



**Appendix A.**  
**Stakeholder Engagement**  
In Perkins V State Plan Development

# Appendices



## APPENDIX A: STAKEHOLDER ENGAGEMENT

Listed below are the names of the stakeholders who participated in developing and reviewing Georgia’s Perkins V State Plan.

School/College or Organization Name	Representatives of secondary and postsecondary CTE programs, which includes teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals.	Community representatives, including parents, students and community organizations	Representatives of the State workforce development board	Members and representatives of special populations	Representatives of business (including small business), industry, and labor organizations	Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth (including the State Coordinator for Education of Homeless Children and Youths)	Individuals with Disabilities
Aerotropolis/Atlanta Regional Commission					X		
Albany Technical College	X						
Allen Mueller (GaDOE Charter Schools)	X						
Apple One					X		
Athens Technical College	X						
Atlanta Electrical Contractors Association					X		
Atlanta Technical College	X						
Augusta Technical College	X						
Ben Hill County Schools	X						
Bibb County JROTC Instructor	X						
Bibb County School Counselor	X						
Brantley County Board of Education	X						
Brooks County Schools	X						
Brookwood High School (Gwinnett Co. Schools)	X						
Burke County School System	X						
Carl Vinson Institute of Government					X		
Carroll County School Counselor	X						
Carrollton City Schools	X						
Central Georgia Technical College	X			X			
Chatham County JROTC Instructor	X						
Chattahoochee Technical College	X	X		X			
Cherokee County Schools	X						

Clayton County Public Schools	X						
Coastal Empire Salvation Army		X		X		X	
Coastal Georgia Learning Resources System	X						
Coastal Mediation and Associates & Savannah Technical College	X				X		
Coastal Pines Technical College	X			X			
Cobb County School Counselor	X						
Cobb County School District	X						
Colquitt Regional Medical Center					X		
Columbus Technical College		X		X			
Construction Education Foundation of Georgia					X		
Crisp County School Counselor	X						
CSX Transportation					X		
CTAE Resource Network	X						
Custom Plastics and More					X		
Decatur County Board of Education	X						
Decatur County School System	X						
Dekalb County Police Department					X		
Dekalb County School Counselor	X						
Delta TechOps					X		
Department of Juvenile Justice Counselor	X						
Douglas County Econ. Development Authority					X		
Douglas County Schools					X		
Douglas County Water and Sewer Authority							
Drew Charter School	X						
EmployAbility		X		X			
Fayette County Board of Education					X		
Fayette County Schools	X						
Floyd County Schools	X						
Fulton County Schools	X						
Georgia Association for Career & Technical Education	X						
Georgia Association of Educational Leaders	X						
Georgia Association of Manufacturers					X		
Georgia Bioscience					X		
Georgia Chamber of Commerce					X		
Georgia Cyber Center					X		
Georgia Department of Community Supervision		X					X
Georgia Department of Economic		X					

Development							
Georgia Department of Education Title IX Grant Program Manager							X
Georgia Department of Human Services		X		X			
Georgia Economic Developers Association					X		
Georgia EMC					X		
Georgia Film Academy					X		
Georgia Northwestern Technical College	X						
Georgia Northwestern Technical College	X	X					
Georgia Piedmont Technical College	X						
Georgia Power Company					X		
Georgia School Liaison, Fort Benning							
Georgia School Liaison, Fort Gordon							
Georgia School Liaison, Robins Air Force Base							
Georgia State Senator			X				
Georgia Transmission					X		
Georgia Vocational Rehabilitation Agency							x
Goodwill of North Georgia		x		x			
Google for Education					x		
GreyStone Power					x		
Gulfstream Aerospace					x		
Gwinnett County School Counselor	X						
Gwinnett Technical College	x						
Hall County School Counselor	X						
Hall County School System	x						
Henry County Counselor	X						
Holder Construction					x		
Houston County School Counselor	X						
Houston County School District	x						
Houston Healthcare					x		
Hurst Boiler					x		
Irwin County School Counselor	X						
Iworks (Manufacturing Sector Partnership)					x		
Jackson County School District	x						
Kennesaw State University	x	x		x			
Kia Motors					x		
Lanier County Schools	x						
Lanier Technical College	x						
Lowndes County Schools	x						
Lumpkin County Schools	x						

Macon County JROTC Instructor	X						
Matt Tyson (Trapestry Charter School/Academy)	X						
Mechanical Trades Institute					X		
New Manchester High School (Douglas County Schools)	x						
North Georgia Technical College	x			X			
Oconee Fall Line Technical College	x						
Ogeechee Technical College	x						
Ogeechee Technical College & National Technical Honor Society		X					
Oglethorpe Power Company					X		
Oil Dri Corporation					X		
Patten Seed Company, State Workforce Development Board member			X		X		
Paulding College & Career Academy	x						
Paulding County School Counselor	X						
Paulding County School District	x						
Pierce County Board of Education	x						
Pike					X		
Richmond County JROTC Instructor	X						
Rockdale County School Counselor	X						
Rome County School Counselor	X						
Savannah Technical College	x						
Savannah-Chatham Public Schools	x						
Shaw Industries					X		
Southeastern Technical College	x						
Southern Company					X		
Southern Company Gas					X		
Southern Crescent Technical College	x						
Southern Regional Technical College	x						
Spalding County School Counselor	X						
State School Board					X		
Sumter County JROTC Instructor	X						
Superintendent in waiting, Clinch County Schools	x						
Superintendent, Atkinson County Schools	x						
Superintendent, Brantley County Schools	x						
Superintendent, Charlton County Schools	x						
Superintendent, Clinch County Schools	x						



Superintendent, Coffee County Schools	x					
Superintendent, Gwinnett County Public Schools					x	
Superintendent, Hancock County Schools	x					
Superintendent, Pierce County Schools	x					
Superintendent, Putnam County Schools	x					
Superintendent, Ware County Schools						
Superintendent, Washington County Schools	x					
Superintendent, Wilkinson County Schools	x					
Technical College System of Georgia	x	x		x		
Technology Association of Georgia					x	
The Haygood Company					x	
The Home Depot					x	
Thomasville Development Authority (PDA)		x				
Turner County School Counselor	X					
University of Kentucky	x					
Valdosta City JROTC Instructor	X					
Valdosta City Schools	x					
Walton County School Counselor	X					
Walton County School District	x					
Ware County School System	x					
Washington County School Counselor	X					
West Chatham Middle School	x					
West Georgia Technical College	x					
Wheeler County School Counselor	X					
White County Farmers Exchange					x	
White County School System	x					
Wilkinson County Counselor	X					
Wiregrass Georgia Technical College	x					
Workforce Development Metro Atlanta Chamber					x	
WorkSource Southwest Georgia		x	x			
Zurich Insurance					x	



**Appendix B.**  
Additional Public Comments  
and Responses



Appendix B.  
 Additional Public Comments and Responses

Stakeholder feedback on State Determined Performance Levels are in Section D.4. of the State Plan

