, has not been addressed.

(k) Effective use of funds to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Secondary

Georgia is placing increased emphasis on the development and continuous improvement of a seamless system of education that ensures ease in student transition from one educational level to another and from one level of instruction to another and that provides a continuum of educational opportunities to maximize the development of each student’s individual potential. Funds will be used to strengthen the link between secondary and postsecondary education in a manner that increases student academic and career and technical achievement in the following ways:

- Statewide articulation agreements will be developed between secondary schools and postsecondary institutions to provide students with a non-duplicative sequence of instruction leading to diplomas, certificates, and/or degrees in designated career and technical education programs.
- Both statewide and regional conferences and teacher academies will be conducted for secondary and postsecondary teachers, guidance counselors, and administrators to strengthen articulation initiatives between instructional levels.
- Secondary and postsecondary teachers will work together in their respective program areas to develop and/or revise curriculum frameworks that incorporate state-established industry standards.
- Efforts will be made to encourage increased student participation in the state-funded dual enrollment HOPE and ACCEL courses, which provide opportunities for students in Georgia’s public high schools to enroll in a course for high school and college credit. Recently released research demonstrates that students that participate in Georgia’s dual enrollment program graduate at a higher rate, matriculate to postsecondary at a higher rate, and remediate at a lower rate than typical Georgia high school graduates.

- Efforts will be made to encourage increased student participation in the state-funded Youth Apprenticeship Program, which provides opportunities for students to participate in an integrated school-based and work-based program of study that students enter during their senior year and complete at the postsecondary level.
- Efforts will be made to develop teacher-as-advisor activities at the middle and high schools to assist students in the understanding of and advantage of postsecondary credit opportunities.
- Peach State Pathways: Education and Career Planning Tools will list postsecondary credit opportunities. The desired outcome will be an opportunity for advisors, counselors, or administrators to discuss these opportunities with students and parents beginning as early as middle school.

Postsecondary

Among the activities planned by GDTAE to link academic and career learning in a manner that increases student academic and career technical achievement at the postsecondary level are the following:

- Continue to increase student participation in work-based learning experiences.
- Continue to integrate the goals, objectives, and activities of career and technical student organizations as an integral component throughout all program areas.
- Provide faculty training and development activities to promote contextual and applied activities in academic and career courses.
- Enhance and upgrade technology in programs related to high-skill jobs to assure that technology meets state-of-the-art standards.

(I) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(L)]

Secondary

CTE will carefully review applications submitted by eligible recipients for evidence that they are offering coherent and rigorous content that is aligned with challenging academic standards. Special attention will be paid to the Local Application element relating to “professional development that includes rigorous content aligned with challenging academic standards.”

In addition to reviewing the Local Application elements relating to coherent and rigorous content, CTE is conducting a number of activities to strengthen the alignment of CTE content with challenging academic standards. These activities include:

- Clarifying academic content and state academic standards that reside within each of the career pathways as part of the CTE Curriculum Revision Project.

- Providing professional development workshops to teachers during the dissemination phase of the CTE Curriculum Revision Project to ensure instructional emphasis on the integration and reinforcement of these basic academic competencies.
- Providing professional development programs that bring together academic and career and technical education teachers to more effectively integrate academic and career technical education objectives in instructional designs and in the modification of instructional strategies to address different learning styles.
- Working with academic teachers to design relevant contextual instruction throughout all academic areas.

Postsecondary

The following list indicates how GDTAE will promote and evaluate the integration of coherent and rigorous academic content in career and technical education programs:

- Provide for program review by industry advisory committees to ensure that state program standards reflect needed academic competencies.
- Provide, at a minimum, academic components in all diploma and degree programs in the areas of communications, computation, work ethics, program solving, complex thinking skills, and teamwork.
- Provide regular review of academic courses to continuously improve instruction and instructional methodologies.
- Provide faculty development to encourage consistency in instructional and assessment standards.
- Provide faculty training in the use of the latest technology in instruction including use of online technology in hybrid courses.

II A 3 How comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**

Secondary

CTE will develop and implement an extensive annual professional development plan designed to provide all program instructors with the knowledge and skills necessary to integrate academics into all aspects of the daily instructional plan. The CTE Professional Learning Plan will include the following:

- Curriculum (pathway)/ and assessment training – will provide an intensive look at the academic standards that have been aligned with each content pathway and also provide specific resources and instruction on implementation.
- Industry up-date training – will provide the instructor with pathway content support which will ensure that the instructor is kept up to date on the latest technologies, trends and expectations of industry. This will also serve as a validation method to confirm the academic skills that are being applied are meeting industry standards.
- Career, technical student organizations (CTSO) training – will provide the instructor with the knowledge and skills necessary to implement all aspects of a CTSO including chapter management, student professional development plans, and ethical behavior. Rigorous academic skills will be integrated throughout the training process.
- Professional association training – will provide the networking element necessary to ensure quality professional growth through best practices presentations that will be supported by academic integration.
- Industry certification training – will provide the guidelines for ensuring that academic integration is a focus of the instructional process and also provide a means of assessing the resources and instructional practices of the instructor to ensure that integration is taking place.

Postsecondary

As a part of the Faculty Development Institute (FDI), both full-time and part-time faculty are exposed to the importance of academic course integration across all program occupational courses. Instructors are trained to integrate academic and career and technical education curricula through development of syllabi and lesson plan activities. The Georgia Department of Technical and Adult Education provides professional development services to Georgia's technical college system faculty. The purpose of this training is to encourage consistency in instructional and assessment methodology standards throughout the system. Additionally, the FDI provides faculty training in the use of the latest technology in instruction including use of online technology in the development of hybrid courses and delivery of instructional material and correspondence with students in online training.

Phase I of the FDI is three days of intense and rigorous training for faculty who are new to teaching. Topics include instructional methods and techniques, classroom management, teaching the adult learner, technology in the classroom, and other information and materials that can be effectively integrated into the process of teaching. These critical teaching and management skills will provide the instructor with the tools necessary to deliver a high quality of instruction in classroom and laboratory settings.

Phase II of the FDI is a series of online learning modules, which support the instructional material in Phase I, designed to strengthen and advance instructor skills in several important areas. Seven modules are required, and one elective module is chosen from a group of seven additional modules. Topics include understanding the adult learner, teacher preparation, techniques of classroom preparation, strategies for active learning, assessing and evaluating the

adult learner, classroom management for the adult, and teaching students how to learn. Additional training activities are provided throughout the year.

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

Secondary

With the collaboration of the Georgia CTAE Resource Network, Georgia Professional Standards Commission, and educator preparation institutions, CTE provides opportunities to increase the percentage of teachers that meet certification in the following ways:

- Georgia teacher candidates from industry can receive certification through an approved teacher educator provider. This program consists of an individualized multi-year process resulting in the completion of an associate degree as well as teacher certification.
- Georgia continues to offer certified instructors the opportunity to earn additional credentials called “endorsements” through programs sponsored by the CTAE Resource Network.
- Georgia continues to embrace professional organizations that offer training leading to program specific industry credentials.
- Georgia will continue to embrace the opportunities currently offered for persons who have a baccalaureate degree in the Georgia Teacher Alternative Preparation Program® (Georgia TAPP). This is a classroom-based teacher preparation option for individuals who have the basic qualifications but have not completed a teacher preparation program.

Postsecondary

Postsecondary instructors are not required to hold teacher certification.

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers:

Secondary

The annual professional development plan for CTE will follow standards set forth by *Georgia Standards for Schools*. *Georgia Standards for Schools* contains professional learning standards adopted from the *National Staff Development Council Standards for Professional Development* whereby all schools are expected to provide high-quality professional learning opportunities where teachers participate in long-term (two- to three-year period) in-depth professional learning that engages learning teams in a variety of appropriate professional development designs including the use of technology. The various designs are aligned with the intended improvement outcomes. They include but are not limited to extensive follow-up support for implementing new classroom practices (e.g., collaborative lesson design, professional networks, analyzing student work, problem solving sessions, curriculum development, coursework, action research, and coaching with feedback). A major focus of ongoing professional development is a commitment

to maintaining and updating all teachers' knowledge and understanding of the content they are teaching and changes occurring in industry.

Postsecondary

The Georgia Department of Technical and Adult Education provides professional development services to Georgia's technical college system faculty. The Instructor Training Institute is comprised of two separate phases. Each phase runs three days and the entire process is designed to be accomplished in a 18 to 24 month period. The courses are designed to train instructors in instructional methods and techniques and to provide information and materials that can be effectively integrated into the process of teaching.

Phase I is a two and one-half day workshop addressing fundamental expectations, attitudes, behaviors, and procedures necessary to function successfully in the classroom. Topics include student learning outcomes, development of syllabi and lessons plans, standards in the curriculum, adult learning styles, academic advisement, and professionalism in the classroom.

Phase II is a series of on-line learning opportunities that support the activities completed in Phase I. Learning module topics include techniques of classroom preparation, strategies for active learning, assessing and evaluating the adult learner, classroom management, teaching students how to learn, techniques for teaching special populations, and creating an innovative learning environment.

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

Secondary

To encourage applied learning, CTE will continue to ensure that all professional learning opportunities related to instructional skills and strategies for teachers are validated by both academic and CTE teachers. Through this collaboration, applied learning and teaching will be strengthened utilizing the process for developing the annual professional development plan.

Postsecondary

The following list indicates how GDTAE will provide faculty development to encourage applied learning that contributes to the academic and career and technical knowledge of students in technical education:

- Revise the program standards to ensure the infusion of the skills identified by the Secretary of the U.S. Department of Labor's Commission on Achieving Necessary Skills (SCANS) in all occupational programs.
- Provide faculty training and development activities to promote contextual and applied activities in academic courses.
- Provide faculty training and development activities to promote expanding programs to ensure training in all aspects of an industry.
- Provide students with work-based learning activities in all programs as applicable.

- Provide for program review by industry advisory committees to ensure that state program standards are current.
- Provide, at a minimum, academic components to all programs in the areas of communications, computation, work ethics, problem solving, complex thinking skills, and teamwork.
- Provide regular review of academic courses to continuously improve instruction and instructional methodologies.
- Provide faculty development to encourage consistency in instructional and assessment standards.

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

Secondary

Georgia teacher certification requires all certified teachers (K-12) to take a Special Education course specifically designed to provide knowledge and skills to work with special populations.

Georgia offers an endorsement program for individuals possessing a teaching degree. This endorsement is designed to provide additional skills and knowledge needed to work with and improve instructional opportunities for special populations.

This endorsement program provides local school districts with additional teacher resources to address special population needs. In addition, Georgia offers intervention training through four-year teacher-training institutions to train individuals to fill special population teacher vacancies. This specific intervention professional development training relates directly to intervention support services that must be provided for special population students. Teachers completing the intervention training will be provided with the necessary skills to develop linkages with academics, community agencies, employers, and CTE instructors for successful transition of special population students to life after high school.

Intervention professional development and teacher learning experiences include:

- Related conferences and regional workshops to provide ongoing professional development.
- Workshops to develop intervention improvement plans.
- Intervention professional development to address inclusion of special population students enrolled in CTE.
- Regional/local workshops that provide teachers technical assistance.

Postsecondary

Full-time and adjunct faculty is provided professional development to improve instruction for special populations as a part of the Faculty Development Institute (FDI) coordinated by GDTAE. The *Teaching Special Populations* training module provides a description of the population,

strategies for providing an effective education to those students, and other related considerations such as laws, adaptations, and motivations. Topics include students with sensory and cognitive impairment, students with socio-emotional and psychological issues, and students with cultural awareness and diversity issues.

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended [Sec.122(c)(2)(A)-(G)]

The professional development plan utilizes the collaborative efforts of GaDOE state staff, local system administrators, teachers, guidance counselors, postsecondary faculty, and business and industry partners to enhance the professional learning efforts of CTAE instructors to include:

- Improving and increasing the instructor's knowledge of the subject they teach.
- Serving as an integral part of school-wide and district-wide improvement plans.
- Providing knowledge and skills to afford students the opportunities to meet challenging state standards.
- Improving classroom management skills.
- Promoting high quality, sustained, intensive, and classroom focused professional learning.
- Advancing an understanding of effective instructional strategies that are scientifically based and improve student academic achievement.
- Aligning instruction with state content standards and curricula tied to standards.
- Evaluating for impact on increased teacher effectiveness and improvement in student achievement.

II A 4 Description of efforts that your agency and eligible recipients will make to improve—

(a) The recruitment and retention of career and technical education teachers, faculty and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession: and

Recruitment

The responsibility for recruitment and retention of teachers, faculty, and counselors mainly rests with instruction and human resources at the postsecondary level. However, on the secondary level, the local GaDOE school systems are responsible for the recruitment and retention of teachers, faculty, and professional school counselors. The following methods and strategies are used on both the secondary and postsecondary levels to recruit and retain instructors in underrepresented groups:

- TeachGeorgia.org is a website where educator candidates may locate possible job opportunities, apply for a job online, create and post an online resume, and pay certification

fees. In addition, the website offers additional resources for potential educators such as compensation and benefits, teacher certification, educator prep in Georgia, educator testing, and financial aid.

- Career Fairs are held at historically black colleges/universities and land grant colleges and any other institutions providing a pool of applicants including the Georgia Board of Regents universities/colleges. These career fairs are advertised on the TeachGeorgia.org website.
- Some school systems will offer the secondary career pathway, “Teaching as a Profession,” to encourage local students to consider teaching as a career.
- State-registered apprenticeships are tapped to locate potential CTE educator candidates.
- Local school websites and individual technical college websites (electronic media) list potential employment opportunities.
- Newspapers in local service areas (print media) provide advisements for potential employment opportunities.
- Business and industry partners provide opportunities to seek and recruit potential educators.
- CTE will continue to foster relationships with content-specific professional organizations to identify and encourage CTE instruction as a viable, quality employment opportunity for industry professionals.

Retention

- National and state professional teacher organizations offer continued support and assistance for new and veteran teachers.
- New teachers receive continual professional development and resources through state-sponsored and locally-sponsored conferences and workshops.
- Both the new teacher institute (NTI) and the Georgia Teacher Alternative Preparation Program® (Georgia TAPP) continue to offer new teacher support and assistance.
- Relationships with business and industry partners create alliances focused on support and assistance to teachers in specific program areas.
- Local CTE directors create a mentoring support system for new CTE teachers/instructors.

(b) The transition to teaching from business and industry, including small business

Secondary

Georgia will continue to embrace business and industry, including small businesses, for potential CTAE instructors. Currently Georgia offers two primary programs:

- The New Teacher Institute (NTI) is designed to provide new CTE teacher-candidates with basic instruction skills. The major emphasis for the program is organizing curriculum and determining delivery methods, managing the occupational classroom and laboratory, and dealing with other issues critical to the success of new instructors. This is a multi-level

program that includes some college-level coursework resulting in the teacher-candidate receiving a degree as well as teacher certification.

- The Georgia Teacher Alternative Preparation Program® (TAPP) is a classroom-based option for individuals who have the basic qualifications (a bachelor's degree or higher) to teach early childhood, middle-grades, secondary, or P-12 education, but have not completed a teacher preparation program. The program, which is not intended to replace regular college teacher education programs, seeks to equip teacher-candidates with the skills to ensure a reasonable expectation of initial success in their classrooms and to put in place a supervised internship/induction program that will help them move toward subsequent mastery of teaching.

Postsecondary

GDTAE provides pre-service and in-service training for instructors transitioning from business and industry through a comprehensive system called the Faculty Development Institute. Parts of the training are regularly scheduled at locations throughout the system, and others are in an online format. The training, which is presented in two phases, provides new instructors with the instructional methods, techniques, information, and materials necessary to effectively integrate all of the processes required for the delivery of quality instruction.

II A 5 Description of efforts that our agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education.

