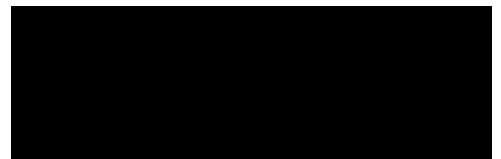
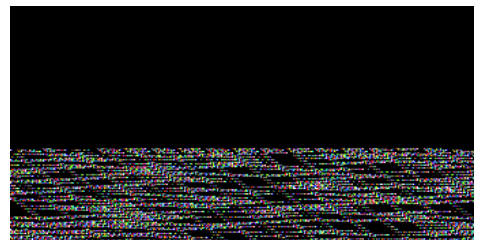




Georgia's State Plan

Perkins V: Strengthening CTE for the 21st Century Act



I. NARRATIVE DESCRIPTIONS

Georgia has been the number one state in which to do business for the last seven years, according to the November 2019 edition of *Site Selection* magazine. Georgia's strong economic prosperity for the last several years may be connected to the collaborative efforts of its secondary and postsecondary education systems. Together the Georgia Department of Education (GaDOE) and the Technical College System of Georgia (TCSG) have had a positive impact on the educational and economic outcomes in our state.

The Georgia Career and Technical Education system begins with middle and high school programs offered by the Career, Technical, and Agricultural Education (CTAE) division within GaDOE. For the purpose of this plan, the term Career and Technical Education (CTE) is used throughout except when referring to a specific division or job title. Secondary students can transition and continue into higher education through the Technical Education division of TCSG. The Georgia CTE system is designed, in concert with the state's secondary public schools, colleges, and universities 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.

At the high school level, CTE programs support challenging academic and technical standards integrated and embedded within CTE courses. These programs prepare secondary students to:

- Complete career pathways.
- Become college and career ready.
- Earn credentials of value.
- Develop a solid foundation for career fields through career pathways.

The goal for secondary career pathway graduates will continue to be high-wage, high-skill, and/or in-demand careers. Graduates will continue to have options to start as a registered apprentice, enlist in the military, begin college-level studies, and/or commence with their chosen career in the workforce.

At the technical college level, CTE programs help youth and 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 are characterized by the close relationship to employers and smooth transitions of program participants into the workforce at higher levels of income and employment success. TCSG oversees the state's system of technical colleges, adult education programs, and a host of economic and workforce development programs.

A. PLAN DEVELOPMENT AND CONSULTATION

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.

The GaDOE CTAE and TCSG developed the State's Perkins V State Plan collaboratively and with feedback from a variety of stakeholders from around the state. Stakeholder meetings were held both collaboratively, as well as separately in order to adequately address both combined and unique needs of secondary and postsecondary stakeholders. During various meetings across the state (including the Institute Designed for Educating All Students (IDEAS), Georgia Association for Career and Technical Education (GACTE), Georgia Association of Educational Leaders (GAEL),

Georgia Energy and Industrial Construction Consortium (GEICC), and Rural Educational Service Agencies (RESA) meetings and program specific workshops) members of the GaDOE CTAE and TCSG staff presented and gathered stakeholder input. Stakeholders were polled for input on definitions, performance indicators, policies, needs of special populations, and size, scope, and quality. Additionally, stakeholders were asked to assess and provide feedback on current pathways, middle school course offerings, and expansion of course curricula.

Specific stakeholders who helped develop Georgia's Perkins V State Plan include representatives of secondary, postsecondary, charter school and adult CTE programs including teachers, faculty members, other school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals; community representatives; parents; students; representatives of Georgia's workforce development board; representatives and members of special populations; representatives of both large and small businesses and industries; labor organization representatives; military school liaisons; and representatives of agencies serving out-of-school youth, homeless youth, and at-risk youth including the GaDOE Title IX Grant Program Manager.

As a prologue to the development of Georgia's Perkins V State Plan, numerous stakeholders were engaged in a year-long process to develop and implement a statewide Strategic Plan for CTAE in Georgia. This strategic planning process built a firm foundation for business and industry stakeholder involvement that could be leveraged for the development of the Perkins V State Plan. Additional stakeholders (including governmental agencies, workforce development representatives, industry association representatives and others) were added to and included in the state's Strategic Plan for CTAE development process. GaDOE CTAE and TCSG have been coordinated and intentional in conducting stakeholder meetings across the state.

In May 2019, the GaDOE CTAE State Business and Industry Advisory Committee held a meeting to begin discussing input for the Perkins V State Plan. Throughout the meeting secondary and postsecondary CTAE instructors, CTAE directors, school counselors, special needs instructors as well as business and industry professionals, legislators, and members of the State Workforce Development Board were introduced to the Perkins V: Strengthening Career and Technical Education for the 21st Century Act. At this time the major differences in Perkins IV and Perkins V were explained. Additionally, committee members assisted with the process for gathering stakeholder input for drafts of the state plan in subsequent months.

The participants of the IDEAS conference and the GACTE summer conference were asked to contribute their opinions and/or suggestions to survey questions as well as several draft sections of the Perkins V plan. The stakeholders attending these conferences included Vocational Rehabilitation professionals, CTAE instructors and directors, school counselors, special needs instructors, and administrators. Perkins V poster presentations were also given at the 2019 state GACTE summer conference to system CTAE directors, teachers, school counselors, educational vendors and others to gather additional written and oral feedback.

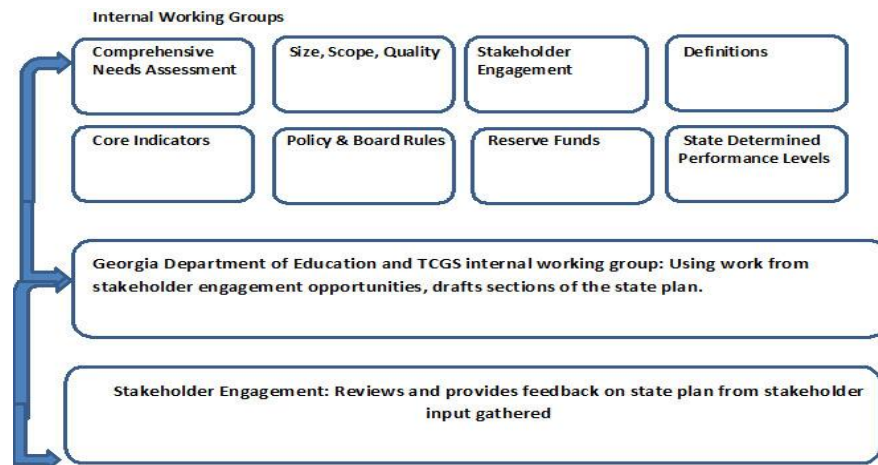
Additional face-to-face listening sessions across the state were held to gather input from the following stakeholder groups:

- Postsecondary career and technical education faculty, school leaders, and career and academic guidance counselors
- Adult career and technical education providers

- Interested community organizations
- The State Workforce Development Board
- Special populations, including individuals with disabilities
- Business and industry, including small business
- Agencies serving out-of-school, homeless and at-risk youth

These were held at Southern Regional Technical College in Tifton on May 7, 2019, Savannah Technical College in Savannah on May 8, 2019, the Atlanta Marriott Northeast Hotel in Atlanta on May 31, 2019, and during the GEICC Annual Meeting in Atlanta on June 6, 2019.

Internal workgroups at GaDOE CTAE and TCSG were created to collaborate on details of the state plan, including policy development and implementation timelines. These workgroups completed a deep dive within the contents of the Perkins V legislation, reviewed current GaDOE policies and made recommendations for how Georgia will address the requirements in the Perkins V State Plan.



The internal workgroups met approximately once per month with additional meetings scheduled as needed. The recommendations from the workgroups were used to draft the contents of the state plan. In addition to drafting sections of the state plan, the internal workgroups were charged with creating or updating relevant guidance; ensuring the appropriate changes were made to data reporting and IT systems; and ensuring the work was communicated to relevant internal stakeholders.

The internal stakeholder committee reviewed the content of the plan and provided feedback to the internal working groups. This committee, as well as substantive workgroups, convened throughout 2019 and into 2020 to provide feedback on the development of the four-year state plan. School system leaders, teachers and counselors also provided valuable information and feedback.

During the May 2019 meeting with the GaDOE CTAE Business and Industry Advisory Committee, stakeholders expressed that they would provide input and feedback once the state plan was written. From October 25, 2019 to November 25, 2019 the final draft of the Perkins V State Plan was posted, and public feedback collected. Additionally, during the November 2019 GaDOE CTAE Joint CTE Commission and Business & Industry Advisory Committee meeting, members reviewed the State plan as well as during the October 24, 2019 public hearing. A list of stakeholders engaged throughout the planning process can be found in Appendix A.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

The portion of the Georgia Perkins V State Plan relating to the amount and uses of funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education was developed after consultation with GaDOE CTAE and the TCSG.

Georgia state agencies, other than the Georgia State Board of Education (the eligible agency), were given the opportunity to file objections to Georgia's Perkins V State Plan prior to submission of this document to the Secretary.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

The public submitted comments at multiple points in the development of Georgia's Perkins V State Plan. A specific public comment period on the final draft of the state plan was provided during the time period of October 25, 2019 to November 25, 2019. The draft state plan was posted on the GaDOE CTAE website at www.gadoe.org for public review throughout this period and an email address (PerkinsVLive@doe.k12.ga.us) was provided for the public to send written comments. Additionally, stakeholders and members of the public were invited to attend in-person public hearings held on October 24, 2019 in fourteen (14) locations across the state (see Section D.4. for stakeholder comments and Appendix B) to ask questions and provide feedback to the draft version of the Georgia Perkins V State Plan. GaDOE's technology team created an email address for stakeholders to provide additional input following the public hearing and posting.

Responses to public comments can be found in Appendix B.

B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

1. STATE'S VISION FOR EDUCATION AND WORKFORCE DEVELOPMENT

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

WorkSource Georgia, which is administered by the Office of Workforce Development (OWD) at Technical College System of Georgia (TCSG), is Georgia's official employment and training system.

WorkSource Georgia administers the state's federal grant funds under the Workforce Innovation and Opportunity Act (WIOA) and represents the four core partners included under WIOA (Title I within OWD at TCSG, Title II within the Office of Adult Education (OAE) at TCSG, Title III within the Georgia Department of Labor (GaDOL), and Title IV within the Georgia Vocational Rehabilitation Agency (GVRA)).

This network coordinates to provide a cohesive system of services to individuals across the state of Georgia through 19 Local Workforce Development Areas (LWDAs), which are directed by 19 Local Workforce Development Boards (LWDBs) composed of local business leaders, civic leaders, education partners, and community stakeholders.

Under the direction of the State Workforce Development Board (SWDB), OWD conducted 17 public meetings with employers across Georgia with the specific outcome of determining statewide occupational demands and the educational and programmatic changes needed to support these in-demand fields. These meetings were conducted in collaboration with the state's public secondary (GaDOE) and postsecondary (TCSG) education agencies to ensure the information collected and shared was used to improve and expand the state's educational offerings and ensure that they are aligned with and address education and skill needs of employers across the state. Numerous statewide education and workforce development policy changes and programmatic expansions and creations resulted from this work.

One of the largest solutions developed as a product of those efforts was the creation of WorkSource Sector Partnerships. WorkSource Sector Partnerships, an initiative of WorkSource Georgia, was launched in 2016 to strengthen Georgia's workforce system and better align the system with the needs of employers across the state. This initiative was launched to equip the state's 12 Workforce Development Regions to replicate the statewide efforts to better serve the needs of their regional industries. These partnerships, which are led by the LWDBs and are composed of a diverse group of stakeholders, represent the business, economic development, workforce development, education (including K-12), social service, and Community Based Organizations within each region. The partnerships are designed to better understand and act on the needs of key regional industries by developing an integrated strategy to inform and direct the region's education (at all levels) and workforce development efforts based on employer feedback and guidance. They further build an infrastructure of communication and collaboration between the public and private sectors throughout the state.

These partnerships, which include representatives from the career and technical education programs in each region, will continue working to ensure their regional programs of study and broader workforce development efforts are aligned with and address the education and skill needs of the employers in their regions and those identified by the SWDB. The results of the biennial comprehensive local needs assessments will also be taken into consideration during this process.

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

As stated earlier, multiple stakeholders were engaged in a year-long process in 2018 – prior to

Perkins V – to develop a statewide Strategic Plan for CTAE in Georgia. The strategic planning process helped bolster the collaborative discussions that were used to develop Georgia’s Perkins V State Plan.

In August 2019, GaDOE CTAE, TCSG, and SWDB met to discuss the state’s shared vision, mission, and goals for preparing Georgia’s students and adults for the skilled workforce needs of employers, with the support of and information provided by representatives of the Governor’s office. Using a comparison document showing each agency’s individual vision, mission and goals related to skilled workforce preparation, the group created a collective state Vision and Mission statement and a subsequent set of common goals for education and workforce development.

Georgia’s Career, Technical, and Agricultural Education (CTAE) secondary and postsecondary systems will continue to be a world leader in providing all students access to innovative, student-centered and affordable educational experiences that prepare them to succeed in current and emerging in-demand business and industries that drive economic prosperity for all Georgians.

Strategic Goals:

GaDOE CTAE will:

- Provide students access to quality career counseling.
- Expand CTAE opportunities.
- Teach employability skills throughout grades K-12.
- Ensure that students have access to real-world experiences that align with specific career pathways.
- Build relationships so that businesses are deeply involved in the educational system through CTAE.
- Create win-win partnerships to better align pathways with student and industry needs.
- Prioritize increased teacher and counselor recruitment, retention, and professional development efforts.
- Explore ways to reduce the administrative burden on teachers, which can be a deterrent to recruitment and retention.
- Integrate employability skills into teacher training.
- Ensure students are taught by quality instructors with real-world knowledge in the field they are teaching.

TCSG will provide quality, industry-driven education and training that prepares students to enter the workforce or continue their education by:

- Facilitating the review of all technical programs to ensure that program competencies meet business and industry needs.
- Engaging industry partners across the state to expand apprenticeships.
- Utilizing technology to monitor and track academic progress and completion.
- Increasing the design and development of on-line courses.
- Conducting faculty training.
- Expanding the availability of Open Education Resources (OER).
- Increasing Workforce Credentials available to recent high school graduates.

TCSG and GaDOE CTAE will:

- Use root-cause analysis to identify gaps and ensure state-of-the-art programs, including ensuring that Georgia has exceptional, world-class facilities to enhance student learning.
- Build relationships at the state level so that both agencies are working as one team for the benefit of all students, including creating advisory committees and seeking the feedback of all stakeholders.
- Work to meet these goals and fulfill the state's vision by implementing the program of study and other secondary and postsecondary education programs and initiatives outlined in this state plan.

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

The State of Georgia is creating an inter-agency joint planning committee co-chaired by the Deputy Commissioner of the Technical College System of Georgia and the Chief of Staff of the Georgia Department of Education that will lead the planning, alignment, coordination, and leveraging of funds between secondary and postsecondary CTE programs, Every Student Succeeds Act (ESSA), WIOA, and the state's workforce development system. The committee will focus on ensuring that CTE-targeted state and federal funds are used effectively and efficiently to align CTE and workforce development activities with current and anticipated future state, regional and local economic and education needs. The committee will be composed of representatives from GaDOE CTAE, TCSG (including the offices of Technical Education, Workforce Development and Adult Education), the University System of Georgia (USG), and other relevant state agencies and is slated to begin its work in 2020.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act.

GaDOE CTAE and TCSG will use Perkins leadership funds for all the activities listed in Section 124(a) and selected uses from Section 124(b) of the Perkins V legislation. GaDOE CTAE and TCSG will continue to support the preparation of students for fields that are non-traditional for their gender, and other activities that expose students, including members of special populations, to high-skill, high-wage, or in-demand careers. College credit initiatives that connect the colleges with the high

schools in their service delivery areas will also be supported. A host of professional development and leadership activities will be provided throughout the state to prepare and retain career and technical education faculty. Technical assistance will be provided to secondary CTAE programs and schools as well as to individual colleges to help them improve their technical education programs and services. Additionally, leadership funds will be used to develop statewide programs and programs of study, approve locally developed programs of study and ongoing program reviews. Also, Perkins leadership funds will be used to support career and technical student organizations.

