U. S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan

I. COVER PAGE

A. State Name: _____Georgia_____

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:

Georgia State Board of Education submitting Transition Plan on Behalf of State of Georgia

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the "authorized representative" for the agency.

1. Name: _____Superintendent Richard Woods_____

2. Official Position Title: _____Georgia's School Superintendent_____

3. Agency: _____Georgia State Board of Education_____

4. Telephone: (404) 656-2800   6. Email: _____rwoods@doe.k12.ga.us_____

D. Individual serving as the State Director for Career and Technical Education:

☐ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

1. Name: _____Dr. Barbara Wall_____

2. Official Position Title: _____State CTAE Director_____

3. Agency: _____Georgia Department of Education_____

4. Telephone: (404) 657-8304   5. Email: _____bwall@doe.k12.ga.us_____

E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

☒ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*

☐ State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

F.   Type of Perkins V State Plan Submission - *Subsequent Years* (*Check one*):[1]

    ☐ State Plan (FY 2020-23)
    ☐ State Plan Revisions (Please indicate year of *submission:* _____)

G.   Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

    ☐ Yes
    ☒ No

H.   Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):[2]

    ☐ Yes (*If yes, please indicate year of submission:* _____)
    ☐ No

I.   Governor's Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):[3]

> **Date Governor was sent State Plan for signature:**
> The Governor's office was notified regarding the Georgia State Transition Plan. The GaDOE was given permission to proceed without signature.

    ☐ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
    ☐ The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.
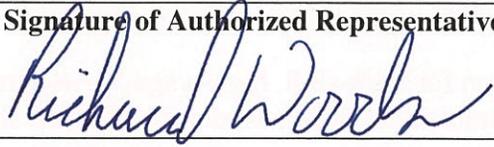
---

[1] Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

[2] Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

[3] Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

J.   By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Richard Woods	(404) 656-2800
Signature of Authorized Representative	Date:
	May 23, 2019

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

☒ The eligible agency assures that:

1. It made the State plan publicly available for public comment[4] 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)

---

[4] 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

INTRODUCTION

Georgia has been the number one state in which to do business for the last six years, according to November 2018 edition of Site Selection magazine. Georgia's strong economic prosperity for the last six years may be connected to the collaborative efforts of its secondary and postsecondary education systems. Together the Georgia Department of Education and the Technical College System of Georgia have had a positive impact on the educational and economic outcomes in our state. The Georgia Career and Technical Education (CTE) system begins with middle and high school programs offered by the Career, Technical, and Agricultural Education (CTAE) division within the Georgia Department of Education (GaDOE). Secondary students can transition and continue into higher education through the Technical Education division of the Technical College System of Georgia (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. The Site Selection magazine ranking has validated this statement for several years.

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 industry-recognized credentials, and
- 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, in-demand careers. Graduates will continue to have options to start as a registered apprenticeship, 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.

B. Program Administration and Implementation

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).

Georgia will continue to use the national career cluster model to meet the Georgia workforce needs. The Georgia career cluster model will include Energy to represent a steadfast partnership with statewide energy partners. Below are the 17 Georgia Career Clusters and a brief overview describing the content of the career pathways, and associated programs of study, within each cluster, and the corresponding Career and Technical Student Organizations (CTSOs). See Appendix A for the names and descriptions of the CTSOs.

Career Cluster	Description	Number of Career Pathways	CTSOs
Agriculture, Food, & Natural Resources	Producing, processing, marketing, financing, distributing, and developing agricultural commodities (i.e. food, fiber, wood products, horticulture) and other plant and animal products/resources.	34	FFA
Architecture and Construction	Designing, planning, managing, and building structures.	12	SkillsUSA
Arts, A/V Technology, & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content.	5	SkillsUSA
Business, Management & Administration	Planning, organizing, directing, evaluating, owning and operating a successful business. Learning computer skills for future college and career plans.	5	FBLA
Education and Training	Planning, managing, providing education and training services, and related learning support services.	3	FCCLA
Energy	Designing, planning, maintaining, generating, transmission and distribution of traditional and alternative energy.	2	TSA
Finance	Managing money, including planning, investing, spending, financial literacy, banking, insurance, and risk management.	3	FBLA
Government & Public Administration	Planning and performing government management and administrative functions at local, state, and federal levels (i.e. national security, Foreign Service, revenue, and regulations).	5	SkillsUSA
Health Science	Planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.	17	HOSA
Hospitality & Tourism	Managing, marketing, and operating restaurants and other food services, lodging, attractions, recreation events, and travel related services.	3	DECA & FCCLA
Human Services	Meeting family and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.	7	DECA

Information Technology	Creating, using, modifying, and engaging technical skills. Graphics, multimedia animation, web design, game and application development, programming and coding, networking, and computer repair.	9	FBLA
Law, Public Safety, Corrections, & Security	Preparing for emergency and fire services, legal services, protective services, and homeland security.	10	SkillsUSA
Manufacturing	Processing of materials into intermediate or final products (i.e. production control, industrial maintenance, and process engineering).	4	SkillsUSA & TSA
Marketing	Anticipating, managing, and satisfying consumers' demand for products, services, and ideas. Advertising, professional communication, and developing business strategies.	3	DECA
Science, Technology, Engineering, Mathematics	Planning, managing, and providing scientific research for professional and engineering services.	3	TSA & FIRST Robotics
Transportation, Distribution & Logistics	Planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water.	9	SkillsUSA

GaDOE CTAE will continue to support both instructionally and financially the sustainability of the current offerings of 17 Georgia Career Clusters, 134 career pathways, and the aligned 42 programs of study. State and local needs assessments will be used to identify new career pathways. All pathways and programs of study will be reviewed and improved based on program reviews, monitoring and risk assessments, and on-going needs assessments.

POSTSECONDARY PROGRAMS

TCSG will continue to support the approximately 1,100 distinct postsecondary occupational programs that are 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, Forest Technology, and Diesel Equipment Technology. Programs in natural resource technologies include (but are not limited to) Electric Power Distribution, Heating and Air Conditioning Systems, Commercial Refrigeration, 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, 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 be improving programs by conducting a review of all occupational program areas using small cross-functional teams consisting of industry representatives, select program faculty, college administrators, and TCSG Office of Technical Education staff members. These program reviews will allow for ongoing development and improvement, such as timely curriculum updates and possible modularization of curriculum content for quicker time to market for students.

PERKINS PROGRAMS OF STUDY

GaDOE CTAE and TCSG will define a Program of Study as "a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that –

a. 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;
b. addresses both academic and technical knowledge and skills, including employability skills;
c. is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area;
d. progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation- specific instruction);
e. has multiple entry and exit points that incorporate credentialing; and
f. culminates in the attainment of a recognized postsecondary credential." (Public Law 115-224)

Each Program of Study will contain 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 for a minimum of 23 Carnegie units of credit.
- Three sequenced secondary CTAE career pathway courses for students to complete for each specific pathway, culminating with work-based learning experiences.
- Entrance and exit points into postsecondary options for Technical Certificates of Credit, diplomas, associate degrees, and/or bachelor's degrees with an explanation of the entrance and exit point options.
- Information about Technical Skill Attainment and Georgia End of Pathway Assessments for which students may sit to pass and earn a recognized industry credential.
- Career examples for each career pathway that meet the criteria for high wage, in-demand, and high skill careers.
- Occupations and related occupations for each chosen career pathway.
- Career enhancement options and postsecondary transition information that will assist secondary students matriculate to technical college, college or university options.
- Succinct description and narrative for each career pathway about career options, choices, and skill requirements.

Georgia will continue to sustain and grow its secondary and postsecondary aligned Programs of Study in each of the 17 career clusters. Working collaboratively, GaDOE CTAE and TCSG will keep the Programs of Study up-to-date with curriculum improvements and industry stakeholder input. Program of Study data stemming from the ongoing compliance program reviews will continue to support curricular updates. During the transition year two additional Programs of Study will be developed and made available for adoption by eligible recipients. The first will be in the Arts, Audio Video Technology and Communications career cluster, and the second in the Architecture and Construction career cluster. Both career clusters support in-demand industries in Georgia.

The 42 Georgia Programs of Study are presented in the table below.

Programs of Study	Cluster
Agriculture Mechanics Systems	Agriculture, Food and Natural Resources
Forest and Natural Resources Management	Agriculture, Food and Natural Resources
Plant and Landscape Systems	Agriculture, Food and Natural Resources
Carpentry	Architecture and Construction
Welding	Architecture and Construction
Film	Arts, Audio Video Technology & Communications
Graphics Communications	Arts, Audio Video Technology & Communications
Graphic Design	Arts, Audio Video Technology & Communications
Business Technology	Business Management and Administration
Entrepreneurship	Business Management and Administration
Human Resources Management	Business Management and Administration
Early Childhood Care and Education	Education and Training
Energy and Power Generation Transmission Distribution	Energy*

Programs of Study	Cluster
Energy Systems	Energy*
Advanced Accounting	Finance
Business Accounting	Finance
Financial Services	Finance
Diagnostic Clinical Lab	Health Science
Diagnostic Phlebotomy	Health Science
Therapeutic Services Emergency Medical Responder	Health Science
Therapeutic Services Patient Care	Health Science
Culinary Arts	Hospitality and Tourism
Hospitality Recreation Tourism	Hospitality and Tourism
Sports Entertainment Marketing	Hospitality and Tourism
Cosmetology	Human Services
Esthetics	Human Services
Information and Support Services	Information Technology
Networking	Information Technology
Web and Digital Design	Information Technology
Corrections Services	Law, Public Safety, Corrections and Security
Security and Protective Services	Law, Public Safety, Corrections and Security
Industrial Maintenance	Manufacturing
Mechatronics	Manufacturing
Fashion Merchandising and Retail Management	Marketing
Marketing and Management	Marketing
Marketing Communications and Promotions	Marketing
Electronics	STEM, Engineering and Math
Engineering and Technology	STEM, Engineering and Math
Drafting Design	STEM, Engineering and Math
Automotive Maintenance and Light Repair	Transportation, Distribution, and Logistics
Collison Repair Non-Structural Analysis Damage Repair	Transportation, Distribution and Logistics
Distribution and Logistics	Transportation, Distribution and Logistics

  Georgia-specific career cluster

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 132 will—**

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

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

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

SECONDARY

GaDOE CTAE will continue to utilize the secondary-level process for developing and approving local career pathways. A streamlined and documented seven-step process will be followed that includes input from industry leadership with secondary and postsecondary partners. These career pathways include a minimum of three sequenced courses that result in students receiving a nationally recognized industry credential, or stackable credentials in preparation for postsecondary training, apprenticeship or workforce placement. The seven-step process and its related forms and templates are described in Appendix B.

In the past three years, secondary LEAs have submitted five locally developed career cluster pathways, each with a corresponding Program of Study. An example of a previous locally developed career pathway is the United States Army Cyber Center of Excellence at Fort Gordon working with regional education partners to create Cybersecurity sequenced courses that lead to a nationally recognized industry credential. Another career pathway was created with the collaboration of more than 12 international businesses targeting the cultural, business, ethical, and management needs for students to complete the International Business career pathway.

POSTSECONDARY

At TCSG, the approval process will begin with the Director of Grants Management and the Director of Curriculum reviewing 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. These locally developed 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, progress in specificity with multiple entry and exit points, and culminate in the attainment of a recognized postsecondary credential.

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

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

SECONDARY

Comprehensive 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. The graduation rate for students completing one or more of the career pathways has steadily increased over the past six years. The FY18 graduation rate for career program completers is at an all-time high of 96.3% as compared to all students at 81.6%. CTAE pathway completers earned a record 41,454 industry credentials in FY18. The CTAE Annual Report will

continue to feature several middle and high school data points to show continuous improvement in academic achievement and technical skill attainment.

Local transition 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. All programs will continue to be reviewed regularly at a local and system-wide level to ensure that they maintain rigor and relevance to local service area employers and students.

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

SECONDARY

GaDOE CTAE will continue to offer the option of Career and Technical Instruction (CTI) programs to students with identified special needs enrolled in CTAE programs and CTSOs. This program utilizes a CTI-endorsed special education teacher to collaborate with the CTAE instructor to support students with attainment of entry-level job skills, self-advocacy skills, and transition skills necessary for success in post-high school life. Additionally, students that may be viewed as English learners, homeless, foster, and military-connected, will continue to be offered sequenced courses designed to provide them with learning supports, application-based concepts, and academic skills. Thus, as data is collected, with coordination through other federal programs GaDOE CTAE will continue to monitor the progress of these subgroups and address gaps and disparities as identified.

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 Homeless Children and Youth State Coordinator and local designees through the McKinney-Vento Act. Through the development of a Memorandum of Understanding with the Georgia Department of Family and Children Services (DFCS), information for foster care children will be sent GaDOE for foster children access and equity.

During the transition year, GaDOE CTAE will focus on identifying strategies for expanding access and services to meet the needs of these special populations and any gaps uncovered.

POSTSECONDARY

Throughout the review of the colleges' local transition applications, there will continue to be an overall focus on expanding access for all students. In addition, local applications will still be

reviewed to confirm that they include the following program elements for ensuring and expanding access for students from special populations:

- Each college will have a Special Populations Coordinator who works directly with students from special populations to assist them with gaining access to and successfully completing training programs and obtaining employment.