Secondary

GaDOE will improve the transition of career and technical education students into baccalaureate degree programs by encouraging postsecondary preparation for all students with individual six-year education and career plans customized to reflect the Georgia program concentrations and Peach State Pathways. Additionally, GaDOE will promote ongoing career planning and academic counseling by providing a lifelong comprehensive education and career portfolio to all students beginning in the middle grades including developmental interest, aptitude, and work preference career assessments, learning style assessments at the middle school level and high school level, multiple opportunities to explore the world of work and learn about high school programs such as postsecondary credit options, work-based learning, financial aid, and high school course planning. Postsecondary preparation will be encouraged for all students with individual six-year education and career plans customized to reflect the Georgia program concentrations and Peach State Pathways.

GaDOE will continue to support partnerships among secondary schools, postsecondary institutions, business and community organizations, and state agencies to present a sustainable approach to education and career planning.

Postsecondary

The Georgia Department of Technical and Adult Education has several articulation/credit transfer agreements with higher learning institutions (both private and public) and systems of higher learning (public) to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs. The Georgia Department of Technical and Adult Education and the University System of Georgia have a system-wide agreement to allow transfer credit of a mini core of general education courses from institutions within the technical college system that are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Additionally, GDTAE has policies in place to foster transfer credit and articulation agreements with sister institutions within our agency and four-year universities and colleges both private and public.

II A 6 How parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations will be actively involved in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec.122(c)(5)]

Secondary

The cornerstone for involving students, parents, industry partners, and the community rests with the development and effective utilization of strong advisory committees. By Georgia State Board of Education ruling, all career and technical education programs must be evaluated by an external evaluation team at least once every five years for the purpose of program improvement. The program review process for that evaluation specifically includes the identification of advisory committees and calls for documentation verifying their involvement in program planning, operation, and evaluation. Likewise, in the development and submission of the local application for career and technical education, assurance must be provided that the application was developed in consultation with representatives of the educational and training agencies available in the area to be served and with the participation of members of business and industry, labor organizations, representatives of special populations, parents, students, teachers, and other interested individuals.

State staff will continue to provide technical assistance to local eligible recipients in strengthening existing advisory committees by benchmarking outstanding examples of advisory committee involvement in programs and recruiting students, teachers, and industry partners from these programs to share their success with others.

A second major initiative the GaDOE staff will launch is an evaluation of existing programs by students, their parents, and industry partners who employ graduating seniors or offer work-based opportunities such as cooperative education and youth apprenticeship. Staff within the Board of Regents' institutions will be asked to assist in the development of evaluation methods which will

encourage stakeholders to provide feedback on how curriculum may be improved, teaching strengthened, and community participation and support facilitated. The evaluation will focus on the identification of improvement strategies which will ensure that all state and local initiatives, programs, and services contribute to the attainment of the state-adjusted levels of performance.

At the state level, task forces, action teams, and ad hoc committees composed of representatives from the identified groups are appointed to address specific needs or issues. Likewise, the Board of Advisors for the Career, Technical, and Agricultural Education Resource Network consortium includes a wide cross-section of representatives. Each program area, within its strategic plan, has identified the objective of assembling a program action team composed of representatives from the identified groups to provide direction and counsel to the state office in needs assessment, planning, curriculum development and validation, revision of facility specifications, and program evaluation. Further, a wide array of representatives from business, industry, and labor are involved in the development of industry standards, in the industry certification of programs, in the development of curriculum guides, and in the development of program standards and guides.

Other strategies include:

- Supervised career-related experiences as well as career and technical student organizations' competitive events will encourage parent, teacher, counselor, industry, and labor support and involvement.
- Input will continue to be sought from the business and industry communities regarding the verification of labor market demand to support the need for new and expanded programs of instruction.
- Parents, former students, and partners from the business, industrial, and labor communities will be strategically involved in the on-going evaluation and assessment of student performance and program effectiveness.
- An industry contact network will be developed for teachers throughout all program areas.
- Marketing strategies will be developed and implemented to promote the value of career, technical, and agricultural education to encourage support of parents, students, teachers, counselors, business representatives, and political leaders by providing opportunities for these groups to participate in program planning.
- The support of industry will be aggressively sought to implement and maintain sponsorship of competitive events and industry certification programs.

Postsecondary

GDTAE mandates that each college maintain the active participation of the above-mentioned education and community stakeholders (to include students and parents) in the strategic planning, curricular development, and program evaluation processes at the local level, primarily through the involvement of local advisory committees. Each college is required to develop, utilize, and maintain an advisory committee for each program group. An advisory committee provides expert information regarding changes in the industry, policies, emerging technology,

and career paths. The GDTAE requires each college to host a minimum of two advisory committees per year for each program group to ensure that the college's administration, faculty, and staff are kept abreast of current developments both industry-wide and within the specific community.

GDTAE colleges also offer dual-enrollment opportunities to local high school students. Dual enrollment increases the collaborative relationship between secondary educators, post-secondary career technical educators, and business/industry professionals. Joint programs provide a forum by which each of these parties can have input into the types of programs offered, including the content of the certificate, diploma, and degree program as well as the guidance and placement of graduates.

II A 7 Description of the efforts that our agency and eligible recipients will make to –

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education to ensure learning in—**
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
 - ii. Career and technical education subjects;**

Secondary

In an effort to draw a close connection between CTE studies and core academic courses in secondary education, the CTE program areas are revising curricula from the previous Quality Core Curriculum (QCC) objectives to the Georgia Performance Standards (GPS) format. The three-year curriculum revision process involves the development of career pathways that include rigorous academic and technical standards.

Curriculum teams were formed for each of the pathways chosen and were comprised of the following members: secondary teachers (both academic and CTE), postsecondary instructors (both academic and CTE), business and industry representatives, Department of Labor personnel, Centers of Innovation directors and staff, and Department of Education program specialists.

Curriculum teams researched performance standards in other states as well as national curriculum standards in the areas for which national standards have been developed. In addition, team members studied the GPS format and academic performance standards in order to integrate and correlate the academic standards to the CTE standards.

Postsecondary instructors helped inform the articulation process for the new standards. As curriculum frameworks for the Peach State Pathways are developed, articulation of standards between secondary and postsecondary courses will be established as a guideline for local systems.

The performance standards were condensed to reflect the most essential elements of the curricula. Each career pathway provides students with the necessary knowledge and skills to be

successful at the next level of their educational career. With fewer topics, teachers are able to instruct for deeper understanding of the material and thereby increase students' opportunities to master key concepts. Performance standards will allow teachers to teach to the depth each student needs and deserves.

The foundation skills for career, technical and agricultural education are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical, and agricultural education to the state's academic performance standards.

The CTE foundation skills are aligned to the foundation skills of the U. S. Department of Education's sixteen Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders.

The completed curriculum is then posted on the GaDOE website for a sixty day review period. Based on public feedback, committees make revisions prior to recommendation for State Board approval of the new curriculum. The knowledge and skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

Postsecondary

Fundamental to the mission of the State Board of Technical and Adult Education is encouraging students to achieve their potential in occupational programs requiring credentials below the baccalaureate degree. All diploma and degree programs are required to have both academic and career and technical courses as part of the programs of study.

Associate Degrees

Associate degree programs must be approved by the State Board of Technical and Adult Education either as a new addition to the system or to the individual technical college. The range of quarter credit hours required for graduation is 90 to 110. With State Board approval, the range of quarter credits may be extended to 144 to meet requirements of (1) formal cooperative arrangements (combining course work and on-the-job training), (2) certification, (3) licensure, (4) accreditation, or (5) unique situations for which training at the associate degree level is appropriate.

Associate degree programs are organized into general education and occupational courses. Each associate degree program requires a minimum basic core of 25 quarter credit hours in general education courses. *Components of this core must include at least one course from each of the following areas: humanities; social/behavioral sciences; and natural sciences or mathematics.* The components of the core must be drawn from each of the areas specified in the applicable institutional accreditation criteria. A minimum of 60 quarter credit hours shall be required in technical areas.

Diploma Programs

Diploma programs must also be approved by the State Board of Technical and Adult Education, either as a new addition to the system or to the individual technical college. The range of quarter credit hours required for graduation is 60 to 90. As with associate degrees, with special approval of the State Board, certain diploma programs may be extended to 160 hours.

Diploma programs are organized in general education and occupational courses. Each diploma program requires a minimum basic core of 11 quarter credit hours in general education courses.

Components of this core must include at least one course from each of the following areas: humanities; social/behavioral sciences; and mathematics. A minimum of 47 quarter credit hours is required in occupational courses.

Technical Certificate of Credit Programs

Technical certificate of credit (TCC) programs must be approved by the State Board of Technical and Adult Education, either as a new addition to the system or the individual technical college. The range of quarter hours required for graduation is 15-59.

Technical certificate of credit programs are organized as a coherent set of competencies that correspond to identifiable exit points which match positions in a field of work, and the credential issued as a technical certificate describes this area of specialization by a name which is clearly descriptive of the area of specialization. The technical certificate may be used to provide programs in areas of specialization that do not require study of sufficient length to award a diploma or degree or to add areas of specialization after the completion of a diploma or degree. Technical certificates of credit may require any combination of general core courses, fundamental occupational courses, specific occupational courses, or approved elective courses. Up to 20 percent of the course of study may be unspecified elective courses.

At the individual college level, an integral part of GDTAE's process to approve each college's Local Application (for the receipt of Perkins monies) is the college's ability to detail its efforts to integrate the academic and technical skill components of all programs. Each program provides a rigorous and challenging curriculum, and faculty members emphasize academic and technical skills. As a result, GDTAE is provided information on each college's activities and budget items to address these mandates. For example, a college might provide information regarding staff development to encourage alignment of academic and career technical courses and/or development and implementation of programs of study involving input from secondary educators, business representatives, and local advisory committee boards

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Secondary

Each CTE program area provides the following opportunities to students in career related education:

- Career awareness, which includes guest speakers, career days, field trips, career fairs, presentations, videos, and transition visitation to feeder schools.
- Career exploration, which includes career guidance and advisement, career interviews, job shadowing, student portfolios, internet searches/reports, research projects, use of internet based career planning tools, and CTSO projects/competitions.
- Instructional related activities, which include entrepreneurship projects, competitions, school-based enterprises, and assisting students with after school jobs.
- Connecting activities, which include arranging student placements, participating in mentor training, advisory committee participation, assisting students with post-secondary articulations, assisting students in dual enrollment classes, and creating business partnerships.
- Work-based learning placements, which include supervised learning at an approved work-site in the categories of employability skill development, internship/practicum/clinical, cooperative education, and youth apprenticeship. Students placed on work-based learning sites have a training agreement and training plan prepared collaboratively by the teacher/WBL coordinator, employer, and student/parent.

Georgia career technical student organizations are an integral part of a successful CTE program. Each CTSO is the link between the curriculum standards taught in the classroom and real world application. CTSO students have the opportunity to apply skills in a competitive environment. The focus of the CTSO activities is to develop leadership skills and enhance skill development. Activities support problem solving skills.

Postsecondary

Curriculum standards in all occupational programs within the GDTAE are developed with input from industry. Thus, curriculum standards are based on industry standards. Twice annually, program faculty meet with program-specific advisory committees to discuss aspects of the program that include but are not limited to program structure, competencies, certification, and accreditation. With input from the local advisory committee members, many programs include occupationally-based instructional courses that allow students to gain a stronger understanding of many aspects found in business and industry. Additionally, all career and technical education programs within GDTAE include occupational courses with practical laboratory experience that mirrors that of business and industry. Many of the programs include an educational component such as internships and externships, clinical laboratory experiences, co-op training programs, field trips which are designed to provide hands-on experiences through placement with business and industry or through the development of applied instructional projects to be completed by students for real work experience.

Additionally, a key component of the Local Application for Perkins' funds is the college's description of its efforts to provide students with knowledge of and experience in all aspects of the industry. A college must demonstrate evidence that it involves persons/venues beyond the classroom to introduce students to features and characteristics of a particular field.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Secondary

GaDOE will carefully review each application submitted by eligible recipients for evidence that they are offering coherent and rigorous content that is aligned with challenging academic standards. Special attention will be paid to the Local Application element relating to “professional development that includes rigorous content aligned with challenging academic standards.”

In addition to reviewing the Local Application elements relating to coherent and rigorous content, GaDOE is conducting a number of activities to strengthen the alignment of CTE content with challenging academic standards. These activities include:

- Clarifying academic content and state academic standards that reside within each of the career pathways as part of the GaDOE curriculum revision project.
- Providing professional development workshops to teachers to ensure instructional emphasis on the integration and reinforcement of these basic academic competencies during the dissemination phase of the GaDOE curriculum revisions project.
- Providing professional development programs that bring together academic and career and technical education teachers to more effectively integrate academic and career and technical education objectives in instructional designs and in the modification of instructional strategies to address different learning styles.
- Working with academic teachers to design relevant contextual instruction throughout all academic areas.

Postsecondary

GDTAE colleges offer only career-technical programs, and all colleges offer both rigorous and challenging academic courses and occupational courses. Students are provided with knowledge and skills relevant to specific industries. General education course sequences are taught within program groups, and professional development is provided for faculty to help ensure that academic proficiency is expected of each student.

II A 8 How local educational agencies, area career and technical education schools, and eligible institutions in the State will be provided with technical assistance. [Sec. 122(c)(15)]

GaDOE and GDTAE will analyze annual data on the Perkins performance indicators to identify eligible recipients that fail to meet 90% of their local adjusted levels of performance. Eligible recipients will be notified of the actual performance for each of the indicators in relationship to the agreed upon levels of performance. When a program falls below 90% of the level of performance, GaDOE and GDTAE will each take action to provide an appropriate level of technical assistance to help the eligible recipient improve its performance.

Secondary

GaDOE staff will provide technical assistance to local teachers, counselors, administrators, and other personnel associated with the implementation of career and technical education programs primarily in the areas of administration, accountability, and program improvement.

Technical Assistance for Administration

GaDOE will provide technical assistance for administration primarily in the following ways:

- Provide regional planning and technical assistance meetings periodically throughout each fiscal year to provide CTE administrators from the 180 secondary local education agencies, state schools for the deaf and blind, and departments of corrections and juvenile justice with training, direction, and support needed to develop and effectively implement the multi-year plans for career and technical education.
- Provide statewide workshops semi-annually in the areas of planning, implementation, and evaluation.
- Provide eligible recipients with onsite assistance from GaDOE regional coordinators upon request.
- Continue to provide technical assistance via telephone, e-mail, specially designed workshops, and scheduled site visits.
- Continue to develop and disseminate CTE technical assistance documents/guidelines as are deemed appropriate to enhance the effective administration of career and technical programs.
- Conduct local program and facility reviews with a minimum of 20% of the local education systems each year to determine compliance with state board rules, state standards, and accountability indicators.
- Establish CTE web pages contained within the GaDOE website to disseminate information related to program area initiatives and activities, upcoming staff development meetings, SBOE rulings, accountability indicators, innovative practices, sample lesson plans, identification of resources, and such other information as may be appropriate for the improvement of career/technical programs. These websites will be maintained on a current basis throughout the five-year period.
- Continue collaborative efforts of CTE and GDTAE to develop and maintain statewide articulation agreements between secondary and postsecondary education.

Technical Assistance for Accountability

GaDOE will provide technical assistance in the area of accountability to local administrators, teachers, guidance counselors, and others in the following ways:

- Set and refine local levels of performance to align with state levels of performance.
- Develop and implement strategies to ensure eligible secondary recipients that are deficient in meeting state-established levels of performance modify their current practices and

intervention methods so as to reflect improvement in meeting state standards in subsequent years.

- Develop and refine systematic and consistent methods for collecting and reporting valid and reliable data.
- Develop and implement strategies to ensure that all eligible secondary recipients can provide evidence of continuous program improvement and continuous improvement in student performance.
- Develop and implement strategies to ensure that special populations meet the same academic and career and technical standards as other students.