2. **IMPLEMENTING CAREER AND TECHNICAL EDUCATION PROGRAMS AND PROGRAMS OF STUDY**

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Working collaboratively, Georgia Department of Education (GaDOE) Career, Technical and Agricultural Education (CTAE) the secondary agency and Technical College System of Georgia (TCSG) the postsecondary agency have developed or updated 42 programs of study and 134 associated career pathways. Programs of study are based on the national career cluster model, with the addition of an Energy Career Cluster, to meet Georgia workforce needs. The Energy Career Cluster represents a steadfast partnership with statewide energy partners. Names and descriptions of the state-recognized Career and Technical Student Organizations (CTSOs) associated with these career clusters are included in the table in Appendix C.

These programs of study allow students to begin learning about a career path while in high school and potentially earn an entry-level credential, articulated credit and/or dual college credits. Students also have the opportunity for further education and industry training through a TCSG technical certificate, diploma or degree program with additional credentialing possible. GaDOE CTAE and TCSG will continue to collaborate to keep the programs of study up to date with curriculum improvements and industry stakeholder input. Program of study data stemming from the ongoing monitoring and risk assessment reviews will continue to support curricular updates.

PERKINS PROGRAMS OF STUDY

GaDOE CTAE and TCSG define a program of study as “a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that –

- Incorporates challenging state academic standards, including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
- Addresses both academic and technical knowledge and skills, including employability skills.
- Is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area.
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction).
- Has multiple entry and exit points that incorporate credentialing.
- Culminates in the attainment of a recognized postsecondary credential.” (Public Law 115-224).

Each program of study contains the following elements to better inform parents, students, school counselors, and educators:

- Secondary academic courses for mathematics, English, science, social sciences, required elective courses, and elective courses as defined by Georgia’s State Board of Education graduation requirements
- Three sequenced secondary CTAE career pathway courses for each specific pathway, culminating with work-based learning experiences
- Entrance and exit points into postsecondary options for Technical Certificates of Credit (TCCs), diplomas, associate degrees, and/or bachelor’s degrees with an explanation of the entrance and exit point options
- Information about obtaining credentials of value
- Career examples for each career pathway that meet the criteria for high-wage, high-skill, or in-demand careers
- Occupations and related occupations for each chosen career pathway
- Career enhancement options and postsecondary transition information that will assist secondary students matriculating to technical college, college or university
- Succinct description and narrative for each career pathway about career options, choices, and skill requirements

Georgia’s 42 programs of study are represented in the table below.

| Programs of Study | Career Cluster |
|---|---|
| 1. Agriculture Mechanics Systems | Agriculture, Food and Natural Resources |
| 2. Forest and Natural Resources Management | Agriculture, Food and Natural Resources |
| 3. Plant and Landscape Systems | Agriculture, Food and Natural Resources |
| 4. Carpentry | Architecture and Construction |
| 5. Welding | Architecture and Construction |
| 6. Film | Arts, Audio Video Technology & Communications |
| 7. Graphics Communications | Arts, Audio Video Technology & Communications |
| 8. Graphic Design | Arts, Audio Video Technology & Communications |
| 9. Business Technology | Business Management and Administration |
| 10. Entrepreneurship | Business Management and Administration |
| 11. Human Resources Management | Business Management and Administration |
| 12. Early Childhood Care and Education | Education and Training |
| 13. Energy and Power Generation Transmission Distribution | Energy* |
| 14. Energy Systems | Energy* |
| 15. Advanced Accounting | Finance |
| 16. Business Accounting | Finance |
| 17. Financial Services | Finance |
| 18. Diagnostic Clinical Lab | Health Science |
| 19. Diagnostic Phlebotomy | Health Science |
| 20. Therapeutic Services Emergency Medical Responder | Health Science |

| | |
|--|--|
| 21. Therapeutic Services Patient Care | Health Science |
| 22. Culinary Arts | Hospitality and Tourism |
| 23. Hospitality Recreation Tourism | Hospitality and Tourism |
| 24. Sports and Entertainment Marketing | Hospitality and Tourism |
| 25. Cosmetology | Human Services |
| 26. Esthetics | Human Services |
| 27. Information and Support Services | Information Technology |
| 28. Networking | Information Technology |
| 29. Web and Digital Design | Information Technology |
| 30. Corrections Services | Law, Public Safety, Corrections and Security |
| 31. Security and Protective Services | Law, Public Safety, Corrections and Security |
| 32. Industrial Maintenance | Manufacturing |
| 33. Mechatronics | Manufacturing |
| 34. Fashion Merchandising and Retail Management | Marketing |
| 35. Marketing and Management | Marketing |
| 36. Marketing Communications and Promotions | Marketing |
| 37. Electronics | STEM, Engineering and Math |
| 38. Engineering and Technology | STEM, Engineering and Math |
| 39. Drafting Design | STEM, Engineering and Math |
| 40. Automotive Maintenance and Light Repair | Transportation, Distribution, and Logistics |
| 41. Collision Repair Non-Structural Analysis Damage Repair | Transportation, Distribution and Logistics |
| 42. Distribution and Logistics | Transportation, Distribution and Logistics |

** Georgia-specific career cluster*

SECONDARY

GaDOE CTAE has developed and will continue to support both instructionally and financially the sustainability of Georgia's 42 secondary programs of study, which will continue to increase. State and local needs assessments and labor market data will continue to be used to identify new programs of study and career pathways. All pathways and programs of study will be examined and improved based on monitoring and risk assessments, and on-going comprehensive local needs assessments. Also, through articulation agreements GaDOE CTAE will pursue aligning more career pathway courses.

Prior to the development of the 42 programs of study listed above, GaDOE CTAE worked with the University System of Georgia (USG) to develop a program of study for Teaching as a Profession (TAP). Developing programs of study is a continual process. As additional programs of study (i.e. Nutrition and Food Science, International Business, Unmanned Aircraft Systems Technology) are created and approved by Georgia's State Board of Education, documents will be developed.

POSTSECONDARY

TCSG will continue to support the approximately 1,100 distinct postsecondary occupational programs linked to secondary's 42 programs of study currently offered across the state through its 22 technical colleges. Programs will continue to be offered in five broad occupational areas:

1. 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 and Forest Technology. Programs in natural resource technologies include (but are not limited to) Waste Water Management, and Wildlife and Plantation Management.

2. Business Technologies

These programs include (but are not limited to) Information Technology, Cybersecurity, Business Management and Administration, Banking and Finance, Marketing, Design and Media Technology, and Paralegal Studies.

3. Health Technologies

According to the Georgia Workforce Trends report, four of the top ten industries adding the most jobs in the state through 2026 are healthcare related. Healthcare related occupations also account for nine (9) of the twenty (20) occupations with the greatest projected job growth and that also generally require an associate degree, postsecondary award, or some college in Georgia. Medical programs include (but are not limited to) Practical Nursing, Medical Assisting, First Responder Training, Radiologic Technology, Surgical Technology, Dental Care, Rehabilitation Services, and Veterinary Technology.

4. Industrial, Engineering and Manufacturing Technologies

These programs include (but are not limited to) Construction, Industrial Maintenance, Manufacturing, Welding Joining Technology, Diesel Equipment Technology, Electric Power, Heating and Air Conditioning Systems, Commercial Refrigeration, Automotive and Aviation Technologies, and Civil, Electrical and Mechanical Engineering.

5. Personal/Public Services Technologies

These programs include (but are not limited to) Public Safety, Fire Science Technology, Commercial Truck Driving, Culinary Arts, Funeral Services, Early Childhood Care and Education, Cosmetology, Barbering, and Hotel, Restaurant, and Tourism.

TCSG will complete a review of all occupational program areas using smaller cross-functional teams consisting of industry representatives, select program faculty, college administrators, and TCSG technical education personnel. These program reviews will allow for timely curriculum updates and possibly modularization of curriculum content for quicker time to market for students. Whenever there are changes to either GaDOE CTAE or TCSG curricula, programs of study will be updated as appropriate.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132⁷ will—

SECONDARY

GaDOE CTAE will continue to utilize the secondary-level process for developing and approving locally developed programs of study and career pathways. The seven-step streamlined and documented process (Appendix D) includes input from industry leadership with secondary and postsecondary partners heavily involved in the decision-making process. Evidence must be provided that the locally developed pathway is connected to an industry need determined during

the Comprehensive Local Needs Assessment (CLNA). These career pathways include an introductory or foundation course followed by two sequenced courses. However, a CTE Concentrator is a secondary student who successfully completes (i.e. earns one unit of credit per course) any 2 courses within a GaDOE approved CTAE pathway. Eligible students may complete the process for earning an industry credential of value. Additionally, students may earn stackable credentials in preparation for or as a result of postsecondary coursework, apprenticeship training or workforce placement.

POSTSECONDARY

Technical colleges may submit proposals for additional locally developed Perkins programs of study to TCSG for review. This review begins with the Director of Grants Management and the Director of Curriculum reviewing the locally developed programs of study to ensure that they are coordinated, non-duplicative sequences of academic and technical content at the secondary and postsecondary levels. The programs of study must incorporate challenging academic standards from ESSA, include academic and technical knowledge and skills including employability skills, be aligned with the needs of industry in the local area, continuously progress in specificity with multiple entry and exit points, and culminate in the attainment of a recognized postsecondary credential. Submissions must be connected to a need indicated in the college's comprehensive local needs assessment. Once a locally developed program of study is approved, the college will receive notice of said approval.

- i. promote continuous improvement in academic achievement and technical skill attainment;

SECONDARY

A review of CTAE data will continue to ensure continuous improvement in performance related to academic and technical skill attainment indicators. The integration of academic standards and technical skills has been a critical process in the development of secondary programs of study. Industry partners and CTAE teachers will continue to ensure that each career pathway course includes technical skills that promote grade-level academic standards to promote continuous improvement.

POSTSECONDARY

All local applications will be reviewed by a team at TCSG which will include (but not be limited to) personnel from Curriculum, Grants Management, Institutional Effectiveness and Accountability, Special Populations, Secondary Education Initiatives, and Student Affairs divisions.

Local applications will be reviewed to ensure that the eligible recipients will continue to promote and support continuous improvement in academic achievement and technical skill attainment. TCSG will continue to use a standard statewide curriculum developed with input from faculty which integrates challenging academics into technical education competencies and helps maintain consistency in the quality of the career and technical education offered at the colleges.

TCSG will continue to review all programs regularly. Programs that need updating will go through a standard program update process led by TCSG's Academic Affairs division. Programs that are outdated or no longer needed will be terminated through a formal program termination process. These annual review processes will assure that programs maintain rigor and relevance

to the colleges' local service area employers.

- ii. expand access to career and technical education for special populations; and

SECONDARY

Georgia will continue to expand and assure access to CTAE programs to all students included in special populations groups. Perkins funds will be used to ensure equity and access for all students included in special population groups. Georgia requires assurance of equal access and nondiscrimination for all members of special populations in locally developed and state-approved plans. Members of special populations groups are encouraged and supported in achieving their fullest potential to obtain rewarding careers in high-wage, high-skill, or in-demand occupations. In order to ensure compliance and accountability with federal and state performance standards for workforce preparation and development, CTAE strongly encourages the following program strategies:

- Provide relevant information and technical assistance on an ongoing basis.
- Provide individual interest and aptitude assessment through career advisement with school counselors in the development of Individual Graduation Plans (IGP), Individualized Education Plans (IEP), Transition Plans, CTAE program of study.
- Provide relevant state approved career pathway options which expand access for all students.
- Conduct programmatic and professional development to assist local educators and community stakeholders who support students in special populations groups.
- Continue ongoing collaboration between the Division of Special Education, Georgia Vocational Rehabilitation Agency, GaDOE CTAE and associated agencies to provide and expand access to CTAE programs.
- Encourage local system CTAE recruitment activities beginning in middle school.
- Encourage local system CTAE programs to establish continuous quality improvement systems.

Georgia plans to expand support to students in special population groups with ongoing intervention programs at the high school level as outlined below. These intervention programs are intentionally designed to support the unique needs of eligible students in special populations groups. Georgia plans to expand the following intervention programs to the middle school level over the next four years:

- Career Technical Instruction (CTI)—Career Technical Instruction is an intervention service intentionally designed to support students with disabilities who are enrolled in CTAE programs and CTSOs. All CTI students are served through an IEP. This program utilizes a CTI-endorsed special education teacher to collaborate with the CTAE instructor in supporting students with attainment of entry-level job skills, employability skills, self-determination skills, and transition skills necessary for success in post-high school life. CTI services provide the means for students with disabilities to access CTAE programs in the least restrictive environment with varied instructional strategies.
- Each student is provided with leadership opportunities through participation in CTSOs aligned with their program of study or Georgia CTI, a state-recognized CTSO.
- Coordinated Career Academic Education (CCAEE) and Project Success (PS)—Targeted to learners with an educational probability of school failure and dropping out, this education program provides support and intervention services to disadvantaged and/or limited English-speaking career bound students who are at-risk of dropping out of school. The main goal of CCAEE is to increase the knowledge, skills and abilities necessary for students to graduate and be successful in the world of work and postsecondary education.

POSTSECONDARY

Throughout the review of the colleges' local applications, there will continue to be an overall focus on expanding access for all students. Each college will continue to employ a Special Populations Coordinator who will work directly with students who are members of a special population group to assist them with gaining access to and successfully completing training programs and obtaining employment. The Special Populations Coordinators will be readily available to assist these students in navigating the college setting and provide valuable career and academic guidance. The Special Populations Coordinators will also connect these students with accommodations and relevant services and activities at the college and in the community.

In addition to employing at least one Special Populations Coordinator, all TCSG colleges will continue to employ a Title IX and ADA/Section 504 Coordinator whose contact information will be listed on the college's website, on all syllabi, and in other publications for easy access to ADA/Title IX and Special Populations information.

All local applications will include the following program elements for ensuring and expanding access for students who are members of special populations:

- All outreach materials will depict a diverse student population participating in programs and programs of study activities.
- College applications, testing, websites and all information related to programs and programs of study will be accessible and available to all students.
- All programs and programs of study will be accessible and available to all students.
- Nondiscrimination policies will be in place at all colleges with published procedures for filing complaints.
- Processes will be in place at each college for reviewing program documents and information to ensure that they are accessible.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

SECONDARY

Georgia's CTAE Strategic Plan Priority 4 states, "In order for CTAE and students to be successful long term, it is imperative to expand CTAE opportunities and teach employability skills throughout grades K-12."

In 2018 a survey was developed to obtain data from Georgia's CTAE teachers, CTAE directors and CTAE administrators regarding the needs that exist to meet this target. The total number of CTAE respondents equaled 2,490. Of the 2,490 respondents, 176 were CTAE administrators. Survey results indicated the following general themes:

- Resources on the Career, Technical and Agricultural Education Resource Network (CTAERN) are underutilized.
- Most teachers are interested in additional training.
- Most teachers want additional resources.
- Most teachers would pursue training if offered through the CTAERN.

To address the survey findings, GaDOE CTAE will continue to support the inclusion of employability skills in career pathways through:

- Strong partnerships with business and industry to endorse the employability skill

- standards
- Robust Work-Based Learning programs to develop students' workforce employability skills
- Programmatic advisory committees to assist with providing employability skill training
- Implementation of the current library of employability instructional resources
- Extensive professional development for teaching employability skills
- Implementation of the recommendations and goals of the Georgia Employability Skills Task Force
- Awarding a Career Ready Diploma Seal in the area of Employability Skills

POSTSECONDARY

Local applications will be reviewed to ensure that all TCSG colleges continue to support the integration of work ethics and employability skills training and evaluation into all occupational program areas, including programs of study. Each program will continue to have an advisory committee comprised of representatives from business and industry that assists in developing the employability skills curriculum. The TCSG work ethics training will focus on the basic academic, interpersonal, and critical thinking skills, as well as work ethic behavior that will facilitate job acquisition, retention, and advancement when transferred to an occupational setting. All students will continue to be exposed to this essential employability training.

Current practice, which is expected to continue, allows for three options for incorporating employability skills into all programs. 1.) Colleges can require all degree and diploma seeking students to take a standardized course that focuses on employability and college success skills early in their programs. 2). Colleges can also offer their own versions of such a course, provided it is approved by TCSG. 3.) In programs leading to technical certificates, and selected other programs (for example Nursing and Early Childhood Care and Education), industry-specific employability skills are integrated into the programs' courses.