Public Comment and Responses
<p>Comment 1.            Please include 5th grade in Perkins V funding.</p>
<p><b>Response 1.</b>  <b>Perkins V funding will be allowed in grades 5-8 for career awareness and career exploration activities directly associated with approved GaDOE CTAE programs.</b></p>
<p>Comment 2.            It is my understanding that up to 2% of the Perkins state plan can be allocated to correctional education. Many states are doing this in order to help reduce recidivism in both juvenile and adult corrections. I would ask that this allocation be considered in order to help those who are incarcerated make career preparations so that, upon their release, their chances of returning to confinement are significantly decreased. Research proves that good programs reduce recidivism. Let's work together to provide more and better educational and career and technical opportunities for those who are currently incarcerated.</p>
<p><b>Response 2.</b>  <b>Georgia will continue to appropriate the same amount that has been proportioned for Corrections, DJJ, and State Schools.</b></p>
<p>Comment 3.            In my opinion, more money needs to be allotted to correctional education. Almost all (98%) will be released one day. It is absolutely essential that we provide the education and skills training for our offender population. Georgia will continue to appropriate the same amount as has been appropriated for Corrections, DJJ, and State Schools.</p>
<p><b>Response 3.</b>  <b>Georgia will continue to appropriate the same amount that has been proportioned for Corrections, DJJ, and State Schools.</b></p>
<p>Comment 4.            Georgia Department of Corrections (GDC) works with TCSG to provide CTE training opportunities for 8000+ offenders and residents each year and award over 18000 CTE/OJT/Vocational/Post-Secondary certificates and credits for non-traditional completers. The programs and opportunities created for Georgia's returning citizens will help improve Georgia's workforce - qualified returning citizens fill vacant jobs needs. Additional funding considerations for GDC's non-traditional completers will continue to positively impact correctional education, a program that shares the GaDOE CTE goal to develop a well-educated, technically trained, and highly competitive workforce in Georgia that will be widely recognized as the best in the nation.            GDC strives to prepare returning citizens with training needed for high-wage, high-skill, in-demand careers in as many applicable fields. Well-trained and educated returning citizens provide Georgia with a \$5 return for every \$1 spent and greatly reduced recidivism rate. Georgia leads the nation</p>

with number of GEDs awarded to offenders and residents (3000) and any additional post-secondary offerings would greatly enhance the work Georgia educators provide.
<b>Response 4.</b> <b>Georgia will continue to appropriate the same amount that has been proportioned for Corrections, DJJ, and State Schools.</b>
Comment 5. College and career readiness should begin as early as Kindergarten or at minimum 5th grade.
<b>Response 5.</b> <b>This is a valid point and supported by research. Federal legislation allows Perkins funds to be spent at the middle grade level. Perkins V funding will be allowed in grades 5-8 for career awareness and career exploration activities directly associated with approved GaDOE CTAE programs.</b>
Comment 6. Affording inmates the opportunity to get training and skills to be successful in the community upon release it critical. Most all of these inmates will be released one day and become members of the local communities and we need to make sure they are prepared. Please support the efforts of our education department to provide these essential programs in the Georgia Department of Corrections.
<b>Response 6.</b> <b>Georgia will continue to appropriate the same amount that has been proportioned for Corrections, DJJ, and State Schools.</b>
Comment 7. Work readiness -- Soft skills (how well the students work as a team; communicate with others their ideas; follow the protocol of the organization)
<b>Response 7.</b> <b>The new diploma seals are a way to recognize students who achieve work readiness skills. Standard 1 of all CTAE courses addresses employability skills.</b>
Comment 8. Completion of work ethics skill training program.
<b>Response 8.</b> <b>Perkins V law requires a Comprehensive Local Needs Assessment (CLNA) and through the CLNA the stakeholders will decide which tools to use to measure employability skills.</b>
Comment 9. Certification or course in work ethics/employability skills, attendance at school, participation in CTSO

<p><b>Response 9.</b>  <b>Perkins V law requires a Comprehensive Local Needs Assessment (CLNA) and through the CLNA the stakeholders will decide which tools to use to measure employability skills (i.e. work ethics, attendance, CTSO participation).</b></p>
<p>Comment 10.  * Measuring soft skills and life skills (balancing a household budget, composing an email, attending a job interview)  * Bringing back technical trades / hands on classes to school (shop class, home ec, etc.)</p>
<p><b>Response 10.</b>  <b>These programs are available for eligible recipients to adopt. Based on labor market information and stakeholder engagement each eligible recipient can make a decision on each Career Pathway adopted.</b></p>
<p>Comment 11.  You talked about when you are turning in the State Plan. What is the due date for submission from each College?</p>
<p><b>Response 11.</b>  <b>Technical College Local Applications for July 1, 2020 to June 30, 2024 are due April 7, 2020.</b></p>
<p>Comment 12.  As it relates to EOPA, let's look at making sure these assessments effectively measure student learning. Some do so better than others. And/or give districts the flexibility to determine their own EOPA's</p>
<p><b>Response 12.</b>  <b>EOPAs are being addressed through a separate study.</b></p>
<p>Comment 13.  Will LEAs have some say in credentials of value based on local needs/industry?</p>
<p><b>Response 13.</b>  <b>EOPAs and credentials of value will be addressed through a separate study.</b></p>
<p>Comment 14.  Will there be a document that states the expectations and restrictions for Charter school systems under Perkins V?</p>
<p><b>Response 14.</b>  <b>Charter School Systems will have the same expectations as the rest of the school systems in Georgia, Perkins grants are given to a school system. A State Commissioned Charter school may apply for Perkins V funding if the school meets the size, scope, and quality definitions.</b></p>
<p>Comment 15.  Regarding using Perkins for 5th and 6th grade, will Georgia allow this?</p>

<p><b>Response 15.</b>  <b>Perkins V funding will be allowed in grades 5-8 for career awareness and career exploration activities directly associated with approved GaDOE CTAE programs.</b></p>
<p>Comment 16.  Please explain why we are unable to place students in local school office settings for work-based learning.</p>
<p><b>Response 16.</b>  <b>Work-based learning placements must be aligned to the pathway of the student. If it is aligned, school office placement may be a possibility. Please refer to the Georgia State Board rule 160-4-2.03.</b></p>
<p>Comment 17.  What is the lowest grade a CTAE foundational course may be taught?</p>
<p><b>Response 17.</b>  <b>Eighth grade level is the lowest grade level CTAE foundational courses may be taught.</b></p>
<p>Comment 18.  Will the CLNA be a component of the Comprehensive Needs Assessments currently required for annual completion and update (via the consolidated Application)?</p>
<p><b>Response 18.</b>  <b>The Perkins V CLNA drives the local plan and is a component of the existing district Comprehensive Plan.</b></p>
<p>Comment 19.  On page 10-11 of the Georgia State plan, the definition of a concentrator is a student who has completed 2 courses in a CTAE pathway. It goes on to say eligible students may complete the process for earning a credential. Does completing process mean taking the 3rd course to complete the pathway? Or are we looking to let concentrators take the EOPA to earn a credential?</p>
<p><b>Response 19.</b>  <b>Yes, completing the process means taking the 3rd course to complete the pathway.</b></p>
<p>Comment 20.  Can Perkins V funds be used to pay membership dues for students to CTSOs? I heard that rumor.</p>
<p><b>Response 20.</b>  <b>No.</b></p>
<p>Comment 21.  Are there any plans to offer alternative WBL opportunities other than in traditional settings?</p>
<p><b>Response 21.</b>  <b>We are looking at ways to engage more WBL students.</b></p>



<p>Comment 22. Has there been any consideration of caps in classrooms?</p>
<p><b>Response 22.</b> <b>Size of the class is relative to safety concerns and is a local decision.</b></p>
<p>Comment 23. Will there be a study to look at how Perkins is divided between secondary &amp; postsecondary ED?</p>
<p><b>Response 23.</b> <b>Yes, during FY 21 the Georgia Department of Education and the Technical College System of Georgia are reviewing the division of funds and establishing criteria for the split of funds. For FY 21, during this review period, the funds will continue to be divided 50/50 between secondary and postsecondary.</b></p>
<p>Comment 24. On pg. 9 Animal systems was left off the AFNR cluster list.</p>
<p><b>Response 24.</b> <b>This list contains Programs of Study developed in collaboration with the Technical College System of Georgia and an Animal Systems Program of Study has not been developed at this time.</b></p>
<p>Comment 25. On pg. 11 should “heating &amp; air conditioning” be listed under AFNR?</p>
<p><b>Response 25.</b> <b>We are moving Heating and Air Conditioning and other related programs to the Industrial/Engineering and Manufacturing Technology Program area.</b></p>
<p>Comment 26. How will WIOA be a part of the long-term process at the local level?</p>
<p><b>Response 26.</b> <b>Secondary eligible recipients are encouraged to contact the local WIOA board for collaboration. Georgia’s Technical Colleges will continue coordinating with the local workforce boards at the local level to ensure that students are receiving services.</b></p>
<p>Comment 27. How involved is Georgia in Work Ready Communities and Work Keys/National Career Readiness Certificate?</p>
<p><b>Response 27.</b> <b>The ACT Work Ready Communities website states that “Georgia is not yet formally participating in the ACT Work Ready Communities initiative.” <a href="http://www.workreadycommunities.org/GA">www.workreadycommunities.org/GA</a> Involvement in Work Ready Communities and Work Keys/National Career Readiness Certificate is up to individual colleges/school districts. This is a local decision; it is not a requirement for Perkins.</b></p>