Technical Assistance for Program Improvement

GaDOE will provide technical assistance to local teachers, administrators, guidance counselors, and others to improve programs on a continuous basis as follows:

- Provide orientation and training through statewide or regional workshops, teleconferencing, electronic methods, mentoring initiatives, and local site visitations.
- Provide professional development for new CTE administrators and teachers.
- Provide annual in-service conferences and regional or statewide workshops on career pathways, instructional strategies, work-based learning, accountability, the integration of technology, the integration of career and technical student organization activities, and such other training as may be appropriate.
- Provide information on relevant curriculum and instruction resources, sample lesson plans, related website connections, sample student performance assessment measures, and tentative sites for teacher internships via departmental websites, listservs, individual assistance/site visits, and upon request via telephone, fax, and/or e-mail.
- Develop and disseminate new and revised career pathways including program and industry standards.
- Provide an array of professional development workshops on career development strategies including the integration of career guidance activities throughout all instructional programs, strategies for assisting students in career guidance and counseling and in developing individual programs of study, and strategies for enhancing secondary and postsecondary curriculum articulation.
- Provide workshops on ensuring a more balanced reflection of gender in program enrollment and program completion, especially in those programs which prepare students for high-skill, high-wage, and/or high-demand career fields.
- Provide on-site technical assistance upon request.

Postsecondary

GDTAE provides direct assistance to colleges to assist individual institutions with meeting and exceeding performance indicators. State staff members work with local faculty and staff in

assessment of current performance, assessment of strengths, evaluation of areas for improvement, and program and staff development. Service to local institutions is provided collectively (i.e. faculty development workshops) as well as individually (i.e. individual strategic planning exercises). The state works with each institution to create mechanisms that move the institution closer to (and beyond) established benchmarks and measures, such as the adjusted levels of performance.

Technical assistance is provided to all Performance Accountability System (PAS) coordinators. Each technical college and college technical division designates a staff member to serve as PAS coordinator, and one of his/her tasks is to coordinate the Perkins grant process. PAS coordinators have an active peer group which meets at least twice per year. GDTAE's Accountability and Institutional Effectiveness Unit is responsible for organizing the PAS peer group meetings and providing training to all attendees. PAS coordinators are responsible for submitting the Perkins budget and improvement plans. With the transition from the Perkins Act of 1998 to the Perkins Act of 2006, technical assistance will continue to be provided to each technical college or college technical division on the new regulations. PAS coordinators are responsible for communicating information on the new regulations to their technical college or college technical division.

Technical assistance is also provided to each technical college or college technical division before its Performance Accountability Review (PAR). At least a month before the team's on-site review, a GDTAE staff member conducts an on-site technical assistance visit. During this visit, all requirements of the PAR are discussed, and any needed technical assistance is provided.

For technical assistance related to student services, quarterly staff development sessions are conducted for the vice-presidents of student affairs of the technical colleges. The executive committee for this peer group is involved in planning and conducting these meetings. In addition, two statewide staff development sessions are conducted for admissions directors and registrars. These peer groups' executive committees are also key players in the planning and implementation of the meetings. Regional consortium meetings will be conducted on an as-needed basis for all student services staff. Results from these meetings will be distributed statewide by GDTAE staff. Relevant federal and state legal requirements as well as required state policy development by GDTAE will be forwarded to local student services staff.

Technical assistance for career placement and financial aid directors is provided via peer group meetings and through use of peer group listservs. Technical assistance is also provided by GDTAE staff and through peer-to-peer training.

For compliance with Civil Rights regulations, technical assistance is provided to technical college and college technical division staff annually through a one-day training session for representatives from the technical colleges or college technical divisions who will serve as team members conducting the on-site visits for Civil Rights compliance. In addition, technical assistance is provided on an on-going basis through responses to questions and making information available via telephone, mail, e-mail, and presentations to peer groups.

Technical assistance is provided by the GDTAE data center via presentations, e-mail, telephone, and a management information systems listserv to assist the technical colleges and college technical divisions in entering student information into the data system. In addition, the data center provides a wide range of data reports to the central office, the technical colleges, and college technical divisions.

In the area of instruction, technical assistance is provided to all technical colleges by the staff of the GDTAE. Staff is available to assist in a variety of activities including program development and revision, faculty and staff development, institutional and program planning, collaborative programs with secondary and postsecondary partners, collaborative programs with industry, and collaborative interagency programs.

GDTAE staff will provide technical assistance to each eligible recipient to promote the academic and technical preparation of special populations for career opportunities in high-skill, high-wage, or high-demand occupations and for lifelong learning. Technical assistance will be provided to local coordinators who work with individual special population groups through regular peer group meetings, listservs, and regular GDTAE staff contact.

II A 9 How career and technical education in Georgia relates to the State's and region's occupational opportunities. [Sec. 122(c)(16)]

The Commission for a New Georgia identified six strategic cluster areas in the state to concentrate on growth, industry presence, and innovation potential. These six cluster areas include aerospace, agribusiness, energy and environmental, healthcare and eldercare, life sciences, and logistics and transportation. From this emerged the Georgia Centers of Innovation in 2003. These centers were placed strategically throughout Georgia in mid-sized cities and were designed to enhance long-term economic opportunities for Georgians, nourish the state's homegrown industries, and encourage new companies to invest and build in Georgia. The Georgia Department of Education's Division of Career, Technical, and Agricultural Education and the Department of Technical and Adult Education are collaborating with the Centers for Innovation to align program offerings with these economic and career opportunities for youth and adults.

II A 10 Description of the methods proposed for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

The primary method used for joint planning and programs carried out under this legislation will be through the Georgia Perkins Planning Team. This team was created to develop the Transition Plan and the Five-Year State Plan. Beyond the development stages of the Five-Year State Plan, Georgia will maintain the structure of the team to oversee the coordination and planning for identified programs and coordinate with appropriate federal education programs.

Guided by expectations to forge a stronger collaboration among the state agencies that serve education in Georgia, the Governor has created the Alliance of Education Agency Heads which is composed of the heads of the executive officers of the state's seven education agencies. This group, which meets on a regular basis, is charged with collaborating on policies and programs that can prepare our next generation for the opportunities and challenges of the 21st century including strengthening the seamlessness and overall quality of educational opportunities in Georgia.

One of the Alliance's first efforts is the development of a strategic map that focuses on barriers, provides a comprehensive policy framework, and creates a blueprint for cross-agency collaboration. This blueprint is being shared with all Alliance boards and various stakeholders across the state. Additionally, the Alliance will direct the integration and expansion of Pre-K through postsecondary activities as well as inform workforce development recommendations involving other state agencies.

II A 11 Description of the procedures that will be developed to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

Governor Sonny Purdue created the Governor's Office of Workforce Development (GOWD) to link education with the workforce and align efforts with economic development. GOWD serves as staff for the state Workforce Investment Board (WIB) to advise the governor on workforce development policy and implement initiatives designed to strengthen the state's workforce development enterprise. Agency heads from the Georgia Department of Economic Development (GDEcD), GaDOE, GDTAE, Department of Early Care and Learning (DECAL), Georgia Student Finance Commission (GSFC), Office of Planning and Budget (OPB), Department of Community Affairs (DCA), Department of Labor (DOL), and the Department of Juvenile Justice (DJJ) make up the Coordinating Council of this board. Through the work of GOWD and the Alliance of Agency Education Heads, one of the goals is to ensure the coordination and non-duplication of services for postsecondary students and school dropouts. GOWD representatives serve on the implementation team for the Alliance.

II B 1 Local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

The applications for secondary and postsecondary eligible recipients are included as attachments.

II B 2 Description of Georgia's governance structure for vocational and technical education.

The State Board of Education is designated as the sole state board responsible for the administration of career and technical education in the state. Under Georgia law, the responsibilities for the operation and management of postsecondary career and technical

education are delegated to the Georgia Board of Technical and Adult Education (GBTAE) and the GDTAE. The SBOE and the GBTAE have entered into an agreement that outlines the responsibilities of each agency and provides for the distribution of funds between secondary and postsecondary entities.

The GaDOE, on behalf of SBOE, is responsible for coordinating the development and submission of the Five-Year State Plan; for adopting procedures as necessary to carry out the responsibilities of the Perkins' Act; and for consulting with the Governor's Office and appropriate agencies, groups, and individuals involved in the planning, administration, evaluation, and coordination of programs funded under the Perkins' Act. Responsibility for the implementation of the Five-Year State Plan and for the evaluation of the programs, services, and activities assisted under the Perkins' Act is a shared responsibility between the GaDOE, which is responsible for all secondary programs, and GDTAE, which is responsible for all postsecondary career/technical education programs. The GDTAE is also responsible for consulting with other agencies and institutions providing postsecondary career education, including colleges and universities represented by the Board of Regents and the Georgia Department of Labor for coordination of programs and services provided for out-of-school youth and adults under the Workforce Investment Act.

The administration of secondary career and technical education is the responsibility of the Office of Curriculum and Instruction under the direction of CTE. Administrative staff are responsible for coordinating state-level administrative responsibilities with other state agencies and other divisions of the GaDOE; administering federal and state career and technical education funds to 180 eligible local school systems, which include 341 middle schools and 331 high schools and alternative school facilities; administering funds to the Georgia Department of Corrections, the Georgia Department of Juvenile Justice, and State Schools for the Deaf and Blind.

The CTE Unit is responsible for overall program administration and supervision. Staff members are responsible for developing and revising curriculum; developing industry certification standards and coordinating program certification; developing state guidelines and standards for work-based learning; developing and coordinating statewide program articulation agreements, needs assessments, program evaluation, and accountability to enhance student achievement; coordinating strategies for meeting the needs of special populations; providing technical assistance to improve and expand the use of technology as an instructional tool; coordinating and/or conducting comprehensive professional development; coordinating the administration of career student organizations and the integration of career student organization activities as a co-curricular component in program design and operation; and providing technical assistance to teachers and administrators in local school systems.

Program staff also provide technical assistance to local administrators in the development of new career and technical education programs and courses; support partnerships with local education agencies, institutions of higher education, technical colleges, adult education providers, community organizations, and the employment sector to ensure student achievement; and assist with the development and/or improvement of programs to support the successful transition of students to education beyond high school and career entry.

The GDTAE oversees the state's system of technical colleges, the adult education program, and a host of economic and workforce development programs. The commissioner of GDTAE is the chief executive officer. Four division heads report to the commissioner: Administrative Services, Technical Education, Economic Development, and Adult Education. GDTAE provides a unified system of technical education, customized business and industry training, and adult education, with programs that use the best available technology and offer easy access to lifelong education and training for all adult Georgians and corporate citizens.

The Office of Technical Education is responsible for the administration of programs at thirty-three technical colleges and four technical divisions at university system institutions. These colleges provide a broad range of career opportunities through a variety of associate degree, diploma, technical certificate of credit, and continuing education programs. This office has primary administrative responsibility for state and local applications; program and services development and delivery, including student services; monitoring and evaluation; and leadership activities, including curriculum development, staff development, and student organizations.

Working through the postsecondary institutions, the Office of Economic Development manages the Quick Start program which is Georgia's program for providing new, expanding, and existing industry with industry-specific training. This division is not involved with federally-funded programs.

The Office of Adult Education's primary responsibilities include providing technical assistance to Georgia's adult education providers, granting state and federal funds, and monitoring and evaluating a variety of adult education and General Education Development (GED) programs throughout the state.

II B 3 How the role of postsecondary career and technical education in the one-stop career center delivery system was established by Title I of WIA.

In Georgia, there are twelve common service delivery areas and twenty local service delivery areas that are utilized by the Department of Labor and twenty local Workforce Investment Board service delivery areas. Each of the twenty areas has a local Workforce Investment Board appointed by local elected officials. Local workforce boards are made up of a private sector (business) majority, various human services agency representatives, parents, and other workforce-related participants. Local workforce boards are responsible for designing local one-stop workforce systems that are employer-led, demand-driven, customer-friendly, and continuously improving. Georgia's technical college system has taken an active leadership role on most local Workforce Investment Boards.

Each workforce area has at least one "official" comprehensive one-stop center where various human services organizations assist employers and job seekers with their workforce needs. Some of these are on technical college campuses, but almost two-thirds of these are Georgia Department of Labor Career Centers. Besides these comprehensive sites, many technical colleges have developed a kiosk on their campus for customers to access workforce services.

A wide range of quality services is available at no cost to employers and job seekers at one-stop centers. Typical services for employers include rooms to interview job applicants and access to computers, laser printers, internet, e-mail, telephone, fax, and labor market information. Typical services for individuals include exploration of training/education offerings and labor market information about “hot” jobs and salary ranges, assistance with the application process and applying for financial aid, and providing tips for surviving a layoff.

If certain criteria are met, some customers are eligible for Workforce Investment Act funding through the WIA Individual Training Account Eligible Provider/Program System. The majority of training through the WIA Individual Training Account Eligible Provider/Program System is provided through the technical college system.

III. Provision of Services for Special Populations

III A 1 Description of program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members special populations—

(a) Will be provided with equal access to activities assisted under the Act.

Georgia will assure equal access to career and technical programs using Perkins funding by providing technical assistance in using strategies and activities that will be carried out at the local and state levels. The state requires assurance of equal access and nondiscrimination for special populations in locally-developed and state-approved plans. Many of the traditional roles and occupations presented to special population students have not prepared them adequately for careers that enable them to become totally self sufficient. Limiting roles and occupations on the basis of gender, race, disability, or age prevents individuals from achieving their fullest potential. In an effort to limit such practices, the partner agencies have the responsibility of developing and implementing procedures which will encourage and support each student in his or her pursuit of a rewarding career with emphasis on high-skill, high-wage, and high-demand occupations.

Secondary

The CTE division provides support to enable individuals to achieve academic, career, and technical knowledge and skills necessary to attain employment or further their education. Ensuring compliance and accountability with federal and state performance standards for workforce preparation and development, CTE pursues the following program strategies:

- Provides essential information and technical assistance on an ongoing basis.
- Conducts programmatic and professional development to assist local recipients in assuring that learners are in the appropriate CTE programs.
- Maintains an ongoing collaboration between the eligible recipients and the GaDOE at the middle and secondary school levels.
- Provides professional development to local administrators and instructors to address the special populations' inclusion of learners enrolled in CTE.
- Maintains a comprehensive statewide statistical database for research and planning.
- Supports expansion of services and programs for underrepresented and special needs students.
- Encourages each eligible recipient to establish a continuous quality improvement system.

As part of CTE in Georgia, three programs have been developed and are currently being implemented to support students who are members of special populations. These intervention programs are designed to meet the needs of the economically disadvantaged, limited English proficient, and students pursuing nontraditional fields. The eligible recipient may utilize the CCAE model that supports students in grades 9-12 or Project Success that is more aligned for students in grades 9-10.

Coordinated Career Academic Education (CCAIE) and Project Success (PS)

The CCAIE/PS program is to provide educational, academic, and occupational services and to assist students in becoming responsible, productive citizens. Through participation in the CCAIE/PS support services, students in grades 9-12 learn about the world of work and employment skills they need to be successful. Throughout their school years, students need the opportunity to develop a reservoir of information, attitudes, and experiences to serve as a basis for decision making when education or career decisions must be made in their lives.

These students receive support in career and technical courses, communications, computational skills, employment, and future trends in the world of work. To assist in meeting their needs, they are also provided assessment of their interests and abilities and special services including adaptation of curriculum and instruction. In some settings, a team approach to the educational process may be used. This approach provides educational instruction to students by using an interlocking component that consists of a team of academic and career educators. Educators may review curriculum demand, testing materials, and observe students' participation in CTE programs. Students are encouraged to participate in the career and technical student organization that is closely aligned with their program of study or in the Georgia Career Student Association (GCSA) program, which provides activities to reinforce the development of academic and career and technical skills as well as activities that promote leadership opportunities.

Career Technical Instruction Program (CTI)

The Career Technical Instruction Program is designed to support students with disabilities enrolled in CTE programs. The CTI program uses a special education educator to collaborate with the CTE instructor on the curriculum demands of the program. This gives students with disabilities equal access to CTE programs using the least restrictive environment and varied instructional strategies.