- c. Describe how the eligible agency will—
 - i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

GaDOE CTAE and TCSG will continue collaborating to make program of study information available by developing and coordinating the dissemination of resource documents. An example of the program of study collaboration is included in Appendix E. Each program of study document includes the following information:

- Secondary academic courses for mathematics, English, science, social sciences, required elective courses, and elective courses as defined by Georgia State Board of Education graduation requirements
- An introductory course and two sequenced secondary CTAE career pathway courses for students to complete for each specific pathway, which may culminate with credit earned in work-based learning
- Entrance and exit points to multiple postsecondary options for Technical Certificates of Credit (TCCs), diplomas, associate degrees, and/or bachelor's degrees

- Information about earning industry credentials of value
- Career examples for each career pathway that meet the criteria for high wage, high-skill, or in-demand careers
- Occupations and related occupations for each chosen career pathway
- Career enhancement options and postsecondary transition information that will assist secondary students matriculating to the various military options, on-the-job training, special purpose schools, state registered apprenticeships, technical colleges, 2-year colleges or 4- year universities
- Succinct description and narrative for each career pathway about career options, choices, skill requirements and labor market trends

GaDOE CTAE and TCSG will also:

- Continue to distribute printed copies and make available web-based versions of all statewide programs of study to students participating in dual enrollment. Technical colleges will continue to develop and distribute local programs of study materials.
- Update and distribute printed and web-based copies of Dual Enrollment General Information Cards for School Counselors, and Dual Enrollment General Information Cards for Students and Parents, in the appropriate language for the audience.
- Provide in-service trainings for school counselors, postsecondary dual enrollment advisors and special populations staff throughout the state.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

GaDOE CTAE and TCSG will continue to work together with eligible recipients to coordinate the creation of programs and programs of study. Staff members will regularly attend professional development workshops for relevant personnel and provide technical assistance whenever it is needed. Personnel will provide resources and guidance to eligible recipients for the Comprehensive Local Needs Assessment (CLNA) process including ways for recipients to collaborate and coordinate CTE programs, programs of study and career pathways.

To increase knowledge regarding the significance of learners' participation in career pathway programs, Georgia endeavors to provide comprehensive programs of study to increase understanding of how CTE programs positively impact a student's educational and career planning process. Each component of the career pathway program of study process provides relevant content to assist parents and students in evaluating educational options when formulating career aspirations/preferences. To ensure accuracy in developing program of study documents, collaborative efforts and data mining from the Georgia Department of Labor's Career Explorer web portal was utilized. Inclusion of the Georgia Department of Labor's career data provides students with the means to formulate, review and consider post-high school options that align with their interests, aptitudes and career aspirations.

Georgia will continue to include these eligible recipients in the review and updating of career pathway Program of Study documents to provide schools with the opportunity to add elements, edit current data or revise/include additional actionable items to the value-added sections. This aforementioned information is in addition to data provided to students by the completion of career interest and aptitude assessments. The state of Georgia mandates that students complete career interest and

aptitude assessments to assist in the development of a sense of direction through discovery of avenues and career opportunities that will facilitate their economic prosperity. For programs of study, a template will be provided to assist secondary and postsecondary personnel to follow a thorough and consistent development process that ensures that all necessary components of the program of study are included.

On the reverse side or page 2 of each program of study (Found in Appendix E) document is a section devoted to Career Descriptions of the given career pathway. Key stakeholders for given program of study careers are able to update the content in this section to influence more secondary and postsecondary students to review their interest and aptitude data results more intently and consider new careers and expanding options. The content in the Career Description box will help guide students to see the entrance and exit ramps for various careers, salary options and annual openings under the trending HOT CAREERS section.

- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

TCSG and GaDOE CTAE will continue to utilize four categories of Labor Market Information (LMI) to ensure appropriate alignment of career and technical education programs and programs of study with 1) state, regional, and local economic needs including in-demand industry sectors and occupations, 2) population statistics and population projections, 3) state level data from federal sources, and 4) state/local data and reports.

The LMI comprehensively describes the current economic conditions in a given area using general data that includes, but is not limited to, demographics, unemployment rates, wages and benefits, and job opportunities. Data regarding industry demand and growth trends, and company downsizing and expansion, is also included.

During the adoption and revision of secondary CTAE courses and CTAE pathways, input is solicited from business and industry representatives. A three-step process is then initiated that begins when standards and programs of study are formulated based on the input of employers serving on committees. In the second step, K-12 courses are aligned to courses at the Technical College System of Georgia (TCSG) in order to maintain a seamless system of dual enrollment options. Third, a comprehensive on-line public review process is utilized, and this input is used to finalize programs of study. GaDOE CTAE Program Specialists who implement programs of study in all 17 career clusters will continue to work closely with industry groups and representatives to stay abreast of labor market data and workforce needs.

TCSG will continue to use a self-developed Knowledge Management System that tracks, in detail, the enrollment, retention, and completion data for each of the 22 colleges. In addition, TCSG will continue to subscribe to the Emsi labor market data analytics service, which provides data on occupations, programs, job postings, industries, demographics, and input-output variables. The reports and information from these sources will be used in the development of programs and programs of study.

- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

SECONDARY

Georgia will continue to assure equal access to CTAE programs using Perkins funding for all students who are included in special populations groups. Georgia requires assurance of equal access and nondiscrimination for all members of special populations in locally developed and state-approved plans through reviews by Office of Civil Rights (OCR) Methods of Administration (MOA) and Monitoring and Risk Assessment (MRA) teams. Members of special populations are encouraged and supported in achieving their fullest potential to obtain rewarding careers in high-wage, high-skill, or in-demand occupations.

Additionally, GaDOE CTAE uses the following strategies to promote equal access:

- Providing information and training on making reasonable accommodations and/or modifications according to a student's Individualized Education Plan or 504 Plan in programs that are designed to serve all students in secondary environments, including technical assistance from the Special Populations Programs Specialist and Georgia Vocational Rehabilitation Agency (GVRA) Regional Coordinators to adapt curriculum and instruction as needed to ensure State-determined levels of performance are met or exceeded
- Conducting programmatic and professional development to assist local educators and community stakeholders who support students in special populations groups
- Continuing collaboration between GaDOE Special Education Division, GVRA, and associated agencies to ensure equal access to CTAE programs for all students and continuous support to achieve successful transition to post high school life and work
- Providing materials, resources and support to eligible recipients so they can:
 - Recruit and market programs that are inclusive of all students, including members of diverse races, genders, and special populations.
 - Provide career pathway, programs of study and work-based learning opportunities for all students, including those who are members of special populations.
 - Provide career-related information and materials to special population students regarding postsecondary opportunities, which include an emphasis on non-traditional career options.
 - Provide guidance and counseling on career development, activities and transition services, including employability skill development.

GaDOE CTAE is ready to expand access for special populations to homeless, foster care, and military children. In 2018, the Georgia Department of Education began recognizing Military Flagship Schools. Identified schools are those which go above and beyond to provide a supportive environment for military students and families. Military Flagship Schools provide specific outreach to families and recognize and accommodate their unique needs. All schools are eligible to apply for the Military Flagship School Award and applications are evaluated by a committee including active members of the military, School Liaison Officers, school district staff, and members of the Military Interstate Children's Compact Commission.

Collaboratively GaDOE CTAE will work with the GaDOE Title IX Grants Program Manager and local designees through the McKinney-Vento Act. Through the development of a Memorandum of Understanding (MOU) with the Georgia Department of Family and Children Services (DFCS), information for foster care children will be sent to GaDOE CTAE for improving foster children equity and access.

POSTSECONDARY

Across TCSG, equal access for special population students will be ensured by monitoring that each technical college has:

- Accessible college applications, testing materials, websites and information related to programs and programs of study that are available to all students.
- Nondiscrimination policies that are in place, with published procedures for filing complaints.
- A Title IX and ADA/Section 504 Coordinator whose contact information is readily available.
- Processes for reviewing program documents and information to ensure that they are accessible, and that they depict a diversity of students enrolled in programs and programs of study.

Office of Civil Rights MOA reviews will be conducted at two colleges annually. These reviews will include, but not be limited to, the monitoring of college practices, equity statements and information accessibility, and onsite classroom and facility audits.

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

To align with CLNA results, GaDOE CTAE encourages each eligible secondary recipient to align career pathways with local, regional and state in-demand occupations and the seven-step process GaDOE CTAE requires for creating locally developed career pathways.

For postsecondary recipients, the TCSG Office of Workforce Development (OWD), which works with the State Workforce Development Board, will collaborate with the local workforce development boards through sector partnerships to develop and review career pathways.

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;

SECONDARY

Georgia has a very robust Work-Based Learning (WBL) Program. As a method of understanding all aspects of an industry, students have opportunities during and at the culmination of their career pathway to enroll in a WBL placement where credit is earned equivalent to other CTAE courses. Enrollment in WBL has steadily increased for many years and in FY19 there were 22,681 students enrolled earning 49,382 credits at the secondary level. Over 400 CTAE educators serve as WBL coordinators with approximately 60% being full time in this role. Significant investment is made in monitoring, maintaining, and growing the program.

One of the most extensive aspects of this support is a high level of professional development for both initial training and on-going training.

Work-Based Learning coordinators are divided into six geographic regions and meet four times per

year in locations hosted by engaged business and industry partners. During these interactions, much information is gained related to workforce issues and the needs of business and industry. Hands-on learning and inquiry-based instruction are continued mainstays of the CTAE programs.

POSTSECONDARY

TCSG instructors have been, and will continue to be, required to have industry work experience and training as well as the requisite industry credentials required in their field for employment, where appropriate. As such, those instructors share and model their real-world work experiences and knowledge of all aspects of the industry with the students they teach on an ongoing basis. Faculty members will continue to work diligently to expose students to real world environments in their labs, through field trips and in-class presentations from industry.

In addition, many programs will allow for work-based learning such as simulated experiences, internships, and apprenticeship work placements so that students accumulate some hours of actual work experience while enrolled in a program.

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

TCSG colleges and secondary eligible recipients will use a five-step improvement process to help improve outcomes for all CTE concentrators, including members of special populations. The eligible recipients will analyze quantitative and qualitative data by demographics to determine root causes for any performance gaps. Eligible recipients will then pilot potential promising practices to improve outcomes, including for those who are members of special populations. The following year these outcomes will be evaluated to determine if the piloted strategies should be expanded or replaced.

- d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

GaDOE CTAE and TCSG will continue to work together in strengthening student access to dual enrollment programs. The dual enrollment program allows eligible high school students to earn postsecondary credit hours while simultaneously meeting their secondary graduation or home study completion requirements. All dually enrolled students have full access to all secondary and postsecondary services including disability and other services for special populations.

GaDOE CTAE and TCSG will continue to include the opportunity for eligible high school and home study students to participate in dual enrollment programs, when appropriate, by following sections from existing State code that provides guidance for Georgia's dual enrollment programs Official Code of Georgia Annotated (O.C.G.A. 20-2-161.3).

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical

education programs. (Section 122(d)(12) of Perkins V)

The Georgia Department of Education and Technical College System of Georgia developed the Perkins V State Plan collaboratively and with feedback from a variety of stakeholders around the state.

The GaDOE CTAE division has leveraged its business and industry involvement into the development of the Perkins V State Plan. Additional stakeholders (e.g. governmental agencies, workforce development, industry associations, parents, educators) have been added and included in the process.

Throughout the duration and implementation of the state plan, parents, academic and career and technical education teachers, administrators, faculty, career and academic school counselors, local business (including small businesses), and labor organizations will continue, as appropriate, to be involved in the planning, development, implementation and evaluation of the Georgia's CTAE programs through active advisory committees, participation at state and local levels (Section 122(d)(12) of Perkins V) and through the new CLNA to be held every other year.

Relevant stakeholders across the state will continue to be involved in the planning, development, implementation and evaluation of CTAE programs in the following ways:

- Data collected from, but not limited to, students, graduates, faculty, college administrators, employers, and local program advisory committees made up of representatives of local businesses, industries and labor organizations will be utilized in the development of the academic operational plans at the colleges.
- College administrators, program faculty, career services personnel, and local program advisory committees will provide ongoing input into the academic operational plans with recommendations for program and course continuation, additions, deletions, improvements and modifications.
- CTAE program faculty will meet with program-specific advisory committees to discuss program aspects that include (but are not limited to) program structure, competencies, certification, and accreditation.
- Curriculum standards in all CTAE programs will be developed with input from industry and are based on industry standards.
- Local program advisory committees, college administrators and program faculty will work together to evaluate individual programs, program assessment measures and performance outcomes.
- All programs will be reviewed regularly at a local and system-wide level that includes industry advisory committees, to ensure that they maintain rigor and relevance to local service areas' employers and students.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

All GaDOE CTAE programs and TCSG colleges will complete a local application to receive federal Perkins funds. The local application templates for secondary and postsecondary eligible recipients are found in Appendix F.

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

Every secondary CTAE eligible recipient and each college within TCSG will implement the requirements outlined in Perkins V to conduct a CLNA related to CTAE. For postsecondary recipients, needs assessment results will be reviewed and approved by TCSG, and included in each college’s local application for Perkins funds. Secondary recipients will utilize the CLNA within the local application and will have a CLNA review during monitoring visits. The CLNA will be conducted not less than once every two years and corresponding results reflected on the local application. Georgia’s comprehensive local needs assessment templates for secondary and postsecondary programs are located in Appendix G.

h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Definitions of Size, Scope and Quality for both secondary and postsecondary CTAE programs in Georgia are summarized in the tables below.