<p>Comment 28. Can Perkins funds at the 5th grade level be used for career programming or just Agriculture programs?</p>
<p><b>Response 28.</b> <b>Perkins V funding will be allowed in grades 5-8 for career awareness and career exploration activities directly associated with approved GaDOE CTAE programs.</b></p>
<p>Comment 29. Does a youth apprenticeship grant go away with Perkins V?</p>
<p><b>Response 29.</b> <b>The Youth Apprenticeship Grant is a state grant allocated by Georgia Legislators.</b></p>
<p>Comment 30. Can you elaborate on the definition difference between Pathway Concentrator and Pathway Completer?</p>
<p><b>Response 30.</b> <b>Completer completes 3 courses within a given CTAE pathway. Concentrator completes at least two of the three.</b></p>
<p>Comment 31. What is the accountability on the difference between Concentrator and Completer?</p>
<p><b>Response 31.</b> <b>5S4 does count pathway completers, so both will be incorporated</b></p>
<p>Comment 32. How will Perkins Dollars be distributed across all TCSG Colleges?</p>
<p><b>Response 32.</b> <b>Excepting Reserve funds, from the Perkins funds allocated for postsecondary recipients, each Technical College will receive the percentage of said funds proportional to their percentage of occupational Pell grants awarded in the state, as per the Perkins V act.</b></p>
<p>Comment 33. What is the maximum age Perkins V will support? You mention the funds could support grades 5+. You also mentioned homeless and out of school youth. What is the max age to support out of school youth?</p>
<p><b>Response 33.</b> <b>At the secondary level Perkins V funds may be used until the student ages out of the system. There is not an upper age limit for postsecondary Perkins. Out of school youth is not a Perkins V special population.</b></p>
<p>Comment 34. With 53,000 inmates, 70% of whom enter without a high school diploma / GED the Department of</p>

Corrections has an important mission of providing education to reduce recidivism. Career Technical Education has the greatest impact on preventive GA inmates from going back to prison. Is it possible to designate more funding to correctional education? (both secondary & post-secondary).

**Response 34.**  
**Georgia will continue to appropriate the same amount that has been proportioned for Corrections, DJJ, and State Schools.**

Comment 35.  
How will the amount of our Perkins allocation funds be calculated?

**Response 35.**  
**Funding is formula driven and for each local district, the calculation formula will be the same as they have been in the past.**

Comment 36.  
Will there be additional funding to help with the costs of the development and implementation of the Comprehensive Local Needs Assessment (CLNA)?

**Response 36.**  
**There is not any additional funding available for the CLNA, but resources have been developed and are available through both GaDOE and TCSG.**

Comment 37.  
Can you elaborate more details for MOWR for 10<sup>th</sup>-graders?

**Response 37.**  
**Currently, Georgia high school students in the 9th through 12th grades, attending an eligible public or private high school, or approved homeschool program, are eligible to apply for the Dual Enrollment program.**

Comment 38.  
Due to the requirements in Perkins V of connecting pathways to industry needs, will there be additional funding to add needed pathways?

**Response 38.**  
**Perkins V funding may not be enough to provide for all aspects of a needed pathway; therefore, other fund sources may need to be considered (CRE funds, local funds, business and industry partnerships, etc.)**

Comment 39.  
Can Perkins funds be used to help a student attend a school that has their program of interest (to set up transportation)?

**Response 39.**  
**No.**

<p>Comment 40. Dr. Ron Newcomb, Chattahoochee President: Looking at the screen and seeing people across the state, it is worth noting for the record that the plan begins with the word “together”. We use words like collaborative and collaborate. This speaks to what happens between technical colleges and K-12 systems throughout the state. We work closely together, and this Perkins V plan shows that. I commend that.</p>
<p><b>Response 40.</b> <b>Thank you. We agree.</b></p>
<p>Comment 41. Other than the information available on the GA DOE website, will superintendent and principals receive training or be involved in workshops to be informed on Perkins V?</p>
<p><b>Response 41.</b> <b>GaDOE staff met with superintendents in each RESA District. Training will continue for superintendents and principals at GAEL</b></p>
<p>Comment 42. When will we receive the State template for the CLNA? When we do, are we obligated to use those questions only?</p>
<p><b>Response 42.</b></p> <ul style="list-style-type: none"> <li><b>A. For secondary: The template was posted with the appendices of the draft state plan in October 2019. The CLNA will be reviewed at the February 2020 CTAE administrators winter conference. Eligible recipients may add questions to help localize the template.</b></li> <li><b>B. For postsecondary: TCSG colleges received the CLNA template (called the Perkins Local Area Needs Assessment Report) in September 2019. The template includes suggested questions for the colleges to consider asking their stakeholders, but the colleges are free to design their own questions in order to elicit the most relevant, community-specific feedback.</b></li> </ul>
<p>Comment 43. In the event that a local system does not want to apply for Perkins V, may that system apply for State grants?</p>
<p><b>Response 43.</b> <b>No, state grants will require a CLNA just like Perkins V.</b></p>
<p>Comment 44. May a system join and pay for CTAERN so that teachers can meet POWs?</p>
<p><b>Response 44.</b> <b>Individual systems will need to contact CTAERN about this.</b></p>
<p>Comment 45. If funds can be used for students in 5th grade, how will districts show a direct connection between</p>

items that are purchased and how they help to close gaps for special populations?

Developmentally, students are not at the point in middle or high school to decide on a career pathway. Both middle and high school could be used more appropriately for exploration of careers instead of having a student choose a pathway coming out of middle school. Some high school schedules do not offer enough opportunities for students to explore career options beyond two-three CTAE courses. Time would be better spent allowing students to take courses in anything that interest them instead of sticking with one pathway.

**Response 45.**

**Middle school CTAE is designed for exploration of careers. Perkins V funding will be allowed in grades 5-8 for career awareness and career exploration activities directly associated with approved GaDOE CTAE programs.**

Comment 46.

Based on the DOE CTAE goals on page 6, are there any plans to invest more funds in career guidance or in building employability skills?

**Response 46.**

**There are no funds available for additional counselors, but GaDOE is seeking additional funding. Training and resources for employability skills is provided through CTAERN.**

Comment 47.

Do you think in elementary schools it will be the expectation of guidance counselors to do career guidance/employability skills or is that up to the teachers?

**Response 47.**

**This is up to the local district.**

Comment 48.

Should systems continue to plan for about the same amount of funding for FY21?

**Response 48.**

**It appears Georgia will receive about the same amount of money as received in the past.**

Comment 49.

Will it be required to have a CTI or CCAE program with a coordinator or must you just show how you support those students through your WBL program?

**Response 49.**

**No, but you must show how you are making your programs equitable and accessible to all students, including those special populations.**

Comment 50.

Will funds continue to be allocated to districts strictly based on FTE? Should systems continue to plan for about the same amount of funds for FY21?