- 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.

- Non-discrimination policies will be in place at all colleges with published procedures for filing complaints.

- All outreach materials will depict a diverse student population participating in programs and Programs of Study activities.

- 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

GaDOE CTAE will continue to support the inclusion of employability skills in career pathways through:

- strong partnerships with business and industry partners to endorse the employability skill standard (Appendix C),
- 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,
- implement the recommendations and goals of the Georgia Employability Skills Task Force, and
- awarding a Career Ready Diploma Seal in the area of Employability Skills.

POSTSECONDARY

Local transition 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 composed of representatives from business and industry that assist in developing the employability skills curriculum. The TCSG work ethics training will continue to focus on the basic academic, interpersonal, and critical thinking skills, and 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.

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.**

SECONDARY AND POSTSECONDARY (combined)

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 B. Each Program of Study document includes the following information.

- Concise descriptions of career options, choices, and skill requirements.
- Examples of related high-skill, high-wage, and in-demand occupations and careers.
- Secondary academic and elective courses suggestions required for individual programs.
- Required sequenced CTE courses that may culminate in work-based learning opportunities.
- Explanations of entrance and exit point options for entering postsecondary education.
- Available options for earning recognized post-secondary credentials.

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; and

- provide in-service trainings for school counselors, postsecondary dual enrollment advisors and special populations staff throughout the state.

d. **Describe how the eligible agency, if it chooses 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).**

SECONDARY AND POSTSECONDARY (combined)

GaDOE CTAE and TCSG will continue to include the opportunity for eligible high school and home study students to participate in dual enrollment programs by following sections from existing State code that provide guidance for dual enrollment programs (O.C.G.A. 20-2-161.3, Appendix D). These programs already exist in the state and have grown rapidly: between academic years 2015 and 2018, enrollment increased by 53% across the state, and the number of postsecondary credit hours earned increased by 55%.

The dual enrollment program allows eligible students to earn postsecondary credit hours while simultaneously meeting their high school graduation or home study completion requirements.

According to O.C.G.A. 20-2-161.3(d), the following deadlines must be achieved each year:

- All eligible high schools will inform students of the opportunities to participate in dual enrollment programs while attending high school. This information must be delivered by February 1 of each year.

- All 8th grade students will be informed about opportunities to participate in dual enrollment programs as a high school student. This information will be delivered while a student is creating their Individual Graduation Plan in 8th grade by February 1 of each year.

- GaDOE will create and distribute informational resources to eligible schools and programs before February 1 of each year.

GaDOE CTAE and TCSG will provide dual enrollment program eligibility guidance and establish a process for students to learn about and enroll in the dual enrollment programs.

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.

SECONDARY

GaDOE CTAE will continue to work with each LEA to promote and support strong local CTAE secondary programs. The size of a local CTAE program depends on the daily schedule of each LEA and the total students needed to sustain the Full-time Teacher Equivalency (FTE) funding. For school systems using a minimum student to teacher class-size ratio of twenty (20) to one (1) per instructional class/lab period times the number of daily class periods will suffice. Secondary eligible recipients will continue to provide an opportunity for students to be at least a CTAE participant and become a CTAE concentrator as the goal.

The scope of each CTAE program is to provide complete career pathway courses as provided in the related program of study. Students annually will be eligible to sit for an End of Pathway Assessment technical skill exam aligned to the completed career pathway. Secondary CTAE programs will continue to align with business and industry as validated by their local CTAE business advisory committee.

The quality of LEA career pathways will be reviewed within the Comprehensive Needs Assessment when completed. The total number of pathway completers and earned industry credentials can be analyzed and goals can be developed. Based on this review, each LEA can determine their core performance indicators for size, scope, and quality of each career pathway offered. Each LEA will continue to be expected to provide at least three programs of career and technical education annually for all students (e.g. a complete career pathway in Finance, Marketing, Health Science Career Clusters). No new eligible recipients will be considered during the transition year at the secondary level.

POSTSECONDARY

Postsecondary funding recipients must continue to meet the following Size, Scope, and Quality requirements to:

- maintain regional accreditation;
- offer full postsecondary occupational programs in at least six (6) of the 16 national career clusters, which

- o are approved by the State Board of the Technical College System of Georgia;
- o are at least nine (9) credit hours in length;
- o have a local advisory committee; and
- o lead to a postsecondary award.

TCSG will continue to require colleges to meet this definition of size, scope and quality to receive Perkins funding.

3. **Meeting the Needs of Special Populations**

   a. **Describe its 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

GaDOE CTAE will continue to pursue program strategies that help ensure equal opportunity for all students, including individuals who are members of special populations, to participate fully in their chosen programs, regardless of academic, personal or social development. With collaboration and support of the Division of Special Education, the Georgia Vocational Rehabilitation Agency, and other appropriate agencies, students will receive continuous support to achieve 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;
- providing reasonable accommodations or modifications according to a student's Individual Education Plan in programs that are designed to serve all students in secondary environments, including technical assistance from the Special Populations Programs Specialist and GVRA Regional Coordinators to adapt curriculum and instruction as needed to ensure state determined levels of performance are met or exceeded;
- 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;
- conducting Methods of Administration (MOA) compliance reviews in targeted systems;
- ensuring that STEM/STEAM instructional practices are inclusive of all students;
- utilizing the existing Coordinated Career and Academic Education initiative and Project Success 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 assessments of career interests and abilities to help students select their programs and programs of study;
- providing guidance, counseling, career development activities and transition services (including employability skill development); and
- 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.

POSTSECONDARY

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;

- college outreach materials and publications depict a diverse student population participating in program activities, for example men and women in nontraditional programs, students with disabilities, and students of different races and ethnicities;

- all information, course content and facilities are accessible to students who need accommodations;

- relevant workshops, resource guides, informational programming, and support services are provided to special population students;

- nondiscrimination policies are in place at each college, with published procedures for filing complaints; and

- the contact information for each college's Title IX and ADA/Section 504 Coordinator is readily available.

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 onsite reviews and program monitoring of special populations with the MOA process and professional learning workshops, GaDOE CTAE will continue to be aware, responsive, 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 GaDOE non-discrimination statement is enforced and expected to be printed, included, and/or covered in all essential documents being provided to LEAs, 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 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; and

- 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).*

iv. will be provided with appropriate accommodations.

SECONDARY

GaDOE CTAE will continue to offer the Coordinated Career and Academic Education initiative and Project Success intervention programs that are designed to support special population students enrolled in CTAE programs. Students served by these programs will receive appropriate services and accommodations based upon individual needs.

The Career Technical Instruction (CTI) intervention program will also continue to be offered. It is designed specifically to support students with disabilities enrolled in CTAE programs. These students receive appropriate accommodations/modifications based upon their Individual Education Plans (IEP) and transition needs.

A collaborative effort between the Division of Special Education, Georgia Vocational Rehabilitation Agency, and GaDOE CTAE, will continue to ensure that students receive continuous support, including accommodations, to develop self-advocacy skills through school and community-based activities.

Additionally, Compliance Review teams will continue to assess the involvement of Local Education Agency CTAE directors and teachers in the IEPs of students with special needs enrolled in career pathways, as well as, the accommodations needed for special populations students, (i.e. English learners, homeless, foster, and military-connected).

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 be able to assist these students in obtaining any needed adaptive equipment and services, software, and instructional accommodations. Examples include (but are not limited to) textbooks

in braille and electronic formats, closed captioning for audio/visual course content, screen reader technology, and adaptive versions of occupational equipment.

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

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—**

      a. **each eligible recipient will promote academic achievement;**

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

      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)].**

SECONDARY AND POSTSECONDARY (combined)

GaDOE CTAE and TCSG will continue to promote academic and technical skill achievement by ensuring that programs and Programs of Study incorporate challenging academic standards, by monitoring eligible recipients' performance on academic achievement expectations, and by continuing to supply funding to foster ongoing improvement. In addition, dual enrollment data will continue to be regularly reviewed to analyze trends in successful program completion and the number of recognized postsecondary credentials that are earned.

GaDOE CTAE will continue to administer End of Pathway Assessments, which allow students to earn a credential through one of four measurement components:

- national industry-recognized credentialing exams;

- national occupations assessments;

- state licensing exams or state licensures; or

- state developed occupational assessments.

TCSG will continue to strongly encourage colleges to promote earning industry-preferred certifications and licensures to students, and to monitor pass rates to ensure that they meet or exceed the national standards within the relevant industries. TCSG will continue to approve colleges for Perkins funds by reviewing each college's transition application with a team composed of professionals from the accountability, curriculum, grants management, and student services units. The team will provide feedback to each college regarding its application to ensure that all the requirements of the Act are being met. 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 when needed.

Eligible recipients are not required to conduct local needs assessments during the transition year, FY2020. GaDOE CTAE and TCSG will use the transition year to assist eligible recipients to develop and conduct comprehensive needs assessments in their school systems, regions, and service areas, and will provide training in how to apply the results to determine the most effective ways to expend Perkins funds to meet the identified needs. Local needs assessments will be required for the first time under Perkins V in FY 2021.

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**

   SECONDARY AND POSTSECONDARY (combined)

   Traditionally since the 1980's, a 50/50 split of Perkins funds between TCSG and GaDOE has been the practice; however, no criteria have been used in the past to justify the 50/50 split. The split was reevaluated with the reauthorization of The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) and a Memorandum of Agreement was developed concerning the division of funds. With the reauthorization of the Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V), once again we will reevaluate the split of funds. During the transition year we will continue using the 50/50 split. Also, during the transition year as we reevaluate the split, we will determine criteria to justify the split of funds to ensure that 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 Perkins to eligible recipients in accordance with Sections 131 and 132.

   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)]**

   SECONDARY AND POSTSECONDARY (combined)

   The State of Georgia will not have any consortia during the transition year.

3. **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).**

   SECONDARY

   GaDOE CTAE will continue to distribute 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 local educational agency 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 LEA and are from families below the poverty level for the preceding fiscal year,

as determined on the basis of the most recent satisfactory data used under Section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school system.

Perkins funds distributed to local educational agencies go through a process of being allocated, budgeted, and approved, and are drawn down by each LEA. 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 LEA and GaDOE CTAE.

DRAFT

System ID	Name	Estimated Total Population	Estimated Population 5-17	#s match Census data used for IA alloc — Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	Alloc for 5-17, LEA % of total 5-17 Pop*5-17 amt — 30%	Alloc for Pov, LEA % of total pov pop*pov amt — 70%	FY2020 Perkins V Sec. 131 (a) w/in State Allocation	FY2019 Perkins IV Sec. 131 (a) w/in State Allocation	Change in Funding from FY2019
			17,403,465	17,403,465	$ 5,221,040	$ 12,182,426			
601	Appling County School District	18,521	3,342	1,052	$9,399	$34,594	$43,993	$37,396	$6,597
602	Atkinson County School District	8,342	1,636	572	$4,601	$18,810	$23,411	$22,574	$837
603	Bacon County School District	11,319	2,167	830	$6,094	$27,294	$33,388	$24,237	$9,151
604	Baker County School District	3,200	471	174	$1,325	$5,722	$7,047	$6,657	$390
605	Baldwin County School District	44,906	6,348	1,953	$17,853	$64,223	$82,076	$76,886	$5,190
606	Banks County School District	18,634	3,117	557	$8,766	$18,317	$27,083	$27,393	($310)
607	Barrow County School District	79,061	15,337	2,357	$43,134	$77,508	$120,642	$114,003	$6,639
608	Bartow County School District	84,305	15,428	2,659	$43,390	$87,439	$130,829	$123,225	$7,604
609	Ben Hill County School District	16,996	3,202	1,154	$9,005	$37,948	$46,953	$43,942	$3,011
610	Berrien County School District	19,186	3,430	924	$9,646	$30,385	$40,031	$40,428	($397)
611	Bibb County School District	152,862	27,337	9,723	$76,882	$319,734	$396,616	$333,583	$63,033
612	Bleckley County School District	12,830	1,959	529	$5,509	$17,396	$22,905	$21,828	$1,077
613	Brantley County School District	18,731	3,315	862	$9,323	$28,346	$37,669	$35,209	$2,460
614	Brooks County School District	15,587	2,502	915	$7,037	$30,089	$37,126	$33,732	$3,394
615	Bryan County School District	37,060	8,070	935	$22,696	$30,747	$53,443	$47,766	$5,677
616	Bulloch County School District	76,149	10,967	2,655	$30,843	$87,308	$118,151	$106,088	$12,063
617	Burke County School District	22,522	4,317	1,368	$12,141	$44,986	$57,127	$59,741	($2,614)
618	Butts County School District	24,059	3,576	888	$10,057	$29,201	$39,258	$33,507	$5,751
619	Calhoun County School District	6,455	857	322	$2,410	$10,589	$12,999	$11,574	$1,425
620	Camden County School District	53,044	9,013	1,646	$25,348	$54,128	$79,476	$80,504	($1,028)
621	Candler County School District	10,797	2,017	663	$5,673	$21,802	$27,475	$26,784	$691
622	Carroll County School District	91,806	17,388	3,715	$48,902	$122,165	$171,067	$137,379	$33,688
623	Catoosa County School District	66,550	11,730	1,755	$32,989	$57,712	$90,701	$88,432	$2,269
624	Charlton County School District	12,715	1,788	529	$5,029	$17,396	$22,425	$21,483	$942
625	Chatham County School District	290,501	43,772	10,184	$123,104	$334,893	$457,997	$431,041	$26,956
626	Chattahoochee County School District	26,440	2,776	573	$7,807	$18,843	$26,650	$23,671	$2,979
627	Chattooga County School District	23,029	3,733	844	$10,499	$27,754	$38,253	$34,865	$3,388
628	Cherokee County School District	247,573	46,846	3,683	$131,749	$121,113	$252,862	$242,709	$10,153
629	Clarke County School District	127,064	15,353	4,227	$43,179	$139,002	$182,181	$169,349	$12,832
631	Clayton County School District	285,153	58,237	13,937	$163,785	$458,308	$622,093	$647,398	($25,305)
632	Clinch County School District	6,727	1,270	402	$3,572	$13,219	$16,791	$15,905	$886
633	Cobb County School District	693,593	124,649	12,760	$350,561	$419,603	$770,164	$774,589	($4,425)
634	Coffee County School District	43,014	7,583	2,489	$21,326	$81,849	$103,175	$93,403	$9,772
635	Colquitt County School District	45,835	8,941	2,822	$25,146	$92,799	$117,945	$113,332	$4,613
636	Columbia County School District	151,579	29,192	2,134	$82,099	$70,175	$152,274	$146,165	$6,109
637	Cook County School District	17,277	3,260	959	$9,168	$31,536	$40,704	$42,504	($1,800)
638	Coweta County School District	143,114	26,763	3,223	$75,268	$105,986	$181,254	$171,240	$10,014
639	Crawford County School District	12,295	1,969	510	$5,538	$16,771	$22,309	$19,563	$2,746
640	Crisp County School District	22,736	4,004	1,618	$11,261	$53,207	$64,468	$65,558	($1,090)
641	Dade County School District	16,285	2,343	415	$6,589	$13,647	$20,236	$19,588	$648
642	Dawson County School District	24,379	3,761	483	$10,577	$15,883	$26,460	$25,366	$1,094
643	Decatur County School District	26,716	4,756	1,617	$13,376	$53,174	$66,550	$70,443	($3,893)
644	DeKalb County School District	694,418	115,503	28,394	$324,839	$933,716	$1,258,555	$1,132,882	$125,673
645	Dodge County School District	20,730	3,012	842	$8,471	$27,689	$36,160	$37,463	($1,303)
646	Dooly County School District	13,737	1,916	630	$5,389	$20,717	$26,106	$25,599	$507
647	Dougherty County School District	89,502	15,746	6,177	$44,284	$203,126	$247,410	$236,938	$10,472