Students are given opportunities to participate in early guidance, career opportunities, career assessment, and appropriate transitional services with the support of the Special Education Division. The goal is to provide the learner with continuous support as he or she makes a transition to the world of work.

Each student is provided with leadership opportunities through participation in career and technical student organizations. Students are encouraged to participate in the CTSO that is most aligned with their program of study.

Postsecondary

GDIAE uses the following strategies to assure that special population students will be provided with equal access:

- All colleges are open admissions institutions.
- College applications do not ask discriminatory information.
- Periodic visits and building codes ensure that buildings meet appropriate accessibility standards.

- All publications include information concerning non-discrimination and equal access.
- If there is a significant number (5% or greater of population) of limited English proficient (LEP) community in the local college service area, the college is encouraged to provide a course listing, a non-discrimination notice, financial aid information, and the college application in the language of that ESL community.
- Each college offers ESL classes, usually through Adult Education. Colleges will be encouraged to work with these students to develop skills to enroll in credit programs.
- Each college has an ADA/504 coordinator to ensure equal access.
- Colleges have a disability services' coordinator to work with students who have a documented disability and need accommodations.
- Colleges have a special populations' coordinator to work with special population students to assist with access to and completion of training programs and successful employment.
- Colleges will be encouraged to develop additional funds for scholarships and support services for special population students to increase retention.

Objectives of GDTAE's efforts are to accomplish the following:

- Increase special population students' access to technical education.
- Increase numbers of special population students prepared for high-skill, high-wage, or high-demand technical occupations/careers.
- Provide a coordinated delivery system of services to special population students through local college staff trained with high quality professional development.
- Continue collaboration and coordinated services with the Department of Human Resources, Department of Labor, DOL Rehabilitation Services, and other agencies.
- Assess how the needs of special population students are being met with increased emphasis on accountability and disaggregated data.
- Continue membership in the National Alliance for Partnerships in Equity (NAPE) to provide access to a network of professionals where ideas and information are exchanged.
- Provide consistent standardized forms and information, uniform training of staff, appropriate accommodations, and an environment promoting equal access for all students.
- Publish notices of equal access in all GDTAE and college publications. Access will continue to be monitored through the Office of Civil Rights review process and the local application review process.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

Secondary

The GaDOE will ensure that eligible recipients will not discriminate against special population students by requiring that guidelines as listed in the State Board of Education rules be followed. All programs provided by the eligible recipients are to serve all students as they participate in the programs. Materials and resources used to recruit and place students in career and technical programs must not discriminate on the basis of race, color, national origin, sex or disability. Special populations will be afforded the rights and protections guaranteed to all students in the local educational agencies. The Methods of Administration (MOA) process will be aware of discrepancies as applied to the career and technical programs, which include special population students. Workshops will be conducted for local agencies relating to regulations on special population students enrolled in CTE programs.

To ensure equitable distribution of federal vocational education funds and to encourage high-quality career, technical, and agricultural education programs, the U.S. Department of Education's Office of Civil Rights requires the local agency to conduct compliance reviews of the state's CTE programs. Ongoing compliance with civil rights statutes is required by the U.S. Department of Education Office of Civil Rights regardless of whether the school district receives an on-site review. School districts are selected for on-site review and technical assistance based on a federally approved targeting plan. Federal civil rights regulations and guidelines help to provide each student with greater opportunities and ensure that students are not discriminated against based on race, color, national origin, sex or disability (Civil Rights Act 1964, Title VI; The Rehabilitation Act of 1973, Section 504; The Education Amendment of 1972, Title IX; The Americans with Disabilities Amendments of 1990, Title II and Federal Guidelines). In an effort to make these assurances:

- The state will conduct annual workshops for targeted schools to assist local systems being reviewed to prepare the necessary documentation and understand the process.
- School personnel will be notified of any findings by the team and will be required to complete a voluntary compliance plan.
- The state will include in selected workshops and conferences information regarding the counselor's role in Methods of Administration compliance visits.
- The state will include Methods of Administration procedures and expected outcomes in regional workshops for CTE supervisors.
- The state will continue to provide system/district information in the CTE newsletter to supervisors of policies and procedures as needed such as the inclusion of nondiscrimination statements on locally produced brochures and annual nondiscrimination notification prior to the beginning of school.

- Maintain collaboration between the CTE and the Division of Student and Support Services to provide technical assistance to local educational agencies to ensure strategies and activities are carried out at the local level.
- Provide ongoing professional development to local administration and instructional staff to address the designated needs of special population learners enrolled in career, technical, and agricultural education programs.

Postsecondary

The GDTAE and all system colleges will assure that all special population students will not be discriminated against and will be provided the rights and protection guaranteed to all postsecondary students as follows:

- The GDTAE and all system colleges have nondiscrimination policies in place and have published procedures for filing complaints should a student believe that discrimination has occurred. All policies have an appeal process in place.
- The GDTAE and system colleges provide activities to train staff and provide them information on performing in a nondiscriminatory manner and maintaining a positive environment.
- A uniform system of “self disclosure” by students and strict confidentiality rules assist in ensuring that students will not be discriminated against.
- Notices of nondiscrimination will continue to be in all GDTAE and college publications. Nondiscrimination will continue to be monitored through the Office of Civil Rights review process and the local application process.
- Colleges will have a Title IX and ADA/Section 504 Coordinator and assure that these persons are trained properly and that students are aware of who these persons are.
- Colleges assure that publications show pictures of diverse student populations including men and women in nontraditional programs, students with disabilities, and students of different races and ethnicities participating in college activities.
- Colleges assure that training and clinical agreements have a nondiscrimination notice for both the college and training institutions.
- Colleges assure that the Career Services’ Office has assurance of nondiscrimination from all prospective employers.
- If there is a significant (5% or greater of population) limited English proficient (LEP) population within the college’s service area, the college is expected to make financial aid and basic college information available in that language and to that national origin community.

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Secondary

GaDOE conducts activities with local CTE administrators to continually monitor the performance of students to ensure that all students including those of special populations meet or exceed the state-adjusted levels of performance. The CTE division gives support to enable individuals to achieve academic, career, and technical knowledge and skills necessary to attain employment or further their education. Equal opportunity is provided for all students, including students of special populations, to receive a diploma and/or program credentials, thus ensuring compliance and accountability with federal and state performance standards for workforce preparation and development for all students. CTE also pursues the following:

- Provides essential information and technical assistance to the local educational agencies.
- Prepares members of special populations to earn diplomas or credentials that prepare them for further learning in the high-skill, high-wage, or high demand occupations.
- Promotes increased collaboration at the local level to ensure the development of individualized education programs (IEP) for students with disabilities and at-risk students.
- Uses effective career assessment for identifying appropriate placement and enhancing transition to high-skill, high-wage, or high-demand opportunities.
- Maintains a comprehensive statewide statistical database for research and planning.
- Supports expansion of services and programs for underrepresented and special needs students.
- Encourages each eligible recipient to establish a continuous quality improvement system.
- Requires all eligible recipients to describe in their Local Plan how students will participate in an approved career and technical program designed to meet or exceed state-adjusted levels of performance and prepare them for further learning in the high-skill, high-wage, and high-demand occupations.

A stronger emphasis has been placed on nontraditional roles and occupations presented to students from special populations to adequately prepare them for careers in high-skill, high-wage and high-demand occupations. Emphasis placed on those occupations will enable special population students to become totally self-sufficient.

Limiting roles and occupations on the basis of gender, race, disability, or age prevents individuals from achieving their fullest potential. In an effort to limit such practices, the partner agencies have the responsibility of developing and implementing procedures which will

encourage and support each student in his or her pursuit of a rewarding career with emphasis on high-skill, high-wage, and high-demand occupations.

Postsecondary

Postsecondary programs for special populations designed to enable special population students to meet or exceed state-adjusted levels of performance include:

Individuals With Disabilities

- GDTAE will develop a standardized system for disability documentation for all colleges to utilize.
- GDTAE will develop standardized documents to assist in information flow between coordinators, administration, faculty, and students.
- Colleges will develop an educational plan for those students who self disclose a disability and ask for assistance/accommodations. This plan will address each student's physical and/or learning limitations and will enhance the student's opportunity for success without compromising the integrity of the program.
- Colleges will provide academic adjustments that are consistent with disability documentation so that optimal access to learning is achieved.
- GDTAE and local coordinators will develop strategies to provide learning and physically disabled students with appropriate technology and accommodations.
- College coordinators will provide self-advocacy training via workshops or individual counseling to assist learning or physically disabled students in being full partners in their education.
- GDTAE or the college will provide continued instruction to faculty on universal design or other teaching/learning techniques that address multiple learning styles.
- GDTAE will continue to offer a discussion listserv for all local college coordinators who work with disabled students.
- GDTAE will continue to provide training/staff development for disability services coordinators concerning effective teaching/learning techniques and other barriers to learning for students with disabilities. This will be done through regular peer group meetings and other training.

Individuals From Economically Disadvantaged Families Including Foster Children

- Local colleges will develop and improve strategies to ensure that all students are provided financial aid information including that available through federal, state, and local sources.
- Local colleges will be encouraged to develop collaborative relationships with their local Department of Family and Children Services to identify foster children who could benefit from technical college enrollment and identify steps to assist in this enrollment.

- Local colleges will be encouraged to offer money management training to all students, especially those receiving financial aid.
- Local colleges will be encouraged to investigate additional sources of scholarship funds for economically disadvantaged students.
- Local colleges will be encouraged to continue or implement a lending library for text book assistance.
- Local colleges will be encouraged to offer support services to economically disadvantaged special population students.

Individuals Preparing for Nontraditional Fields

- GDTAE will encourage local colleges to organize support group meetings that address the distinct barriers for students in nontraditional programs. Topics at these meetings may include harassment, employment expectations, and balancing work/home.
- GDTAE will prepare generic marketing materials and/or a template to be used by each college to emphasize the opportunities available in nontraditional fields and to show how these fields assist in students' achieving self sufficiency.
- GDTAE will provide technical assistance to local colleges to help them investigate reasons for the gendered enrollment in nontraditional programs.
- GDTAE will utilize information from national organizations to enhance local programs and encourage local colleges to participate on the national level. These organizations will include the National Alliance for Partnerships in Equity, Inc. (NAPE) and Women Work! The National Network for Women's Employment.
- Colleges will be encouraged to utilize relationships with service area high schools to identify high school students enrolled in nontraditional programs and to develop methods to follow-up on these students and encourage their continuation in the nontraditional field.
- Local colleges will be encouraged to focus on dual enrollment opportunities to highlight nontraditional programs and careers.
- GDTAE will continue to offer a discussion listserv for all local college coordinators who work with students in nontraditional programs. This enables coordinators and GDTAE staff to share questions/concerns and enhances overall services to students.

Single Parents Including Single Pregnant Women and Displaced Homemakers

- Colleges will continue to offer services for all single parents, displaced homemakers, and single pregnant women.
- Services for single parents and displaced homemakers may include career planning, assessment, life skills/job readiness workshops, support group meetings, counseling, and tutoring.
- Colleges will continue to provide comprehensive training opportunities, with a focus on high-skill, high-wage, and high-demand occupations and economic self sufficiency.

- All self-identified single parents and displaced homemakers will be encouraged to meet with the special populations' coordinator. The coordinator will initiate a training/education plan with specific goals and objectives when appropriate.
- The local college coordinator will be the liaison for the student and faculty where appropriate.
- The college and local coordinator will continue to identify single parents and displaced homemakers in the college service area and encourage agency collaboration in order to best serve the needs of this population.

Individuals With Limited English Proficiency

- All students will have access to the admissions process including placement testing and other services. Students with limited English proficiency will be accommodated as appropriate.
- Colleges will be encouraged to have recruitment and financial aid materials in the language of any national origin minority community in the service area (usually based on census data with the community being 5% of the population or higher).
- Colleges will be encouraged to have at least one staff person fluent in the language of any national origin minority community in the service area that is at least 5% of the area population or higher.
- GDTAE will provide/encourage training to colleges and faculty in how to effectively work with and teach students with language barriers where appropriate.
- GDTAE will provide/encourage continued instruction to college faculty and staff on cultural diversity.
- GDTAE will encourage colleges to develop a community resource referral guide to provide information for LEP students.

In addition to the above, all colleges are encouraged to:

- Have a special populations' coordinator that provides support for students and serves as a liaison for faculty/student.
- Provide staff development on special populations and techniques that will help the college meet state-adjusted levels of performance. (This may be done by the state special populations' coordinator.)
- Provide regular support group meetings with timely topics including time management, stress management, and balancing home/work/school.
- Provide tutoring for special population students. Many colleges now have a tutorial lab open to all students.
- Develop a mentoring program for students who may be at-risk.
- Develop funding sources for scholarships for childcare, transportation, and tool assistance and offer a lending library.

The GDTAE and its system colleges will assure that special population students will be provided with support services, as appropriate, designed to enable them to meet or exceed state-adjusted levels of performance.

Programs as described in the section above will afford special populations a variety of services with definite goals and objectives designed for each individual student.

Emphasis will be placed on high-skill, high-wage, or high-demand occupations as determined by national, state, and local information. This emphasis will be a part of all plans for students in order for them to be self sufficient. This emphasis will also include the need for further lifelong learning.

III A 2 You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

Alternative schools are provided by local education agencies to meet the needs of disruptive students and/or for students who prefer an alternative educational environment. When special population students attend these schools, they are typically mainstreamed into the programs provided. The same quality of leadership, administrative, and technical assistance services are provided to the career and technical education personnel in these facilities when career and technical education programs are offered. Both designated Department of Education programmatic reviews and local personnel must continually monitor the performance of students in these facilities to ensure that all students including those of special populations meet or exceed the state-adjusted levels of performance.

In addition, a collaboration and dialogue between CTE, Alternative Exceptional Programs (AEP) and Divisions for Special Education Services and Support (DSESS) is ongoing to develop and implement CTE programs in alternative settings. A CTE representative is an active member of the Georgia Alternative Education Advisory Board, which researches and develops policy for alternative education. The Georgia Alternative Education Advisory Board has recommended that alternative settings embrace CTE in their schools to bridge the gap from their home school.

Many of the alternative schools currently offer CTE courses and collaborate with technical colleges to provide CTE dual enrollment courses. CTE courses are highly regarded in the alternative schools for relevancy and rigor.

III A 3 You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]

Secondary

In light of Georgia's need to reach established benchmark goals for secondary student participation in career courses that are considered nontraditional for their gender, the following state leadership activities, along with initiatives identified by the individual program areas, will

be conducted to promote nontraditional training and employment to promote preparation for high-skill, high-wage, or high-demand occupations:

- Conduct a workshop for middle and high school counselors designed to promote nontraditional training and employment; to promote their role in career, technical, and agricultural education program reviews as it relates to nontraditional training and employment; and to promote their role in Office for Civil Rights Compliance reviews as it relates to nontraditional training and employment.
- Continue to encourage the use of two resources, *Taking the Road Less Traveled* and *Destination Success*, through conference presentations, workshops, and specially designed professional learning opportunities.
- Enhance and/or revise current career-related activities, preferably teacher-as-advisor activities, in grades 6-12 to assist in the identification of traditional and nontraditional career options, to understand occupational trend projections for high-wage, high-skill, and high-demand careers, and to make informed educational choices based on career interests.
- Encourage and implement collaboration opportunities across the board to create a stronger infrastructure whereby GaDOE personnel, career guidance, special education, and career and technical directors can communicate easily on an as-needed basis to assist special population students as they pursue postsecondary options.
- Encourage partnerships between schools and local agencies. These partnerships will provide support services to assist in overcoming barriers that prevent special population students from participating in school activities. The local agencies could also use incentives for planning and implementing sessions that will provide for school and community related activities to promote recruitment and retention of all students in courses and programs leading to nontraditional training and employment. Surrounding educational opportunities can be used for mentoring students who are enrolled in nontraditional courses.
- Encourage workplace equity standards for all students participating in apprenticeships, cooperative work programs, internships, and mentoring and shadowing experiences. These workplaces will recruit and promote a diverse workforce and respect and reward productivity regardless of gender.
- Encourage administrators of alternative schools to become more aware of the goals and objectives of meeting the needs of special population students as they relate to nontraditional occupations.
- Maintain GaDOE websites and the Georgia Career Resource Network (www.GeorgiaCRN.org) as a resource for informational activities and guidance to promote nontraditional work place opportunities.