<p><b>Response 50.</b>  <b>Currently there is not a change in formulaic distribution of Perkins funds.</b></p>
<p>Comment 51.          If your school has a unique pathway that is a workforce specific area – such as granite – will it be able to be funded with Perkins V?</p>
<p><b>Response 51.</b>  <b>Yes, if the unique pathway has been approved by the Georgia Department of Education using the GaDOE Locally Developed Career Pathway Course Process. Funding may be used for the unique pathways developed following this process.</b></p>
<p>Comment 52.          I think it is very important that the End of Pathway assessments are composed of actual recognized industry certifications. Would like to see credentials of value that are of worth in business and industry. ie. pathway completion of Engineering and Technology is worth nothing in business and industry</p>
<p><b>Response 52.</b>  <b>Whenever possible, the GaDOE supports the use of actual recognized industry certifications as EOP assessments. The completion of an Engineering and Technology pathway can lead to pursuing a post-secondary degree in Engineering.</b></p>
<p>Comment 53.          Earning at TCC &amp; the EOPA must be a true industry recognized credential.</p>
<p><b>Response 53.</b>  <b>EOPAs and TCCs are being addressed through a separate study.</b></p>
<p>Comment 54.          Great program.</p>
<p><b>Response 54.</b>  <b>Thank you.</b></p>
<p>Comment 55.          What services/programs are provided to Special Populations?</p>
<p><b>Response 55.</b>  <b>With collaboration and support of the Georgia Department of Education Special Education division, the Georgia Vocational Rehabilitation Agency (GVRA), Georgia Department of Education (GaDOE) Career, Technical and Agricultural Education (CTAE) division, and other appropriate agencies, students will receive continuous support to ensure access to CTAE programs that will support successful transition to post high school life and work.</b></p>
<p>Comment 56.          What about our students who are in advanced academic programs or now enrolled in dual-</p>

enrollment programs? Those students will now count against us after we were just promoting this statewide? It's very difficult to get students and parents to see the value of our CTAE programs when they can earn two years of college credit towards a bachelor's degree in a non-CTAE related program. All EOPAs are not created equally. Why should the ServSafe exam or a GMetrix one count the same as an EOPA that truly covers 3 years of material?

A better measure could be completion of an employability skills programs that involves shadowing, internships, a capstone project related to careers, etc.

**Response 56.**  
**Different calculation rules are used based on requirements of the ESSA law for CCRPI and the Perkins V law. EOPAs are being addressed through a separate study.**

Comment 57.  
Work ethics course/employability skills training, CTSO participation...

**Response 57.**  
**Thank you for your input.**

Comment 58.  
...maintaining employment 6 months or longer out of high school...

**Response 58.**  
**Thank you for your input.**





# Appendix C.

## State-Recognized Career and Technical Student Organizations (CTSOs)



**APPENDIX C: STATE-RECOGNIZED CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**

<b>Career Cluster</b>	<b>Description</b>	<b>Number of Career Pathways</b>	<b>CTSOs</b>
<b>Agriculture, Food, &amp; Natural Resources</b>	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 & CTI
<b>Architecture and Construction</b>	Designing, planning, managing, and building structures.	12	SkillsUSA & CTI
<b>Arts, A/V Technology, &amp; Communications</b>	Designing, producing, exhibiting, performing, writing, and publishing multimedia content.	5	SkillsUSA & CTI
<b>Business, Management &amp; Administration</b>	Planning, organizing, directing, evaluating, owning and operating a successful business. Learning computer skills for future college and career plans.	5	FBLA & CTI
<b>Education and Training</b>	Planning, managing, providing education and training services, and related learning support services.	3	FCCLA & CTI
<b>Energy</b>	Designing, planning, maintaining, generating, transmission and distribution of traditional and alternative energy.	2	TSA & CTI
<b>Finance</b>	Managing money, including planning, investing, spending, financial literacy, banking, insurance, and risk management.	3	FBLA & CTI
<b>Government &amp; Public Administration</b>	Planning and performing government management and administrative functions at local, state, and federal levels (i.e. national security, Foreign Service, revenue, and regulations).	5	JROTC-Air Force JROTC-Army JROTC-Navy JROTC-Marines & CTI
<b>Health Science</b>	Planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.	17	HOSA & CTI
<b>Hospitality &amp; Tourism</b>	Managing, marketing, and operating restaurants and other food services, lodging, attractions, recreation events, and travel related services.	3	DECA, CTI & FCCLA
<b>Human Services</b>	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	FCCLA, CTI & SkillsUSA
<b>Information Technology</b>	Creating, using, modifying, and engaging technical skills. Graphics, multimedia animation, web design, game and application development, programming	9	FBLA & CTI

	and coding, networking, and computer repair.		
<b>Law, Public Safety, Corrections, &amp; Security</b>	Preparing for emergency and fire services, legal services, protective services, and homeland security.	10	SkillsUSA & CTI
<b>Manufacturing</b>	Processing of materials into intermediate or final products (i.e. production control, industrial maintenance, and process engineering).	4	SkillsUSA, CTI & TSA
<b>Marketing</b>	Anticipating, managing, and satisfying consumers' demand for products, services, and ideas. Advertising, professional communication, and developing business strategies.	3	DECA & CTI
<b>Science, Technology, Engineering, Mathematics</b>	Planning, managing, and providing scientific research for professional and engineering services.	3	TSA, CTI & **FIRST Robotics
<b>Transportation, Distribution &amp; Logistics</b>	Planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water.	9	SkillsUSA & CTI
<p>*Georgia CTI is a Georgia state-recognized CTSO serving students with disabilities. Georgia CTI serves as a bridge to the other eight Georgia CTSOs.</p> <p>**FIRST Robotics is a Georgia state-recognized CTSO.</p>			

# **Career and Technical Student Organizations**

## **Definition, Mission, Purpose and Criteria for Membership**

### **Definition**

Career and Technical Student Organizations (CTSO) are an important part of the delivery of the Career, Technical and Agricultural Education (CTAE) programs of the Georgia Department of Education in order for the local system to provide the best co-curricular experience for students in every pathway. There are variations within each organization due to the uniqueness of their purpose and affiliations, national organizations, constitutions, bylaws, policies and procedures.

### **Mission & Purpose**

The mission and purpose of a CTSO are defined as follows:

Career and Technical Student Organizations (CTSO) enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. CTSOs work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a Career, Technical and Agricultural Education (CTAE) program. CTSOs help guide students in developing a career path, a program of study and provide opportunities in gaining the skills and abilities needed to be successful in those careers through CTSO activities, programs and competitive events. In addition, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students as well as business and industry partners.

### **Criteria for Membership as a Georgia CTSO:**

To be recognized as a Georgia Career and Technical Student Organization (Ga CTSO), the following criteria must be met:

Organizations whose mission and statement of purpose include:

1. Offer programs that are integral to the industry or occupational focus that are associated with a career pathways program, program of study or course.
2. Serve CTE students and teachers in one or more of the 17 Career Clusters

Organizations whose governance reflects their commitment to CTE by:

1. Incorporation as a 501(c)(3) not-for-profit corporation in the United States.
2. An organized system of Student Governance with elected officers at the local and state levels.
3. Organizing themselves into state geographic units.
4. A structured Program of Work for accountability.
5. Having substantial representation on their board of directors from CTAE educators, administrators and business and industry.
6. Keep accurate records and prepare and present written documents and reports to the GaDOE as requested.

Ga CTSOs must have sufficient engagement by CTAE students, educators and state departments of education to be considered statewide in scope. Therefore, organizations must have:

1. 5,000 or more student members organized into chapters in middle, secondary and/or postsecondary institutions
2. 125 or more middle, secondary and/or postsecondary chapters.
3. Have an identified, participating and employed full time State Executive Director or equivalent.
4. Have a minimum of 10 career and/or leadership development activities or competitions/contests.
5. Offer comprehensive competitive event opportunities at the local, regional, and/or state levels.
6. Offer program activities and conference that support the CTAE curriculum area associated with the organization. These activities should, at a minimum, include the State Officer Training, Local Chapter Officer Training, Fall Leadership Conference, and Spring Leadership Conference.

Ga CTSOs are expected to comply with the following:

1. The Civil Rights Act of 1964, Title VI: No person in the United States shall, on the, ground of race, color, or national origin, be excluded from, be denied benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.
2. The Rehabilitation Act of 1973, Section 504: No otherwise qualified handicapped individual...shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
3. The Education Amendments of 1972, Title IX: No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.
4. The American with Disabilities Education Act of 1990, TITLE II: An act to establish a clear and comprehensive prohibition of discrimination based on disability.

GA CTSOs shall follow an annual MOU which includes but not limited to:

1. Maintain accurate accounting records and agree to participate fully in an annual review of the organizations accounting records by a firm selected by the GaDOE
2. Provide the GaDOE with audited financial statements by a firm approved by the GaDOE.
3. Provide quarterly financial disclosures/documents to the GaDOE to include: quarter ending “balance sheet” and Year-to-Date “statement of revenues and expenses” compared to annual budget, general ledger detail (quarter), check/disbursements listing (quarter), bank reconciliations (quarter), credit card statements (quarter).