DRAFT

System ID	Name	Estimated Total Population	Estimated Population 5-17 (#s match Census data used for IA alloc)	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder (#s match Census data used for IA alloc)	Alloc for 5-17, LEA % of total 5-17 Pop*5-17 amt — 30%	Alloc for Pov, LEA % of total pov pop*pov amt — 70%	FY2020 Perkins V Sec. 131 (a) w/in State Allocation	FY2019 Perkins IV Sec. 131 (a) w/in State Allocation (PY alloc, vlookup from last year's file, pastes values)	Change in Funding from FY2019
		17,403,465	5,221,040	$ 5,221,040	$ 12,182,426				
648	Douglas County School District	143,882	28,461	4,541	$80,043	$149,327	$229,370	$227,142	$2,228
649	Early County School District	10,296	1,940	726	$5,456	$23,874	$29,330	$29,357	($27)
650	Echols County School District	3,936	782	251	$2,199	$8,254	$10,453	$8,853	$1,600
651	Effingham County School District	59,982	11,767	1,501	$33,093	$49,359	$82,452	$76,438	$6,014
652	Elbert County School District	19,109	3,038	934	$8,544	$30,714	$39,258	$36,598	$2,660
653	Emanuel County School District	22,530	4,096	1,556	$11,520	$51,168	$62,688	$56,830	$5,858
654	Evans County School District	10,775	2,128	799	$5,985	$26,275	$32,260	$26,287	$5,973
655	Fannin County School District	25,322	3,223	740	$9,064	$24,334	$33,398	$32,278	$1,120
656	Fayette County School District	112,549	21,224	1,488	$59,690	$48,932	$108,622	$102,206	$6,416
657	Floyd County School District	60,730	10,380	2,274	$29,193	$74,779	$103,972	$85,425	$18,547
658	Forsyth County School District	227,967	49,734	2,397	$139,871	$78,824	$218,695	$207,341	$11,354
659	Franklin County School District	22,820	3,667	885	$10,313	$29,103	$39,416	$36,987	$2,429
660	Fulton County School District	597,444	113,951	16,513	$320,475	$543,018	$863,493	$831,391	$32,102
661	Gilmer County School District	30,674	4,273	1,054	$12,017	$34,660	$46,677	$44,043	$2,634
662	Glascock County School District	3,062	540	108	$1,519	$3,552	$5,071	$4,966	$105
663	Glynn County School District	85,282	14,003	3,655	$39,382	$120,192	$159,574	$148,463	$11,111
664	Gordon County School District	40,390	7,601	1,163	$21,377	$38,244	$59,621	$65,471	($5,850)
665	Grady County School District	24,819	4,562	1,227	$12,830	$40,349	$53,179	$53,014	$165
666	Greene County School District	17,281	2,363	673	$6,646	$22,131	$28,777	$25,840	$2,937
667	Gwinnett County School District	907,055	186,702	27,533	$525,079	$905,403	$1,430,482	$1,325,552	$104,930
668	Habersham County School District	44,567	7,477	1,254	$21,028	$41,237	$62,265	$60,059	$2,206
669	Hall County School District	160,507	30,485	4,708	$85,736	$154,819	$240,555	$217,145	$23,410
670	Hancock County School District	8,561	1,033	418	$2,905	$13,746	$16,651	$16,616	$35
671	Haralson County School District	22,949	3,978	831	$11,188	$27,327	$38,515	$37,233	$1,282
672	Harris County School District	33,915	5,730	590	$16,115	$19,402	$35,517	$35,089	$428
673	Hart County School District	25,794	4,102	1,018	$11,536	$33,476	$45,012	$39,294	$5,718
674	Heard County School District	11,730	2,008	502	$5,647	$16,508	$22,155	$20,079	$2,076
675	Henry County School District	225,813	45,620	5,864	$128,301	$192,833	$321,134	$290,056	$31,078
676	Houston County School District	153,479	29,266	5,544	$82,307	$182,310	$264,617	$231,399	$33,218
677	Irwin County School District	9,410	1,491	430	$4,193	$14,140	$18,333	$19,063	($730)
678	Jackson County School District	49,601	9,174	1,145	$25,801	$37,652	$63,453	$60,696	$2,757
679	Jasper County School District	13,964	2,466	575	$6,935	$18,908	$25,843	$24,810	$1,033
680	Jeff Davis County School District	15,025	2,975	876	$8,367	$28,807	$37,174	$35,268	$1,906
681	Jefferson County School District	15,648	2,744	916	$7,717	$30,122	$37,839	$35,328	$2,511
682	Jenkins County School District	8,767	1,341	521	$3,771	$17,133	$20,904	$20,378	$526
683	Johnson County School District	9,788	1,364	426	$3,836	$14,009	$17,845	$15,782	$2,063
684	Jones County School District	28,470	5,154	864	$14,495	$28,412	$42,907	$39,948	$2,959
685	Lamar County School District	18,599	2,829	688	$7,956	$22,624	$30,580	$27,618	$2,962
686	Lanier County School District	10,425	1,820	499	$5,119	$16,409	$21,528	$22,037	($509)
687	Laurens County School District	31,518	5,765	1,420	$16,213	$46,696	$62,909	$67,807	($4,898)
688	Lee County School District	29,470	5,964	774	$16,773	$25,452	$42,225	$41,793	$432
689	Liberty County School District	61,387	10,960	2,806	$30,824	$92,273	$123,097	$115,452	$7,645
690	Lincoln County School District	7,880	1,104	294	$3,105	$9,668	$12,773	$12,473	$300
691	Long County School District	19,014	3,813	937	$10,724	$30,813	$41,537	$37,331	$4,206
692	Lowndes County School District	57,597	11,017	2,223	$30,984	$73,102	$104,086	$93,640	$10,446
693	Lumpkin County School District	32,873	4,381	775	$12,321	$25,485	$37,806	$35,925	$1,881

FY2020 Perkins IV Allocations to Eligible Recipients (July 1, 2019 - June 30, 2020)

DRAFT

System ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	30%	70%	FY2020 Perkins V Sec. 131 (a) w/in State Allocation	FY2019 Perkins IV Sec. 131 (a) w/in State Allocation	Change in Funding from FY2019
			#s match Census data used for IA alloc		Alloc for 5-17, LEA % of total 5-17 Pop*5-17 amt	Alloc for Pov, LEA % of total pov pop*pov amt		PY alloc, vlookup from last year's file, pastes values	
		17,403,465			$ 5,221,040	$ 12,182,426			
694	Macon County School District	13,314	1,891	688	$5,318	$22,624	$27,942	$28,598	($656)
695	Madison County School District	29,302	4,946	1,053	$13,910	$34,627	$48,537	$44,349	$4,188
696	Marion County School District	8,450	1,402	476	$3,943	$15,653	$19,596	$17,447	$2,149
697	McDuffie County School District	21,498	4,037	1,206	$11,354	$39,658	$51,012	$49,915	$1,097
698	McIntosh County School District	14,106	1,737	541	$4,885	$17,790	$22,675	$21,899	$776
699	Meriwether County School District	21,049	3,300	1,030	$9,281	$33,871	$43,152	$39,748	$3,404
700	Miller County School District	5,838	1,041	344	$2,928	$11,312	$14,240	$11,957	$2,283
701	Mitchell County School District	18,601	3,105	1,033	$8,732	$33,969	$42,701	$43,166	($465)
702	Monroe County School District	27,113	4,268	698	$12,003	$22,953	$34,956	$32,435	$2,521
703	Montgomery County School District	8,892	1,351	376	$3,800	$12,364	$16,164	$16,302	($138)
704	Morgan County School District	18,412	3,123	588	$8,783	$19,336	$28,119	$26,064	$2,055
705	Murray County School District	39,782	7,380	1,770	$20,755	$58,205	$78,960	$69,211	$9,749
706	Muscogee County School District	194,058	32,578	9,985	$91,622	$328,349	$419,971	$364,935	$55,036
707	Newton County School District	108,076	21,348	4,000	$60,039	$131,537	$191,576	$208,751	($17,175)
708	Oconee County School District	38,028	8,004	510	$22,510	$16,771	$39,281	$36,911	$2,370
709	Oglethorpe County School District	14,877	2,315	448	$6,511	$14,732	$21,243	$21,256	($13)
710	Paulding County School District	159,445	32,182	3,339	$90,508	$109,801	$200,309	$192,573	$7,736
711	Peach County School District	27,099	4,250	1,127	$11,953	$37,061	$49,014	$47,107	$1,907
712	Pickens County School District	31,588	4,914	853	$13,820	$28,050	$41,870	$37,543	$4,327
713	Pierce County School District	19,307	3,607	898	$10,144	$29,530	$39,674	$34,217	$5,457
714	Pike County School District	18,217	3,339	395	$9,391	$12,989	$22,380	$22,418	($38)
715	Polk County School District	42,085	7,927	2,017	$22,294	$66,328	$88,622	$81,038	$7,584
716	Pulaski County School District	11,201	1,637	444	$4,604	$14,601	$19,205	$18,278	$927
717	Putnam County School District	21,730	3,304	884	$9,292	$29,070	$38,362	$35,815	$2,547
718	Quitman County School District	2,358	329	136	$925	$4,472	$5,397	$4,736	$661
719	Rabun County School District	16,602	2,138	490	$6,013	$16,113	$22,126	$22,349	($223)
720	Randolph County School District	10,037	1,459	666	$4,103	$21,901	$26,004	$24,945	$1,059
721	Richmond County School District	201,800	32,956	11,021	$92,685	$362,418	$455,103	$467,263	($12,160)
722	Rockdale County School District	90,312	17,226	3,380	$48,446	$111,149	$159,595	$152,592	$7,003
723	Schley County School District	5,213	1,073	245	$3,018	$8,057	$11,075	$9,995	$1,080
724	Screven County School District	13,953	2,157	699	$6,066	$22,986	$29,052	$31,634	($2,582)
725	Seminole County School District	8,292	1,290	545	$3,628	$17,922	$21,550	$18,177	$3,373
726	GRIFFIN-SPALDING COUNTY SCHOOL DISTRICT	65,380	11,391	3,619	$32,036	$119,008	$151,044	$128,847	$22,197
727	Stephens County School District	25,890	4,221	1,105	$11,871	$36,337	$48,208	$44,697	$3,511
728	Stewart County School District	5,985	594	215	$1,671	$7,070	$8,741	$8,771	($30)
729	Sumter County School District	29,847	5,030	1,763	$14,146	$57,975	$72,121	$75,996	($3,875)
730	Talbot County School District	6,249	797	274	$2,241	$9,010	$11,251	$11,101	$150
731	Taliaferro County School District	1,628	200	87	$567	$2,867	$3,433	$3,476	($43)
732	Tattnall County School District	25,333	3,884	1,299	$10,923	$42,717	$53,640	$52,886	$754
733	Taylor County School District	8,142	1,263	396	$3,552	$13,022	$16,574	$15,642	$932
734	Telfair County School District	15,989	2,079	713	$5,847	$23,446	$29,293	$27,308	$1,985
735	Terrell County School District	8,729	1,457	639	$4,098	$21,013	$25,111	$24,293	$818
736	Thomas County School District	26,204	4,592	936	$12,914	$30,780	$43,694	$45,265	($1,571)
737	Tift County School District	40,598	7,180	2,310	$20,193	$75,963	$96,156	$88,974	$7,182
738	Toombs County School District	16,774	3,384	1,059	$9,517	$34,824	$44,341	$43,133	$1,208
739	Towns County School District	11,506	1,094	250	$3,077	$8,221	$11,298	$11,373	($75)