Postsecondary

GDТАЕ will encourage local colleges to use funds to promote preparation for high-skill, high-wage, and high-demand occupations in non-traditional fields using the following strategies:

- GDTAE and local colleges will be encouraged to create marketing materials that promote nontraditional fields and the preparation for high-skill, high-wage or high-demand occupations.
- GDTAE will investigate the possibility of collaborating with GaDOE and other partner agencies, including business and industry, to create a media project with emphasis on math and science skills used in career and technical education. This project's goal will be to recruit, enroll, retain, graduate, and place students in occupations that are high-skill, high-wage, high-demand and are in nontraditional fields. The plan will include having collaborative partners establish an advisory board consisting of middle school career and technical teachers, high school career and technical teachers, graduation coaches, counselors, representatives from higher education and technical colleges, chamber of commerce representatives, state public television site representatives, business and industry representatives, representatives of occupational associations representing high-demand industries and registered apprenticeships, and student graduates of high-skill industries to offer assistance in implementing the project. The initiative will be promoted through professional development activities within the state's career technical education network, peer associations, and online delivery systems.
- The GDTAE and local colleges will fund a coordinator whose duties include increasing the recruitment, retention, and placement of special population students in high-skill, high-wage, high-demand occupations and nontraditional fields. This coordinator's duties will also include assuring the access to training for all students.

III A 4 How funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Secondary

The Georgia Department of Education provides allocated Perkins funding to the state correctional institutions. The funds are distributed evenly to the Georgia's Schools for the Deaf and the Blind, Department of Juvenile Justice, and Department of Corrections. Funds will be used to improve programs through modernization efforts and to support programs that serve all students including special populations. Program performance evaluation and technical assistance to programs delivered within state-operated correctional facilities (juvenile) are reviewed by the GaDOE on an ongoing basis. The state and local agencies also provide:

- Conferences and regional workshops to assure ongoing professional development related to the needs of students from special populations.
- Collaboration between agencies that assist in training needs.
- Equal access to testing instruments and instructional materials.
- Dissemination of best practices related to the student population.

Postsecondary

The Georgia Department of Technical and Adult Education serves individuals in state correctional institutions in the following ways:

- System colleges are teaching technical training classes in local correctional institutions. These classes may lead to a technical certificate of credit (TCC) in areas such as plumbing, auto collision repair assistant, business office assistant, basic auto maintenance and detailing, certified construction worker, and culinary arts. One college also offers a diploma program in auto technology and cosmetology.
- System Adult Education programs are teaching GED classes in local correctional institutions.

III A 5 How each applicant for funds will be required to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/gran/apply/appforms/gepa427.doc>

Secondary

All eligible recipients must complete as a part of their Local Plan Application strategies that ensure equitable access to all programs within their system. As a part of the program review process, eligible recipients will submit a self study to be reviewed by a systemic process to ensure procedures have been followed. The eligible recipients will also identify needed in-service opportunities designed to improve programs and services provided to special populations and communicate this to eligible recipients. Technical assistance will be available to all local school systems. Evaluations and monitoring of programs and facilities are a vital part of the process as eligible recipients develop their plans.

- Regional planning and technical assistance meetings will be conducted periodically throughout each fiscal year to provide career and technical administrators from the secondary eligible recipients with training, direction, and support needed to develop and effectively implement four-year plans for career and technical education initiatives.
- All career and technical programs update curriculum, credentials of teachers, and the quality and availability of instructional resources to students and teachers on a regular schedule.
- Statewide workshops will be conducted on an ongoing basis to provide technical assistance in the areas of planning, implementation, and evaluation.
- Special populations' data will be collected and analyzed for programmatic improvement.
- The CTE division has employed three regional coordinators to assist in the dissemination of information related to program initiatives and activities, upcoming staff development meetings, SBOE rulings, accountability indicators, innovative practices, sample lesson plans,

identification of resources, and other information as may be appropriate for the improvement of career and technical programs.

- Technical assistance from program specialists will continue to be provided via telephone, e-mail, and specially scheduled site visits.
- The CTE division will continue to develop and disseminate technical assistance and documents and guidelines as is deemed appropriate to enhance the effective administration of career and technical programs.
- The CTE division will continue to work with the GDTAE staff to develop and maintain statewide articulation agreements between secondary and postsecondary education.
- Allowable use of funds to assist in facilitating activities for program improvement will be researched.

In addition to a full-time program specialist devoted to students from special populations, the specialists in the various career and technical education program areas are responsible for providing technical assistance to instructional personnel in their respective fields to ensure that special population students are served effectively in mainstreamed regular career programs.

Postsecondary

The GDTAE has included within its Local Plan requirements pertaining specifically to Section 427(b) of the General Education Provision Act. As a result, each college will be required to indicate how it will address equity for persons with special needs. Each institution will provide specific examples of services and procedures that are employed at the institution to ensure equitable access to and participation in its federally-assisted program for students, teachers, and other program beneficiaries with special needs. The statute highlights six barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The GDTAE will carefully review each college's Local Application to ensure that such measures are in place and detailed appropriately in the document. Approval of the Local Application is partly contingent upon a college's compliance with this requirement.

IV. ACCOUNTABILITY AND EVALUATION

IV A 1 Procedures to be used to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]

The Georgia Perkins Planning Team established an Accountability Subcommittee composed of staff members of the GaDOE and GDTAE. GaDOE and GDTAE held meetings with eligible local agencies to review the changes in the federal legislation. Input was gathered from participants on establishing measurement definitions and approaches for the core indicators. This input was considered by the Accountability Subcommittee and reviewed by the Georgia Perkins Planning Team.

Secondary

GaDOE established a Secondary Perkins Taskforce composed of system and school level CTAE directors and local administrators to review all proposed measurement definitions and approaches for the core indicators. This taskforce will be continued as the CTAE Administrators Advisory Panel for the entirety of the implementation of the Five-Year State Plan. In addition, members of the GaDOE Accountability Subcommittee reviewed all proposed changes to ensure alignment with GaDOE's accountability plan and NCLB goals.

Postsecondary

GDTAE has established a Postsecondary Perkins Taskforce composed of Performance Accountability System (PAS) directors, vice presidents of academic affairs, vice presidents of student affairs, presidents, education and career specialists, and special population coordinators from technical colleges throughout the system, as well as GDTAE staff members. This taskforce is providing input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance.

IV A 2 Procedures to be used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]

Secondary

The GaDOE Secondary Perkins Taskforce provided input from eligible local agencies in establishing state-adjusted levels of performance for each core indicator of performance. The taskforce was provided with baseline data where it existed to assist in decision making.

Postsecondary

The GDTAE Postsecondary Perkins Taskforce provided input from eligible recipients in establishing a state-adjusted level of performance for each core indicator of performance. The taskforce was provided baseline data where it exists to help make these decisions.

IV A 3 The valid and reliable measurement definitions and approaches that will be used for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Description of how our proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Secondary

Part C lists the valid and reliable measurement definitions and approaches GaDOE will use to evaluate performance on the core indicators of performance. The Data Quality Institute (DQI) worked to ensure that definitions and measures were valid and reliable.

The GaDOE Accountability Team assisted with writing business rules to query the GaDOE student database to ensure consistency in definitions and measures.

The following definitions will be utilized to ensure validity:

CTE Participant - A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator – A secondary student who has earned three (3) or more credits in a single CTE program area.

Postsecondary

Part C lists the valid and reliable measurement definitions and approaches GDTAE will use to evaluate performance on the core indicators of performance. The Perkins Data Quality Institute (DQI) worked to ensure that definitions and measures were valid and reliable. The definitions of postsecondary participant, concentrator, and completer, as well as for technical skill attainment, industry-recognized credential, non-traditional participation, and nontraditional completion measures are reliable since they are obtained by querying GDTAE’s unit-record database, thus ensuring the consistency of responses. Likewise, the retention in postsecondary education and placement in employment measures are obtained by matching databases with the National Student Clearinghouse and Department of Labor, respectively.

As to the validity of the definitions for “participants,” GDTAE will count all students who take courses in career technical education; for “concentrators,” GDTAE will count participants showing intent (via a declared major) and a threshold (12 credit hours, including a career technical course), which gets to the meaning of concentrating in CTE; for “completers,” GDTAE

will count those students who received a credit award (AAS degree, diploma, or technical certificate of credit), all of which are recognized by industry in Georgia.

As to the validity of the GDTAE measures for technical skill attainment, the agency looks at the percentage of students who received passing grades on at least 75 percent of their career and technical courses. The GDTAE has state standards for the grading scale used and for the competencies covered in our courses. All technical colleges must follow the state standards for the grading scale and competencies in each course. These competencies are determined by state technical committees in each program area. The technical committees are composed of industry representatives as well as instructors and state staff. These standards are reviewed every three years. Every technical college also has a local advisory committee in each program area. These committees are composed of local industry representatives, who give feedback on the competencies taught in each course. Performance Accountability Reviews (on-site peer reviews) ensure that these competencies are being taught and that the statewide grading scale is being followed. Since course grades are determined by student performance on course competencies outlined in state standards, and since those competencies are linked to industry standards via advisory input, and since course grades represent an on-going evaluation of student attainment technical skills, GDTAE concludes that course grades are a valid measure of technical skill attainment.

For industry-recognized credentials, the agency looks at the percentage of exiting students who are completers -- the essence of the second core indicator of performance. For retention in postsecondary education, the agency matches first-time fall quarter students against the National Student Clearinghouse database to determine if they continued their postsecondary education the following year. For placement in employment, the agency uses a data match with the Department of Labor to determine if graduates are employed.

For nontraditional participation, GDTAE reviews the percentage of participants in programs leading to a nontraditional field who are of under-represented gender; this measures the first part of the fifth core indicator of performance. For nontraditional completion, the state reviews the percentage of completers in programs leading to a nontraditional field who are of under-represented gender; this measures the second part of the fifth core indicator of performance.

IV A 4 How, in the course of developing core indicators of performance and additional indicators of performance, we will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purposes, is used to meet the Act's accountability requirements. [Section 113(b)(2)(F)] Item IV (A) (4)].

Secondary

To ensure that Perkins performance measures are aligned, performance measures 1S1, 1S2 and 4S1 are aligned with the methodology for the states' NCLB calculation. GaDOE used information gathered through the Data Quality Institute (DQI) to align core indicators of performance with other state and federal programs where appropriate.

Postsecondary

GDTAE has, as much as practicable, used the results of the Perkins Data Quality Institute (DQI) in order to develop core indicators of performance which are substantially similar to that gathered for other state and federal programs.

IV A 5 Performance levels for the first two years of the State plan for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

Secondary

This information is provided in Part C.

Postsecondary

This information is provided in Part C.

IV A 6 The process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under Section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

Secondary

GaDOE will review and analyze three-year baseline data for each of the eligible recipients to determine an acceptable local adjusted level of performance. This information will be provided to the eligible recipients for review. GaDOE will develop and publish a process and criteria for the eligible recipients to request revisions to their local level of performance.

Postsecondary

GDTAE will analyze a three-year baseline of data for each college to determine an acceptable local adjusted level of performance. This information will be provided to the local technical colleges and divisions for review. Every two years the colleges will negotiate adjusted levels of performance for the next two years.

IV A 7 The objective criteria and methods that will be used to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

Secondary

GaDOE will utilize the same process described in IVA6 of publishing a process and criteria for the LEA to request revisions to their local level of performance.

Postsecondary

If an eligible recipient faces significant local economic changes, GDTAE will allow the recipient to request a revision to its local adjusted levels of performance. A statewide committee with state-level and college-level membership will be convened to consider the request.

IV A 8 How data will be reported relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how we will ensure that the data reported to us from local educational agencies and eligible institutions, and the data that we report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205]

Secondary

GaDOE has an established electronic (on-line) student data reporting system. This data reporting system provides opportunity for identification of student demographics, enrollment codes, grade levels, credits earned, diploma type, special education status, and other pertinent data. The data system has appropriate sign-offs and check systems to ensure that data is complete, accurate, and reliable.

Postsecondary

All technical colleges and college technical divisions in Georgia use the BANNER student database. GDTAE has developed validation tables that are in place at each institution. GDTAE maintains a state database, which identifies demographic characteristics, course and program enrollment, and graduate, leaver, and placement information. Edits are also in place to check items for which there is no validation table, such as dates, formats, and missing elements on required items. An automated collection process pulls student-level data from colleges' BANNER. Special population students are coded within the database system. The GDTAE data center maintains a listserv for data collection issues so that information on data issues can be discussed and disseminated on an ongoing basis with staff at the technical colleges and college technical divisions.

IV A 9 How the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Secondary

Consortia receiving grants under Perkins IV will be required to submit for approval a consolidated local plan for eligible recipients in the consortia.

Postsecondary

Postsecondary institutions in Georgia do not form consortia under this provision.

IV A 10 How the effectiveness of career and technical education programs will be evaluated annually, and how, to the extent practicable, those programs are coordinated with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

Secondary

GaDOE has established a Five-Year Local Plan Application to identify strategies to be implemented annually for program improvement purposes. These strategies are created to identify funding sources, required and permissive uses of funds, core indicator focus and to establish estimated time frames for implementation. The Local Plan also includes a status report to annually update progress toward set strategies and performance measures. GaDOE staff will coordinate the annual evaluation of Local Plans to ensure progress in their implementation.

Postsecondary

The GDTAE developed the Performance Accountability System (PAS) to promote quality and excellence in technical education. PAS is used to evaluate the effectiveness and efficiency of the programs offered by the technical colleges and college technical divisions.

A Level 1 analysis will be conducted annually by all program groups at each campus. A program group may contain AAS degrees, diplomas, and technical certificates of credit within the same subject area. Groups are identified by the GDTAE. Level 1 consists of compliance measures based on GDTAE program standards. Program groups that do not meet all mandatory compliance measures must submit a Standard Corrective Action Plan. Six key performance indicators have been identified to determine the overall effectiveness of each program group. The key performance indicators focus on enrollment, awards, and placements.

All deficiencies in key performance indicators require a Performance Corrective Action Plan. Any program group with four or more deficiencies will be required to write a Level 2 Performance Improvement Plan. If a program group appears in Level 2 for three fiscal years, the college must submit a proposal to the commissioner of the GDTAE to justify keeping the program open.

IV B 1 Except as noted above with respect to the States submitting one-year transition plans, we must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under Section 113(c)(1)-(2), including:

(a)The student definitions that we will use for the secondary core indicators of performance and the postsecondary/adult core indicators of performance;

(b)Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year, except that, for the indicators for which our State must use your State’s standards, assessment, and graduation rates adopted under Title I of the ESEA, if our State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data; and

(c)Proposed performance levels as discussed above, except that, for the indicators for which our State must use your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if our State chooses to use its AMOs and targets under the ESEA, we will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with our State’s AMOs and targets for the 2007-08 and 2008-09 program years and send the forms for us to finish completing.

This information is provided in Part C.

IV B 2 Identification of the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State’s plan for increasing the coverage of programs and students reported in future program years.

Secondary

There are currently no identified technical skill assessments for students in secondary CTE. However, the GaDOE is in the process of identifying existing and/or developing end-of-pathway assessments for each career pathway. GaDOE will identify and/or develop assessments to assist in measuring technical skill attainment of CTE concentrators. The end-of-pathway assessment identification/development process began work during the 2007-2008 school year. Currently, there are eight pathways undergoing the process which includes formation of subject matter expert panels, researching existing assessments, identification of appropriate assessments and piloting assessments. A phase-in process will be developed to ensure complete coverage of all identified pathways over the next five years based on funding. Approximately ten pathways annually will be identified for identification/development. It is estimated that less than 1% of the state’s CTE students will take technical skill assessments during the 2008-2009 school year.