Organizations seeking inclusion as a Georgia CTSO must demonstrate that they have met these criteria and be willing to be an affiliate of the CTAE Division of the Georgia Department of Education through attendance and participation at meetings and activities.

***Apply for membership by contacting the CTAE Director and providing the necessary documentation. The next step would be to create this document... i.e. providing the competitive events alignment document would show they meet the criteria for the number of leadership/competitive events and it would should standard alignment to meet the criteria for serving teachers and students aligned to the career pathways and clusters.***

**Current (7/1/2019) Organizations Include:**

Career & Technical Instruction (CTI)  
DECA  
Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)  
FFA  
Family, Career and Community Leaders of America (FCCLA)  
FIRSTRobotics  
HOSA – Future Health Professionals  
Technology Student Association (TSA)  
SkillsUSA

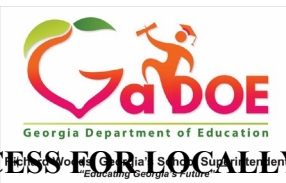
\*Extended Day funds are available at the discretion of the state legislature and local system.

# Appendix D.

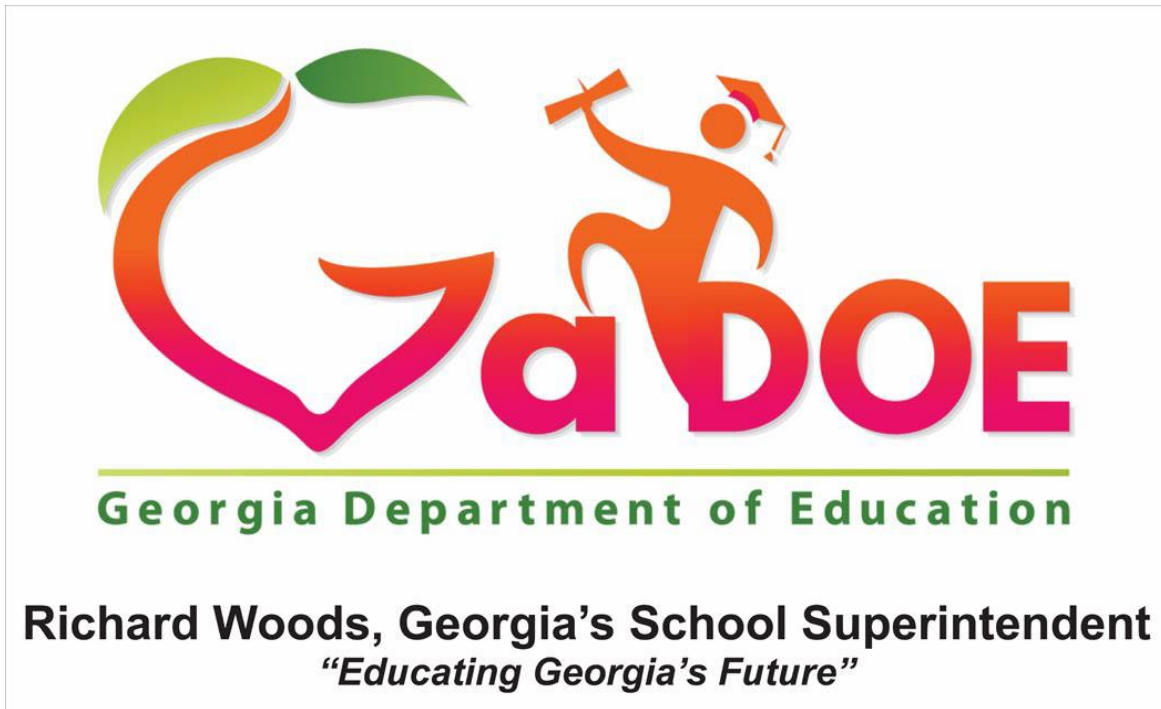
## Seven-Step Process for Locally- Developed Career Pathways







## APPENDIX D: SEVEN-STEP PROCESS FOR LOCALLY-DEVELOPED CAREER PATHWAYS

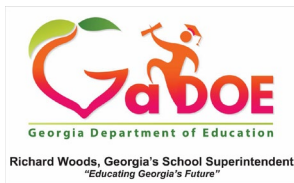


# Local CTAE Pathway Development Process

**High School Career Cluster Career Pathways**

**Dr. Barbara Wall, State CTAE Director**

**August 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.”

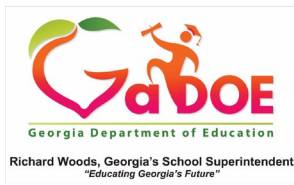
Another key term to reference in the development of local pathways is a program of study. As a requirement under the federal **Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)**, a program of study is one type of career pathway. “A program of study is a non-duplicative 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.**

Georgia Department of Education  
August, 2017



**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:** \_\_\_\_\_

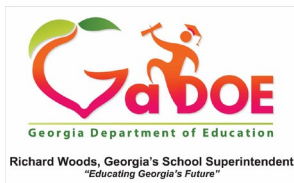
**Name of Proposed Course 3:** \_\_\_\_\_

Lab Funding Requested     Yes     No

**Briefly Describe Lab Concept/Needs:**

**Field of certification needed by teacher(s)** \_\_\_\_\_

**(MUST MEET PROFESSIONAL STANDARDS COMMISSION REQUIREMENTS unless listed in the SWSS or charter approved waiver.)**



**Step 1** - Local CTAE Director determines whether:

- Proposed pathway is non-duplicative in nature to existing career pathways.
- Any potential obstacles that might occur in the development of the pathway.

**Step 2** -Local CTAE Director gathers rationale for the need for the proposed pathway, notes potential obstacles, and reviews the process with local stakeholders.

- Rationale for the need for the proposed pathway (Example: emerging career, in demand, local need, regional need, etc.).  
[Click here to enter text.](#)
- Any potential obstacles that might occur in the development of the pathway.  
[Click here to enter text.](#)

**Step 3** - Local system uses an existing business & industry advisory committee, governing board, or creates a pathway committee. Complete the *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 (TCSG and/or USG)
- Business & Industry
- Special Populations

**Step 4** - Local stakeholders hold committee meetings to discuss: (Attendance and minutes from the meeting must be documented.) Evidence from the below information to be included in pathway proposal submission.

- Rationale for the need for the proposed pathway.
- 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).
- Identify Potential Credentials of Value 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.](#)
- Utilize committee input and potential Credentials of Value blueprints as a reference to create Georgia Standards of Excellence and elements for each course of the proposed pathway unless such course(s) have already been approved by GaDOE. *GaDOE Course Standards and GaDOE Credentials of Value Crosswalk Template* will be provided for this step.
- Include the employability standard as the first standard in each course.
- Identify the CTSO that most closely aligns with the pathway standards. GaDOE will add the appropriate 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, if needed.

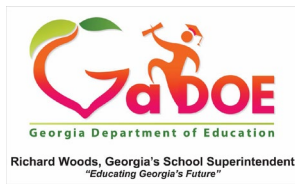
- List of necessary equipment to teach the proposed standards. *GaDOE Equipment Needs Template* will be provided for this step.
- Determine whether capital equipment funds will be available for the locally developed pathway or can be requested. (Annual capital equipment grant applications deadline is May 15. Award typically takes 18 months. Inquire about the possibility of “fast track” option.)
- 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). This *Program of Study* template was adopted by GaDOE and TCSG prior to the Fall 2016 federal monitoring visit and is the official template for Georgia POS.
- 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](mailto: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-name of school system*).” 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 eligible recipient. Representatives from the eligible recipient 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 eligible recipient 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 eligible recipient 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 eligible recipient.

**Step 7** - After the public review, a report of public input will be created by CTAE representatives and presented to eligible recipient and State Board members. A final presentation to the State Board of Education reflecting survey and public review comments may be requested of the eligible recipient. Once courses are approved by the State Board of Education, course numbers are assigned and included in the most current list of state funded courses. 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 follow current Georgia state law.