System ID	Name	Estimated Total Population	#s match Census data used for IA alloc — Estimated Population 5-17	#s match Census data used for IA alloc — Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	Alloc for 5-17, LEA % of total 5-17 Pop*5-17 amt — 30%	Alloc for Pov, LEA % of total pov pop*pov amt — 70%	FY2020 Perkins V Sec. 131 (a) w/in State Allocation	PY alloc, vlookup from last year's file, pastes values — FY2019 Perkins IV Sec. 131 (a) w/in State Allocation	Change in Funding from FY2019
			17,403,465		$ 5,221,040	$ 12,182,426	17,403,465		
740	Treutlen County School District	6,740	1,200	401	$3,375	$13,187	$16,562	$15,907	$655
741	Troup County School District	69,786	12,721	3,176	$35,776	$104,440	$140,216	$142,925	($2,709)
742	Turner County School District	7,961	1,373	572	$3,861	$18,810	$22,671	$22,036	$635
743	Twiggs County School District	8,174	1,155	378	$3,248	$12,430	$15,678	$14,480	$1,198
744	Union County School District	23,459	2,947	595	$8,288	$19,566	$27,854	$27,489	$365
745	THOMASTON-UPSON COUNTY SCHOOL DISTRICT	26,135	4,214	1,224	$11,851	$40,250	$52,101	$48,765	$3,336
746	Walker County School District	65,823	10,667	2,177	$30,000	$71,589	$101,589	$99,872	$1,717
747	Walton County School District	86,986	16,427	2,444	$46,199	$80,369	$126,568	$125,804	$764
748	Ware County School District	35,871	6,182	2,035	$17,386	$66,919	$84,305	$77,365	$6,940
749	Warren County School District	5,303	818	327	$2,301	$10,753	$13,054	$13,123	($69)
750	Washington County School District	20,313	3,325	1,077	$9,351	$35,416	$44,767	$41,916	$2,851
751	Wayne County School District	29,817	5,341	1,637	$15,021	$53,832	$68,853	$60,021	$8,832
752	Webster County School District	2,605	403	107	$1,133	$3,519	$4,652	$4,759	($107)
753	Wheeler County School District	7,952	1,003	370	$2,821	$12,167	$14,988	$13,422	$1,566
754	White County School District	29,453	4,491	817	$12,630	$26,866	$39,496	$38,251	$1,245
755	Whitfield County School District	70,917	13,960	3,240	$39,261	$106,545	$145,806	$115,132	$30,674
756	Wilcox County School District	8,800	1,180	405	$3,319	$13,318	$16,637	$17,756	($1,119)
757	Wilkes County School District	9,892	1,574	528	$4,427	$17,363	$21,790	$19,795	$1,995
758	Wilkinson County School District	8,959	1,582	467	$4,449	$15,357	$19,806	$19,098	$708
759	Worth County School District	20,533	3,408	1,080	$9,585	$35,515	$45,100	$41,498	$3,602
761	Atlanta City School District	481,446	59,147	18,118	$166,344	$595,797	$762,141	$729,205	$32,936
763	Bremen City School District	6,353	1,275	206	$3,586	$6,774	$10,360	$10,369	($9)
764	Buford City School District	14,278	2,686	492	$7,554	$16,179	$23,733	$22,061	$1,672
765	Calhoun City School District	16,699	3,021	711	$8,496	$23,381	$31,877	$33,323	($1,446)
766	Carrollton City School District	25,960	3,465	974	$9,745	$32,029	$41,774	$32,005	$9,769
767	Cartersville City School District	20,749	3,559	895	$10,009	$29,431	$39,440	$32,066	$7,374
769	Chickamauga City School District	3,116	598	157	$1,682	$5,163	$6,845	$6,119	$726
771	Commerce City School District	7,314	1,283	307	$3,608	$10,095	$13,703	$11,849	$1,854
772	Dalton City School District	33,741	6,546	1,728	$18,410	$56,824	$75,234	$58,945	$16,289
773	Decatur City School District	21,368	3,212	391	$9,033	$12,858	$21,891	$19,320	$2,571
774	Dublin City School District	15,812	2,810	912	$7,903	$29,990	$37,893	$42,848	($4,955)
776	Gainesville City School District	37,755	7,288	1,905	$20,497	$62,645	$83,142	$81,066	$2,076
779	Jefferson City School District	10,604	2,350	242	$6,609	$7,958	$14,567	$13,415	$1,152
781	Marietta City School District	62,161	8,988	1,643	$25,278	$54,029	$79,307	$77,862	$1,445
784	Pelham City School District	3,691	693	280	$1,949	$9,208	$11,157	$10,558	$599
785	Rome City School District	36,883	6,302	1,962	$17,724	$64,519	$82,243	$68,795	$13,448
786	Social Circle City School District	4,616	864	172	$2,430	$5,656	$8,086	$7,779	$307
789	Thomasville City School District	18,575	3,329	966	$9,362	$31,766	$41,128	$42,160	($1,032)
791	Trion City School District	1,741	380	91	$1,069	$2,992	$4,061	$4,142	($81)
792	Valdosta City School District	57,892	8,722	3,186	$24,530	$104,769	$129,299	$122,041	$7,258
793	Vidalia City School District	10,364	1,921	621	$5,403	$20,421	$25,824	$24,175	$1,649
7820108	Mountain Education Center	2,058	2,058	322	$5,788	$10,575	$16,363	$2,963	$13,400
	Totals	10,447,534	1,856,443	370,464	$5,221,040	$12,182,426	$17,403,465	$16,398,589	$1,004,876

System ID	Name	FY20 Alloc less col E — FY2020 CTE Perkins IV Grant-Program Improvement (LUA Program Code 3-315)	0.08 of FY20 Perkins alloc col I — FY2020 CTE Perkins IV Grant - Professional Development CTAERN - (LUA Program Code 3-316)	col D+E — FY2020 Total Allocation and Basis for Under 15,000 Consortium Requirement Calculation	Under 15,000 Consortium Allocation Amount	vlookup col H SAIPE Alloc tab — FY2020 Perkins IV Sec. 131 (a) Allocations
601	Appling County School District	$40,474	$3,519	$43,993	-	$43,993
602	Atkinson County School District	$21,538	$1,873	$23,411	-	$23,411
603	Bacon County School District	$30,717	$2,671	$33,388	-	$33,388
604	Baker County School District	$6,483	$564	$7,047	$7,047	$7,047
605	Baldwin County School District	$75,510	$6,566	$82,076	-	$82,076
606	Banks County School District	$24,916	$2,167	$27,083	-	$27,083
607	Barrow County School District	$110,991	$9,651	$120,642	-	$120,642
608	Bartow County School District	$120,363	$10,466	$130,829	-	$130,829
609	Ben Hill County School District	$43,197	$3,756	$46,953	-	$46,953
610	Berrien County School District	$36,829	$3,202	$40,031	-	$40,031
611	Bibb County School District	$364,887	$31,729	$396,616	-	$396,616
612	Bleckley County School District	$21,073	$1,832	$22,905	-	$22,905
613	Brantley County School District	$34,655	$3,014	$37,669	-	$37,669
614	Brooks County School District	$34,156	$2,970	$37,126	-	$37,126
615	Bryan County School District	$49,168	$4,275	$53,443	-	$53,443
616	Bulloch County School District	$108,699	$9,452	$118,151	-	$118,151
617	Burke County School District	$52,557	$4,570	$57,127	-	$57,127
618	Butts County School District	$36,117	$3,141	$39,258	-	$39,258
619	Calhoun County School District	$11,959	$1,040	$12,999	$12,999	$12,999
620	Camden County School District	$73,118	$6,358	$79,476	-	$79,476
621	Candler County School District	$25,277	$2,198	$27,475	-	$27,475
622	Carroll County School District	$157,382	$13,685	$171,067	-	$171,067
623	Catoosa County School District	$83,445	$7,256	$90,701	-	$90,701
624	Charlton County School District	$20,631	$1,794	$22,425	-	$22,425
625	Chatham County School District	$421,357	$36,640	$457,997	-	$457,997
626	Chattahoochee County School Distr	$24,518	$2,132	$26,650	-	$26,650
627	Chattooga County School District	$35,193	$3,060	$38,253	-	$38,253
628	Cherokee County School District	$232,633	$20,229	$252,862	-	$252,862
629	Clarke County School District	$167,607	$14,574	$182,181	-	$182,181
631	Clayton County School District	$572,326	$49,767	$622,093	-	$622,093
632	Clinch County School District	$15,448	$1,343	$16,791	-	$16,791
633	Cobb County School District	$708,551	$61,613	$770,164	-	$770,164
634	Coffee County School District	$94,921	$8,254	$103,175	-	$103,175
635	Colquitt County School District	$108,509	$9,436	$117,945	-	$117,945
636	Columbia County School District	$140,092	$12,182	$152,274	-	$152,274
637	Cook County School District	$37,448	$3,256	$40,704	-	$40,704
638	Coweta County School District	$166,754	$14,500	$181,254	-	$181,254
639	Crawford County School District	$20,524	$1,785	$22,309	-	$22,309
640	Crisp County School District	$59,311	$5,157	$64,468	-	$64,468
641	Dade County School District	$18,617	$1,619	$20,236	-	$20,236
642	Dawson County School District	$24,343	$2,117	$26,460	-	$26,460

System ID	Name	FY20 Alloc less col E — FY2020 CTE Perkins IV Grant - Program Improvement (LUA Program Code 3-315)	0.08 of FY20 Perkins alloc col I — FY2020 CTE Perkins IV Grant - Professional Development CTAERN - (LUA Program Code 3-316)	col D+E — FY2020 Total Allocation and Basis for Under 15,000 Consortium Requirement Calculation	Under 15,000 Consortium Allocation Amount	vlookup col H SAIPE Alloc tab — FY2020 Perkins IV Sec. 131 (a) Allocations
643	Decatur County School District	$61,226	$5,324	$66,550	-	$66,550
644	DeKalb County School District	$1,157,871	$100,684	$1,258,555	-	$1,258,555
645	Dodge County School District	$33,267	$2,893	$36,160	-	$36,160
646	Dooly County School District	$24,018	$2,088	$26,106	-	$26,106
647	Dougherty School District	$227,617	$19,793	$247,410	-	$247,410
648	Douglas County School District	$211,020	$18,350	$229,370	-	$229,370
649	Early County School District	$26,984	$2,346	$29,330	-	$29,330
650	Echols County School District	$9,617	$836	$10,453	$10,453	$10,453
651	Effingham County School District	$75,856	$6,596	$82,452	-	$82,452
652	Elbert County School District	$36,117	$3,141	$39,258	-	$39,258
653	Emanuel County School District	$57,673	$5,015	$62,688	-	$62,688
654	Evans County School District	$29,679	$2,581	$32,260	-	$32,260
655	Fannin County School District	$30,726	$2,672	$33,398	-	$33,398
656	Fayette County School District	$99,932	$8,690	$108,622	-	$108,622
657	Floyd County School District	$95,654	$8,318	$103,972	-	$103,972
658	Forsyth County School District	$201,199	$17,496	$218,695	-	$218,695
659	Franklin County School District	$36,263	$3,153	$39,416	-	$39,416
660	Fulton County School District	$794,414	$69,079	$863,493	-	$863,493
661	Gilmer County School District	$42,943	$3,734	$46,677	-	$46,677
662	Glascock County School District	$4,665	$406	$5,071	$5,071	$5,071
663	Glynn County School District	$146,808	$12,766	$159,574	-	$159,574
664	Gordon County School District	$54,851	$4,770	$59,621	-	$59,621
665	Grady County School District	$48,925	$4,254	$53,179	-	$53,179
666	Greene County School District	$26,475	$2,302	$28,777	-	$28,777
667	Gwinnett County School District	$1,316,043	$114,439	$1,430,482	-	$1,430,482
668	Habersham County School District	$57,284	$4,981	$62,265	-	$62,265
669	Hall County School District	$221,311	$19,244	$240,555	-	$240,555
670	Hancock County School District	$15,319	$1,332	$16,651	-	$16,651
671	Haralson County School District	$35,434	$3,081	$38,515	-	$38,515
672	Harris County School District	$32,676	$2,841	$35,517	-	$35,517
673	Hart County School District	$41,411	$3,601	$45,012	-	$45,012
674	Heard County School District	$20,383	$1,772	$22,155	-	$22,155
675	Henry County School District	$295,443	$25,691	$321,134	-	$321,134
676	Houston County School District	$243,448	$21,169	$264,617	-	$264,617
677	Irwin County School District	$16,866	$1,467	$18,333	-	$18,333
678	Jackson County School District	$58,377	$5,076	$63,453	-	$63,453
679	Jasper County School District	$23,776	$2,067	$25,843	-	$25,843
680	Jeff Davis County School District	$34,200	$2,974	$37,174	-	$37,174
681	Jefferson County School District	$34,812	$3,027	$37,839	-	$37,839
682	Jenkins County School District	$19,232	$1,672	$20,904	-	$20,904
683	Johnson County School District	$16,417	$1,428	$17,845	-	$17,845