| Perkins V Secondary CTAE Size, Scope and Quality Definitions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------|----------------------------------|-----------------|--|--------------------|--|-----------------------|--|------------------|--|-----------------|--|--|-------------------------|----------------------------|----------------|---|------------------------|--|---|------------------------|---------------|--------|-----------|---------|---|--------------------------------------|---|----------------|--|
| SIZE | <p>The eligible recipient must annually address the enrollment size and classroom/lab space of CTAE programs by:</p> <ul style="list-style-type: none"> Offering two complete CTAE pathways in at least two different career clusters as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9-12 student enrollment. <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>9-12 Enrollment</th> <th>Minimum Number of CTAE Pathways*</th> </tr> </thead> <tbody> <tr> <td>25-750 students</td> <td>2 CTAE Pathways in Different Career Clusters</td> </tr> <tr> <td>751-2,000 students</td> <td>4 CTAE Pathways in Different Career Clusters</td> </tr> <tr> <td>2,001-10,000 students</td> <td>6 CTAE Pathways in Different Career Clusters</td> </tr> <tr> <td>10,001+ students</td> <td>8 CTAE Pathways in Different Career Clusters</td> </tr> </tbody> </table> <p><i>*Each pathway shall represent a different career cluster. Pathways above the minimum may be within the same cluster area.</i></p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="2">Career Clusters</th> </tr> </thead> <tbody> <tr> <td>Agriculture, Food, and Natural Resources</td> <td>Hospitality and Tourism</td> </tr> <tr> <td>Architect and Construction</td> <td>Human Services</td> </tr> <tr> <td>Arts, AV/Technology, and Communications</td> <td>Information Technology</td> </tr> <tr> <td>Business, Management, and Administration</td> <td>Law, Public Safety, Corrections, and Security</td> </tr> <tr> <td>Education and Training</td> <td>Manufacturing</td> </tr> <tr> <td>Energy</td> <td>Marketing</td> </tr> <tr> <td>Finance</td> <td>Science, Technology, Engineering, and Mathematics</td> </tr> <tr> <td>Government and Public Administration</td> <td>Transportation, Distribution, and Logistics</td> </tr> <tr> <td>Health Science</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Providing appropriate CTAE classroom/lab space that meets GaDOE Facilities Guidelines and industry certification requirements. Maintaining student teacher ratios appropriate for equipment provided, classroom space and lab space to ensure health and safety for CTAE students in | 9-12 Enrollment | Minimum Number of CTAE Pathways* | 25-750 students | 2 CTAE Pathways in Different Career Clusters | 751-2,000 students | 4 CTAE Pathways in Different Career Clusters | 2,001-10,000 students | 6 CTAE Pathways in Different Career Clusters | 10,001+ students | 8 CTAE Pathways in Different Career Clusters | Career Clusters | | Agriculture, Food, and Natural Resources | Hospitality and Tourism | Architect and Construction | Human Services | Arts, AV/Technology, and Communications | Information Technology | Business, Management, and Administration | Law, Public Safety, Corrections, and Security | Education and Training | Manufacturing | Energy | Marketing | Finance | Science, Technology, Engineering, and Mathematics | Government and Public Administration | Transportation, Distribution, and Logistics | Health Science | |
| 9-12 Enrollment | Minimum Number of CTAE Pathways* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25-750 students | 2 CTAE Pathways in Different Career Clusters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 751-2,000 students | 4 CTAE Pathways in Different Career Clusters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2,001-10,000 students | 6 CTAE Pathways in Different Career Clusters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10,001+ students | 8 CTAE Pathways in Different Career Clusters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Career Clusters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agriculture, Food, and Natural Resources | Hospitality and Tourism | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Architect and Construction | Human Services | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Arts, AV/Technology, and Communications | Information Technology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business, Management, and Administration | Law, Public Safety, Corrections, and Security | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Education and Training | Manufacturing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Energy | Marketing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Finance | Science, Technology, Engineering, and Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Government and Public Administration | Transportation, Distribution, and Logistics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | grades 5-12. |
| SCOPE | <p>The eligible recipient must annually:</p> <ul style="list-style-type: none"> • Designate a School System Employee as a CTAE Director as defined in State Board Rule 160-5-122 and identified in the System Organizational Chart. • Conduct a biennial Comprehensive Local Needs Assessment (CLNA) with specified stakeholders. • Offer state approved and age appropriate classroom and laboratory experiences, employability skills, work-based learning opportunities and CTSO leadership experiences to all students in grades 5-12. • Provide career advisement and guidance to all students in grades 5-12 linking students' secondary graduation to the workforce, military, registered apprenticeship or any postsecondary education option as defined by Building Resourceful Individuals to Develop Georgia's Economy (BRIDGE) Law of 2010. |
| QUALITY | <p>Eligible Recipient CTAE quality programs must:</p> <ul style="list-style-type: none"> • Provide Work-Based Learning (WBL) opportunities according to state course standards. • Hold at least two Advisory Committee meetings annually for each CTAE pathway/program/cluster. • Align secondary and postsecondary career paths (e.g. articulation agreements, dual credit). • Hold at least two (2) CLNA stakeholder meetings annually and offer quality CTAE state approved programs according to the results of the CLNA. • Offer Credentials of Value (defined in performance indicators) as recognized by GaDOE CTAE. • Provide equity and access to all students including special populations as defined in Perkins V. |

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| QUALITY | <p>The eligible recipient must annually meet the following quality criteria:</p> <ul style="list-style-type: none"> • Implement a continuous program improvement process through the CLNA, including Perkins State-Determined Performance Levels (10 core indicators). • Include local employers as the majority of Advisory Committee members. • Employ instructors who meet the requirements as specified by the eligible recipient of Perkins V funding. • Provide and maintain equipment that meets industry standards, safety regulations and is updated regularly. • Develop a plan to meet industry certification standards as recognized by GaDOE CTAE. • Comply with Office of Civil Rights (OCR) Methods of Administration (MOA) procedures and regulations, and CTAE Monitoring and Risk Assessment Reviews. • Offer CTAE programs that lead to at least one of the following: <ul style="list-style-type: none"> 1) <u>a high-skill occupation</u> 2) <u>a high-wage occupation</u> 3) <u>an in-demand occupation.</u> |
| | <p>Note the following Georgia definitions:</p> <ul style="list-style-type: none"> • High-skill occupations are occupations that require an industry credential of value, postsecondary training, apprenticeship, or degree. • High-wage occupations are those with an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Georgia Department of Labor. • In-demand occupations are jobs in an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors. |

| Perkins V Postsecondary CTE Size, Scope and Quality Definitions | |
|--|---|
| SIZE | Postsecondary Perkins funding recipients must offer full postsecondary CTE occupational programs in at least six (6) of the 16 national career clusters. |
| SCOPE | <p>Postsecondary CTE programs must:</p> <ul style="list-style-type: none"> • Be at least nine (9) credit hours in length. • Lead to a postsecondary award. |
| QUALITY | <ul style="list-style-type: none"> • Colleges must maintain regional accreditation • All postsecondary CTE programs must be approved by the State Board of the Technical College System of Georgia • All postsecondary CTE programs must have a local advisory committee |

3. MEETING THE NEEDS OF SPECIAL POPULATIONS

- a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—
 - i. will be provided with equal access to activities assisted under this Act;

SECONDARY

Georgia will continue to pursue program strategies that help ensure equal access to CTAE programs using Perkins funding for all students who are included in special populations groups in order that they are able to participate fully in their chosen programs, regardless of academic, personal or social development.

With collaboration and support of the Georgia Department of Education Special Education division, the Georgia Vocational Rehabilitation Agency (GVRA), Georgia Department of Education (GaDOE) Career, Technical and Agricultural Education (CTAE) division, and other appropriate agencies, students will receive continuous support to ensure access to CTAE programs that will support successful transition to post high school life and work. These strategies will include:

- Ensuring that special populations meet the same academic, career and technical standards as all other students.
- Ensuring that relevant state approved career pathway options are available.
- Utilizing the existing Career Technical Instruction (CTI) intervention program to provide support services to eligible students with disabilities enrolled in CTAE programs to strengthen their knowledge, skills and abilities necessary for successful transition into the world of work and further education.
- Utilizing the existing Coordinated Career Academic Education (CCAIE) initiative and Project Success (PS) intervention programs to provide eligible students with educational, academic, and occupational services to strengthen their knowledge, skills and abilities necessary for successful transition into the world of work and further education.
- Providing technical assistance from Program Specialist for Special Populations to initiate quality programs and professional development which will provide special populations groups with equity and access to CTAE programs and opportunities.
- Providing reasonable accommodations or modifications according to a student’s Individualized Education Plan (IEP) in programs that are designed to serve all students in secondary environments.
- Providing Work-Based Learning opportunities for all students, including those who are members of special populations.
- Providing career-related information and materials to special population students regarding postsecondary opportunities, which will include emphasis on non-traditional career options.
- Supporting Career and Technical Student Organization (CTSO) participation for all students, including those who are members of special populations.
- Ensuring that STEM/ STEAM instructional practices are inclusive of all students.
- Ensuring that dual enrollment and articulation agreement options are inclusive of all students.
- Providing assessments of career interests and abilities to help students select their programs and programs of study.
- Providing quality guidance, counseling, career development activities and transition services (including employability skill development).
- Providing materials and resources used to recruit and market programs that are inclusive of all students, including members of diverse races, genders, and special populations beginning at middle school.

- Conducting periodic Monitoring and Risk Assessment Reviews, which include emphasis on special populations groups.
- Conducting Office of Civil Rights Methods of Administration (MOA) compliance reviews in targeted systems.

POSTSECONDARY

Technical College System of Georgia (TCSG) colleges will provide equal access to students who are members of special populations by ensuring that:

- Each college has a Special Populations Coordinator who works directly with special population students to assist them with gaining access to and completing training programs, including obtaining any needed support services and accommodations.
- The Special Populations Coordinator serves as the liaison between faculty, staff and students.
- College applications, testing materials, websites and all information related to programs and programs of study are accessible and available to all students, and standardized whenever possible.
- College outreach materials and publications depict a diverse student population participating in program activities, for example men and women in programs that are non-traditional for their gender, students with disabilities, and students of different races and ethnicities.
- All information, course content and facilities are accessible to students who need accommodations, supported by annual training of faculty and staff.
- Relevant workshops, resource guides, informational programming, and support services are provided to special population students.
- The Special Populations Coordinator provides ongoing faculty and staff training to make sure that each area of the college is accessible and equitable. Training will be specific to each category within the special populations list.
- Nondiscrimination policies are in place at each college, with published procedures for filing complaints.
- The contact information for each college's Title IX and ADA/Section 504 Coordinator is readily available.
- Office of Civil Rights MOA reviews are conducted on a regular, rotational basis among all the colleges.
- TCSG personnel provide ongoing professional development for disability services coordinators concerning effective teaching and learning techniques for students with disabilities and lowering or eliminating other barriers to learning.

ii. will not be discriminated against on the basis of status as a member of a special population;

SECONDARY

GaDOE CTAE will continue to ensure that special populations will be afforded the rights and protections guaranteed for all students through:

- Office of Civil Rights MOA onsite compliance reviews and program monitoring of special populations.
- CTAE Monitoring and Risk Assessment reviews.
- Comprehensive Local Needs Assessment (CLNA).
- Ongoing professional learning workshops.
- Continued collaboration with GaDOE Special Education Division, Georgia Vocational Rehabilitation Agency, and other pertinent agencies.

GaDOE CTAE will continue to be aware of, responsive to, and adaptable to the challenges in CTAE programs related to special population students. GaDOE does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs or employment practices. The following is GaDOE statement of nondiscrimination: *It is the policy of the Georgia Department of Education not to discriminate on the basis of race, color, creed, disability, citizenship, gender, pregnancy, childbirth or other related conditions, national origin, religion, military or veteran status, political opinions or affiliations, genetic information or age in its employment practices.* This statement is enforced and expected to be printed, included, and/or covered in all essential documents being provided to eligible recipients, community and industry partners, students, and parents. GaDOE, its employees, and contractors must always adhere to this policy.

POSTSECONDARY

TCSG will continue to ensure that students who are members of a special population will not be discriminated against by:

- Providing faculty and staff members with training and information on performing in a nondiscriminatory manner, and maintaining a positive environment that promotes access for all students.
- Providing a uniform system of self-disclosure by students and strict confidentiality rules that assist in ensuring that students will not be discriminated against.
- Monitoring nondiscrimination through the Office of Civil Rights MOA review process and the local application process.
- Ensuring that the Career Services' Office has assurances of nondiscrimination from all prospective employers, and that an equity statement is included in the college/employer agreements for all internships, clinical sites and externships.
- Providing contact information for each college's Title IX and ADA/Section 504 Coordinator on the college website, all syllabi and other relevant publications for easy access to ADA/Title IX and Special Populations information.
- Requiring all colleges to publish their equity statement in local newspapers every Fall term.
- Including the following equity statement in all official communications: *The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law).*

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

SECONDARY

GaDOE CTAE will use data to set initial baseline numbers to help students meet or exceed state determined levels of performance. Implementation of specific strategies along with the use of appropriate accommodations and modifications, based on individual student needs, will be supported, and longitudinal progress will be tracked.

GaDOE CTAE will continue to offer the following intervention programs designed to support students who are members of special populations. Students served by these programs will receive appropriate services and accommodations based upon individual needs.

- Career Technical Instruction (CTI) is intentionally designed to provide supports to students with disabilities served under the Individuals with Disabilities Education Act (IDEA) who are enrolled in CTAE programs. These students receive appropriate accommodations/modifications based upon their Individualized Education Plans (IEPs) and transition needs.
- Coordinated Career Academic Education (CCAЕ) and Project Success (PS) are support services intentionally designed to support students in special populations groups enrolled in CTAE programs who are determined to be at risk of failure or dropping out of school. These students receive appropriate services based upon individual need.

GaDOE CTAE will continue to collaborate with the GaDOE Special Education Division, Georgia Vocational Rehabilitation Agency (GVRA), and associated agencies will ensure that students receive continuous support through various programs and initiatives in meeting or exceeding state determined levels of performance. GaDOE CTAE will also provide a variety of instructional resources to CTAE teachers to use in meeting the learning needs of students who are members of special populations groups.

POSTSECONDARY

TCSG’s efforts to enable individuals who are members of special populations to meet or exceed state determined levels of performance, and be prepared for further learning and high-skill, high-wage, or in-demand industry sectors or occupations, will continue to include:

- Providing a dedicated Special Populations Coordinator at each college to assist special population students to enter and successfully complete their chosen programs, connect them with further campus or community services and support, and serve as the liaison between faculty, staff and students.
- Providing assistance to the college in developing strategies to ensure all students are provided financial aid information, including what is available through federal, state and local sources.
- Providing career counseling to emphasize high-skill, high-wage and in-demand occupations from Career Services personnel who have been trained to guide special populations students in determining career goals which lead to integrated employment.
- Providing assistance to faculty in making adjustments and developing educational plans for those students who self-disclose a disability and request accommodations.
- Providing accommodations such as adaptive equipment, software, and accessible textbooks and course materials for individuals with disabilities.
- Encouraging colleges to provide supplemental academic assistance such as tutoring services and lending libraries that are specifically reserved for special populations students.
- Hosting workshops and events to inform and connect special population students to available services and support, and that showcase successful role models who are also members of special populations.
- Ongoing professional development for faculty and staff regarding effective teaching and learning strategies for supporting special population students. Training sessions will include micro messaging and equity training from the National Alliance for Partnerships in Equity (NAPE).

- iv. will be provided with appropriate accommodations; and

SECONDARY

GaDOE CTAE will continue to offer the following intervention programs designed to support students who are members of special populations groups. Students served by these programs will receive appropriate services and accommodations based upon individual needs.

- Career Technical Instruction (CTI) is intentionally designed to provide supports to students with disabilities served under IDEA who are enrolled in CTAE programs. These students receive appropriate accommodations/modifications based upon their Individualized Education Plans (IEP) and transition needs.
- Coordinated Career Academic Education (CCAЕ) and Project Success (PS) are support services intentionally designed to support students in special populations groups enrolled in CTAE programs who are determined to be at risk of failure or dropping out of school. These students receive appropriate services based upon individual need.

A collaborative effort between the GaDOE Special Education Division, Georgia Vocational Rehabilitation Agency (GVRA), and GaDOE CTAE ensures that students receive continuous support, including appropriate accommodations and/or modifications, to develop self-determination and transition skills through activities not limited to work-based learning, Career Technical Student Organization (CTSO) participation, and school and community-based activities. GaDOE CTAE will continue to participate in federally funded projects, such as the National Technical Assistance Center on Transition (NTACT), to increase teacher capacity for implementing instructional best practices, strategies, and alternative assessments.

GaDOE CTAE will continue to encourage the use of strategies which promote individual student self-determination. Some of these strategies include, but are not limited to: assistive technology, Active Student Participation Inspires Real Engagement (ASPIRE), and Self-Determined Learning Model of Instruction (SDLMI). Additionally, Monitoring and Risk Assessment review teams periodically assess the involvement of eligible recipient CTAE Directors and teachers in the development process of IEPs for students with special needs enrolled in CTAE programs.

POSTSECONDARY

Each TCSG college has a disability services coordinator who will continue to help provide members of special populations with appropriate accommodations. The coordinator will continue to assist these students in obtaining any needed adaptive equipment and services, software, and instructional accommodations that are consistent with disability documentation.

Examples include (but are not limited to) textbooks in braille and electronic formats, closed captioning for audio/visual course content, screen reader technology, adaptive versions of occupational equipment, individualized testing accommodations, readers, and note takers.

The disabilities services coordinator will also:

- Ensure the college follows the standardized system for disability documentation.
- Assist in information flow between coordinators, administration, faculty and students.
- Develop an educational plan for those students who self-disclose a disability and request accommodations.
- Provide college personnel with strategies to assist learning and physically disabled students with appropriate technology and accommodations.

Faculty members will continue to receive ongoing training and professional development about providing instructional accommodations to students who need them.

- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of

SECONDARY

GaDOE CTAE will continue to ensure that students who are members of special populations groups will have knowledge of and access to all CTAE programs, including work-based learning through the following:

- Continued collaboration with GaDOE Special Education Division, Georgia Vocational Rehabilitation Agency (GVRA), Workforce Innovation and Opportunities Act (WIOA), and other pertinent agencies to ensure appropriate transition planning and placement
- Quality career guidance and counseling to include career interest/aptitude assessment
- Appropriate intervention support services—CTI/CCAIE for eligible students in special populations groups in high school settings
- GaDOE CTAE Program Specialist for Special Populations or designee to serve as member of Georgia Employment First Council, Georgia Interagency Transition Council, or related associations which have a focus on transition to integrated employment
- Support for participation in CTSOs
- Relevant state approved career pathway options which expand access for all students

POSTSECONDARY

Students who are members of special populations will have the same opportunities as all students to participate in apprenticeships and internships that allow them to experience working in their chosen field or industry. Steps will be taken to ensure that the employers involved will provide inclusive, nondiscriminatory environments, and will include an equity statement in their college/employer agreements.