Postsecondary

The GDTAE has technical skill assessments in all program areas. One hundred percent (100%) of all students are assessed. The GDTAE has state standards for the grading scale used and for the competencies covered in all courses. These competencies are determined by state technical

committees in each program area. The technical committees are composed of industry representatives as well as instructors and state staff. These standards are reviewed every three years. Every technical college also has a local advisory committee in each program area. These committees are composed of local industry representatives, who give feedback on the competencies taught in all courses. Performance Accountability Reviews (on-site peer reviews) ensure that these competencies are being taught and that the statewide grading scale is being followed.

Part C:

Secondary

Student Definitions

CTE Participant – A secondary participant is a student who has earned one (1) or more credits in any career and technical education (CTE) program area.

CTE Concentrator – A secondary concentrator is a student who has earned three (3) or more credits in a single Career Technical Education (CTE) program area.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

SECONDARY

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>IS1</p> <p>Academic Attainment – Reading/Language Arts</p> <p>113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	<p>Local Administrative Records transmitted to the State</p>	<p>B:</p>	<p>L: 82%</p> <p>A:</p>	<p>L: 85%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p align="center">1S2</p> <p align="center">Academic Attainment - Mathematics</p> <p align="center">113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	<p align="center">Local Administrative Records transmitted to the State</p>	<p align="center">B:</p>	<p align="center">L: 62%</p> <p align="center">A:</p>	<p align="center">L: 69%</p> <p align="center">A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>2S1</p> <p>Technical Skill Attainment</p> <p>113(b)(2)(A)(ii)</p>	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	<p>Local Administrative Records transmitted to the State</p>	<p>B: <i>No Baseline Data</i></p>	<p>L: <i>N/A</i></p> <p>A:</p>	<p>L: 60.00%</p> <p>A:</p>
<p>3S1</p> <p>Secondary School Diploma</p> <p>113(b)(2)(A)(iii)(I)</p>	<p>Numerator: Number of CTE Concentrators who earned a regular secondary school diploma or and a General Education Development (GED), and earned proficient credential, certificate, or degree, in conjunction with Secondary school diploma during the reporting year.</p> <p>Denominator: Number of CTE Concentrators who left Secondary education during the reporting year.</p>	<p>Local Administrative Records transmitted to the State</p>	<p>B:</p> <p>2006-2007 84.71%</p> <p>2005-2006 83.51%</p> <p>2004-2005 78.95%</p>	<p>L: <i>N/A</i></p> <p>A:</p>	<p>L: 85.00%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>4S1</p> <p>Student Graduation Rates</p> <p>113(b)(2)(A)(iv)</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(iv) of the State’s ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(iv) of the State’s ESEA.</p>	<p>Local Administrative Records transmitted to the State</p>	<p>B:</p>	<p>L: 60%</p> <p>A:</p>	<p>L: 62%</p> <p>A:</p>
<p>5S1</p> <p>Secondary Placement</p> <p>113(b)(2)(A)(v)</p>	<p>Numerator: Number of CTE Concentrators who left Secondary education and were placed in post secondary education or advanced training, in the military service or employment in the second quarter following the program year in which they left secondary education.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year</p>	<p>Department of Labor, DTAE, Board of Regents and Military Records</p>	<p>B:</p> <p>2006-2007 78.26%</p> <p>2005-2006 74.36%</p>	<p>L: N/A</p> <p>A:</p>	<p>L: 78.50%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>6S1</p> <p>Nontraditional Participation</p> <p>113(b)(2)(A)(vi)</p>	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in the program that leads to employment in non-traditional fields during the reporting year. (duplicated counts, grades 9-12)</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in non-traditional fields during the reporting year (duplicated counts, grades 9-12)</p>	<p>Local Administrative Records transmitted to the State</p>	<p>B:</p> <p>2006-2007 15.79%</p> <p>2005-2006 15.65%</p> <p>2004-2005 15.27%</p>	<p>L: N/A</p> <p>A:</p>	<p>L: 16.00%</p> <p>A:</p>
<p>6S2</p> <p>Nontraditional Completion</p> <p>113(b)(2)(A)(vi)</p>	<p>Numerator: Number of CTE Concentrators from underrepresented gender groups who completed a program that leads to employment in the non-traditional fields during the reporting year. (unduplicated count of 12th graders)</p> <p>Denominator: Number of CTE Concentrators who completed a program that leads to employment in non-traditional fields during the reporting year.</p>	<p>Local Administrative Records transmitted to the State</p>	<p>B:</p> <p>2006-2007 88.38%</p> <p>2005-2006 86.67%</p> <p>2004-2005 84.41%</p>	<p>L: N/A</p> <p>A:</p>	<p>L: 86.50%</p> <p>A:</p>

Part C:

Postsecondary

Student Definitions

Participants – Students having taken at least one career technical education course.

Concentrators – Participants who have had at least twelve credit hours in their enrollment history and who are in a credit program.

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1P1</p> <p>Technical Skill Attainment</p> <p>113(b)(2)(B)(i)</p>	<p>Numerator: Unduplicated count of students from the denominator for whom at least 75% of their technical course grades were A, B, C, or S in the fiscal year</p> <p>Denominator: Concentrators with at least one technical course grade of A, B, C, D, F, S, or U in the fiscal year</p>	<p>Student Unit Record</p>	<p>B: 83.47% 2006-2007</p> <p>83.84% 20005-2006</p> <p>84.22% 2004-2005</p>	<p>L:</p> <p>A:</p>	<p>L: 84.09%</p> <p>A:</p>
<p>2P1</p> <p>Credential, Certificate, or Degree</p> <p>113(b)(2)(B)(ii)</p>	<p>Numerator: Those students from the denominator who graduated</p> <p>Denominator: Concentrators who exited during the fiscal year</p>	<p>Student Unit Record</p>	<p>B: 48.12% 2006-2007</p> <p>45.44% 2005-2006</p> <p>47.50% 2004-2005</p>	<p>L:</p> <p>A:</p>	<p>L: 47.27%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>3P1</p> <p>Student Retention or Transfer</p> <p>113(b)(2)(B)(iii)</p>	<p>Numerator: Those students from the denominator who were enrolled in postsecondary education during the fiscal year</p> <p>Denominator: Concentrators who were first-time postsecondary enrollees in Fall of the previous fiscal year and did not graduate</p>	<p>Administrative Record Exchange – National Student Clearinghouse</p>	<p>B: 62.10% 2006-2007</p> <p>62.30% 2005-2006</p> <p>63.23% 2004-2005</p>	<p>L:</p> <p>A:</p>	<p>L: 62.80%</p> <p>A:</p>
<p>4P1</p> <p>Student Placement</p> <p>113(b)(2)(B)(iv)</p>	<p>Numerator: Those graduates from the denominator who were listed as employed in the Georgia UI database in the subsequent Summer or Fall</p> <p>Denominator: Graduates from the previous fiscal year who were available for employment</p>	<p>Administrative Record Exchange – Georgia Dept of Labor UI</p>	<p>B: 72.93% 2006-2007</p> <p>70.84% 2005-2004</p> <p>71.06% 2004-2005</p>	<p>L:</p> <p>A:</p>	<p>L: 71.86%</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	Numerator: Those students from the denominator of under-represented gender for their program Denominator: Participants enrolled in nontraditional coursework (as defined by the national crosswalk)	Student Unit Record	B: 16.32% 2006-2007 16.57% 2005-2006 16.91% 2004-2005	L: A:	L: 16.72% A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	Numerator: Those graduates from the denominator of under-represented gender for their program Denominator: Graduates from nontraditional programs	Student Unit Record	B: 16.57% 2006-2007 17.18% 2005-2004 16.91% 2004-2005	L: A:	L: 17.01% A:

SECTION V. TECH PREP PROGRAMS

Georgia has chosen to exercise its authority under Section 202 of the Perkins Act to merge all funds appropriated under Title II into the Perkins Act and to treat such funds as Title I funds. Therefore, the state will not address any of the questions in Section V.

SECTION VI. FINANCIAL REQUIREMENTS

VI A 1 How the agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

The State of Georgia has determined that the allocation will be split between the two major education agencies, the Georgia Department of Education, which serves grades K-12, and the Georgia Department of Technical and Adult Education, which serves postsecondary career technical education students. The distribution of funds between secondary and postsecondary career and technical education was accomplished by mutual agreement of the State Board of Education and Georgia Board of Technical and Adult Education. Based upon the relative training and retraining needs of secondary, postsecondary, and adult students, decisions were made regarding the percentage of funds for secondary and postsecondary programs. The percentage distribution for Title I is 50-50.

The GaDOE and the GDTAE in accordance with Section 112(a)(1) will distribute not less than 85 percent of the funds available from Title I to eligible recipients in accordance with Sections 131 and 132. The GaDOE and the GDTAE will expend not more than 10% of the allotment made under Section 111 to various state leadership activities described in Section 124, of which not more than 1% of the amount allotted to the state shall be available to serve individuals in state institutions, including programs and services provided by the Department of Juvenile Justice, the Department of Corrections, and the State Schools for the Deaf and Blind. Not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for nontraditional training and employment, and an amount equal to not more than 5 percent for the administration of the state plan.

The GaDOE and the GDTAE assure that the state shall match, from nonfederal sources and on a dollar-for-dollar basis, the funds received under subsection 112(a)(3).

VI A 2 Specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec.131(g); Sec.202(c)]

Secondary

The GaDOE shall distribute funds on an annual basis for secondary CTE programs to eligible secondary recipients according to the following guidelines:

Sec. 131, (a)(1) Thirty percent (30%) of the available funds shall be allocated to eligible recipients in proportion to the number of children aged 5-17 who reside in the school district served by such local educational agency from the most recent data. The GaDOE will utilize data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility

under Title I of the Elementary and Secondary Education Act of 1965 including Small Area Income and Poverty Estimates (SAIPE) or student membership data collected by the National Center for Education Statistics through the common core of Data Survey System.

Sec. 131 (a)(2) Seventy percent (70%) of the available funds shall be allocated to eligible recipients in proportion to the number of individuals aged 5-17, who reside in the school district served by such local education agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under Section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school system.

Reserve. From amounts made available under subsection 112(a)(1), GaDOE will allocate up to 10% reserve to each eligible recipient as allowed under Section 112(c)(1), 112(c)(2), and 112(c)(3) of the legislation. The 10% reserve will be allocated using one or more of the following: rural areas, areas with high percentages of career and technical education students, and/or areas with high numbers of career and technical education students.

(a)(3) GaDOE will adjust the data used to make allocations to reflect any change in school district boundaries that may have occurred since the data were collected and include eligible recipients without geographical boundaries such as charter schools.

(b)(2) GaDOE will not propose an alternative funding formula at this time.

(c)(1) GaDOE will not award an allocation to an eligible recipient under the minimum allocation of \$15,000, unless the agency agrees for the purpose of meeting the minimum allocation to enter into a consortium with other eligible recipients.

(c)(2) GaDOE will accept a waiver request by the eligible recipient for exemption from entering into a consortium for the purpose of meeting the minimum allocation, if it is determined that the eligible recipient is located in a rural, sparsely populated area; is a public charter school operating secondary school career and technical programs; and/or demonstrates that the eligible recipient is unable to enter into a consortium for the purposes of providing these activities.

(c)(3) GaDOE will redistribute any amounts allocated to eligible recipients that cannot meet the eligibility requirements under minimum allocation and to eligible recipients that meet the requirements of this provision.

(d)(1) GaDOE will not allocate funds to an eligible recipient that serves only elementary schools, but will distribute funds to the eligible recipient or RESA that provides secondary school services to secondary school students in the same attendance area.

(d)(2) GaDOE will allocate funds to the eligible recipient that has jurisdiction over secondary schools based on the number of students that entered such secondary schools in the previous year from the elementary schools involved.

(e)(1) GaDOE shall distribute the portion of funds made available for any fiscal year to area career and technical education schools and educational service agencies where they have formed or will form a consortium for the purpose of receiving funds or have entered into or will enter into a cooperative arrangement for such purposes.

202(c) GaDOE will consolidate funds received under section 201 with funds received under section 111 in order to carry out the activities described in the Georgia State Plan. Funds consolidated by GaDOE will be considered as funds allotted under section 111 and shall be distributed in accordance with all provisions of section 112.

Postsecondary

This section does not apply to postsecondary.

VI A 3 Specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions with the State. [Section 122(c)(6)(A); Sec.202(c)]

Postsecondary

The GDTAE, in accordance with Section 132(a) of the Perkins Act, distributes postsecondary Perkins funds to eligible institutions within the state by a formula which allocates to each college funding proportionate to that college's percent of the statewide total of Pell grant recipients. No grant provided to any institution under this section shall be for an amount that is less than \$50,000. Any amount which is not allocated by reason of Section 132(c)(2) shall be redistributed to eligible institutions in accordance with provisions of this section.

From amounts made available under subsection 112(a)(1), GDTAE will allocate up to 10% reserve to each eligible recipient as allowed under Section 112(c)(1) of the legislation. The reserve will be allocated using rural areas. Rural areas will be determined by the percent rural population for the college's service area according to 2000 census data.

VI A 4 Allocation of funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Secondary

Eligible recipients with allocations of less than \$15,000 will be required to form consortia with other eligible recipients such as other school systems or regional educational service agencies (RESAs). The consortium shall submit one Local Application that combines all eligible recipients in the consortium. Guidance for the consortium will be contained in the instructions for the development of the Local Application. When a consortium is formed, it must be through cooperative agreement and must operate programs that are of sufficient size, scope, and quality to be effective.

Each agreement shall be for one year. If an eligible recipient wishes to leave a consortium, it may enter into a new consortium the following year. Waiver—The eligible agency will waive the application in (c)(1) in any case in which the eligible recipient is located in a rural, sparsely populated area; or is a public charter school operation secondary CTE program; and demonstrates that the eligible recipient is unable to enter into a consortium for purposes of providing activities under this part.

Funds allocated to a consortium for this purpose shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. All fund allocations will follow the same guidelines for distribution and allowable use of funds.

VI A 5 How our agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(6)(B); Sec. 202(c)]

The GDTAE does not fund consortia.

VI A 6 Adjustments to the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

GaDOE will adjust the data used to make allocations to secondary education programs to reflect any change in school district boundaries that may have occurred since the data was collected and include LEAs without geographical boundaries, such as charter schools. GaDOE will use other enrollment data for state institutions, charter schools, and LEAs without boundaries to develop a formula for their allocation.

VI A 7 Description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.

Georgia will not propose an alternative allocation formula.

VI B 1 PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
 (For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$38,505,354</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with With Title I Funds	<u>\$3,074,413</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$41,579,767</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	<u>35,342,804</u>
1. Reserve (<i>not more than 10% Line D, as applicable</i>)	<u>\$3,534,278</u>
a. Secondary Programs (5% of <i>Line D</i>)	<u>\$1,767,139</u>
b. Postsecondary programs (5% of <i>Line D</i>)	<u>\$1,767,139</u>
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	<u>\$31,808,526</u>
a. Secondary Programs (<u>50%</u> of <i>Line D.2</i>)	<u>\$15,904,263</u>
b. Postsecondary Programs (<u>50%</u> of <i>Line D.2</i>)	<u>\$15,904,263</u>
E. State Leadership (<i>not more than 10%</i>) (<i>Line C x 10%</i>)	<u>\$4,157,976</u>
1. Nontraditional Training and Employment (\$60,000)	
2. Corrections or Institutions (\$41,050)	
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	<u>\$2,078,987</u>
G. State Match (<i>from non-federal funds</i>)	<u>\$2,078,987</u>

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	<u>\$3,074,413</u>
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VI B 2 Listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

Secondary

Secondary eligible recipients that fall below the allocation of \$15,000 will be required to form consortia as described in section 112(a) and (c) above.