System ID	Name	FY2020 CTE Perkins IV Grant - Program Improvement (LUA Program Code 3-315)	FY2020 CTE Perkins IV Grant - Professional Development CTAERN - (LUA Program Code 3-316)	col D+E FY2020 Total Allocation and Basis for Under 15,000 Consortium Requirement Calculation	Under 15,000 Consortium Allocation Amount	FY2020 Perkins IV Sec. 131 (a) Allocations
		FY20 Alloc less col E	0.08 of FY20 Perkins alloc col I			vlookup col H SAIPE Alloc tab
684	Jones County School District	$39,474	$3,433	$42,907	-	$42,907
685	Lamar County School District	$28,134	$2,446	$30,580	-	$30,580
686	Lanier County School District	$19,806	$1,722	$21,528	-	$21,528
687	Laurens County School District	$57,876	$5,033	$62,909	-	$62,909
688	Lee County School District	$38,847	$3,378	$42,225	-	$42,225
689	Liberty County School District	$113,249	$9,848	$123,097	-	$123,097
690	Lincoln County School District	$11,751	$1,022	$12,773	$12,773	$12,773
691	Long County School District	$38,214	$3,323	$41,537	-	$41,537
692	Lowndes County School District	$95,759	$8,327	$104,086	-	$104,086
693	Lumpkin County School District	$34,782	$3,024	$37,806	-	$37,806
694	Macon County School District	$25,707	$2,235	$27,942	-	$27,942
695	Madison County School District	$44,654	$3,883	$48,537	-	$48,537
696	Marion County School District	$18,028	$1,568	$19,596	-	$19,596
697	McDuffie County School District	$46,931	$4,081	$51,012	-	$51,012
698	McIntosh County School District	$20,861	$1,814	$22,675	-	$22,675
699	Meriwether County School District	$39,700	$3,452	$43,152	-	$43,152
700	Miller County School District	$13,101	$1,139	$14,240	$14,240	$14,240
701	Mitchell County School District	$39,285	$3,416	$42,701	-	$42,701
702	Monroe County School District	$32,160	$2,796	$34,956	-	$34,956
703	Montgomery County School District	$14,871	$1,293	$16,164	-	$16,164
704	Morgan County School District	$25,869	$2,250	$28,119	-	$28,119
705	Murray County School District	$72,643	$6,317	$78,960	-	$78,960
706	Muscogee County School District	$386,373	$33,598	$419,971	-	$419,971
707	Newton County School District	$176,250	$15,326	$191,576	-	$191,576
708	Oconee County School District	$36,139	$3,142	$39,281	-	$39,281
709	Oglethorpe County School District	$19,544	$1,699	$21,243	-	$21,243
710	Paulding County School District	$184,284	$16,025	$200,309	-	$200,309
711	Peach County School District	$45,093	$3,921	$49,014	-	$49,014
712	Pickens County School District	$38,520	$3,350	$41,870	-	$41,870
713	Pierce County School District	$36,500	$3,174	$39,674	-	$39,674
714	Pike County School District	$20,590	$1,790	$22,380	-	$22,380
715	Polk County School District	$81,532	$7,090	$88,622	-	$88,622
716	Pulaski County School District	$17,669	$1,536	$19,205	-	$19,205
717	Putnam County School District	$35,293	$3,069	$38,362	-	$38,362
718	Quitman County School District	$4,965	$432	$5,397	$5,397	$5,397
719	Rabun County School District	$20,356	$1,770	$22,126	-	$22,126
720	Randolph County School District	$23,924	$2,080	$26,004	-	$26,004
721	Richmond County School District	$418,695	$36,408	$455,103	-	$455,103
722	Rockdale County School District	$146,827	$12,768	$159,595	-	$159,595
723	Schley County School District	$10,189	$886	$11,075	$11,075	$11,075
724	Screven County School District	$26,728	$2,324	$29,052	-	$29,052

System ID	Name	FY20 Alloc less col E	0.08 of FY20 Perkins alloc col I	col D+E	Under 15,000 Consortium Allocation Amount	vlookup col H SAIPE Alloc tab
		FY2020 CTE Perkins IV Grant - Program Improvement (LUA Program Code 3-315)	FY2020 CTE Perkins IV Grant - Professional Development CTAERN - (LUA Program Code 3-316)	FY2020 Total Allocation and Basis for Under 15,000 Consortium Requirement Calculation	Under 15,000 Consortium Allocation Amount	FY2020 Perkins IV Sec. 131 (a) Allocations
725	Seminole County School District	$19,826	$1,724	$21,550	-	$21,550
726	Spalding County School District	$138,960	$12,084	$151,044	-	$151,044
727	Stephens County School District	$44,351	$3,857	$48,208	-	$48,208
728	Stewart County School District	$8,042	$699	$8,741	$8,741	$8,741
729	Sumter County School District	$66,351	$5,770	$72,121	-	$72,121
730	Talbot County School District	$10,351	$900	$11,251	$11,251	$11,251
731	Taliaferro County School District	$3,158	$275	$3,433	$3,433	$3,433
732	Tattnall County School District	$49,349	$4,291	$53,640	-	$53,640
733	Taylor County School District	$15,248	$1,326	$16,574	-	$16,574

System ID	Name	FY2020 CTE Perkins IV Grant-Program Grant-Program Improvement (LUA Program Code 3-315) — FY20 Alloc less col E	FY2020 CTE Perkins IV Grant-Professional Development CTAERN - (LUA Program Code 3-316) — 0.08 of FY20 Perkins alloc col I	FY2020 Total Allocation and Basis for Under 15,000 Consortium Requirement Calculation — col D+E	Under 15,000 Consortium Allocation Amount	FY2020 Perkins IV Sec. 131 (a) Allocations — vlookup col H SAIPE Alloc tab
734	Telfair County School District	$26,950	$2,343	$29,293	-	$29,293
735	Terrell County School District	$23,102	$2,009	$25,111	-	$25,111
736	Thomas County School District	$40,198	$3,496	$43,694	-	$43,694
737	Tift County School District	$88,464	$7,692	$96,156	-	$96,156
738	Toombs County School District	$40,794	$3,547	$44,341	-	$44,341
739	Towns County School District	$10,394	$904	$11,298	$11,298	$11,298
740	Treutlen County School District	$15,237	$1,325	$16,562	-	$16,562
741	Troup County School District	$128,999	$11,217	$140,216	-	$140,216
742	Turner County School District	$20,857	$1,814	$22,671	-	$22,671
743	Twiggs County School District	$14,424	$1,254	$15,678	$0	$15,678
744	Union County School District	$25,626	$2,228	$27,854	-	$27,854
745	Upson County School District	$47,933	$4,168	$52,101	-	$52,101
746	Walker County School District	$93,462	$8,127	$101,589	-	$101,589
747	Walton County School District	$116,443	$10,125	$126,568	-	$126,568
748	Ware County School District	$77,561	$6,744	$84,305	-	$84,305
749	Warren County School District	$12,010	$1,044	$13,054	$13,054	$13,054
750	Washington County School District	$41,186	$3,581	$44,767	-	$44,767
751	Wayne County School District	$63,345	$5,508	$68,853	-	$68,853
752	Webster County School District	$4,280	$372	$4,652	$4,652	$4,652
753	Wheeler County School District	$13,789	$1,199	$14,988	$14,988	$14,988
754	White County School District	$36,336	$3,160	$39,496	-	$39,496
755	Whitfield County School District	$134,142	$11,664	$145,806	-	$145,806
756	Wilcox County School District	$15,306	$1,331	$16,637	-	$16,637
757	Wilkes County School District	$20,047	$1,743	$21,790	-	$21,790
758	Wilkinson County School District	$18,222	$1,584	$19,806	-	$19,806
759	Worth County School District	$41,492	$3,608	$45,100	-	$45,100
761	Atlanta City School District	$701,170	$60,971	$762,141	-	$762,141
763	Bremen City School District	$9,531	$829	$10,360	$10,360	$10,360
764	Buford City School District	$21,834	$1,899	$23,733	-	$23,733
765	Calhoun City School District	$29,327	$2,550	$31,877	-	$31,877
766	Carrollton City School District	$38,432	$3,342	$41,774	-	$41,774
767	Cartersville City School District	$36,285	$3,155	$39,440	-	$39,440
769	Chickamauga City School District	$6,297	$548	$6,845	$6,845	$6,845
771	Commerce City School District	$12,607	$1,096	$13,703	$13,703	$13,703
772	Dalton City School District	$69,215	$6,019	$75,234	-	$75,234
773	Decatur City School District	$20,140	$1,751	$21,891	-	$21,891
774	Dublin City School District	$34,862	$3,031	$37,893	-	$37,893
776	Gainesville City School District	$76,491	$6,651	$83,142	-	$83,142
779	Jefferson City School District	$13,402	$1,165	$14,567	$14,567	$14,567
781	Marietta City School District	$72,962	$6,345	$79,307	-	$79,307
784	Pelham City School District	$10,264	$893	$11,157	$11,157	$11,157

FY2020 Perkins IV Allocations - DRAFT
Career and Technical Education - Perkins IV Formula Calculations - NO FUNDS HAVE BEEN APPROVED

June 14, 2018

System ID	Name	FY20 Alloc less col E — FY2020 CTE Perkins IV Grant-Program Improvement (LUA Program Code 3-315)	0.08 of FY20 Perkins alloc col I — FY2020 CTE Perkins IV Grant-Professional Development CTAERN-(LUA Program Code 3-316)	col D+E — FY2020 Total Allocation and Basis for Under 15,000 Consortium Requirement Calculation	Under 15,000 Consortium Allocation Amount	vlookup col H SAIPE Alloc tab — FY2020 Perkins IV Sec. 131 (a) Allocations
785	Rome City School District	$75,664	$6,579	$82,243	-	$82,243
786	Social Circle City School District	$7,439	$647	$8,086	$8,086	$8,086
789	Thomasville City School District	$37,838	$3,290	$41,128	-	$41,128
791	Trion City School District	$3,736	$325	$4,061	$4,061	$4,061
792	Valdosta City School District	$118,955	$10,344	$129,299	-	$129,299
793	Vidalia City School District	$23,758	$2,066	$25,824	-	$25,824
7820108	Mountain Ed Center	$15,054	$1,309	$16,363	-	$16,363
	Totals	$16,011,188	$1,392,277	$17,403,465	$215,251	$17,403,465

4. **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.**

POSTSECONDARY

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.

Technical College System of Georgia
FY 2020 Estimated Perkins Allocations*

Num	College	Fall FY 2018 Pells	2018 Perkins %	Initial Perkins Amount	% Rural	Reserve	FY 2020 Est. Perkins Allocation
820	Albany Technical College	2,046	4.92%	$ 926,205.00	29.72%		$ 926,205.00
822	Athens Technical College	2,003	4.81%	$ 906,740.00	44.23%	$ 55,000.00	$ 961,740.00
823	Atlanta Technical College	2,848	6.84%	$ 1,289,263.00	1.04%		$ 1,289,263.00
824	Augusta Technical College	2,508	6.02%	$ 1,135,348.00	20.50%		$ 1,135,348.00
835	Central Georgia Technical College	3,318	7.97%	$ 1,502,028.00	32.09%		$ 1,502,028.00
827	Chattahoochee Technical College	2,164	5.20%	$ 979,623.00	12.35%		$ 979,623.00
818	Coastal Pines Technical College	1,010	2.43%	$ 457,218.00	48.33%	$ 55,000.00	$ 512,218.00
828	Columbus Technical College	1,566	3.76%	$ 708,914.00	21.83%		$ 708,914.00
829	Georgia Northwestern Technical College	2,418	5.81%	$ 1,094,606.00	42.69%	$ 55,000.00	$ 1,149,606.00
830	Georgia Piedmont Technical College	2,211	5.31%	$ 1,000,899.00	6.62%		$ 1,000,899.00
832	Gwinnett Technical College	3,311	7.95%	$ 1,498,859.00	0.49%		$ 1,498,859.00
834	Lanier Technical College	1,011	2.43%	$ 457,670.00	30.92%		$ 457,670.00
838	North Georgia Technical College	1,435	3.45%	$ 649,611.00	79.60%	$ 55,000.00	$ 704,611.00
817	Oconee Fall Line Technical College	792	1.90%	$ 358,531.00	67.50%	$ 55,000.00	$ 413,531.00
844	Ogeechee Technical College	889	2.14%	$ 402,442.00	54.44%	$ 55,000.00	$ 457,442.00
841	Savannah Technical College	1,933	4.64%	$ 875,051.00	18.85%		$ 875,051.00
842	South Georgia Technical College	1,020	2.45%	$ 461,744.00	56.11%	$ 55,000.00	$ 516,744.00
843	Southeastern Technical College	840	2.02%	$ 380,260.00	65.38%	$ 55,000.00	$ 435,260.00
831	Southern Crescent Technical College	2,711	6.51%	$ 1,227,244.00	31.91%		$ 1,227,244.00
837	Southern Regional Technical College	1,802	4.33%	$ 815,749.00	53.28%	$ 55,000.00	$ 870,749.00
826	West Georgia Technical College	2,227	5.35%	$ 1,008,142.00	38.23%	$ 55,000.00	$ 1,063,142.00
848	Wiregrass Georgia Technical College	1,564	3.76%	$ 708,008.00	51.42%	$ 55,000.00	$ 763,008.00
	Statewide Totals	41,627		$ 18,844,155.00		$ 605,000.00	$ 19,449,155.00

* These allocations may be changed at any time to reflect updated allocations from the US Department of Education.