In these settings, students in special population will be able to develop significant relationships with professional mentors who will help them to apply their classroom learning immediately in real-world situations.

4. PREPARING TEACHERS AND FACULTY

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

SECONDARY

In order to support the recruitment and preparation of teachers to provide CTAE instruction, leadership, and support, including professional development to work with and improve instruction for special populations, GaDOE CTAE will:

- Continue to offer all CTAE districts with the multitude of resources and professional development available through the Career, Technical and Agricultural Education Resource Network (CTAERN). The CTAE Resource Network is a unique nonprofit consortium that provides professional learning, instructional resources, and data/communication support for Georgia's Career, Technical, and Agricultural Education programs. The resources for CTAE include support for teachers in their work with special populations, e.g., Learning Modules, Institute Designed

- for Educating All Students (IDEAS) conference, New Counselor Institute.
- Collaborate with industry partners to use comprehensive data through annual evaluations to determine areas of need in recruitment and preparation.
- Provide professional development for new and veteran CTAE teachers as well as support for the faculty with whom they work, e.g., New Teacher Institute, New Director's Academy, CTAE Winter conference, Georgia Association for Career and Technical Education (GACTE) summer conference, Leadership Exploration Advocacy Development (LEAD) CTAE yearly application program.
- Determine at the state level whether to allow districts to use a reserve fund option to support teacher recruitment and preparation.
- Support all teachers in maintaining knowledge of federal programs such as the McKinney-Vento Act, and federal wrap around programs for foster care students.

POSTSECONDARY

TCSG will support the recruitment and preparation of college faculty and staff by providing technical assistance to the colleges regarding recruitment and hiring practices, and professional development opportunities.

Personnel from TCSG's Human Resources division will continue to provide the colleges with guidance in developing their recruitment and hiring policies and practices. MOA monitoring visits conducted by TCSG's Student Affairs division (which includes the Special Populations and Equity Coordinator) will also review human resources policies and hiring practices at the colleges. TCSG's Technical Education division will continue to offer multiple types of professional development for faculty members and college administrators. Preparation of faculty members will begin with new faculty training, which will be offered multiple times during the academic year via a hybrid format that includes online modules and face-to-face interactive sessions at college campuses. The training will feature a hands-on approach and will include, but is not limited to, inclusive teaching strategies, student learning objectives, assessment, evaluation, and Title IX and the Americans with Disabilities Act (ADA) regulations. The online modules will cover a variety of pedagogy and career and technical education-related topics, and currently number over 150.

Faculty members at the colleges will be routinely convened by teaching discipline to discuss the integration of evolving industry standards into their standard curricula. Time will also be devoted to sharing best teaching practices and instructional resources. All faculty members will also receive regular professional development regarding best practices in working with students who are members of one or more of the special populations, and creating inclusive and empowering curricula and classroom environments. NAPE training regarding positive and negative micro messaging will be available to all college faculty and staff members in a face-to-face or online format.

Since almost all the courses and programs offered at TCSG colleges contain at least some electronic content, ongoing professional development will be provided by personnel from the Georgia Virtual Technical Connection (GVTC), which is the unit within TCSG that manages the system-wide learning management system (LMS) and all aspects of online learning. Examples of the training topics offered by GVTC include the use of the LMS, digital learning tools for all modes of course delivery, making course content accessible to all students, universal design for learning principles, the use of open educational resources, and meeting state and federal guidelines for distance education delivery.

Another form of professional development will target new school administrators. This type of training will be offered at least once a year for new deans and other school leaders to help foster leadership skills within the career and technical education arena.

Training will also be available to both faculty and staff in the use of TCSG's Knowledge Management System (KMS). This system houses curriculum-related information for all the colleges and is needed during the development of new courses or programs. KMS training will be offered three to four times a year by TCSG personnel.

C. **FISCAL RESPONSIBILITY**

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

SECONDARY

Each participating eligible recipient will submit a Perkins V four-year Local Application based upon the needs determined by the biennial Comprehensive Local Needs Assessment (CLNA). Each year the eligible recipients will review the identified elements (Student Core Indicators of Performance; Labor Market Alignment; Size, Scope and Quality; Career Pathway Programs of Study Implementation; Recruitment, Retention, and Professional Learning; Equity and Access) to direct their budgeting expenditures in the local application. Eligible recipients will make revisions to the local application if needed.

The six elements are foundational to the CLNA process. Each eligible recipient will merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing and prioritizing the needs for funding in the Local Application. This Local Application includes their overarching needs and strategies to address their identified needs.

In order to be eligible for Perkins V funding, an eligible recipient must meet the Georgia secondary definitions of Size, Scope, and Quality for its classification by student enrollment. This includes offering CTAE lab programs associated with high-wage, high-skill, or in-demand industries, aligning identified needs from the CLNA with the budget, outlining the capacity to adequately sustain a quality program, etc.

Other criteria used to evaluate and approve Local Applications by each eligible recipient of Perkins V funds include:

- All local assurance forms as they relate to Perkins V legislation and Education Department General Administrative Regulations (EDGAR) will be reviewed and signed by the superintendent of each eligible recipient
- Each eligible recipient must use federal Perkins V funds to support the objectives included in the eligible recipient's Local Application and the Georgia Perkins V State Plan
- Federal Perkins V funds will be spent to the six identified elements (Student Core Indicators of Performance; Labor Market Alignment; Size, Scope, and Quality; Career Pathway Programs of Study Implementation; Recruitment, Retention, and Professional Learning; Equity and Access)
- Any document produced for public distribution to students, parents, or community members will contain notice to publicly attest the institution does not discriminate based on age, sex, race, color, national origin, or disability as

prescribed by the federal laws under Perkins Act, Title VI, Title IX or Section 504 and ADA; *It is the policy of the Georgia Department of Education not to discriminate on the basis of race, color, creed, disability, citizenship, gender, pregnancy, childbirth or other related conditions, national origin, religion, military or veteran status, political opinions or affiliations, genetic information or age in its employment practices*

- All proposed budget expenditure requests will relate to the needs identified through the consultation and Comprehensive Local Needs Assessment (CLNA) process and fall within federal and Georgia Department of Education guidance
- All expenditures must meet all federal Perkins V and Office of Management and Budget (OMB) requirements
- Eligible recipients may budget no more than 5% for administrative costs

Local Applications and budgets are reviewed by the Career, Technical, and Agricultural Education (CTAE) Accountability and Finance team within the Georgia Department of Education. Specific assistance and feedback are provided to all eligible recipients with an application and/or budget needing modification.

Funds are distributed to all eligible recipients based upon the federal Small Area Income and Poverty Estimates (SAIPE) data based upon U.S. Census Bureau data. During the application and budgeting processes, assistance and training is provided to all eligible recipients by GaDOE CTAE personnel with the expertise to provide the training and answer questions. Local applications needing modification may be re-submitted for the approval process.

POSTSECONDARY

Each eligible recipient will submit a Perkins Four-Year Local Application. This application will detail the college's projected goals and activities toward providing CTE programs, as well as the college's efforts toward promoting continuous improvement in academic achievement, promoting continuous improvement of skill attainment, and ensuring the comprehensive local needs assessment takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. Each college will prepare its needs assessment every other year.

Each college will utilize the construction and submission of this needs assessment to re-assess current goals and to develop innovative activities. The college will detail how it 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 local applications by eligible recipients for funds under Perkins V:

- 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 Perkins funds to develop, implement, and improve CTE programs (including services to special populations).
- Perkins funds should be spent to improve performance on core indicators.
- 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 the most

recent Comprehensive Local Needs Assessment, promote continuous improvement in academic achievement and technical skill attainment, and address current or emerging occupational opportunities.

- 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.

TCSG will review the colleges' applications utilizing a team composed of professionals from the Grants Management, Accountability, Curriculum, Student Services and Secondary Education Initiatives divisions. Reviewers' assignments will be based on their subject area expertise, with several reviewers participating in this 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 will ensure that each application includes all required components and will strengthen the process of providing assistance to colleges as needed.

If modification is needed, the review team's comments will be summarized and submitted to each college regarding needed revisions to the application. Each college will then amend and improve its application as needed and re-submit. The re-submission will then be re-reviewed to ensure that the revised application incorporates the reviewers' feedback. Once a college has satisfactorily made requisite modifications to the plan, TCSG will notify the college that its plan has been duly approved.

a. each eligible recipient will promote academic achievement;

SECONDARY

Annual reviews of comprehensive data by the state will continue to ensure continuous improvement in performance related to academic achievement indicators. The integration of academic standards has been a critical process in the development of secondary programs of study. Industry partners and CTAE teachers will continue to ensure that each career pathway course includes appropriate grade-level academic standards to promote continuous improvement.

Additionally, each eligible recipient will monitor their academic achievement indicators. The eligible recipient will work with stakeholders to evaluate the progress of student performance, through the CLNA, and make recommendations for improvement and enhancement. The eligible recipient will submit a local application to the GaDOE CTAE describing the overarching needs that were identified in the CLNA. The eligible recipient's budget will then be tied to the findings of the CLNA. Each eligible recipient that does not meet its annual targets will be required to submit a CTAE Improvement Plan in order to receive future funding.

POSTSECONDARY

Local applications will be reviewed to ensure that the eligible recipients will continue to promote and support continuous improvement in academic achievement. TCSG will continue to use a standard statewide curriculum developed with input from faculty which integrates challenging academics into technical education competencies and helps maintain consistency in the quality of the career and technical education offered at the colleges.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

SECONDARY

Annual state-level analyses of comprehensive skill attainment data will continue to ensure continuous improvement in performance related to technical skill attainment indicators. The integration of academic standards and technical skills has been a critical process in the development of secondary programs of study. Industry partners and CTAE teachers will continue to ensure that each career pathway course includes technical skills promoting continuous improvement. The CTAE Annual Report will continue to feature several middle and high school data points to show continuous improvement in technical skill attainment.

Moreover, each eligible recipient will work with local stakeholders to evaluate student performance of CTAE concentrators through the CLNA. The eligible recipient will submit a local application to the GaDOE CTAE describing the overarching needs that were found in the CLNA. The eligible recipient's budget will then be tied to the findings of the overarching needs.

POSTSECONDARY

All Georgia postsecondary CTE programs require technical skill attainment, as measured by the receipt of a postsecondary credential.

- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

SECONDARY

Each secondary eligible recipient will work with stakeholders to evaluate CTE Pathways for high-skill, high-wage, and local in-demand occupations through the CLNA. By ensuring active participation of community stakeholders in the CLNA process, the eligible recipients will be able to increase alignment with local economic and educational needs on an ongoing basis. The eligible recipient will submit a local application to the GaDOE CTAE describing the overarching needs that were found in the CLNA. The eligible recipient's budget will then be tied to the findings of the overarching needs and addressed in the budget description. An example would be if the eligible recipient needed to improve equipment in a high-skilled area, the budget description would state the item, the amount, and the CLNA finding that will be addressed.

POSTSECONDARY

The Georgia postsecondary template for the local needs assessment requires that colleges take into consideration local economic and education needs. These comprehensive needs assessments are reviewed as part of the review of the local application during the grant approval process.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Traditionally, since the 1980s, Georgia has used a 50/50 split of federal Perkins funds to determine secondary and postsecondary funding allocations. Though no criteria has been used to justify the current split, a Memorandum of Agreement (MOA) between the Georgia

Department of Education (GaDOE) and Technical College System of Georgia (TCSG) was developed concerning the division of funds when The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) was authorized (see Appendix H).

In accordance with the MOA and with the reauthorization of the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), once again the split funds were under review. Under the approved transition plan, the 50/50 split continued to provide Georgia time with setting criteria. Strong collaboration has occurred between GaDOE and TCSG during the development of the state Perkins V Plan but additional time is necessary to address this issue.

The current 50/50 split will continue during the first year of implementation of Perkins V (FY21), giving GaDOE and TCSG sufficient time to engage with stakeholders, consult with the Governor, and work together to develop and define robust criteria for the funding split utilized for FY22 and thereafter. This timeline will allow the discussions necessary to ensure secondary and postsecondary CTAE students are provided the skills needed to succeed in the workplace.

In accordance with Section 112(a)(1), GaDOE CTAE and TCSG will distribute not less than 85% of the funds available from Title I to eligible recipients in accordance with Sections 131 and 132. Perkins V Funding will be allowed in grades 5 – 8 for career awareness and career exploration activities directly associated with approved GaDOE CTAE programs.

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The State of Georgia will not have any consortia.

- 3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

GaDOE CTAE distributes Perkins funds for secondary CTAE 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 eligible recipients from the most recent data. GaDOE CTAE 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 eligible recipient 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 district. Perkins funds distributed to eligible recipients go through a process of being allocated, budgeted, approved, and are drawn down by each eligible recipient. Reports are created on expended funds and are reported through an auditing completion report annually. This process is completed using the Consolidated Application portal for each secondary eligible recipient and GaDOE CTAE.

| Georgia Department of Education | | FY2021 Estimated Perkins V Allocations | | | | | | |
|---------------------------------|----------------------|---|--|--|---|--|--------------------------------------|--|
| System Number | System Name | FY21 Est. Perkins V Program Improvement | FY21 Est. Perkins V Professional Development | FY21 Est. Perkins V Total 85% Basic Allocation | FY21 Est. PERKINS plus Reserve Projects | FY21 Est. Perkins V State Institutions | FY21 Est. Total Allocation Perkins V | |
| 601 | Appling County | 40,474 | 3,519 | 43,993.0 | 8,019 | | 52,012 | |
| 602 | Atkinson County | 21,538 | 1,873 | 23,411 | 2,186 | | 25,597 | |
| 603 | Bacon County | 30,717 | 2,671 | 33,388 | 8,142 | | 41,530 | |
| 604 | Baker County | 6,483 | 564 | 7,047 | 2,750 | | 9,797 | |
| 605 | Baldwin County | 75,510 | 6,566 | 82,076 | 7,920 | | 89,996 | |
| 606 | Banks County | 24,916 | 2,167 | 27,083 | 13,719 | | 40,802 | |
| 607 | Barrow County | 110,991 | 9,651 | 120,642 | 20,000 | | 140,642 | |
| 608 | Bartow County | 120,363 | 10,466 | 130,829 | 20,000 | | 150,829 | |
| 609 | Ben Hill County | 43,197 | 3,756 | 46,953 | - | | 46,953 | |
| 610 | Berrien County | 36,829 | 3,202 | 40,031 | 15,000 | | 55,031 | |
| 611 | Bibb County | 364,887 | 31,729 | 396,616 | 10,000 | | 406,616 | |
| 612 | Bleckley County | 21,073 | 1,832 | 22,905 | 10,431 | | 33,336 | |
| 613 | Brantley County | 34,655 | 3,014 | 37,669 | 15,000 | | 52,669 | |
| 614 | Brooks County | 34,156 | 2,970 | 37,126 | 6,176 | | 43,302 | |
| 615 | Bryan County | 49,168 | 4,275 | 53,443 | 18,960 | | 72,403 | |
| 616 | Bulloch County | 108,699 | 9,452 | 118,151 | 15,274 | | 133,425 | |
| 617 | Burke County | 52,557 | 4,570 | 57,127 | 11,648 | | 68,775 | |
| 618 | Butts County | 36,117 | 3,141 | 39,258 | 3,035 | | 42,293 | |
| 619 | Calhoun County | 11,959 | 1,040 | 12,999 | 2,600 | | 15,599 | |
| 620 | Camden County | 73,118 | 6,358 | 79,476 | 20,000 | | 99,476 | |
| 621 | Candler County | 25,277 | 2,198 | 27,475 | 3,705 | | 31,180 | |
| 622 | Carroll County | 157,382 | 13,685 | 171,067 | 20,000 | | 191,067 | |
| 623 | Catoosa County | 83,445 | 7,256 | 90,701 | 11,708 | | 102,409 | |
| 624 | Charlton County | 20,631 | 1,794 | 22,425 | - | | 22,425 | |
| 625 | Chatham County | 421,357 | 36,640 | 457,997 | 23,694 | | 481,691 | |
| 626 | Chattahoochee County | 24,518 | 2,132 | 26,650 | - | | 26,650 | |
| 627 | Chattooga County | 35,193 | 3,060 | 38,253 | 8,746 | | 46,999 | |
| 628 | Cherokee County | 232,633 | 20,229 | 252,862 | 24,283 | | 277,145 | |
| 629 | Clarke County | 167,607 | 14,574 | 182,181 | - | | 182,181 | |
| 631 | Clayton County | 572,326 | 49,767 | 622,093 | - | | 622,093 | |
| 632 | Clinch County | 15,448 | 1,343 | 16,791 | 7,018 | | 23,809 | |
| 633 | Cobb County | 708,551 | 61,613 | 770,164 | 25,000 | | 795,164 | |
| 634 | Coffee County | 94,921 | 8,254 | 103,175 | 6,096 | | 109,271 | |