Postsecondary

The GDTAE does not fund consortia

VI B 3 You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Secondary

The GaDOE, in accordance with Section 131 (a) of the Perkins Act, will distribute funds on an annual basis to eligible recipients according to the following formula:

(a)(2) Seventy percent (70%) of the available funds will be allocated to eligible recipients in proportion to the number of individuals aged 5-17, who reside in the school system served by such local education agency and from families below the poverty level as determined on the basis of the most recent satisfactory data under section 1124(c)(1)(A) of the Elementary and Secondary Act of 1965. The data to be used is provided to the Secretary by the Bureau of the Census which includes the Small Area Income and Poverty Estimates (SAIPE) and enrollment from the National Center for Educational Statistics, Common Core of Data (CCD) survey system.

Thirty percent (30%) of the available funds will be allocation to eligible recipients in proportion to the number of individuals aged 5-17 as determined from the above data sources.

Postsecondary

The GDTAE, in accordance with Section 132(a) of the Perkins Act, distributes postsecondary Perkins funds to eligible institutions within the state by a formula which allocates to each college funding proportionate to that college's percent of the statewide total of Pell grant recipients. No grant provided to any institution under this section shall be for an amount that is less than \$50,000. Any amount which is not allocated by reason of Section 132(c)(2) shall be redistributed to eligible institutions in accordance with provisions of this section.

From amounts made available under subsection 112(a)(1), GDTAE will allocate up to 10% reserve to each eligible recipient as allowed under Section 112(c)(1) of the legislation. The reserve will be allocated using rural areas. Rural areas will be determined by the percent rural population for the college's service area according to 2000 census data.

VI B 4 The competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Secondary

From amounts made available under subsection 112(a)(1), GaDOE will allocate up to 10 percent reserve to each eligible recipient as allowed under Section 112(c)(1), 112(c)(2), and 112(c)(3) of the legislation. The 10% reserve will be allocated using one or more of the following: rural areas, areas with high percentages of career and technical education students, and/or areas with high numbers of career and technical education students. Rural areas (1) will be determined from the latest population per square mile data for each county within the state of Georgia determined by the most recent Census report and secondary career and technical education full-time student equivalent. Percentages of career and technical education students (2) and high numbers of career and technical education students (3) will be determined from the full-time equivalent enrollment and the total secondary enrollment (FTE).

Postsecondary

From amounts made available under subsection 112(a)(1), GDTAE will allocate up to 10% reserve to each eligible recipient as allowed under Section 112(c)(1) of the legislation. The reserve will be allocated using rural areas. Rural areas will be determined by the percent rural population for the college's service area according to 2000 census data.

VI B 5 Procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

Secondary

The GaDOE will fund up to 10% of the reserve allocated to secondary and postsecondary eligible recipients using one or more of Section 112(c) (1) rural area, (2) areas with high percentages of career and technical education students, and (3) areas with high numbers of career and technical education students. All reserve fund allocations will follow the same guidelines for allowable use of funds.

Postsecondary

All technical colleges and technical divisions will be ranked by the percentage rural population of their service areas. The most rural half of the colleges (currently eighteen) will receive an equal share of the reserve allocation.

VI B 6 Procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

Secondary

As noted in section IV B 4 above, rural areas will be determined from the latest population per square mile data for each county within the state of Georgia. Eligible recipients disagreeing with the designations may submit a waiver request along with justification for reclassification. These waiver requests must be submitted with the Local Plan for Career and Technical Education. The GaDOE, in accordance with Section 131(c)(2), may waive the minimum grant requirement if the GaDOE determines that the eligible recipient is located in a rural, sparsely-populated area, is a public charter school operating secondary vocational and technical education programs, and/or can demonstrate that it is unable to enter into a consortium for purposes of providing activities under this part.

Postsecondary

This provision does not apply to postsecondary institutions within Georgia.

SECTION VII. EDGAR CERTIFICATIONS AND ADDITIONAL ASSURANCES

APPENDIX 1: PUBLIC HEARINGS

INVITATION ROSTER

ROSTER OF MEDIA

PRESS RELEASE – NOTICE OF PUBLIC HEARINGS

QUESTIONS/RECOMMENDATIONS/COMMENTS AND AGENCY RESPONSES

ROSTERS OF PUBLIC HEARING ATTENDEES

LETTERS OF SUPPORT

Invitation Roster

Announcements for Public Hearings were distributed through a variety of databases served through the GaDOE and GDTAE. The databases serve the agencies for normal rulemaking procedures. The following pages indicate the major type of agencies/organizations represented by the database. The announcement went out to over 20,000 different groups/individuals who have expressed interest in rulemaking.

In addition, draft state plans were delivered to the following individuals/agencies/organizations:

- Governor Sonny Perdue
- Lt. Governor Casey Cagle
- Commissioner Michael Thurmond, Georgia Department of Labor
- Senator Dan Weber, Chair, Georgia Senate Education Committee
- Representative Brooks Coleman, Chair, Georgia House Education Committee
- Dr. Gene Bottoms, Senior Vice President, Southern Regional Education Board
- Ms. Jennifer Rippner, Executive Director, Governor's Office of Student Achievement
- Ms. Debra Lyons, Director, Governor's Office of Workforce Development

Types of Agencies/Organizations Represented in the Database

Every District Superintendent in Georgia
Public Information Officers in Georgia School Districts
Local vocational directors, coordinators, supervisors
Presidents, Technical Colleges
Vice-Presidents of Instruction, Technical Colleges
Georgia School Boards Association
Georgia Association of Educational Leaders
Georgia School Superintendents Association
Georgia PTA
Members, Georgia Board of Education
Members, Georgia State Board of Technical and Adult Education
GCTE
Georgia School Public Relations Association
The Georgia Association of Educators
The Professional Association of Georgia Educators
Georgia Department of Technical and Adult Education
The University System of Georgia
The Department of Early Care and Learning
The Georgia Professional Standards Commission
The Office of the Governor of Georgia
The Office of the Lt. Governor of Georgia
The Governor's Office of Student Achievement
The Georgia Department of Education
The Georgia Department of Community Health
The Georgia Technology Authority
The Georgia Department of Human Resources
Representatives from several of Georgia's public colleges and universities
Representatives from several of Georgia's technical colleges
State Representatives and State Senators with an e-mail addresses
The Georgia Partnership for Excellence in Education
The Georgia Chamber of Commerce
Communities in Schools
The Georgia Economic Development Association
Staff of Georgia's U.S. House of Representatives and the U.S. Senate
The Southern Regional Education Board
Future Farmers of America (FFA)
Family, Career and Community Leaders of America (FCCLA)
Future Business Leaders of America (FBLA)
Technology Students Association (TSA)
Health Occupations Students of America (HOSA)
DECA
Career and Technical Instruction (CTI)
SkillsUSA

Roster of Media

Press Corps

Associated Press
Atlanta
Capitol Report
Macon Telegraph
Morris News Service
Peach State Radio
The Atlanta Constitution
WSB-TV
WAGA-TV
WATL-TV
WXIS-TV
WGNX-TV

Press

Adel News Tribune
Alma Times
Americus Times Recorder
Americus Times Recorder
Athens Banner Herald
Atkinson County Citizen
Barnesville Herald Gazette
Barrow County News
Baxley News Banner
Bryan County News
Calhoun Times
Camilla Enterprise
Camilla Enterprise
Catoosa County News
Cedartown Standard
Charlton County Herald
Chatsworth Times
Chattahoochee Chronicle
Cherokee Tribune
Clayton News Daily
Coastal Courier
Columbus Ledger Enquirer
Cordele Dispatch
Dailey Tribune
Daily Report
Dawson News and Advertiser
Donalsonville News
Douglas County Sentinel
Early County News
Effingham Herald
Fayette Daily News
Forsyth County News

Franklin County Citizen
Griffin Daily News
Gwinnett Daily Post
Harris County Journal
Hawkinsville Dispatch & News
Henry Daily Herald
Jackson Progress Argus
Jeff Davis Ledger
LaGrange Daily News
Lanier County News
Leader Tribune
Lee County Ledger
Marietta Daily Journal
Meriwether Vindicator
Miller County Liberal
Monroe County Reporter
Morgan County Citizen
News & Farmer
North Georgia News
Ocilla Star
Pickens County Progress
Pike County Journal & Reporter
Quitman Free Press
Rockdale Citizen
Rome News Tribune
Savannah Morning News
Sparta Ismaelite
Statesboro Herald
Stewart Webster Journal
Stewart Webster Journal
Sylvania Telephone Newspaper
Talbotton New Era
The Advance
The Advocate Democrat
The Albany Herald
The Albany Herald
The Augusta Chronicle
The Banks County News
The Berrien Press
The Blackshear Times
The Blade
The Brantley County Express
The Brunswick News
The Cairo Messenger
The Champion Newspaper
The Citizen & Georgian
The Claxton Enterprise
The Clayton Tribune
The Clinch County News
The Coastal Courier

The Cochran Journal
The Columbia News-Times
The Cordele Dispatch
The Courier Herald
The Covington News
The Cuthbert Southern Tribune
The Cuthbert Southern Tribune
The Dade County Sentinel
The Dahlonega Nugget
The Daily Citizen-News
The Dallas New Era
The Darien News
The Dawson News
The Dodge County News
The Douglas Enterprise
The Eatonton Messenger
The Elberton Star
The Gateway-Beacon
The Georgia Post
The Hartwell Sun
The Herald Journal
The Herald-Leader
The Houston Daily Journal
The Jackson Herald
The Johnson Journal
The Jones County News
The Lincoln Journal
The Macon Telegraph
The Madison County Journal
The McDuffie Mirror
The Metter Advertiser
The Millen News
The Montgomery Monitor
The Monticello News
The Moultrie Observer
The News & Banner
The News & Farmer/Jefferson Reporter
The News Observer
The News-Observer
The News-Reporter
The Northeast Georgian
The Oconee Enterprise
The Oglethorpe Echo
The Post Searchlight
The Press-Sentinel
The Sandersville Progress
The Soperton News
The Summerville News
The Sylvester Local News
The Tattall Journal

The Taylor County News
The Telfair Enterprise
The Thomaston Times
The Tifton Gazette
The Times
The Times-Herald
The Toccoa Record
The True Citizen
The Twiggs Times New Era
The Union Recorder
The White County News Telegraph
The Wilkinson County Post
The Wiregrass Farmer Newspaper
Thomasville Times Enterprise
Times Courier
Times-Georgian
Towns County Herald
Tribune/Georgian
Tri-County Journal
Tri-County Journal & Chattahoochee Chronicle
Valdosta Daily Times
Valdosta Daily Times
Walker County Messenger
Walton Tribune
Warrenton Clipper
Waycross Journal Herald
Wheeler County Eagle

TV Stations

WGXA-TV Channel 24 (FOX)
WMAZ-TV Channel 13 (CBS)
WMGT-TV Channel 41 (NBC)
WVAN-TV Channel 9
WSAV-TV Channel 3 (NBC)
WTOC-TV Channel 11 (CBS)
WFXG-TV Channel 54 (FOX)
WALB-TV Channel 10 (NBC)
WFXL-TV Channel 31 (FOX)
WABW-TV Channel 14
Georgia Public Television
WAGA-TV Channel 5 (FOX)
WATL-TV Channel 36 (WB)
WGCL-TV Channel 46 (CBS)
WPBA-TV Channel 30 (PBS)
WSB-TV Channel 2 (ABC)
WTBS-TV Channel 17
WUPA-TV UPN 69 (UPN)
WXIA-TV Channel 11 (NBC)
WCGT-TV Channel 16

WTVM-TV Channel 9 (ABC)
WRDW-TV Channel 12 (CBS)

Press Release—Notice of Public Hearing

January 25, 2008

NOTICE

TO: All Interested Parties

SUBJECT: Notice of Public Hearing

The Georgia Department of Education is seeking public comment on its five year state plan for Career and Technical Education.

The plan is required under the Carl D. Perkins Career and Technical Education Improvement Act, which was signed into law in August 2006. The purpose of the law is to help fully develop the academic, career and technical skills of students in middle school, high school and post-secondary institutions and prepare them for high-skill, high wage and/or high-demand jobs.

A draft version of Georgia's Five-Year Plan will be available at on the GaDOE's website on Feb. 15, 2008. The plan will be posted at www.gadoe.org/ci_cta.aspx?PageReq=cictaperkins.

Public comment can be submitted either in person at two public hearings, in writing or by phone.

PUBLIC HEARINGS

1) February 27, 2008 from 10:00 a.m. until 12 noon

Georgia Department of Education

19th Floor Instructional Technology Lab

1966 Twin Towers East

205 Jessie Hill Jr. Drive, SE

Atlanta, Georgia 30334

Phone: 800-869-1011

Link for driving directions/parking:

<http://public.doe.k12.ga.us/askdoe.aspx?PageReq=Directions>

Those unable to attend this hearing in person can participate via teleconference at one of 12 Education Technology Training Centers (ETTC) around the state. The participating ETTCs are:

Albany State University ETTC

Armstrong Atlantic State University ETTC

Columbus State University ETTC

Dalton State University ETTC

Heart of Georgia RESA ETTC

Kennesaw State University ETTC

Macon State College ETTC

Augusta National Science Center @ Fort Discovery ETTC

University of Georgia @ Athens ETTC

University of Georgia @ Gwinnett ETTC

Valdosta State University ETTC

West Georgia RESA ETTC

For addresses, contact information, driving directions and parking info visit:

<http://public.doe.k12.ga.us/it.aspx?PageReq=ETTCLocDrivDir>

2) February 28, 2008 from 10:00 am until 12 noon

Central Georgia Technical College

Building I - Rooms A & B (Quad)

3300 Macon Tech Drive

Macon, GA 31206

(478) 757-3400

For driving directions and parking information, visit:

<http://www.centralgatech.edu/general/locations/macon/Maccampus.html>

WRITTEN COMMENTS

Any written comments must be submitted by March 1, 2008 via traditional mail or e-mail.

E-MAIL: policy@gadoe.org

MAILING ADDRESS

Rules Comments - Policy Division

Georgia Department of Education

2053 Twin Towers East

205 Jesse Hill Jr. Drive, S.E.

Atlanta, Georgia 30334.

COMMENTING BY PHONE

To phone in comments, call the Ask DOE Help Desk at 1-800-311-3627 and someone will log comments and provide them to appropriate GaDOE staff.

Questions/Comments/Recommendations and Agency Responses—Public Hearings

The following are questions submitted at the conclusion of the public hearings for the Georgia State Five-Year Plan held on February 27 and 28, 2008.

- 1. In several places throughout the secondary plan, the Education and Career partnerships are referenced with the DTAE pulling out their financial support for this program. How is this going to affect the State plan and the development of local plans?**

Response: We are still responsible to include postsecondary transition opportunities for our students. GaDOE plans to continue the Education and Career Partnership process as much as possible for the next five years. GaDOE will need to continue to work with postsecondary institutions to ensure that student transition does take place. One of the options for local systems is still to continue partnering with GDTAE to make sure the transitioning process will continue.

- 2. I wondered if 351 GED students are counted based on the completion during the FY or apart from. How does the secondary system get credit for GED completers?**

Response: GED students are not counted because GaDOE does not have a data source to collect. A plan will be created to include those students in the Perkins performance indicators.

- 3. Has there been any talk about creating statewide articulations between GaDOE, CTAE, and GDTAE?**

Response: Curriculum specialists from both agencies are reviewing the possibility of creating statewide articulation agreements.