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)**

SECONDARY

The methodology is unchanged for Perkins V Transition Year. 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 include eligible recipients without geographical boundaries such as charter schools. NOTE: GADOE CTAE 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).

SECONDARY

GaDOE CTAE is not proposing an alternative formula to target funds on the basis of poverty but will continue to use the current formula driven process to distribute funds to local educational agencies. Local systems with less than a $15,000 entitlement must form a consortium through a Regional Educational Services Agency (RESA) or with another system in order to receive the funds. The Georgia Department of Education (GaDOE) may waive the minimum grant requirements if the Department determines that the local school system is located in a rural, sparsely-populated area and can demonstrate that it is unable to enter into a consortium for purposes of providing services under this part. If a school system is located within a RESA service area in which there is no other system whose projected allocation falls below $15,000, and if that local system, because of its limited population, has no more than one high school, then that local system may request that it be designated as located in a rural, sparsely-populated area and that a waiver of minimum grant requirements be approved. The fiscal agent of school systems that form a consortium will submit an annual Local Application for Career and Technical Education on behalf of the designed systems. This waiver system was approved under Perkins IV and we will continue with this waiver during the transition year.

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. **If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**

From reserve fund amounts made available under subsection 112(a)(1), GaDOE CTAE will continue to allocate up to 10% reserve to each eligible recipient as allowed under Section 112(c)(1) of the legislation. These funds will continue to be used to foster innovation through the identification and promotion of promising and proven programs, practices, and strategies that prepare individuals for non-traditional fields; or promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high skill, high-wage, or in-demand occupations or industries. The 10% reserve will continue to be allocated using one or more of the following: rural areas, areas with high percentages of CTE students, areas with disparities or gaps in performance, and/or areas with high numbers of CTE students.

From amounts made available under subsection 112(a)(1), TCSG will continue to award reserve funds of $55,000 per technical college to the most rural 11 technical colleges (as determined by census data). These funds are to be used to foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields.

9. **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)]**

Georgia's fiscal aggregate expenditures for career and technical education total $635,176,719.71. This is a continuing level.

SECTION IV. BUDGET

Budget Form

State Name: <u>Georgia</u>

Fiscal Year (FY): <u>2020</u>

March 22, 2019

Budget Summary for Program Year (PY) 2019-2020 (FY 2020)

FUNDING CATEGORIES	Perkins IV Within State Allocation Formula	STATE TOTALS Federal	STATE TOTALS Non-Federal	FEDERAL FUNDS Secondary	FEDERAL FUNDS Post Secondary	NONFEDERAL FUNDS Secondary	NONFEDERAL FUNDS Post Secondary
BASIC GRANT - Title I							
STATE ADMINISTRATION	**5% Maximum**	2,030,298	2,030,298	1,130,300	899,998	1,130,300	899,998
STATE LEADERSHIP	**10% Maximum (10% of Consolidated Funds)**	4,522,032		2,283,626	2,238,406		
Leadership Activities		4,371,592		2,185,796	2,185,796		
Non-Traditional Employment	60,000 Minimum - 150,000 Maximum	60,000		30,000	30,000		
State Institutions /1	1% Max. (0.1% of Basic Grant after Consolidation)	45,220		45,220			
Special Populations Recruitment	0.1% of Basic Grant	45,220		22,610	22,610		
LOCAL PROGRAMS	**85% Minimum**	38,668,008	85.5102%	19,218,853	19,449,155		
75% Allocation	75% Minimum	36,247,620	80.16%	17,403,465	18,844,155		
Reserve Allocation	10% Maximum of Local Programs Funds	2,420,388	5.35%	1,815,388	605,000		
Consolidated Basic Grant Title I Total	100%	45,220,338	2,030,298	22,632,779	22,587,559	1,130,300	899,998

/1 Allocated to Georgia Department of Juvenile Justice, Department of Corrections, and State Schools in accordance with [Section 112 (a) (2) (A)] of the Perkins IV legislation.

B. Budget Form

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	4,416,812	ldr act total
4a	Non-traditional recruitment	0.0%	0		
4b	Department of Juvenile Justice		15,074	45,220	
4c	State Schools		15,073		
	Department of Corrections		15,073		
5	Nontraditional 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 (from non-federal funds)	Not applicable	2,030,298		

100.0%

APPENDICES

APPENDIX A – Secondary Career Technical Student Organizations in Georgia

CTSO – Career Technical Student Organization
CTSOs are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve. Co-curricular means curriculum-based competitive events which reinforce standards, Instructional time within the classroom, integrated with curriculum, incorporated into lesson plans, leadership development through real world application, as well as trips centered around career path and career exploration. The current list of approved CTSOs are: CTI, DECA, FBLA, FCCLA, FFA, First Robotics, HOSA, Skills USA, and TSA.

CTI (Career Technical Instruction)

 (Georgia-recognized CTSO)

Career and Technical Instruction (CTI) is designed to support students with disabilities enrolled in Career, Technical, and Agricultural Education classes. The CTI program provides students with disabilities at the secondary level entry-level job skills in broad or specific occupation clusters. CTI offers a Fall Leadership Conference that focuses on students with disabilities in CTAE classes in high schools throughout Georgia. The purpose of the program is to reward students showing the greatest improvement in career and work adjustment skills and to recognize the achievement of these students in their career, technical and agricultural programs.
Applicable Pathways: All CTAE Career Clusters and Pathways
Georgia: http://www.georgiacti.org

DECA

DECA is specifically designed to provide activities for students to learn marketing, management, and entrepreneurial skills that will prepare them to pursue a career in the field of marketing. DECA members become more aware of the value of community service; participate in local, state, and national competitive events program that showcases student skills and allows for interaction with the business community; further develop occupational skills needed for careers in marketing, management, and entrepreneurship; serve in leadership roles; and develop a greater understanding of our competitive, free-enterprise system and an appreciation of the responsibilities of citizenship.
Applicable Pathways: Marketing, Finance, Hospitality & Tourism, Business Management & Administration
Georgia: http://www.gadeca.org
National: https://www.deca.org

FBLA (Future Business Leaders of America)

Future Business Leaders of America (FBLA) is a student organization for all middle and high school students participating in business programs. As an integral part of the business instructional program, FBLA provides opportunities for students to develop vocational and career-supportive competencies. Participation in FBLA activities promotes civic and personal responsibility, helps students develop business leadership skills and establish career goals, and prepares them for useful citizenship and productive careers.

Applicable Pathways: Administrative/Information, Financial Management – Accounting, Interactive Media, Computer Networking, Support Computing, Small Business Development, Computer Systems & Support, Financial Management – Services

Georgia: http://georgiafbla.org

National: http://www.fbla-pbl.org

FCCLA (Family, Career, and Community Leaders of America)

Family, Career, and Community Leaders of America (FCCLA) is a national student organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. Through cooperative and competitive programs, FCCLA members develop skills for life including character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Participation in national programs and co-curricular chapter activities enables FCCLA members to learn cooperation, take responsibility, develop leadership, and give service.

Applicable Pathways: Family and Consumer Sciences, Interior Design, Culinary Arts, Education, Human Services

Georgia: http://www.gafccla.com

National: http://fcclainc.org

FFA

Georgia FFA is an integral component of the agricultural education program. It is the student development and leadership application piece for agricultural education. FFA offers a variety of experiential learning opportunities through competitive proficiency awards and career development events. Competitions focus on leadership and public speaking, communications, agriscience, and biotechnology, as well as production agriculture. Agricultural education teachers and FFA advisors stress problem solving and decision making through hands-on activities. By applying a science based curriculum learned in a classroom to real life projects, teamwork, and competition, FFA members develop into successful, productive citizens.

Applicable Pathways: Agriscience, Plant Science / Horticulture, Forestry / Natural Resources, Agribusiness Management, Agriculture Mechanics, Veterinary Science, Animal Science

Georgia: http://www.gaaged.org

National: http://ffa.org

FIRST Robotics

(Georgia-recognized CTSO)

Georgia FIRST Robotics vision is to see kids excited about science and technology, have them attend one of our prestigious institutes of higher learning, and upon graduation, stay in Georgia for their careers. By doing this, we can 'put Georgia first.' Our best resource, our youth, contribute to the growth and sustainability of our innovative workforce.

Applicable Pathways: Engineering, Manufacturing, Mechatronics, Advanced Academics, Entrepreneurship

Georgia: http://gafirst.org/

HOSA Future Health Professionals

HOSA mission is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health occupations students. Students are enabled to meet the needs of the health care community.

Applicable Pathways: Diagnostic Services, Therapeutic Services-Medical, Health Informatics, Physical Medicine, Therapeutic Services-Emergency, Biotechnology Research & Development, Therapeutic Services-Nursing

Georgia: http://georgiahosa.org

National: http://hosa.org

SkillsUSA

Georgia SkillsUSA members participate in local, state, and national activities provided through trade and industrial, technical, and health occupations courses and programs. The mission of SkillsUSA is to develop leadership skills and workplace competencies that students will need to succeed in a constantly changing global workplace. The organization provides many opportunities for leadership development and skills training. Competition in over 70 leadership, health occupations, occupationally related, and trade, industrial, and technical contests is offered at the region and state levels, culminating with the national SkillsUSA Championships each June.

Applicable Pathways: Aircraft Support, Architecture Drawing and Design, Collision Repair, Broadcasting/Video Production, Construction, Climate Control Systems Technology(HVACR), Fire Fighting, Cosmetology, Flight Operations, Marine Engine Technology, Graphic Communications, Graphic Design, Law and Justice, Maritime Studies, Metals, Personal Care Services, Homeland Security & Emergency Services, Transportation Logistical Support(Ground/Marine), Transportation Logistical Operations(Ground/Marine)

Georgia: http://www.skillsusageorgia.org

National: http://www.skillsusa.org

TSA (Technology Student Association)

The Technology Student Association (TSA) is committed to providing students with opportunities to excel and advance as part of their instruction in technology education. Georgia TSA promotes technology education as a means of preparing students for a dynamic world, inviting them to become critical thinkers, problem solvers, and technologically literate leaders. The mission of GA TSA is to prepare its members to be successful leaders and responsible citizens in a technological society through co-curricular activities with the technology education program, thereby developing communication, leadership, and competitive skills.

Applicable Pathways: Electronics, Engineering, Manufacturing Energy Systems, Engineering Graphics & Design

Georgia: http://www.gatsa.org

National: http://www.tsaweb.org

APPENDIX B – 7- step Locally Developed Career Pathway Templates and Approval Process

Approval Process
Course Standard /Employability Skills Template
Program of Study Template
EOPA Crosswalk Template
Industry Curriculum Writing Team Template
Equipment/Supplies Template
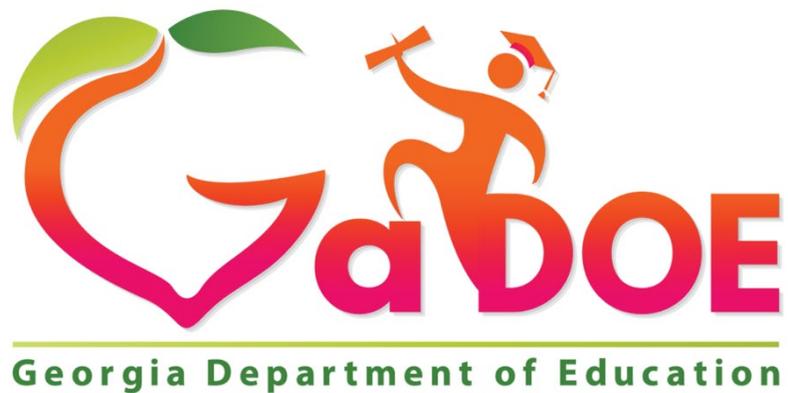
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Local CTAE Pathway Development Process

High School Career Cluster Career Pathways

Dr. Barbara Wall, State CTAE Director

July 2017

"Industry-aligned career pathways can make education more relevant for students, build connections to the workforce, and allow students to develop career-relevant skills," as stated in the research document, "Raising the Bar: State Strategies for Developing and Approving High-Quality Career Pathways." Although the term "career pathway" may have several meanings, for this process, according to the New Skills for Youth initiative career pathway research, a career pathway is defined as "a sequence of learning experiences that span secondary and postsecondary systems, blend rigorous core academic and career technical instruction, offer focused career guidance and advisement systems, include high quality work-based learning experiences, and culminate in postsecondary or industry credentials of value."