| | | | | | | | |
|-----|-------------------|-----------|---------|-----------|--------|--|-----------|
| 635 | Colquitt County | 108,509 | 9,436 | 117,945 | 20,000 | | 137,945 |
| 636 | Columbia County | 140,092 | 12,182 | 152,274 | 25,000 | | 177,274 |
| 637 | Cook County | 37,448 | 3,256 | 40,704 | 11,222 | | 51,926 |
| 638 | Coweta County | 166,754 | 14,500 | 181,254 | - | | 181,254 |
| 639 | Crawford County | 20,524 | 1,785 | 22,309 | 6,548 | | 28,857 |
| 640 | Crisp County | 59,311 | 5,157 | 64,468 | 9,175 | | 73,643 |
| 641 | Dade County | 18,617 | 1,619 | 20,236 | - | | 20,236 |
| 642 | Dawson County | 24,343 | 2,117 | 26,460 | 11,703 | | 38,163 |
| 643 | Decatur County | 61,226 | 5,324 | 66,550 | - | | 66,550 |
| 644 | DeKalb County | 1,157,871 | 100,684 | 1,258,555 | 25,000 | | 1,283,555 |
| 645 | Dodge County | 33,267 | 2,893 | 36,160 | - | | 36,160 |
| 646 | Dooly County | 24,018 | 2,088 | 26,106 | 10,696 | | 36,802 |
| 647 | Dougherty County | 227,617 | 19,793 | 247,410 | 20,000 | | 267,410 |
| 648 | Douglas County | 211,020 | 18,350 | 229,370 | 4,500 | | 233,870 |
| 649 | Early County | 26,984 | 2,346 | 29,330 | - | | 29,330 |
| 650 | Echols County | 9,617 | 836 | 10,453 | - | | 10,453 |
| 651 | Effingham County | 75,856 | 6,596 | 82,452 | 20,000 | | 102,452 |
| 652 | Elbert County | 36,117 | 3,141 | 39,258 | 11,925 | | 51,183 |
| 653 | Emanuel County | 57,673 | 5,015 | 62,688 | 7,418 | | 70,106 |
| 654 | Evans County | 29,679 | 2,581 | 32,260 | 4,438 | | 36,698 |
| 655 | Fannin County | 30,726 | 2,672 | 33,398 | 9,579 | | 42,977 |
| 656 | Fayette County | 99,932 | 8,690 | 108,622 | 25,000 | | 133,622 |
| 657 | Floyd County | 95,654 | 8,318 | 103,972 | 19,976 | | 123,948 |
| 658 | Forsyth County | 201,199 | 17,496 | 218,695 | 25,000 | | 243,695 |
| 659 | Franklin County | 36,263 | 3,153 | 39,416 | 9,190 | | 48,606 |
| 660 | Fulton County | 794,414 | 69,079 | 863,493 | 25,000 | | 888,493 |
| 661 | Gilmer County | 42,943 | 3,734 | 46,677 | 9,495 | | 56,172 |
| 662 | Glascok County | 4,665 | 406 | 5,071 | 2,135 | | 7,206 |
| 663 | Glynn County | 146,808 | 12,766 | 159,574 | 16,000 | | 175,574 |
| 664 | Gordon County | 54,851 | 4,770 | 59,621 | 14,729 | | 74,350 |
| 665 | Grady County | 48,925 | 4,254 | 53,179 | 16,815 | | 69,994 |
| 666 | Greene County | 26,475 | 2,302 | 28,777 | - | | 28,777 |
| 667 | Gwinnett County | 1,316,043 | 114,439 | 1,430,482 | 25,000 | | 1,455,482 |
| 668 | Habersham County | 57,284 | 4,981 | 62,265 | 9,524 | | 71,789 |
| 669 | Hall County | 221,311 | 19,244 | 240,555 | 25,000 | | 265,555 |
| 670 | Hancock County | 15,319 | 1,332 | 16,651 | - | | 16,651 |
| 671 | Haralson County | 35,434 | 3,081 | 38,515 | 10,970 | | 49,485 |
| 672 | Harris County | 32,676 | 2,841 | 35,517 | 13,712 | | 49,229 |
| 673 | Hart County | 41,411 | 3,601 | 45,012 | - | | 45,012 |
| 674 | Heard County | 20,383 | 1,772 | 22,155 | 11,777 | | 33,932 |
| 675 | Henry County | 295,443 | 25,691 | 321,134 | 25,000 | | 346,134 |
| 676 | Houston County | 243,448 | 21,169 | 264,617 | 25,000 | | 289,617 |
| 677 | Irwin County | 16,866 | 1,467 | 18,333 | 6,497 | | 24,830 |
| 678 | Jackson County | 58,377 | 5,076 | 63,453 | 20,000 | | 83,453 |
| 679 | Jasper County | 23,776 | 2,067 | 25,843 | 10,768 | | 36,611 |
| 680 | Jeff Davis County | 34,200 | 2,974 | 37,174 | 5,900 | | 43,074 |
| 681 | Jefferson County | 34,812 | 3,027 | 37,839 | 13,191 | | 51,030 |
| 682 | Jenkins County | 19,232 | 1,672 | 20,904 | - | | 20,904 |
| 683 | Johnson County | 16,417 | 1,428 | 17,845 | 2,125 | | 19,970 |
| 684 | Jones County | 39,474 | 3,433 | 42,907 | 20,000 | | 62,907 |
| 685 | Lamar County | 28,134 | 2,446 | 30,580 | 4,560 | | 35,140 |
| 686 | Lanier County | 19,806 | 1,722 | 21,528 | 11,359 | | 32,887 |
| 687 | Laurens County | 57,876 | 5,033 | 62,909 | 8,719 | | 71,628 |
| 688 | Lee County | 38,847 | 3,378 | 42,225 | 10,851 | | 53,076 |
| 689 | Liberty County | 113,249 | 9,848 | 123,097 | 16,828 | | 139,925 |
| 690 | Lincoln County | 11,751 | 1,022 | 12,773 | 11,336 | | 24,109 |
| 691 | Long County | 38,214 | 3,323 | 41,537 | 11,647 | | 53,184 |
| 692 | Lowndes County | 95,759 | 8,327 | 104,086 | 20,000 | | 124,086 |
| 693 | Lumpkin County | 34,782 | 3,024 | 37,806 | 10,875 | | 48,681 |
| 694 | Macon County | 25,707 | 2,235 | 27,942 | 10,000 | | 37,942 |
| 695 | Madison County | 44,654 | 3,883 | 48,537 | - | | 48,537 |
| 696 | Marion County | 18,028 | 1,568 | 19,596 | 5,659 | | 25,255 |
| 697 | McDuffie County | 46,931 | 4,081 | 51,012 | 11,264 | | 62,276 |
| 698 | McIntosh County | 20,861 | 1,814 | 22,675 | 2,460 | | 25,135 |

| | | | | | | |
|-----|---------------------|---------|--------|---------|--------|---------|
| 699 | Meriwether County | 39,700 | 3,452 | 43,152 | 10,115 | 53,267 |
| 700 | Miller County | 13,101 | 1,139 | 14,240 | 3,706 | 17,946 |
| 701 | Mitchell County | 39,285 | 3,416 | 42,701 | - | 42,701 |
| 702 | Monroe County | 32,160 | 2,796 | 34,956 | 9,445 | 44,401 |
| 703 | Montgomery County | 14,871 | 1,293 | 16,164 | 7,980 | 24,144 |
| 704 | Morgan County | 25,869 | 2,250 | 28,119 | 14,949 | 43,068 |
| 705 | Murray County | 72,643 | 6,317 | 78,960 | 6,708 | 85,668 |
| 706 | Muscogee County | 386,373 | 33,598 | 419,971 | 25,000 | 444,971 |
| 707 | Newton County | 176,250 | 15,326 | 191,576 | 19,995 | 211,571 |
| 708 | Oconee County | 36,139 | 3,142 | 39,281 | 13,261 | 52,542 |
| 709 | Oglethorpe County | 19,544 | 1,699 | 21,243 | 7,945 | 29,188 |
| 710 | Paulding County | 184,284 | 16,025 | 200,309 | 25,000 | 225,309 |
| 711 | Peach County | 45,093 | 3,921 | 49,014 | 7,647 | 56,661 |
| 712 | Pickens County | 38,520 | 3,350 | 41,870 | 9,640 | 51,510 |
| 713 | Pierce County | 36,500 | 3,174 | 39,674 | 13,354 | 53,028 |
| 714 | Pike County | 20,590 | 1,790 | 22,380 | - | 22,380 |
| 715 | Polk County | 81,532 | 7,090 | 88,622 | 20,000 | 108,622 |
| 716 | Pulaski County | 17,669 | 1,536 | 19,205 | - | 19,205 |
| 717 | Putnam County | 35,293 | 3,069 | 38,362 | 14,236 | 52,598 |
| 718 | Quitman County | 4,965 | 432 | 5,397 | - | 5,397 |
| 719 | Rabun County | 20,356 | 1,770 | 22,126 | 8,016 | 30,142 |
| 720 | Randolph County | 23,924 | 2,080 | 26,004 | - | 26,004 |
| 721 | Richmond County | 418,695 | 36,408 | 455,103 | - | 455,103 |
| 722 | Rockdale County | 146,827 | 12,768 | 159,595 | 19,999 | 179,594 |
| 723 | Schley County | 10,189 | 886 | 11,075 | 6,334 | 17,409 |
| 724 | Screven County | 26,728 | 2,324 | 29,052 | 14,120 | 43,172 |
| 725 | Seminole County | 19,826 | 1,724 | 21,550 | 4,652 | 26,202 |
| 726 | Spalding County | 138,960 | 12,084 | 151,044 | 22,386 | 173,430 |
| 727 | Stephens County | 44,351 | 3,857 | 48,208 | 13,123 | 61,331 |
| 728 | Stewart County | 8,042 | 699 | 8,741 | - | 8,741 |
| 729 | Sumter County | 66,351 | 5,770 | 72,121 | 5,956 | 78,077 |
| 730 | Talbot County | 10,351 | 900 | 11,251 | - | 11,251 |
| 731 | Taliaferro County | 3,158 | 275 | 3,433 | 1,700 | 5,133 |
| 732 | Tattnall County | 49,349 | 4,291 | 53,640 | 9,065 | 62,705 |
| 733 | Taylor County | 15,248 | 1,326 | 16,574 | 4,158 | 20,732 |
| 734 | Telfair County | 26,950 | 2,343 | 29,293 | 1,360 | 30,653 |
| 735 | Terrell County | 23,102 | 2,009 | 25,111 | - | 25,111 |
| 736 | Thomas County | 40,198 | 3,496 | 43,694 | 5,715 | 49,409 |
| 737 | Tift County | 88,464 | 7,692 | 96,156 | - | 96,156 |
| 738 | Toombs County | 40,794 | 3,547 | 44,341 | 3,740 | 48,081 |
| 739 | Towns County | 10,394 | 904 | 11,298 | 5,134 | 16,432 |
| 740 | Treutlen County | 15,237 | 1,325 | 16,562 | 9,780 | 26,342 |
| 741 | Troup County | 128,999 | 11,217 | 140,216 | 20,000 | 160,216 |
| 742 | Turner County | 20,857 | 1,814 | 22,671 | 11,890 | 34,561 |
| 743 | Twiggs County | 14,424 | 1,254 | 15,678 | 5,305 | 20,983 |
| 744 | Union County | 25,626 | 2,228 | 27,854 | 15,000 | 42,854 |
| 745 | Thomaston-Upson Co. | 47,933 | 4,168 | 52,101 | 13,275 | 65,376 |
| 746 | Walker County | 93,462 | 8,127 | 101,589 | - | 101,589 |
| 747 | Walton County | 116,443 | 10,125 | 126,568 | 19,045 | 145,613 |
| 748 | Ware County | 77,561 | 6,744 | 84,305 | 16,000 | 100,305 |
| 749 | Warren County | 12,010 | 1,044 | 13,054 | - | 13,054 |
| 750 | Washington County | 41,186 | 3,581 | 44,767 | 5,450 | 50,217 |
| 751 | Wayne County | 63,345 | 5,508 | 68,853 | 15,000 | 83,853 |
| 752 | Webster County | 4,280 | 372 | 4,652 | - | 4,652 |
| 753 | Wheeler County | 13,789 | 1,199 | 14,988 | - | 14,988 |
| 754 | White County | 36,336 | 3,160 | 39,496 | 14,966 | 54,462 |
| 755 | Whitfield County | 134,142 | 11,664 | 145,806 | - | 145,806 |
| 756 | Wilcox County | 15,306 | 1,331 | 16,637 | - | 16,637 |
| 757 | Wilkes County | 20,047 | 1,743 | 21,790 | 14,748 | 36,538 |
| 758 | Wilkinson County | 18,222 | 1,584 | 19,806 | 3,730 | 23,536 |
| 759 | Worth County | 41,492 | 3,608 | 45,100 | - | 45,100 |
| 761 | Atlanta City | 701,170 | 60,971 | 762,141 | 21,934 | 784,075 |
| 763 | Bremen City | 9,531 | 829 | 10,360 | 12,675 | 23,035 |
| 764 | Buford City | 21,834 | 1,899 | 23,733 | 5,280 | 29,013 |

| | | | | | | | |
|---------|--------------------------|-------------------|------------------|-------------------|------------------|---------------|-------------------|
| 765 | Calhoun City | 29,327 | 2,550 | 31,877 | 20,000 | | 51,877 |
| 766 | Carrollton City | 38,432 | 3,342 | 41,774 | 3,227 | | 45,001 |
| 767 | Cartersville City | 36,285 | 3,155 | 39,440 | 6,724 | | 46,164 |
| 769 | Chickamauga City | 6,297 | 548 | 6,845 | 6,837 | | 13,682 |
| 771 | Commerce City | 12,607 | 1,096 | 13,703 | 3,171 | | 16,874 |
| 772 | Dalton City | 69,215 | 6,019 | 75,234 | 10,446 | | 85,680 |
| 773 | Decatur City | 20,140 | 1,751 | 21,891 | 9,180 | | 31,071 |
| 774 | Dublin City | 34,862 | 3,031 | 37,893 | 5,969 | | 43,862 |
| 776 | Gainesville City | 76,491 | 6,651 | 83,142 | - | | 83,142 |
| 779 | Jefferson City | 13,402 | 1,165 | 14,567 | 11,442 | | 26,009 |
| 781 | Marietta City | 72,962 | 6,345 | 79,307 | 20,000 | | 99,307 |
| 784 | Pelham City | 10,264 | 893 | 11,157 | 12,011 | | 23,168 |
| 785 | Rome City | 75,664 | 6,579 | 82,243 | 18,747 | | 100,990 |
| 786 | Social Circle City | 7,439 | 647 | 8,086 | 8,348 | | 16,434 |
| 789 | Thomasville City | 37,838 | 3,290 | 41,128 | 2,046 | | 43,174 |
| 791 | Trion City | 3,736 | 325 | 4,061 | 1,986 | | 6,047 |
| 792 | Valdosta City | 118,955 | 10,344 | 129,299 | 12,025 | | 141,324 |
| 793 | Vidalia City | 23,758 | 2,066 | 25,824 | 7,780 | | 33,604 |
| 7820108 | Mountain Ed. Center | 15,054 | 1,309 | 16,363 | - | | 16,363 |
| 799 | State Schools | - | - | - | 9,644 | 15,073 | 24,717 |
| 891 | Dept of Juvenile Justice | - | - | - | - | 15,073 | 15,073 |
| 890 | Dept of Corrections | - | - | - | - | 15,074 | 15,074 |
| | Totals | 16,011,188 | 1,392,277 | 17,403,465 | 1,769,776 | 45,220 | 19,218,461 |