*All guidelines for the development of local career pathways are based on Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act 2018 (Perkins V) as published in The Official Guide to the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, The Comprehensive Guide to the Federal Role in*



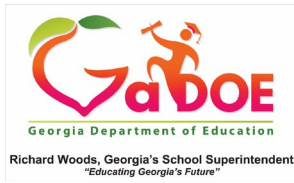
*Career and Technical Education Perkins V and the Uniform Grant Guidance and the State Plan for Georgia incorporate Perkins guidelines and serve as the official documents for implementing Perkins legislation.*

*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)(i-v)] and [Section 135(b)(4)(A) ] Local Uses of Funds - Required Uses*

**Templates provided:**

- GaDOE Committee Member Template
- Course Standards Template
- Credentials of Value 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:** \_\_\_\_\_

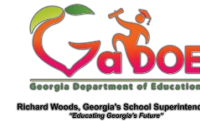
**Month/Year for course initial implementation:** \_\_\_\_\_







# 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:				Postsecondary		
	Ninth	Tenth	Eleventh	Twelfth	TCC	Diploma or Associate	Bachelor of Science
<b>English</b>	9 <sup>th</sup> grade Lit/ Composition	10 <sup>th</sup> grade Lit/ Composition	American Lit/ Composition	World Lit/Composition / British Lit	Entrance or Exit	Entrance or Exit	Entrance or Exit
<b>Mathematics</b>	Coordinate Algebra / Algebra I	Analytic Geometry / Geometry	Advanced Algebra / Algebra II	Pre-calculus			
<b>Science</b>	Physical Science	Biology	Chemistry	Physics			
<b>Social Studies</b>	Psychology	World History	US History	Government (½ unit) Economics (½ unit)			
<b>Pathway Completer</b>				Work-Based Learning, Youth Apprenticeship, or Capstone Project			
<b>Industry Recognized Credential (Pathway Completer)</b>	<a href="#">Visit the Credentials of Value Page</a> <i>(see note below)</i>						
<b>Required/ Selective Electives</b>	Health & Personal Fitness <i>(can be taken in grades 9-12)</i>	Forestry Science II	Agribusiness Management and Leadership	AP Biology	Entrance or Exit	Entrance or Exit	Entrance or Exit
	<b>Modern Language/Latin</b> <i>2 units required for admissions to Georgia University System Colleges/Universities</i> For a listing of Modern Language/Latin courses offered at your high school, please contact your advisor, counselor, or curriculum handbook.		<b>Other Electives</b> For a listing of other elective courses offered at your high school, please check with your advisor, counselor, or curriculum handbook.				

The University System of Georgia offers students' higher education options at 30 institutions throughout the state, providing a wide range of academic programming including certificates and associate, baccalaureate, masters, doctoral and professional degrees.  
<https://apps.usg.edu/ords/f?p=118:1:0:::>

**NOTE:** Students have many options to **ENTER** and **EXIT** from their academic studies into the workforce. When a student graduates from high school, they are eligible to choose one of many **ENTRANCE POINT** options: **1.** Enroll in either a 2- or 4-year post-secondary program; **2.** Enroll in an apprenticeship program or the military; or **3.** Enter the workforce using technical skills learned in high school. When a student finishes a 2- or 4-year degree program, they may choose to **EXIT** and **1.** Enroll in an apprenticeship program or the military; **2.** Enroll in a professional university degree program; or **3.** Enter the workforce using technical skills learned.

### Career Pathway Completers - Industry Credentialing for High School Students

Upon completion of sequenced courses in the \_\_\_\_\_ Career Pathway, students are eligible to complete the Industry-Recognized student credential for fulfillment of the Credentialing Assessment. Secondary students completing the \_\_\_\_\_ pathway will be able to sit for the National Industry Credentialed assessment offered on-line from \_\_\_\_\_, and \_\_\_\_\_. 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/\\_\\_\\_\\_\\_](http://bit.ly/_____).

## Sample In-Demand Careers in Georgia

Occupation Specialties	Level of Education Needed	Georgia Average Salary	Annual Average Openings in Georgia	2014 – 2024 Employment Outlook
	Postsecondary Certificate			In-Demand, High Skill
	Bachelor's Degree			In-Demand, High Skill
	Bachelor's Degree			In-Demand, High Skill

GDOL Labor Market Explorer

Go to GAfutures at [www.gafutures.org](http://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).

<b>Career Enhancement Opportunities</b>	<p><b>Career-Related Education Activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Awareness</li> <li><input type="checkbox"/> Career Exploration</li> <li><input type="checkbox"/> Instructional Related</li> <li><input type="checkbox"/> Connecting</li> <li><input type="checkbox"/> Work-Based Learning                             <ul style="list-style-type: none"> <li>• Employability Skill Dev.</li> <li>• Cooperative Education</li> <li>• Internship</li> <li>• Youth Apprenticeship</li> <li>• Clinicals</li> </ul> </li> </ul>	<p><b>Postsecondary Options:</b></p> <ul style="list-style-type: none"> <li>• 4-Year Universities/Colleges</li> <li>• 2-Year Colleges</li> <li>• Technical Colleges</li> <li>• State Registered Apprenticeships</li> <li>• Special Purpose Schools</li> <li>• On-the-Job Training</li> <li>• Military</li> </ul>	<p><b>Earning Postsecondary Credits While in High School</b></p> <p>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.</p> <p>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.</p>
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**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](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
•	• *ONET Online

\_\_\_\_\_ **Pathway Description**

Careers in \_\_\_\_\_ lead individuals to

**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.**

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
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.**

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding the Right Job</b>
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.**

<b>Workplace Ethics</b>	<b>Personal Characteristics</b>	<b>Employer Expectations</b>	<b>Business Etiquette</b>	<b>Communicating at Work</b>
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**

**Course Standard 4**

**Course Standard 5**

**Course Standard 6**

*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.*

## Credentialing 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					
% of EOPA	EOPA Competencies & Standards	Course Standards			
		1 <sup>st</sup> Course Standards	2 <sup>nd</sup> Course Standards	3 <sup>rd</sup> Course Standards	Not in Course Standards
	Competency 1 <ul style="list-style-type: none"> <li>• Standard 1</li> <li>• Standard 2</li> </ul>				
Total EOPA Coverage Per Course					







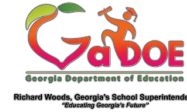
# Appendix E.

## Programs of Study



APPENDIX E: PROGRAMS OF STUDY

# 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.

Secondary: Pilot – Nursing Career Pathway					Postsecondary			
Course/Grade	Ninth	Tenth	Eleventh	Twelfth	Chattahoochee Technical College		Georgia Highlands College	
<b>English</b>	9 <sup>th</sup> grade Lit/ Composition	World Lit/ Composition	American Lit/ Composition	ENGL 1101	Entrance to Postsecondary Training or Exit to WellStar	Entrance to Postsecondary Training or Exit to WellStar	Entrance to Postsecondary Training or Exit to WellStar	
<b>Mathematics</b>	Algebra I	Geometry	Algebra II	MATH 1103				
<b>Science</b>	Biology	Chemistry	Physical Science & BIOL 2113 / 2113	BIOL 2114 / 2114 Lab				
<b>Social</b>	World Geography	World History	US History	Economics (½ unit)				
<b>Pathway Completer</b>	Introduction to Healthcare	Essentials of Healthcare	Patient Care Fundamentals	Work-Based Learning Healthcare				
<b>Industry Recognized</b>		<a href="#">Visit the Credentialing Assessment Page</a> (see note below)						
<b>Required Electives</b>	Health & Personal Fitness (can be taken)	SOCI 1101 PSYC 1101	POLS 1101	ARTS 1101				
	Spanish I	Spanish II	Elective course	Elective course				
	<b>Modern Language/Latin</b> 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							
					<b>Licensed Professional Nurse (LPN) Program</b> - Pharmacology and Clinical Calculations - Nursing Fundamentals - Nursing Fundamentals Clinical - Medical-Surgical Nursing I - Medical-Surgical Nursing I Clinical - Medical-Surgical Nursing II - Medical-Surgical Nursing II Clinical - Maternity Nursing w clinical/lab - Nursing Leadership w/clinical		<b>LPN to RN: Associate of Registered Nursing</b> - RNSG 1100 Principles of Pharmacology - RNSG 1200 Introduction to Professional Nursing - RNSG 2115 Family - Nursing Concepts - RNSG 2123 Mental Health Nursing Concepts - RNSG 2125 Adult Health Nursing II: Advanced Nursing Concepts - RNSG 2135 Transitions to Professional Practice	<b>RN to Bachelor Science of Nursing Program</b> - NURS 3301 Concepts of professional Nursing - NURS 3302 Health Asmnt - NURS 3303 Nursing Perspective of Historical and Political Issues - NURS 3304 Foundation of Nursing Research - NURS 4401 Community Health Nursing - Nursing 4402 Leadership and Management - NURS 4403 Capstone Project - NURS 4404 Clinical Practicum <b>One Elective course required</b> - NURS 3305; - NURS 3306 - NURS 3300; - NURS 3308 - NURS 3309 <b>Georgia Core Requirements</b> - 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