- 4. P.16 – Verbiage about the ECPs shows we are collaborating with GDTAE, but at the Winter Leaders’ Conference we were informed that the GDTAE will no longer participate – don’t we have to change this statement?**

Response: The GaDOE has identified Education and Career Partnerships as the effort to increase postsecondary transition opportunities. Collaboration between GDTAE and GaDOE is still critical. Both agencies will still need to focus on the completion of articulation agreements, dual enrollment classes, and in developing career pathways. Both agencies are committed to continue our efforts together in some areas regardless of the structures being followed.

- 5. Are they going to renumber pathway courses in the Education and Culinary Arts? They still have FACS numbers and abbreviations.**

Response: The numbers will stay the same, some of these course numbers may begin with “20” and some may begin with “13.”The abbreviations have been changed to reflect the

different program areas, and the new program areas have been included in the CTAE program areas on the GaDOE website.

- 6. Five year plan uses work-based learning and youth apprenticeship terminology. Yet, Board approved courses said we are calling Youth Apprenticeship –WBL and WBL would be known as Career Related Education. Are we going back to the original verbiage for these areas?**

Response: Career Related Education is a broad umbrella of strategies that facilitate school to career transition. These strategies are age appropriate and include the following:

- Career Awareness
- Career Exploration
- Instructional Related Activities
- Connecting Activities
- Work-Based Learning

The category of Work-Based Learning is a nationally recognized term for all types of training experiences where the students' training environment is an actual work-site, hence the inclusion in the Five-Year Plan. The following are the categories of work-based learning experiences:

- Cooperative Education
- Internship
- Youth Apprenticeship

- 7. What strategies will the post-secondary institutions implement to connect secondary instruction to the post-secondary programs of study curriculum and to strengthen articulation and dual enrollment?**

Response: Beginning in FY 2009, each technical college will be required to implement a high school initiative. This initiative will include the expanded development and implementation of dual enrollment and articulation to strengthen programs of study between secondary and postsecondary institutions.

- 8. Following several meetings during the fall of 2007 discussing the relevance of changing the name of Family & Consumer Sciences to accommodate the new Pathways structure of curriculum, the impression given to teachers was that the umbrella of Family & Consumer Sciences would remain, with the Culinary Arts and Early Childhood Education added. The division of this area into three separate categories has not been mentioned to teachers, who fought so hard to keep the consistency of our area this fall. This appears to be happening in response to the lack of support for a name change, and the idea of separation would only lead to weaken this area as a whole. Please reconsider this separation and maintain Family & Consumer Sciences.**

Response: Focus groups were held in the in the fall to discuss a re-branding of the FACS area to expand the traditional focus of FACS to include Culinary Arts & Education. The majority of those in attendance did ask that the FACS name remain. The decision then was to keep the FACS name, but add the additional program areas of Education & Culinary Arts.

9. **The following comments pertain to Section III A3 -You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. Current sentence "GDTAE will investigate the possibility of collaborating with GaDOE and other partnering agencies, including business and industry, to create a media project with emphasis on math and science skills used in career technical education." Sentence should read-" GDTAE, renamed the Technical College System of Georgia (TCSG) will collaborate with GaDOE, WIA and other partnering agencies, including business and industry, to create a media project with emphasis on math and science skills used in career technical education." Rationale: Both agencies are working toward the same outcomes--productive citizens in the workforce!!**

Response: GDTAE will review the possibility of collaborating with GaDOE to create a media project with emphasis on math and science skills used in career technical education. This conversation is being facilitated through discussions on a statewide STEM Initiative.

10. **The cost of reproducing the resources in the media kit "Taking the Road Less Traveled" would be significantly reduced if both GDTAE and GaDOE collaborated on reproducing selective brochures from the kit for statewide use by both secondary and postsecondary coordinators. Use GPTV resources to promote this measure. Should be a collaborative effort.**

Response: GDTAE and GaDOE have collaborated in the past to promote programs that lead to nontraditional fields. GDTAE and GaDOE will review the possibility of reproducing materials in the media kit "Taking the Road Less Traveled" as a collaborative effort. This would be focused on both secondary and postsecondary students and emphasize opportunities in nontraditional programs and careers.

GaDOE and DTAE agree that a State Advisory Board would be beneficial in our efforts to promote nontraditional fields at both the secondary and postsecondary arenas.

11. **Recommendation -- A State Advisory Board, consisting of business and industry representatives, for secondary and postsecondary should be created to address the promotion of non-traditional fields.**

Response: GDTAE and GaDOE will investigate the possibility of forming an Advisory Board, consisting of business and industry leaders from across the state. This Board's focus could be the promotion of nontraditional programs and careers.

12. Section IV A 9 How the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in Section 113(B) and 203(e) of the Act. Recommendation- Award funds on a competitive basis, using the Performance Accountability System (PAS) as the rubric. Allow smaller colleges to form a consortium to compete for funds.

Response: Postsecondary Perkins allocations must be allocated in accordance with Section 132(a) of the Perkins Act, which distributes postsecondary Perkins funds to eligible institutions within the state by a formula which allocates to each college funding proportionate to that college's percent of the statewide total of Pell grant recipients.

13. After reviewing the document, I am a bit puzzled and confused. The P.L. 109-270 refers to Career and Technical Education (CTE), while the Georgia plan speaks of Career, Technical, and Agricultural Education (CTAE). Going back and forth between the two was a source of constant confusion for me. I would think it would be in the state of Georgia's best interest to align the naming of such organizations with that used at the Federal level as so much of the funding is provided from the federal law. Bringing Agriculture back under the Career and Technical Education (CTE) umbrella would seem to make sense and avoid confusion.

Response: Carl D. Perkins Act refers to Career and Technical Education as a State/Federal level terminology. Each state may designate the terminology for its divisions and/or agencies. Career, Technical and Agricultural Education is the division within GaDOE which conducts activities under Perkins. However, other state programs are administered through the CTAE division.

14. Section VI-B-1 Budget tables: The spaces for the allocated moneys were left blank. In the interest of honesty in government, I believe it would be appropriate to insert the allocated money figures. If the figures for 2008 are not yet available, then showing a projected or estimated figure or displaying what was spent in 2007 would seem appropriate. I believe you should also list, by Program area, the budget allocations. Details seem to be lacking in this plan.

Response: The estimates are being developed through a coordinated effort of GDTAE and GaDOE. The public hearing demonstrated the estimated allocation formulas. There is no mechanism in place to designate program allocations. The allocations by program area are a local decision. The federal formula does not provide for allocation by program area.

15. CTSO Opportunities

a) Agriculture is probably funded at a level that is disproportionately high to the opportunities available. Recent US Bureau of Labor Statistics and the Occupational Supply and Demand System websites referenced in your plan show opportunities for employment in Agriculture to be in decline for most areas and average at best

for a few areas. We do need to seek the proper balance in protecting our countries food supply and enhancing our ability to provide a safe food supply.

b) Architecture, Construction, Communications, and Transportation

We do need more welders, sheet metal workers, electricians, heating, ventilating, and air conditioning workers, and auto/diesel mechanics. These areas should probably be increased.

c) Business and Computer Science

Probably about right. Focus should be at the Technical colleges and State Universities. High School students interested in this area should be focused on the basic math and science academic areas.

d) Engineering and Technology

Introductory courses in surveying, drafting, and shop classes would be good to expose the student to these career areas. As with business and computer Science, High School students interested in these areas would be best served by focusing on the math, science, and writing academic areas.

e) FACS/Culinary Arts/Early Childhood Education

FACS/FCCLA seems to be doing very well as presently structured. Splitting out Early childhood education and creating another CTSO would seem inefficient in that it would require additional staff and consume resources that could be better used in other ways. Building on the success of FCCLA by strengthening its current program as currently structured with more resources would seem to be a much better strategy. FCCLA already provides opportunities for both Early Childhood and Culinary Arts student participation. Adding a Culinary Arts program is nice, but you may be misleading students that there are a lot of opportunities for Executive Chefs when what you may in fact be doing is preparing them for a career in fast food. That is not consistent with your goals to provide training for high wage careers. The Occupational Supply and Demand web site projects career opportunities to be average growth at best for Chefs. This makes so little sense that it would appear to be retaliatory on the part of DOE because the FACS teachers didn't support a name change in the DOE re-engineering effort.

f) Government and public safety

We probably have enough government workers. Deemphasize this area except for JROTC which we probably need to expand.

g) Health Occupations

We need more workers in this area. Expand the programs.

Response: The Perkins Transition Plan and Five-Year Plan represent ~~much~~ collaboration between GaDOE and GDTAE and other agencies to identify the career pathways needed in Georgia to develop a prepared workforce. The CTSOs reflect an alignment of leadership and career development for each of program areas. FCCLA is being added to also serve as a CTSO for the Education Program. The number of state-

approved programs (pathways) offered is determined within each school system depending on local workforce needs.

16. Please identify who made up the Perkins planning team and the financial subcommittee.

Response: The Perkins Planning Team was composed of members of GaDOE and GDTAE and other agencies. A list of names may be obtained upon request.

17. I would suggest a summary of changes that occur in this plan (if any) as a result of public review and comment. Will the final plan, as submitted, also be posted on the DOE website with blanks filled in?

Response: Yes, the final plan as approved by the State Board of Education will be posted on the DOE website.

18. Industry certification is an over rated activity and exercise in paperwork. It would be more effective to down size the bureaucracy and give the money to classroom teachers for their use in providing resources and opportunities for their students.

Response: Industry Certification is a state approved process for insuring that standards taught are in accordance with industry standards. A review of the process is being conducted to address concerns of this nature.

19. Criteria for approval of eligible recipients of funds under the act.

I would suggest a panel of private citizens and legislators would be a more appropriate to review and approve the process for eligible funds.

Response: The federal legislation does not allow for this type of process. The state of Georgia follows the Act as to the allocation of funds using approved formulas to eligible recipients.

20. Title I, Title II, and Local Funding

I would suggest keeping the Title I (basic grant), Title II (tech prep), and Local funding separate to better facilitate the tracking of moneys being properly expended according to the Perkins law. This should make verification of compliance easier to assure.

Response: GaDOE and GDTAE collaboratively made this decision to consolidate in order to improve services/programs offered. Funds still require accountability.

21. On pages 15-16 “...some school districts will be required to offer more than the minimum of one CTE program of study.” Which school districts are included and which are excluded from this requirement?

Response: The federal legislation requires all eligible recipients to implement a minimum of one program of study. Plans are being considered which would require from the state level a greater incorporation of programs of study based on size of school.

- 22. On page 16, “The recommended phase-in schedule will align with the implementation timeline for secondary pathway assessments.” When will we be able to preview these assessments and what is the timeline for their implementation? Also, is there a percent of students that will be required to take these assessments?**

Response: Phase I assessment are being defined in the FY 2008 year. Phase II and III assessments will be coordinated during school year FY 2009 – FY 2012 based on available funds. There is not a percent requirement of students to be assessed.

- 23. Throughout the book the terms “participant”, “concentrator”, and “completer” are used. The definitions for participant and concentrator are given, but there is no definition of completer. We feel this should be included.**

Response: The plan attempts to focus on defining participant and concentrator as required by the federal legislation.

- 24. On page 78, are 4-year colleges included in the data received from the National student Clearinghouse database to determine whether or not students continued their postsecondary education?**

Response: The National Student Clearinghouse includes over 90% of all postsecondary enrollment in the United States, including four year colleges.

- 25. On page 82, “GaDOE will utilize the “Gold Standard” level, as designated by the Office of OVAE to identify and/or develop assessments to assist in measuring technical skill attainment of CTE concentrators.” What are the criteria for the “Gold Standard” level?**

Response: References to the “Gold Standard” have been removed from the plan.

- 26. Page 84, “Final Agreed Upon Performance Levels Form” - How do we (secondary education) link to this?**

Response: There is a secondary Education Form C.

Roster of Public Hearing Attendees

February 27, 2008

Baker, Donna	Savannah Technical College
Banks, Charles	Georgia Department of Education – CTAE
Barker, Brenda	Georgia Department of Education
Barker, Ronald	Georgia Department of Education
Bishop, Barbara	West Georgia ETTC
Blair, Diane	Coosa Valley Technical College
Brewer, Ted	Department of Juvenile Justice
Broadnax, Tammy	Savannah-Chatham
Brown, Robert	Georgia Department of Education
Bush, Sandra	Atlanta Technical College
Cannon, Glenn	Georgia Department of Education
Chamblin, Elizabeth	ECP Manager
Clarke, Dennis	Georgia Department of Education
Clemons, Cheryl	Fulton County
Dean, Randy	Department of Technical and Adult Education
Dorsey, Naomi	Dorsey Training
Eaton, Tonya	Fulton County Schools
Ergle, Laura	Georgia Department of Education
Fuqua, Aretha	Department of Education
Gamble, Carol	Woodville Thompkins
Geiser, Jim	University of Georgia
Gibbs, Cynthia	Cherokee County
Gilyard, Juli	CCECP
Grossett-Dale, Georgia	Georgia Department of Education
Hanson, Mamie	Georgia Department of Education
Heath, Sarah	Georgia Department of Education
Hill, Freida	Department of Technical and Adult Education
James, Judy	University of Georgia
Jones, Chiquita	Southwest Georgia Technical College
Jones, Karen	University of Georgia
Larocque, Bernadette	Cobb County Schools
Lewis-Draffen, Elizabeth	Georgia Department of Education
McCallar, Stan	Georgia Department of Education
Muhammed, Derrick	Woodville – Thompkins / CTAE
Owen, Kenneth	Cherokee County
Pflugh, Karen	Savannah-Chatham County
Pritchett, John	Georgia Department of Education
Reeves, Jody	Gwinnett County Public Schools
Resch, Teresa	Department of Technical and Adult Education
Richardson, Lisa	Gwinnett Technical College

Rucks, Roy
Shapow, Elaine

Georgia Department of Education
Cobb County Schools

Roster of Public Hearing Attendees

February 28, 2007

Anderson, Denise	Augusta Technical College
Anderson, Tina	Moultrie Tech College
Beaver, Nancy	CTC
Bell, Elise	Columbus Technical College
Blair, Diane	Coosa Valley Technical College
Brown, Stephen	Flint River Technical College
Burks, Deborah	Georgia Tech
Burnell, David	Griffin Technical College
Cook, Betty Ann	Chattahoochee Tech College
Curtz, D.	Southwest Georgia Tech College
Davis, Kathryn	Heart of Georgia Tech
Davis, Patti	Heart of Georgia Tech
Dean, Randy	Department of Technical and Adult Education
Douglas, Kristen	West Central Tech
Goodman, Debbie	Southwest Georgia Tech College
Greer, Joanne	North Georgia Tech
Habershan, Timothy	Concerned Citizen
Hale, Nancy	West Georgia Tech
Harpe, Carol	Griffin Technical College
Harston, Craig	Northwestern Tech
Hill, Freida	Department of Technical and Adult Education
Holloway, Amy	TCSG
Hornsby, Kathryn	Department of Technical and Adult Education
Hunter, Sandra	Valdosta Tech
Joyner, Sharon	Bibb Co.
Lewis, Annabelle	Augusta Technical College
Livingston, Guy	Moultrie Tech
McCullough, Beverly	Bibb BOE
McMillan, Sherida	STC, ECP Manager
Nichols, Vicki	North Metro Tech College
Post, Julie	Gwinnett Technical College
Rackley, Lance	Bibb BOE
Rankin, Christina	Valdosta Technical
Roberts, Lonnie	Altamaha Tech College
Sanders, Pam	West Central Tech
Sanster, Vickie	Moultrie Tech College
Sellers, Linda	Altamaha Tech College
Sellers, William	Columbus Technical College
Sessan, Stella	Chattahoochee Tech College
Shaft, Ron	Altamaha Tech College

Shuman, Francine
Turner, Tony
Vesseler, John
Watkins, Gale
Werling, Karen
Winders, Garland
Woodard, James

Department of Technical and Adult Education
CGTC
Henry County Schools
North Georgia Tech
South Georgia Tech
Georgia Department of Education
Georgia Department of Education

APPENDIX 2: LOCAL PLANS

SECONDARY

POSTSECONDARY