Another key term to reference in the development of local pathways is a program of study. As a requirement under the federal Carl D. Perkins Career and Technical Education Act of 2006, a program of study is one type of career pathway. "A program of study is a non-duplicative sequence of academic and technical courses that include secondary- and postsecondary-level content and opportunities for high school students to earn postsecondary credit and culminate in industry-based credentials and/or postsecondary degrees," as referenced in the New Skills for Youth initiative research and report.

The development and implementation of career pathways is the mechanism used by the State of Georgia to meet the federal requirements of offering at least one program of study. Georgia offers programs of study/career pathways beyond the federally mandated requirements.

Shown below are the steps, procedures, and processes that need to be completed and provided in the development of Locally Developed Career Pathways.

Reference: State Board of Education Rule 160-4-2-.20 STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE IN 2008 AND SUBSEQUENT YEARS.

School District Information:

School District Name_____

School District Address _____

Telephone Number _____

CTAE Director Name _____   E-Mail _____

Superintendent _____   Signature _____

Curriculum Director _____   Signature _____

Local Board Chairperson _____   Signature _____

Name of Proposed Career Pathway: _____

Name of Proposed Course 1: _____

Name of Proposed Course 2: _____

Name of Proposed Course 3: _____

Lab Funding Requested _____ Yes   _____ No

Briefly Describe Lab Concept/Needs:

Field of certification needed by teacher(s) _____

      (MUST MEET PROFESSIONAL STANDARDS COMMISSION REQUIREMENTS)

Step 1 - Local CTAE Director contacts GaDOE CTAE Research, Technical, & Innovation Specialist to determine the following:

- ☐ Proposed pathway is non-duplicative in nature to existing career pathways.
- ☐ Rationale for the need for the proposed pathway (Ex. emerging career or high demand).
  Click here to enter text.

- ☐ Any potential obstacles that might occur in the development of the pathway.
- ☐ Review the Steps of the Process for local system with CTAE representative(s).

Step 2 - Local system creates a proposed pathway committee. Use *GaDOE Committee Member Template* that will be provided to include relevant information for the committee members. The committee needs to include representatives from the following:

- ☐ Secondary & Postsecondary Educators/Administrators (USG and TCSG)
- ☐ Business & Industry
- ☐ Special Populations

(The *GaDOE Committee Member* spreadsheet should include the individual's names, business title, name of employer, work email address, phone number.)

Step 3 - Local system holds initial committee meeting to discuss: (attendance and minutes from the meeting must be documented in detail.)

- ☐ Rationale for the need for the proposed pathway.
  - ○ High-skill, high wage, high-demand (List the career opportunities available to pathway completers.)
  - ○ Local and/or Regional need
  Click here to enter text.

- ☐ Any potential obstacles that might occur in the development of the pathway.
  Click here to enter text.

- ☐ Review the Steps of the Process for local system with CTAE representative(s).
- ☐ Potential End of Pathway assessments that could lead to industry credentials or an occupational exam.
  Click here to enter text.

- ☐ The role a representative for Special Populations will serve in the pathway development process.
  Click here to enter text.

Step 4 - Hold additional committee meetings as necessary to provide the following for the proposed pathway:

- ☐ Utilize committee input and potential End of Pathway Assessment blueprints as a reference to create Georgia Standards of Excellence and elements for each course of the proposed pathway. *GaDOE Course Standards and GaDOE EOPA Crosswalk Template* will be provided.
- ☐ Include the employability standard as the first standard in each course.

- ☐ Include the CTSO standard as the final standard in each course.
- ☐ Suggest possible lab design/facility layout, including infrastructure needs, that incorporates appropriate safety/health guidelines and workflow that simulates industry.
- ☐ List of necessary equipment to teach the proposed standards. *GaDOE Equipment Needs Template* will be provided.
- ☐ Determine whether capital equipment funds will be available for the locally developed pathway or can be requested.
- ☐ Suggest recommended teacher qualifications necessary to teach the proposed pathway.
- ☐ Develop the Program of Study, utilizing the *Program of Study template* provided by GaDOE, which includes post-secondary elements (such as possible dual enrollment and articulation opportunities).
- ☐ Suggested academic alignment with proposed pathway courses.
- ☐ Outline how the needs of Special Populations will be addressed.

Step 5 - All documents should be submitted to GaDOE via email to lplan@doe.k12.ga.us to start and complete the approval process within 90 days of documented receipt of completed pathway courses documents. The subject line of the email should be: "Local Pathway Development for (*name of proposed pathway*)." GaDOE Review Committee, which includes representatives from GaDOE Curriculum/Instruction, GaDOE CTAE Department, and GaDOE Policy, will determine acceptance of the proposal.

Step 6 - GaDOE submits the accepted proposal to the State Board of Education on behalf of the submitting LEA. Representatives from the LEA and their industry partners should plan to be present for the State Board meetings. The timeline for this process varies due to State Board meeting dates and timeframe for public review. GaDOE will work with the LEA and industry partners to schedule their meeting dates and times with State Board committee and board meetings. The first State Board meeting to attend will be Rules Committee where courses, documentation, meeting minutes and input from the LEA and industry partners may occur. When forwarded out of Rules Committee, the proposed pathway courses will then be presented to the full State Board to approve for public review posting of each course for a minimum of 30 days. GaDOE and CTAE representatives will work through the survey and public review process for the LEA. At the conclusion of the public review, a report of public input will be created by CTAE representatives and presented to LEA and State Board members. A final presentation to the State Board of Education reflecting survey and public review comments may be requested of the LEA. From the time the completed proposed pathway documents are submitted to GaDOE and CTAE, this process will typically be accomplished within 30 to 60 days and no more than 90 days to be in compliance with current Georgia state law.

Step 7 - If approved, GaDOE and a CTAE representative will initiate Board Rule for Course Numbering before being added to the State-Funded Course Catalog.

All guidelines for the development of local career pathways are based on Perkins IV (Perkins Act of 2006) as published in the Perkins Act of 2006. The Official Guide and the State Plan for Georgia incorporate Perkins guidelines and serve as the official documents for implementing Perkins legislation. The State Plan is approved annually by Office of Career Technical and Adult Education (OCTAE).

The following elements of Perkins legislation provide general requirements for the contents of the State Plan specifically related to the development of programs of study (career pathways).

[Section 122(c)(1)(A-L)] and [Section 135(b)(1)] Local Uses of Funds - Required Uses

Templates required:
- GaDOE Committee Member Template
- Course Standards Template
- EOPA Crosswalk Template
- Equipment Needs Template
- Program of Study Template

For Department of Education use only:

Date Application Received: _____   **Recipient:** _____

Review Process Completion Date: _____

Recommendation: _____Approved   _____Not Approved

CTAE Program Manager Signature _____   Date_____

CTAE Division Director Signature_____   Date_____

GaDOE Deputy Superintendent Signature_____   Date_____

State Board Approval Date: _____
Course Title 1: _____
Course Title 2: _____
Course Title 3: _____
Assigned Course Number 1: _____
Assigned Course Number 2: _____
Assigned Course Number 3: _____

Month/Year for course initial implementation: _____

Name of Career Cluster
Name of Proposed Pathway course
Course Number (Given by GaDOE-CTAE)

Course Description:

Course Standard 1

XX-XXXXX-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé

Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2   Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3   Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4   Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers

Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5   Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6   Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

Course Standard 3

The last standard in the document needs to include the CTSO leadership standard. CTAE representatives will make sure the appropriate standard is added to course that relates to proposed pathway courses.

Template: Program of Study document

Pilot - Nursing Career Pathway Program of Study

This Program of Study may serve as a graduation guide for the next four plus years, along with other career planning and educational materials. Courses listed in this model may include recommended coursework and should be individualized to students' educational and career goals. Each graduation plan needs to meet minimum high school graduation requirements. Dual Enrollment courses can be high school academic and/or career technical education courses.

Course/Grade	Secondary: Pilot – Nursing Career Pathway					Postsecondary			
	Ninth	Tenth	Eleventh	Twelfth	Entrance to Postsecondary Training or Exit to WellStar	Chattahoochee Technical College		Entrance to Postsecondary Training or Exit to WellStar	Georgia Highlands College
English	9th grade Lit/ Composition	World Lit/ Composition	American Lit/ Composition	ENGL 1101		- BIOL 2117 / 2117 Lab *Complete before starting LPN*	LPN to RN: Associate of Registered Nursing		**RN to Bachelor Science of Nursing Program** - NURS 3301 Concepts of professional Nursing
Mathematics	Algebra I	Geometry	Algebra II	MATH 1103			- RNSG 1100 Principles of Pharmacology		- NURS 3302 Health Asmnt
Science	Biology	Chemistry	Physical Science & BIOL 2113 / 2113 Lab -	BIOL 2114 / 2114 Lab		**Licensed Professional Nurse (LPN) Program** - Pharmacology and Clinical Calculations	- RNSG 1200 Introduction to Professional Nursing		- NURS 3303 Nursing Perspective of Historical and Political Issues
Social Studies	World Geography	World History	US History	Economics (½ unit)		- Nursing Fundamentals - Nursing Fundamentals Clinical	- RNSG 2115 Family - Nursing Concepts		- NURS 3304 Foundation of Nursing Research
Pathway Completer	Introduction to Healthcare Science **	Essentials of Healthcare	Patient Care Fundamentals	Work-Based Learning Healthcare		- Medical-Surgical Nursing I - Medical-Surgical Nursing I Clinical	- RNSG 2123 Mental Health Nursing Concepts		- NURS 4401 Community Health Nursing - Nursing 4402 Leadership and Management
Industry Recognized Credential (Pathway Completer)		Visit the End of Pathway Assessment Page (see note below)				- Medical-Surgical Nursing II	- RNSG 2125 Adult Health Nursing II: Advanced Nursing Concepts		- NURS 4403 Capstone Project - NURS 4404 Clinical Practicum
Required Electives	Health & Personal Fitness (can be taken in grades 9-12)	SOCI 1101 PSYC 1101	POLS 1101	ARTS 1101		- Medical-Surgical Nursing II Clinical	- RNSG 2135 Transitions to Professional Practice		**One Elective course required** - NURS 3305; - NURS 3306
	Spanish I Elective course	Spanish II	Elective course	Elective course Elective course		- Maternity Nursing w clinical/lab			- NURS 3300; - NURS 3308 - NURS 3309
	Modern Language/Latin *2 units required for admissions to Georgia University System Colleges/Universities. For a listing of Modern Language/Latin courses offered at your high school, please contact your advisor, counselor, or curriculum handbook.*					- Nursing Leadership w/clinical			**Georgia Core Requirements** - ENGL 1102; - COMM1100 - MATH 2200 - LIT 2000-level

NOTE: Students have many options to **ENTER** and **EXIT** from their academic studies into the workforce. Under this Pilot – Nursing Career Pathway Program of Study with WellStar Health System, students progressing through this program will be able to earn four specific nursing industry credentials if they choose to stay enrolled to completion: Certified Nursing Assistant, Licensed Practical Nurse, Associate of Nursing and Bachelor of Nursing. When a student graduates from high school after completing the prescribed secondary and postsecondary courses, they are guaranteed an interview with WellStar Health Systems with their CNA with the option to continue their studies within the pathway.

Pilot – Nursing Career Pathway - Industry Credentialing for High School Students to Postsecondary Training

Upon completion of sequenced courses in the Pilot – Nursing Career Pathway, students are eligible to complete the Industry-Recognized student credential for fulfillment of the End of Pathway Assessment. Secondary students completing the Pilot -Nursing Career Pathway will be able to sit for the National Industry Credentialed assessment offered on-line from NACES, NCCT, NCHSE, and NHA. Once mastery is reached, students will receive recognition for completion and use this credential in conjunction with their job or continuing training. For specific assessment information, refer to: http://bit.ly/GAHealthScience

** = Statewide Articulation   Dual Enrollment course   *Developed 3-18-2019*

Sample High Demand Careers in Georgia

Occupation Specialties	Level of Education Needed	Georgia Average Salary	Annual Average Openings in Georgia	2014 – 2024 Employment Outlook
Certified Nursing Assistant	High School Diploma, some postsecondary coursework	$23,097	1,534	High Demand
Licensed Practical Nurse	Diploma	$40,758	1,090	High Demand, High Skill
Medical & Health Services Managers	Bachelor's Degree	$104,956	320	High Demand, High Skill
Registered Nurse	Bachelor's Degree	$65,566	2,982	High Demand, High Skill

GDOL Labor Market Explorer

Go to GAfutures at www.gafutures.org for more information about your education and career planning, including valuable financial information (grants and scholarships including HOPE Program, grants and loans, FAFSA, and CSS forms).