*These allocations are based on FY 2020 figures and will be updated to reflect updated allocations from the U.S. Department of Education

- For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

| College | Fall FY 2018 Pell\$ | 2018 Perkins % | Initial Perkins Amount | % Rural | Reserve | FY 2021 Est. Perkins Allocation* |
|--|---------------------|----------------|------------------------|---------------|----------|----------------------------------|
| Albany Technical College | 2,046 | 4.92% | \$926,205 | 29.72% | | \$926,205 |
| Athens Technical College | 2,003 | 4.81% | \$906,740 | 44.23% | \$55,000 | \$961,740 |
| Atlanta Technical College | 2,848 | 6.84% | \$1,289,263 | 1.04% | | \$1,289,263 |
| Augusta Technical College | 2,508 | 6.02% | \$1,135,348 | 20.50% | | \$1,135,348 |
| Central Georgia Technical College | 3,318 | 7.97% | \$1,502,028 | 32.09% | | \$1,502,028 |
| Chattahoochee Technical College | 2,164 | 5.20% | \$979,623 | 12.35% | | \$979,623 |
| Coastal Pines Technical College | 1,010 | 2.43% | \$457,218 | 48.33% | \$55,000 | \$512,218 |
| Columbus Technical College | 1,566 | 3.76% | \$708,914 | 21.83% | | \$708,914 |
| Georgia Northwestern Technical College | 2,418 | 5.81% | \$1,094,606 | 42.69% | \$55,000 | \$1,149,606 |
| Georgia Piedmont Technical College | 2,211 | 5.31% | \$1,000,899 | 6.62% | | \$1,000,899 |
| Gwinnett Technical College | 3,311 | 7.95% | \$1,498,859 | 0.49% | | \$1,498,859 |
| Lanier Technical College | 1,011 | 2.43% | \$457,670 | 30.92% | | \$457,670 |
| North Georgia Technical College | 1,435 | 3.45% | \$649,611 | 79.60% | \$55,000 | \$704,611 |

| | | | | | | |
|-------------------------------------|---------------|-------|---------------------|---------------|------------------|---------------------|
| Oconee Fall Line Technical College | 792 | 1.90% | \$358,531 | 67.50% | \$55,000 | \$413,531 |
| Ogeechee Technical College | 889 | 2.14% | \$402,442 | 54.44% | \$55,000 | \$457,442 |
| Savannah Technical College | 1,933 | 4.64% | \$875,051 | 18.85% | | \$875,051 |
| South Georgia Technical College | 1,020 | 2.45% | \$461,744 | 56.11% | \$55,000 | \$516,744 |
| Southeastern Technical College | 840 | 2.02% | \$380,260 | 65.38% | \$55,000 | \$435,260 |
| Southern Crescent Technical College | 2,711 | 6.51% | \$1,227,244 | 31.91% | | \$1,227,244 |
| Southern Regional Technical College | 1,802 | 4.33% | \$815,749 | 53.28% | \$55,000 | \$870,749 |
| West Georgia Technical College | 2,227 | 5.35% | \$1,008,142 | 38.23% | \$55,000 | \$1,063,142 |
| Wiregrass Georgia Technical College | 1,564 | 3.76% | \$708,008 | 51.42% | \$55,000 | \$763,008 |
| Statewide Totals | 41,627 | | \$18,844,155 | | \$605,000 | \$19,449,155 |

* These allocations are based on FY 2020 figures and will be updated to reflect updated allocations from the US Department of Education.

In accordance with Section 132(a), TCSG will distribute postsecondary Perkins funds to eligible institutions within the state using a formula which allocates to each college funding proportionate to that college's percent of the statewide total of Pell grant recipients in occupationally specific programs. 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 the provisions of this section.

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

GaDOE CTAE 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 included eligible recipients without geographical boundaries, such as charter schools. Any change in district boundaries will impact the formula run for allocations beginning the next year. Census SAIPE data used for the formula will be adjusted appropriately based upon the new district boundaries. No schools in Georgia are funded by the Bureau of Indian Education. *NOTE:* GaDOE uses Temporary Assistance for Needy Families (TANF) and Free and Reduced-Price Lunch data when making allocations for charter schools (those with and without geographic boundaries).

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of

the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

GaDOE CTAE will not be submitting a waiver.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

TCSG will not be submitting a waiver.

8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

The FY19 aggregate expenditures for the State are \$635,176,719.71. This amount represents a continuing level for the baseline.

D. ACCOUNTABILITY FOR RESULTS

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

GaDOE CTAE has chosen to include "c. the percentage of CTAE concentrators graduating from high school having participated in work-based learning" (5S3) as a program quality indicator with the specifics highlighted below:

5S3 – Participated in Work-Based Learning

- Numerator: In the reporting year, the number of CTAE concentrators who graduate high school with a regular diploma and earned at least 1 credit in Work-Based Learning aligned with the student's CTAE pathway.
- Denominator: Number of CTAE concentrators who graduated from high school with a regular diploma in the reporting year.

Definitions: 1. Work-based learning means a sustained interaction with industry or community professionals in a real workplace setting, to the extent practicable, or simulated environment at an education institution that fosters in-depth, first-hand engagement with the tasks required of a given career field and is aligned to curriculum and instruction. A qualified work-based learning program is one that follows the Georgia State Board Rule 160-4-3-.14.

2. A CTAE Concentrator is a secondary student who successfully completes (i.e. earned one unit of credit per course) any 2 courses within a Georgia Approved CTAE pathway.

GaDOE CTAE has also created two additional measures of program quality as defined in 5S4 and 5S5 below.

5S4 – Completed a CTAE Pathway

- Numerator: In the reporting year, number of high school graduates with a regular diploma and who have completed a CTAE pathway.
- Denominator: Number of high school graduates with a regular diploma in the reporting year.

Definition: A CTAE pathway completer is a student who earned 1 unit of credit per course for the following: an introductory course plus two sequential courses within a state recognized Georgia CTAE Pathway. Student Record data will be utilized.

5S5 – Earned a Credential of Value

- Numerator: The number of students who graduate with a regular diploma having completed a Georgia approved CTAE pathway or a Technical College Certificate (TCC), and obtained a Credential of Value related to the completed pathway or completed TCC.
- Denominator: The number of students who graduate with a regular diploma having completed a Georgia approved CTAE pathway or earned a Technical College Certificate (TCC).

Definitions: 1. Credentials of Value are those credentialing assessments (written and/or hands-on) administered throughout a CTAE pathway that are vetted by business and industry through a strategic process and/or lead to earned postsecondary credit.

2. A CTAE Concentrator is a secondary student who successfully completes (i.e. earned one

unit of credit per course) any 2 courses within a Georgia Approved CTAE pathway. Student Record data will be utilized to make this calculation

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State Determined Levels of Performance or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Georgia’s State Determined Levels of Performance for secondary and postsecondary eligible recipients are included in the table below, as well as provided in section V of this plan.

| Indicators | Baseline Level* | State Determined Levels of Performance | | | |
|--|-----------------|--|------------|---------------|---------------|
| | | FY 2021 | FY 2022 | FY 2023** | FY 2024 |
| Secondary Indicators | | | | | |
| 1S1: Four-Year Graduation Rate | 90% | 90% | 90% | 90.3% | 90.59% |
| 1S2: Extended Graduation Rate | 90% | 90% | 90% | 90.3% | 90.59% |
| 2S1: Academic Proficiency in Reading Language Arts | 70% | 70% | 70% | 70.90% | 71.77% |
| 2S2: Academic Proficiency in Mathematics | 70% | 70% | 70% | 70.90% | 71.77% |
| 2S3: Academic Proficiency in Science | 70% | 70% | 70% | 70.90% | 71.77% |
| 3S1: Post-Program Placement | 95% | 95% | 95% | 95.15% | 95.30% |
| 4S1: Non-traditional Program Concentration | 6% | 6% | 6% | 6.57% | 7.12% |
| 5S1: Program Quality – Attained Recognized Postsecondary Credential | N/A | | | | |
| 5S2: Program Quality – Attained Postsecondary Credits | N/A | | | | |
| 5S3: Program Quality – Participated in Work-Based Learning | 30% | 30% | 30% | 30.60% | 31.18% |
| 5S4: Program Quality - CTAE Pathway Completed | 35% | 35% | 35% | 35.45% | 35.89% |
| 5S5: Program Quality – Earned a Credential of Value | 50% | 50% | 50% | 51.50% | 52.96% |

*Years listed are state fiscal years. FY 2020 runs from July 1, 2019 to June 30, 2020.

**FY23 targets should not be lower than the average of FY21 and FY22 targets.

| Postsecondary Indicators | | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
|---|--------|---------|---------|---------|---------|
| 1P1: Postsecondary Retention and Post-Program Placement | 99.10% | 99.10% | 99.10% | 99.10% | 99.10% |
| 2P1: Earned Recognized Postsecondary Credential | 58.60% | 58.90% | 59.30% | 59.60% | 60.00% |
| 3P1: Non-traditional Nontraditional Program Concentration Enrollment | 15.50% | 15.60% | 15.70% | 15.80% | 15.90% |

*Years listed are state fiscal years. FY 2020 runs from July 1, 2019 to June 30, 2020.

**FY23 targets should not be lower than the average of FY21 and FY22 targets.

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
 - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State Determined Levels of Performance under section 113(b)(3)(B) of Perkins V);

SECONDARY

Proposed state determined levels of performance (SDLPs) were displayed at GACTE Summer Conference 2019. Option 1 was based on State Average Performance of Perkins IV. Option 2 was based on Individual Eligible Recipient’s Performance of Perkins IV. Participants were invited to ask questions and provide oral and written feedback on the process for determining the state determined levels of performance (both options), and a preference for which option best meets the needs of each eligible recipient. Feedback was solicited from all attendees including teachers, administrators, and business/industry leaders.

It was then determined that new data was needed to ensure target baselines are, “to the greatest extent possible, aligned” (Section 113(b)(2)(C)) to similar information gathered for other State and Federal programs and adhere to the new indicator definitions as defined in Perkins V. A document explaining the numerator and denominator for each indicator was placed on the GaDOE CTAE website for additional public review for 60 days from October 15, 2019 to December 15, 2019 with an email for viewers to provide written feedback.

POSTSECONDARY

The proposed postsecondary state determined levels of performance were posted on a website <http://perkins.tcsg.edu/Data> from July 12, 2019 to September 15, 2019 to allow the stakeholders listed in Section 122(c)(1)(A) to provide written comments on how the levels meet the requirements of the law, support the improvement of CTE for all concentrators, including special populations and support the needs of the local education and business community.

- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and

SECONDARY

Referencing the table in response D.2.:

Column 1:

State determined levels of performance (SDLPs) are a combination of the seven (7) required core indicators of performance plus three (3) indicators of performance selected by Georgia to ensure CTAE program quality across the state.

Column 2:

For baseline data, business rules based on Perkins V core indicators of performance were applied to FY18 student record data.

Columns 3 – 4:

Based on USDOE guidance, state determined levels of performance targets were maintained across FY21 and FY22.

Columns 5-6:

Based on USDOE guidance, continuous growth in FY23 will be calculated based on the average of FY21 and FY22 actual state performance on each core indicator of performance. Continuous growth in FY24 will be calculated based on the revised target for FY23. In alignment with the Georgia Approved ESSA Plan, a 3% continuous growth model will be applied and is based on the range of expected growth in each core indicator of performance.

Section 113(b)(3)(A)(i)(I) states, “The level of performance for a core indicator shall be the same for all CTE concentrators in the State.”

Section 113(b)(2) states, “Each eligible agency shall identify in the state plan core indicators of performance for CTE concentrators at the secondary level that are valid and reliable...”

The committee feels that applying Perkins V business rules to FY18 student record data provides valid and reliable data.

Section 113(b)(3)(A)(i)(III)(bb) – A 3% annual growth model was selected to meet the requirement of “meaningful progress” as this brings CTE in line with the growth measure used by the Georgia Approved ESSA Plan.

POSTSECONDARY

Georgia’s postsecondary state determined levels of performance were developed based on input from the stakeholders who indicated a baseline should be established for each of the postsecondary measures using three to five years of past data, approximating the new postsecondary measures in the Act using current data sources. The postsecondary data does not include secondary students, who may be taking dual enrollment coursework. From those baselines, stakeholders indicated that annual increases proportional to the current rates of those measures should be added each year for those measures below 95%. Based on this feedback, TCSG calculated said baselines and produced the proposed state determined levels of performance listed in the table.

- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives of other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

SECONDARY

State determined levels of performance were based on data collected by GaDOE CTAE for FY17 or FY18 using Perkins V indicator definitions. All SDLPs support the 2020-2024 GaDOE Strategic Plan. (https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/GaDOE-Strategic-Plan-Public_Final.pdf).

Growth measures (3% of growth potential) are in line with current growth measures implemented by Georgia’s approved ESSA Plan. State determined levels of performance were established through an analysis of actual performance across the state in FY17 or FY18 using Perkins V indicator definitions as required by Section 113(b)(2)(C).

POSTSECONDARY

The postsecondary state determined levels of performance are aligned with the goals of TCSG and the state in graduation, placement, and equity. TCSG’s graduation and placement rates are also aligned with other federal grants such as WIOA. As previously described, the stakeholders indicated a baseline should be established for each of the postsecondary measures using three to five years of past data, approximating the new postsecondary measures in the Act using current data sources.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

| Public Comment/Responses Regarding State Determined Performance Levels (SDPLs) | Changes Made to SDPLs as a Result of Feedback |
|--|---|
| <p>Comment 1. On the secondary indicators, 1. How are those calculated? 2. What is the numerator and denominator?</p> | |
| <p>Response: Performance indicators are available for public review posted on the following website: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Perkins-V-Core-Performance-Indicators-DRAFT.pdf</p> | |
| <p>Comment 2. Will new indicators be started in the 2020-2021 school year?</p> | |
| <p>Response: Yes.</p> | |
| <p>Comment 3. Will options be evaluated over the new indicator at the end of this year or beginning in 20-21?</p> | |

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| Response: In 2020-2021 | |
| Comment 4. Many of our high school students take Biology & Geometry their freshman year (Algebra 1/Physical Science in 8th). This is before they ever begin a pathway. How then can this be an adequate measure of program effectiveness? | |
| Response: In order to align Perkins V with ESSA, Biology and Geometry were selected because they are the higher-grade level EOC courses. | |
| Comment 5. When looking at the science measure, our students take Biology in the 9th grade. We will have very few concentrators that could be measured. Is this indicator an accurate reflection of student/system performance? | |
| Response: In order to align Perkins V with ESSA Biology/EOCT was selected as the science indicator. Geometry and Biology were selected because they are the higher-grade level EOC courses. | |
| Comment 6. The Reading, Math and Biology Percentage goals are bound on proficient and distinguished, correct? Have you looked to see if these are realistic based on state average? | |
| Response: Different calculation rules are used based on the requirements of the ESSA law for CCRPI and the Perkins V law. | |
| Comment 7. Indicator 2S1, 2S2, & 2S3 --- Should this include proficient, distinguished, & developing? | |
| Response: For state determined levels of performance (targets), the indicator will either be met or not met, so proficient and distinguished will be included. | |
| Comment 8. Question on core indicator assessment – denominator includes Concentrators, numerator includes EOPA which is done after 3 courses. Do those align? | |
| Response: <u>Concentrator was removed and Pathway Completer was added to both the numerator and denominator.</u> | ✓ |
| Comment 9. Indicator 3S1 – How is job placement data being calculated? | |
| Response: This is post high school graduation placement (military service, postsecondary, workforce) and the information comes from postsecondary institutions, labor market information, military data, Peace Corps and Georgia Department of Labor. | |
| Comment 10. Does this mean students that are placed as ESD will not count toward core indicators? | |
| Response: | |