## 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 Credentialing 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>

### Sample In-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	In-Demand
Licensed Practical Nurse	Diploma	\$40,758	1,090	In-Demand, High Skill
Medical & Health Services Managers	Bachelor's Degree	\$104,956	320	In-Demand, High Skill
Registered Nurse	Bachelor's Degree	\$65,566	2,982	In-Demand, High Skill

GDOL Labor Market Explorer

**Go to GAfutures at [www.gafutures.org](http://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).**

<b>Career Enhancement Opportunities</b>	<p><b>Career-Related Education Activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Career Awareness</li> <li><input type="checkbox"/> Career Exploration</li> <li><input type="checkbox"/> Instructional Related</li> <li><input type="checkbox"/> Connecting</li> <li><input type="checkbox"/> Work-Based Learning                             <ul style="list-style-type: none"> <li>• Employability Skill Dev.</li> <li>• Cooperative Education</li> <li>• Internship</li> <li>• Youth Apprenticeship</li> <li>• Clinicals</li> </ul> </li> </ul>	<p><b>Postsecondary Options:</b></p> <ul style="list-style-type: none"> <li>• 4-Year Universities/Colleges</li> <li>• 2-Year Colleges</li> <li>• Technical Colleges</li> <li>• State Registered Apprenticeships</li> <li>• Special Purpose Schools</li> <li>• On-the-Job Training</li> <li>• Military</li> </ul>	<p><b>Earning Postsecondary Credits While in High School</b></p> <p>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.</p> <p>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.</p>
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**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](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
<ul style="list-style-type: none"> <li>• Certified Nursing Assistants (CNA) • Licensed Practical Nurses (LPN) • Registered Nurses (RN) • Specialized Nursing</li> <li>• Athletic Trainers • Home Health Aides</li> <li>• Anesthesiologist Assistants • Athletic Trainers</li> </ul>	<ul style="list-style-type: none"> <li>• Medical Assistants • Occupational Therapist / Assistants</li> <li>• Physical Therapist / Assistants • Physician's Assistants</li> <li>• Recreation Therapists • Respiratory Therapists</li> <li>• Surgical Technicians</li> </ul>

\*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.

# Appendix F.

## Local Application Templates

### Secondary Application



**APPENDIX F: LOCAL APPLICATION TEMPLATES  
SECONDARY APPLICATION**



**Georgia Department of Education  
Career, Technical & Agricultural Education  
Perkins V  
Local Application  
FY21**

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**LOCAL APPLICATION**  
**CAREER, TECHNICAL and AGRICULTURAL EDUCATION**

**A. Description of the results of the Local  
Comprehensive Needs Assessment**

**Overarching Need #1**

**Root Cause Analysis:**

**Goal:**

**Action Steps:**

## Overarching Need #2

### Root Cause Analysis:

### Goal:

### Action Steps:

### Overarching Need #3

### Root Cause Analysis:

### Goal:

### Action Steps:

## B. State Determined Level of Performance (SDLP)

**\*A system is considered to have met a target if the system performance is within 90% of the State Determined Level of Performance Target.**

### a. 1S1 – Four-Year Graduation Rate

1S1 - State Determined Level of Performance Target – 90%		Met* or Not Met
SDLP – Actual State Performance		
SDLP – Actual System Performance		
Improvement Plan for Indicator that does not Meet or Exceed SDLP		

### b. 1S2 – Extended Graduation Rate

1S2 - State Determined Level of Performance Target – 90%		Met* or Not Met
SDLP – Actual State Performance		
SDLP – Actual System Performance		
Improvement Plan for Indicator that does not Meet or Exceed SDLP		

c. 2S1 – Academic Proficiency in Reading/Language Arts

2S1 - State Determined Level of Performance Target – 70%	Met* or Not Met
SDLP – Actual State Performance	
SDLP – Actual System Performance	
Improvement Plan for Indicator that does not Meet or Exceed SDLP	

d. 2S2 – Academic Proficiency in Mathematics

2S2 - State Determined Level of Performance Target – 70%	Met* or Not Met
SDLP – Actual State Performance	
SDLP – Actual System Performance	
Improvement Plan for Indicator that does not Meet or Exceed SDLP	

e. 2S3 – Academic Proficiency in Science

2S3 - State Determined Level of Performance Target – 70%	Met* or Not Met
SDLP – Actual State Performance	
SDLP – Actual System Performance	
Improvement Plan for Indicator that does not Meet or Exceed SDLP	

f. 3S1 – Post-Program Placement

3S1 - State Determined Level of Performance Target – 95%		Met* or Not Met
SDLP – Actual State Performance		
SDLP – Actual System Performance		
Improvement Plan for Indicator that does not Meet or Exceed SDLP		

g. 4S1 – Non-traditional Program Concentration

4S1 - State Determined Level of Performance Target – 6%		Met* or Not Met
SDLP – Actual State Performance		
SDLP – Actual System Performance		
Improvement Plan for Indicator that does not Meet or Exceed SDLP		

h. 5S3 – Program Quality – Participated in Work-Based Learning

5S3 - State Determined Level of Performance Target – 30%		Met* or Not Met
SDLP – Actual State Performance		
SDLP – Actual System Performance		
Improvement Plan for Indicator that does not Meet or Exceed SDLP		

i. 5S4 – Program Quality – CTE Pathway Completion

5S4 - State Determined Level of Performance Target – 35%		Met* or Not Met
SDLP – Actual State Performance		
SDLP – Actual System Performance		
Improvement Plan for Indicator that does not Meet or Exceed SDLP		

j. 5S5 – Program Quality – Credentials of Value

5S5 - State Determined Level of Performance Target – 50%		Met* or Not Met
SDLP – Actual State Performance		
SDLP – Actual System Performance		
Improvement Plan for Indicator that does not Meet or Exceed SDLP		



## C. Required Questions

### Develop CTAE Course Offerings and Activities

<p>Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one (1) program of study approved by the state of Georgia under Section 124(b)(2).</p> <ul style="list-style-type: none"><li>A. Describe how the results of the comprehensive local needs assessment described in subsection(c) informed the selection of the specific career, technical, and agricultural education programs and activities selected to be funded.</li><li>B. Describe any new programs of study the eligible recipient will develop and submit to the state for approval.</li><li>C. Describe how students, including students who are members of special populations, will learn about their school’s career, technical, and agricultural education course offerings and whether each course is part of a career, technical, and agricultural education program of study.</li></ul>	
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### Collaborate with local workforce development boards and agencies

<p>Describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C.3151(e)(2)), and other partners, will provide—</p> <ul style="list-style-type: none"><li>A. Career exploration and career development coursework, activities, or services.</li><li>B. Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment as described in subsection(c).</li><li>C. An organized system of career guidance and academic counseling to students before enrolling and while participating in a career, technical, and agricultural education programs.</li></ul>	
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### Improve Academic and Technical Skills

<p>Describe how the eligible recipient will improve the academic and technical skills of students participating in career, technical, and agricultural education programs by strengthening the academic and career, technical, and agricultural education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career, technical, and agricultural education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).</p>	
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### Serve Special Populations