Career Enhancement Opportunities

Career-Related Education Activities
- ❑Career Awareness
- ❑Career Exploration
- ❑Instructional Related
- ❑Connecting
- ❑Work-Based Learning
  - • Employability Skill Dev.
  - • Cooperative Education
  - • Internship
  - • Youth Apprenticeship
  - • Clinicals

Postsecondary Options:
- • 4-Year Universities/ Colleges
- • 2-Year Colleges
- • Technical Colleges
- • State Registered Apprenticeships
- • Special Purpose Schools
- • On-the-Job Training
- • Military

Earning Postsecondary Credits While in High School

A vital way to get ahead and realize you can pass college courses is by earning postsecondary credits as a high school student. Georgia offers a dual credit program titled Dual Enrollment. You need to talk with your parents, school counselor, or advisor about the proper courses to take each year in high school and dual credit.

Students completing the course work in this Plan, will have earned/completed an Industry Credential, Technical Certificate of Credit (TCC), Associates of Applied Science Degree, and/or Bachelor's Degree.

Postsecondary Transition
- Students who will continue their education in a Program of Study at one of the University System of Georgia institutions should prepare to take the ACT or SAT for admissions. Tests for admissions may vary from institution to institution. Contact the selected institution for specific testing information. Additional admissions information can be found at Staying On Course.(https://www.usg.edu/assets/student_affairs/documents/Staying_on_Course.pdf)
- Students who will continue their education in a Program of Study at one of the Technical College System of Georgia institutions should prepare to complete a placement exam.
- Students who will continue their education and training in the US Military should take the ASVAB assessment.
- Students should utilize electronic college and career databases to select the most appropriate postsecondary opportunities to match their selected career field, including registered apprenticeships.
- Georgia's dual-credit programs have been combined into one program entitled Dual Enrollment, in which high school students may earn their high school course credits while taking college courses.

Related Pathway Occupations	Other Related Occupations
• Certified Nursing Assistants (CNA) • Licensed Practical Nurses (LPN) • Registered Nurses (RN) • Specialized Nursing • Athletic Trainers • Home Health Aides • Anesthesiologist Assistants • Athletic Trainers	• Medical Assistants • Occupational Therapist /Assistants • Physical Therapist / Assistants • Physician's Assistants • Recreation Therapists • Respiratory Therapists • Surgical Technicians *ONET Online

Patient Care Pathway Description

Students that successfully complete the Essentials of Healthcare course will also earn credit for the high school Science course Anatomy/Physiology as an embedded credit. The grade earned in Essentials will be the same grade for Anatomy/Physiology.

Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients and may provide care, treatment, counseling and health education information. National labor market information indicates that eight out of the top twenty fastest-growing occupations are in the Health Science industry. (OOH)

Based on an aging population and a retiring workforce, the demand for health care workers will remain high through 2020. As roles of careers in Therapeutic Services change, professionals in this pathway will find increased opportunities to work independently. Additionally, an increasing number of career opportunities are becoming available outside of the traditional hospital setting.

Educational levels vary from occupation to occupation. Most Health Science occupations require additional education after high school and require that potential employees acquire the appropriate certification and/or licensing. Workers in the Health Science industry must have a solid background in math, science, communications, and technical skills, be knowledgeable in their subject area, have the ability to communicate with others, and inspire trust and confidence.

Occupations in the Health Sciences represent the largest and fastest growing industry in the United States employing over 10 million workers in more than 200 careers. Those considering a nursing career should have a strong desire to help others, a genuine concern for the welfare of patients and clients, and an ability to deal with people of diverse backgrounds in stressful situations.

Rapid job growth is expected in hospital outpatient facilities, such as same day surgery, rehabilitations, and chemotherapy. Growth is also expected in nursing care facilities and in-home health care. RNs with a bachelor's degree will have better job prospects in supervisory and managerial positions than those with either an associate degree or a diploma. The pay scale will increase as students specialize to nurse practitioner, nurse anesthetist and clinical nurse specialist.

EOPA Crosswalk – by Course Standard

Information	
Pathway Name	
Pathway Course Number & Title	
Testing Agency	
Credentialing Exam Name	
State Standard Coverage on EOPA	
EOPA Competencies and Standards not covered in State Standards	

Alignment Analysis					
		Course Standards			
% of EOPA	EOPA Competencies & Standards	1st Course Standards	2nd Course Standards	3rd Course Standards	Not in Course Standards
	Competency 1 • Standard 1 • Standard 2				
	Total EOPA Coverage Per Course				

Curriculum Writing Task Force

Name	Job Title/Position	Current Employer	Contact Information (e-mail)	Contact Information (phone)

Name	Agency or Business/Position	Contact Information (e-mail and phone)

Name	Agency or Business/Position	Contact Information (e-mail and phone)

Template: Equipment/Supplies Needs

School and School System			Equipment/Supplies for _____			Date:_____
Equipment/Supplies	#	Essential to teach the standards	Recommended	Optional Resources	Standard	Location/Inventory

APPENDIX C – Employability Standard

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

1.1   Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2   Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings

Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3   Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4   Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5   Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6   Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

- **Official Code of Georgia Annotated**
- **TITLE 20. EDUCATION**
- **CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION**
- **ARTICLE 6. QUALITY BASIC EDUCATION**
- **PART 4. FINANCING**

§ 20-2-161.3. Move on When Ready Act; dual credit courses

(a) This Code section shall be known and may be cited as the "Move on When Ready Act."

(b) For purposes of this Code section, the term:

(1) "Commission" means the Georgia Student Finance Commission created by Code Section 20-3-233.

(2) "Department" means the Department of Education.

(3) "Dual credit course" means a postsecondary course, including a virtual course, taken by an eligible high school student pursuant to an arrangement at or through an eligible postsecondary institution for which the student receives secondary credit from his or her eligible high school.

(4) "Eligible high school" means any private or public secondary educational institution located within the State of Georgia and any home study program operated pursuant to Code Section 20-2-690.

(5) "Eligible high school student" means a student entering ninth, tenth, eleventh, or twelfth grade at an eligible high school.

(6) "Eligible postsecondary institution" or "postsecondary institution" means any eligible postsecondary institution as defined in paragraph (7) of Code Section 20-3-519.

(7) "Program" means the arrangement authorized by this Code section whereby an eligible high school student takes one or more dual credit courses with the goal of completing postsecondary credit and high school diploma requirements.

(8) "Secondary credit" means high school credit for dual credit courses taken at or through an eligible postsecondary institution under the program.

(c) Any eligible high school student may apply to an eligible postsecondary institution to take one or more dual credit courses at or through that postsecondary institution which are approved for secondary credit pursuant to subsection (f) of this Code section. If accepted at an eligible postsecondary institution, such eligible high school student may take any such approved dual credit course at or through that postsecondary institution, whether or not the course is taught during the regular eligible high school day, and receive secondary credit therefor under the conditions provided in this Code section.

(d) In consultation with and subject to approval by the commission, the department shall develop appropriate forms and counseling guidelines for the program and shall make such forms and guidelines available to eligible high schools and eligible postsecondary institutions. No later than the first day of February each year, each eligible high school shall provide general information about the program, including such forms, to all its eligible high school students. An eligible high school shall also provide counseling services to such students and their parents or guardians before the students enroll in the program. Prior to participating in the program, the student and the student's parent or guardian shall sign the form provided by the eligible high school or by an eligible postsecondary institution stating that they have received the counseling specified in this subsection and that they understand the responsibilities that shall be assumed in participating in the program. Program information and materials shall be provided to each eighth grade public school student at the time the student is developing his or her individual graduation plan as required by Code Section 20-2-327.

(e) Each eligible high school shall be required to execute a participation agreement as prescribed by the commission.

(f)

(1) A participating eligible high school shall grant secondary credit to an eligible high school student enrolled in a dual credit course in an eligible postsecondary institution if such student successfully completes that course. The secondary credit granted shall be for a comparable required course; career, technical, and agricultural education course; or elective course. Upon completion of an eligible postsecondary institution's dual credit course, the eligible high school student shall be responsible for requesting that the eligible postsecondary institution notify the student's eligible high school regarding his or her grade in that course.

(2) Secondary credits granted for eligible postsecondary institution dual credit courses under paragraph (1) of this subsection shall be counted by the eligible high school toward graduation requirements and subject area requirements of the eligible high school. Evidence of successful completion of each dual credit course and secondary credits granted shall be included in the eligible high school student's secondary school records.

(3) A participating eligible high school shall be required to award a high school diploma to any eligible high school student who is enrolled at or through an eligible postsecondary institution under the program as long as the credit earned at or through such postsecondary institution satisfies course requirements needed for the eligible high school student to complete high school graduation. The State Board of Education, in consultation with the State Board of the Technical College System of Georgia and the Board of Regents of the University System of Georgia, shall determine appropriate courses to meet these requirements. No later than July 1, 2015, the Department of Education shall communicate to high schools the subject area requirements or elective courses that may be satisfied with dual credit courses provided by eligible postsecondary institutions, which shall include completion of:

(A) At least the following state required ninth and tenth grade level high school courses or their equivalent: two English courses, two mathematics courses, two science courses, two social studies courses, and one health and physical education course; and any state required tests associated with any such courses; and

(B) One of the following:

(i) An associate degree program;

(ii) A technical college diploma program and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field; or

(iii) At least two technical college certificate of credit programs in one specific career pathway and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia.

(4) No local school system that receives funding under this article shall exclude eligible high school students taking one or more dual credit courses pursuant to this Code section from eligibility determinations for valedictorian and salutatorian of a participating eligible high school; provided, however, that this shall not apply to a high school student who moves into the local school system after his or her sophomore year and has not taken any courses on site at the participating eligible high school.

(g) Hours for dual credit courses taken at or through an eligible postsecondary institution pursuant to this Code section by an eligible high school student shall not count against any maximum hourly caps which may be applicable for purposes of HOPE scholarships or grants.

(h) The commission is authorized to promulgate rules and regulations not inconsistent with the provisions of this Code section relating to the program described in this Code section.

(i) Every eligible postsecondary institution shall be subject to examination by the commission for the sole purpose of determining whether such postsecondary institution has properly complied with rules and regulations established pursuant to this Code section. Such examination shall be conducted by the commission no less frequently than once every three years. The commission is authorized to conduct the examination using sampling and extrapolation techniques. However, nothing in this subsection shall be construed to interfere with the authority of the postsecondary institution to determine its own curriculum, philosophy, purpose, or administration. In the event it is determined that a postsecondary institution knowingly or through error certified an ineligible student to be eligible for the program established under this Code section, the amount paid to the postsecondary institution pursuant to such certification shall be refunded by the postsecondary institution to the commission. The commission may suspend a postsecondary institution from receiving payments under this Code section if it fails to refund any moneys deemed due pursuant to this subsection.

(j) In order to participate in the program, each eligible postsecondary institution shall be required to enter into a participation agreement with the commission agreeing to:

(1) Waive all mandatory and noncourse related fees for eligible high school students participating in the program;

(2) Provide course books to eligible high school students participating in the program at no charge to the student;

(3) Accept the amount paid by the commission as full payment for an eligible high school student's tuition, mandatory and noncourse related fees, and course books; and

(4) Provide enrollment and student record data to the Office of Student Achievement and to the state-wide longitudinal data system maintained by such office. Such data shall be submitted in accordance with timelines and formats established by the Office of Student Achievement.

(k) The funding provided to the commission for the program shall be subject to annual appropriations enacted by the General Assembly beginning in Fiscal Year 2016. The commission shall set criteria for funding for tuition, mandatory and noncourse related fees, course books, and transportation. The amount of such funds to be paid shall be determined by the commission. The commission shall create a grant program, subject to the availability of funds, pursuant to which participating public eligible high schools may apply for transportation grants. Such grants shall be awarded based on criteria, terms, and conditions determined by the commission in consultation with the department.

(l) In the event the funds made available to the commission are not sufficient to enable the commission to meet all funding requirements of the program, the amount paid to eligible postsecondary institutions shall be reduced by the commission. Under no circumstances shall the eligible postsecondary institutions require an eligible high school student participating in the program to pay for tuition, mandatory and noncourse related fees, or course books.

(m) Students enrolled in a work based learning program under Code Section 20-2-161.2 may be eligible to earn dual credit upon completing a planned training experience under guidelines developed by the Department of Education and the Technical College System of Georgia provided students meet postsecondary readiness established in reading and writing and mathematics for the particular advanced training program or associate's degree.

(n) The Office of Student Achievement shall collect and monitor enrollment and student record data for dual credit courses taken pursuant to this Code section. The Office of Student Achievement shall annually measure and evaluate the program. The commission, the department, eligible postsecondary institutions, and local boards of education shall cooperate with and provide data as necessary to the Office of Student Achievement to facilitate the provisions of this subsection. The Office of Student Achievement is authorized to promulgate rules and regulations as necessary to implement the provisions of this subsection.

History