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| No, the placement is based on alignment with pathway taken in school. ESD is reported in C-Net. | |
| Comment 11. Concerned about Indicator 3S1: How will data be collected on students who go straight into the workforce? How will the schools know this about the students who have graduated? Does this mean any part- or full-time job, or is it more specific than that? | |
| Response: The data will be collected using a Numerator/Denominator calculation. Numerator: The most current number of CTAE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are employed. Denominator: The number of CTAE Concentrators who exit secondary education during the previous reporting year. | |
| Comment 12. Why are we spending so much time on the non-trad indicator when the threshold percentage is so low? This indicator takes a lot of time and energy that we could be putting toward other indicators that impact a greater number of students. | |
| Response: The threshold percentage is so low because when the percentage rate reaches 25% the non-traditional career area is no longer considered non-traditional. | |
| Comment 13. Indicator 4S1 -- This target number is set too high initially. | |
| Response: Perkins V allows opportunity for negotiation of state determined levels of performance. | |
| Comment 14. If possible, prior to Plan submission, the data should be updated to more current performance periods for consideration and adjustment. | |
| Response: More recent data has been taken into account in these state determined levels of performance. | |
| Comment 15. Can you explain how indicator 5S3 will work? (Participation in work-based learning) Is there a certain percentage we're looking for? | |
| Response: Currently, the baseline level is set at 32.90%. | |
| Comment 16. Indicator 5S3 – target rate is set too high | |
| Response: Perkins V allows opportunity for negotiation of state determined levels of performance. | |
| Comment 17. The term Pathway Concentrator vs. Pathway Completer in 5S3 – why focus on | |

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| concentrators and not completers? Why focus on whether a student has taken two classes rather than their placement after completion? | |
| Response: Using concentrator and two courses is required by Perkins V federal law. | |
| Comment 18. Will utilizing the Pathway Concentrator term in 5S3 create a competitive environment between academic and vocational courses? Will a work-based learning coordinator favor those who have two courses since those are the ones that count? | |
| Response: Perkins V federal law requires using concentrator and two courses. The purpose of Work Based Learning is to provide work experience related to the career pathway of interest. | |
| Comment 19. Can 5S3 measure work-based learning OR senior capstone projects, especially for small systems that have little WBL availability? | |
| Response: Capstone project is not an option to replace WBL. | |
| Comment 21. 5S3 – Why are we now requiring students to complete two CTAE courses before counting in WBL (instead of the current one-course requirement)? | |
| Response: It is permissible for students to take WBL after completing one course in a pathway; however, the measure for the performance indicator 5S3 will be the number of CTAE concentrators enrolled in WBL. | |
| Comment 22: There is still concern about the data pull. Also, if we are doing what is best for students then some may not have a WBL credit that is tied to their pathway, because they need to enter the workforce and some pathways like healthcare science are almost impossible to get a student a paid position in. If the goal is help students build workplace readiness skills then they should be counted regardless as to if the WBL position is tied to their pathway. There is also some issue with the options for EOPAs as teachers are completing crosswalks and finding gaps. | |
| Response: Systems must enter the course number for the WBL placement in order to be counted. Please refer to the WBL Manual about the correct course numbers and pathway alignment. EOPAs are being addressed through a separate study. | |
| Comment 23. Regarding Indicator 5S5: The Numerator will only measure students with all three classes in the Pathway and Passing the EOPA while the Denominator will be measuring any student that has taken two classes in a Pathway. Since several students can not finish the Pathway because of DE and WBL, the target value may need to be lowered for schools to be successful without discouraging DE or WBL unless you only compare the same group of students. (only the group completing a Pathway). | |
| Response: <u>Concentrator was removed and Pathway Completer was added to both the</u> | ✓ |

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| <u>numerator and denominator.</u> | |
| <p>Comment 24. RE 5S5 – Why not make the denominator include CTAE completers instead of concentrator? Better way (Numerator = Pass EOPA / Denominator = # of Completers) makes more sense.</p> | |
| <p>Response: <u>Concentrator was removed and Pathway Completer was added to both the numerator and denominator.</u></p> | ✓ |
| <p>Comment 25. For the indicator 5S5 – Earned a Credential of Value – Is it fair to have a denominator of CTAE concentrators when student must be enrolled in a 3rd course before they are eligible to earn a credential?</p> | |
| <p>Response: <u>Concentrator was removed and Pathway Completer was added to both the numerator and denominator.</u></p> | ✓ |
| <p>Comment 26. Regarding indicator 5S5 - What about our students who are in advanced academic programs or now enrolled in dual-enrollment programs? Those students will now count against us after we were just promoting this statewide? It's very difficult to get students and parents to see the value of our CTAE programs when they can earn two years of college credit towards a bachelor's degree in a non-CTAE related program. All EOPAs are not created equally. Why should the ServSafe exam or a GMetrix one count the same as an EOPA that truly covers 3 years of material? A better measure could be completion of an employability skills programs that involves shadowing, internships, a capstone project related to careers, etc.</p> | |
| <p>Response: Different calculation rules are used based on requirements of the ESSA law for CCRPI and the Perkins V law. EOPAs are being addressed through a separate study.</p> | |
| <p>Comment 27. [Another good measure of CTAE program quality could be] Employment : 35% Numerator (# of of CTAE concentrators who graduate high school in the reporting year and obtain employment)</p> <ul style="list-style-type: none"> • Denominator: Number of CTAE concentrators who graduate high school in the reporting year with a regular diploma • Reporting Group: Concentrators who were in work-based learning anytime during secondary education years, as reported through Student Record. | |
| <p>Response: Thank you for your input.</p> | |
| <p>Comment 28. Will schools get CCRPI points and/or funding if students take only one class in a pathway and then take WBL or are they required to take two or more courses in pathway?</p> | |
| <p>Response: Georgia Department of Education has worked to align ESSA and Perkins V; however, CCRPI is not connected to Perkins V for points or Perkins V funding. Perkins V Core Indicator 5S3, requires the completion of 2 courses within a</p> | |

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| <p>Georgia approved pathway before the WBL experience. Targets are set for each core indicator. Funding may be withheld if targets are not met.</p> | |
| <p>Comment 29. How is the CCRPI score calculated for WBL and do the other categories in College & Career Readiness affect our score?</p> | |
| <p>Response: Other College and Career Ready Components include EOPA Scores.</p> <p style="text-align: center;">New CCRPI Calculations Used</p> <p>Numerator</p> <div style="border: 1px solid black; padding: 5px;"> <p>2019 12th Grade Student who earned a credit or score in one of the College and Career Ready Components (Lagging data FY2018)</p> <ul style="list-style-type: none"> • ACT / SAT / AP / IB • EOPA Scores • TCSG / USG (Enrolled with no remediation) • Earned WBL Credit - match to CTAE pathway course </div> <hr style="border: 1px solid green;"/> <p>Denominator</p> <div style="border: 1px solid black; padding: 5px;"> <p>2019 All 12th Grade Students (Lagging data FY2018)</p> </div> | |
| <p>Comment 30. Will students earning TCC be included in the EOPA calculation for Perkins V?</p> | |
| <p>Response: Yes.</p> | |
| <p>Comment 31. Will you discuss in more detail how the credentials of value baseline target was set at 50%? 50% of graduating seniors passing EOPA seems high. In the past, the % has been base on # passed vs # taken not all graduates?</p> | |
| <p>Response:</p> <p>Indicator 5S5: Credentials of Value FY21 State Target – 50.00%</p> <p><u>FORMULA FOR CALCULATION</u></p> <p>Numerator: The number of students who graduate with a regular diploma having completed a Georgia approved CTAE pathway or earned earned a Technical College Certificate (TCC), and obtained a Credential of Value related to the completed pathway or completed TCC.</p> <p>Denominator: The number of students who graduate with a regular diploma having completed a Georgia approved CTAE pathway or earned a Technical College Certificate (TCC).</p> <p><u>Notes</u></p> <p>Student Data Source: State approved list of EOPAs reported through Student Record.</p> <p>Credentials of Value: Credentials of Value are those credentialing assessments administered at the completion of a CTAE pathway that are vetted by business and industry through a strategic</p> | |

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| process. The credential may result from a written and/or hands-on assessment. | |
| Comment 32. When will school systems receive their data on the 10 indicators in order to know where we stand? This information will be provided by Winter CTAE Director Conference. | |
| Response: This information will be available after December 2019 and before the Winter CTAE Director Conference. | |
| Comment 33. Can you add a comment section under each indicator on the survey? | |
| Response: The place for comments is near the end of the survey. You may comment on any indicator in this space; however, we ask that you note the indicator these comments apply. | |
| Comment 34. Why does secondary have so many more performance indicators than postsecondary? We do not mind being accountable, but this distribution of accountability does not match the current funding formula. | |
| Response: Federal legislation requires more performance indicators for secondary educational agencies than it does for postsecondary educational agencies. | |
| Comment 35. Will there be any accountability measures enforced as to how Dual Enrollment is implemented? | |
| Response: Dual Enrollment is implemented through Georgia Legislation, Georgia Student Finance Commission Regulations and postsecondary admission criteria. | |
| Comment 36. [For postsecondary indicators] Utilizing the Graduate Placement, Graduates, and Non-traditional program completers seem to be the most obvious and statistically logical means of determining levels of [postsecondary] performance. If a definitive value needs to be provided to demonstrate the specific amount of performance improvement, I would recommend a small incremental percentage for each year. Basing this on the recent past history trends it appears the agency does experience fluctuations that may be based on outside forces (economy; local, state and national) which are outside of the agency's influence. | |
| Response: This is reflected in the proposed state determined levels of performance. | |
| Comment 37. The current CTAE pathways do not match industry needs (construction, manufacturing, etc.). | |
| Response: At least 51% of the curriculum committee is composed of business and industry and this committee writes and revises the courses for CTAE pathways. | |

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| Comment 38. The target is too low. | |
| Response: Perkins V allows opportunity for negotiation of state determined levels of performance. | |

- Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

SECONDARY

Section 113(b)(4)(A)(i) states that each eligible recipient must 1) accept the State SDLP, or 2) negotiate a local level of performance. This selection will include state performance targets for each subgroup that qualifies for data collection.

Each year, the Local Application will be reviewed and revised as needed. During the review of each indicator, the eligible recipient will indicate whether they Accept the State SDLP or Negotiate a Local Level of Performance. If an eligible recipient elects to Negotiate a Local Level of Performance, the system will have an open response box to propose and justify a local level of performance target. When the Local Applications are reviewed by the state agency, any eligible recipient who request negotiated levels of performance will be considered and accepted or a revision will be requested.

Disparities or gaps in performance will be addressed as part of the Local Application. When performance falls below the accepted target, improvement strategies will be defined and implemented by any eligible recipient. Systems who continue to fall short of accepted targets in subsequent years may be subject to decreased funding levels for the remaining years of the Plan.

Prior to FY23, as stated in Section 113(b)(3)(A)(ii), the State will revisit the SDLPs, including those set through negotiation of local levels of performance, and submit revised SDLPs to the Secretary, in accordance with the clause and written comments of stakeholders. Section 113(b)(4)(A)(i)(III) provides the same adjustment process for local systems who negotiated the FY21 Local Level of Performance. This negotiation will be a part of the Local Application process.

Each year Monitoring and Risk Assessment reviews are conducted for 36 systems. Additional systems that are deemed high risk based on an annual risk assessment completed in January are also reviewed. A state gap analysis will also be conducted to determine permissive uses of Perkins Reserve funds based on focus areas of Perkins V legislation.

POSTSECONDARY

TCSG and its component technical colleges will continue to use the Five-step Improvement Process to address disparities or gaps in performance in Perkins V for each of the plan years. If a college does not perform to at least 90% of the benchmark on a given core indicator, the college will develop an improvement plan by first evaluating the data (qualitative and quantitative) to determine root causes of poor performance. This analysis will include program evaluations. Once those root causes have been identified, appropriate promising strategies to counteract those root causes will be piloted. Improvement plans will be reviewed and approved by the TCSG system office.

Additionally, data will be analyzed by population: racial/ethnic categories, gender, individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents, out of workforce individuals, and English learners. The homeless youth, youth in foster care, youth with a parent in active military, and migrant youth populations are defined in Georgia to be solely secondary populations, and therefore will not be reported in postsecondary data.

Any gaps discovered will likewise require a root cause analysis and improvement strategies. Further data will be assessed to determine if the piloted strategies have been effective and should be expanded, need more time to be effective, or are ineffective and should be replaced with other strategies. If no meaningful progress has been achieved prior to the third program year, the TCSG system office will provide intensive technical support to ensure that the proper root causes have been identified and that the correct strategies are being implemented in an effective manner to eliminate disparities or gaps.

II. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment¹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

¹ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B. EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State Plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

III. BUDGET

State Name: Georgia

Fiscal Year: FY 2020

| Line Number | Budget Item | Percent of Funds | Amount of Funds |
|-------------|---|------------------|-----------------|
| 1 | Total Perkins V Allocation | Not applicable | \$45,220,338* |
| 2 | State Administration | 4.5% | \$2,030,298 |
| 3 | State Leadership | 10.0% | \$4,522,032 |
| 4 | • Individuals in State Institutions | 0.1% | \$45,220 |
| 4a | ○ Correctional Institutions | Not applicable | \$15,074 |
| 4b | ○ Juvenile Justice Facilities | Not applicable | \$15,073 |
| 4c | ○ Institutions that Serve Individuals with Disabilities | Not applicable | \$15,073 |
| 5 | • Non-traditional Training and Employment | Not applicable | \$60,000 |
| 6 | • Special Populations Recruitment | 0.1% | \$45,220 |
| 7 | Local Formula Distribution | 85.5% | \$38,668,008 |
| 8 | • Reserve | 5.4% | \$2,420,388 |
| 9 | ○ Secondary Recipients | 4.0% | \$1,815,388 |
| 10 | ○ Postsecondary Recipients | 1.3% | \$605,000 |
| 11 | • Allocation to Eligible Recipients | 80.2% | \$36,247,620 |
| 12 | ○ Secondary Recipients | 38.5% | \$17,403,465 |
| 13 | ○ Postsecondary Recipients | 41.7% | \$18,844,155 |
| 14 | State Match (<i>from non-federal funds</i>) | Not applicable | \$2,030,298 |

*Based on previous year's allocation from Department of Education, subject to update of total state allocation.

IV. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

| Indicators | Baseline Level* | State Determined Levels of Performance | | | |
|---|------------------------|---|----------------|----------------|----------------|
| Secondary Indicators | | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
| 1S1: Four-Year Graduation Rate | 90% | 90% | 90% | 90.3% | 90.59% |
| 1S2: Extended Graduation Rate | 90% | 90% | 90% | 90.3% | 90.59% |
| 2S1: Academic Proficiency in Reading Language Arts | 70% | 70% | 70% | 70.90% | 71.77% |
| 2S2: Academic Proficiency in Mathematics | 70% | 70% | 70% | 70.90% | 71.77% |
| 2S3: Academic Proficiency in Science | 70% | 70% | 70% | 70.90% | 71.77% |
| 3S1: Post-Program Placement | 95% | 95% | 95% | 95.15% | 95.30% |
| 4S1: Non-traditional Program Concentration | 6% | 6% | 6% | 6.57% | 7.12% |
| 5S1: Program Quality – Attained Recognized Postsecondary Credential | N/A | | | | |
| 5S2: Program Quality – Attained Postsecondary Credits | N/A | | | | |
| 5S3: Program Quality – Participated in Work-Based Learning | 30% | 30% | 30% | 30.60% | 31.18% |
| 5S4: Program Quality - Completed a CTAE Pathway | 35% | 35% | 35% | 35.45% | 35.89% |
| 5S5: Program Quality – Earned a Credential of Value | 50% | 50% | 50% | 51.50% | 52.96% |
| | | | | | |
| Postsecondary Indicators | | FY 2021 | FY 2022 | FY 2023 | FY 2024 |
| 1P1: Postsecondary Retention and Post-Program Placement | 99.10% | 99.10% | 99.10% | 99.10% | 99.10% |
| 2P1: Earned Recognized Postsecondary Credential | 58.60% | 58.90% | 59.30% | 59.60% | 60.00% |
| 3P1: Non-traditional Nontraditional Program Concentration Enrollment | 15.50% | 15.60% | 15.70% | 15.80% | 15.90% |