<p>Describe how the eligible recipient will</p> <ul style="list-style-type: none"><li>A. Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency</li><li>B. Prepare CTAE participants for non-traditional fields</li><li>C. Provide equal access for special populations to career, technical, and agricultural education courses, pathways, and programs of study.</li><li>D. Ensure that members of special populations will not be discriminated against based on their status as members of special populations</li></ul>	
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### Foster Work-Based Learning

<p>Describe the work-based learning opportunities that the eligible recipient will provide to students participating in career, technical, and agricultural education programs and how the eligible recipient will work with representatives from employers to develop or expand work-based learning opportunities for career, technical, and agricultural education students, as applicable.</p>	
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### Offer Post-Secondary Credit

<p>Describe how the eligible recipient will provide students participating in career, technical, and agricultural education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs, articulated credit, or early college high school, as practicable.</p>	
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### Encourage Professional Development

<p>Describe how the eligible recipient will coordinate with the GaDOE and institutions of higher education to support the recruitment, preparation, retention, and training including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable state certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.</p>	
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### Address Disparities and Gaps

<p>Describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(4)(A)(i)(III) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.</p>	
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# State Determined Levels of Performance

Georgia’s State Determined Levels of Performance for secondary eligible recipients are included in the table below.

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

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

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



## **FY2021 Career, Technical, and Agricultural Education Programs Statement of Assurances for Eligible Recipients**

1. Programs, services, and activities included under this agreement will be operated in accordance with the Carl D. Perkins Career and Technical Act of 2006 as amended by the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V), any subsequent applicable acts, and all applicable Georgia public school laws.
2. Funds will be used to support career and technical education programs of such size, scope, and quality to meet the needs of all students served by the eligible recipient as identified in Section 134(c)(2)(B)(i) and Section 135(b) of Perkins V and to support the objectives identified and included in the eligible recipient's Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.
3. No funds received under Perkins V will be used to require any secondary school student to choose or pursue a specific career pathway or program of study or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery as specified in Section 214 of Perkins V.
4. Every public announcement, bulletin, catalog, and application form will contain notice to publicly attest that the institution does not discriminate on the basis of age, sex, race, color, national origin, or disability. An annual public announcement is made in reference to publicizing the programs of Career and Technical education and the announcement is made understandable to all communities within the area to be served. Federal law prohibits discrimination on the basis of age, sex, race, color, national origin, or disability in educational programs or activities receiving federal financial assistance. (Title VI of the Civil Rights Act of 1964) (Title IX of the Education Amendments of 1972) (Section 504 Rehabilitation Act of 1973) (Age Discrimination Act of 1975).  
<http://www.ed.gov/print/about/offices/list/ocr/docs/nondisc.html>
5. The applicant assures that no funds expended under Perkins V 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 interest of the purchasing entity, its employees, or any affiliate of such an organization. Personnel authorized to purchase equipment shall be advised of this requirement

6. The applicant assures that such fiscal control and fund accounting procedures as may be necessary to ensure proper disbursement of and accounting for career and technical education funds will be provided. Expenditures must be in compliance with standard accounting procedures established by the Georgia Department of Education (GaDOE).
7. Perkins V funds shall be used to supplement and to the extent practical, increase the amount of local/state funds for career and technical education. In no case shall Perkins V funds be used to supplant local/state funds. See Section 211 of Perkins V.
8. In its local application, the eligible recipient shall contain information on the career and technical education course offerings and activities that it will provide with Perkins V funds, including how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study as identified in Section 134(b)(2)(C) of Perkins V. Furthermore, the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare career and technical participants for non-traditional fields; provide equal access for special populations to career and technical education courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations as described in Section 134(b)(5) of Perkins V and to support the objectives as included in the eligible recipient's annual Local Application
9. The projected programs, services, and activities identified in the Local Application for Career and Technical Education were planned in consultation with representatives of the educational and training agencies available in the area to be served and with the participation of members of business and industry, labor organizations, representatives of special populations, parents, students, teachers, and other interested individuals as specified in Section 134(a) of Perkins V as indicated in the eligible recipient's Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.
10. The Local Plan/Application for Career and Technical Education, upon approval by the GaDOE, constitutes an agreement to operate, maintain, and fund the programs and services as identified therein.
11. Appropriate career and technical education administration and supervision at the system and school levels will be provided for the proper and efficient operation of

programs funded under the Georgia Quality Basic Education Act (QBE) and Perkins V in accordance with State Board Rule 160-5-1-.22 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.22.pdf>).

12. Appropriate facilities and qualified personnel will be provided for the programs, services, and activities proposed in this Local Plan for Career and Technical Education.
13. Annual program reports and such other reports as may be required shall be submitted to the GaDOE.
14. The Georgia Statewide TeachGeorgia website (<http://www.teachgeorgia.org>) or an equivalent recruitment and retention tool, is utilized for recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession (Section 134 (b)(8)).
15. Each eligible recipient will annually evaluate progress toward meeting or exceeding each of the performance indicators at the United States Department of Education's approved benchmark, develop and implement strategies and participate in program reviews as conducted by the GaDOE as specified in Section 113(b)(2) of Perkins IV as indicated in the eligible recipient's Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.
16. Evaluation and accountability provisions for the eligible recipient will be carried out in accordance with Section 113 and Section 134(c)(2)(C) and Section 135(b)(5).
17. The eligible recipient's Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application for Career and Technical Education is on file with the local school system. The goals and objectives are linked to the budget page for use of Perkins funds
18. Funds allocated for the Extended Year program will be utilized in accordance with State Board Rule 160-4-3-.09 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.09.pdf>). Eligible recipients shall comply with all accountability and reporting requirements set forth in the grant program application.
19. Funds allocated for the Youth Apprenticeship Program (YAP) will be utilized in accordance with State Board Rule 160-4-3-.13 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.13.pdf>). Eligible recipients shall comply with all accountability and reporting requirements set forth in the grant program application.

20. Funds allocated for Industry Certification will be utilized in accordance with state rules and regulations. Eligible recipients shall comply with all accountability and reporting requirements set forth in the grant program application.
21. For the Extended Day program, funds allocated will be utilized in accordance with State Board Rule 160-4-3-.11 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.11.pdf>) and in accordance with state regulations. Eligible recipients shall comply with all accountability and reporting requirements set forth in grant program applications.
22. For the Young Farmer Agribusiness program, funds allocated will be utilized in accordance with State Board Rule 160-4-3-.07 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.07.pdf>) and in accordance with state regulations. Eligible recipients shall comply with all accountability and reporting requirements set forth in the grant program application.
23. Funds allocated for the Food Systems Technology program will be utilized in accordance with State Board Rule 160-4-3-.08 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.08.pdf>).
24. Federal funds will be made available subject to final Grant Award and instructions from the United States Department of Education (USED). Funds for state grant programs will be available pending approval of the FY21 state budget.
25. This one-year application for funding is based on the objectives of the eligible recipient's Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application for Career and Technical Education as submitted by the local school system. Each eligible recipient will be a part of the Monitoring and Risk Assessment process resulting in a plan for improvement.
26. The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) is a federal act. The requirements set forth in relation to this act may not be waived under charter status by eligible recipients accepting funds in relation to this act.



By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.

By marking this box, the eligible recipient has read, understood, and agrees to abide by the general assurances listed above.



# Appendix F.

## Local Application Templates

### Postsecondary Application



***Technical College System of Georgia  
Office of Technical Education***

**FY 2021-2024  
Perkins Local Application**

**March 2020**

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The Perkins Local Application must be submitted to Ms. Burnette Cockfield <bcockfield@tcsd.edu>.  
The FY2021 budget request must be submitted to Mr. Randy Dean <rdean@tcsd.edu> no later than  
**April 30, 2020.**

## **General Education Provisions Act § 427(b)**

Describe the steps the college will take to ensure equitable access to, and participation in, its Federally-assisted program(s) for students, teachers, and other program beneficiaries with special needs as contained in the General Education Provisions Act § 427(b). (See following instructions.)

### **General Education Provisions Act Instructions § 427(b)**

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

**Perkins Local Application Agreement  
Signature Page  
Fiscal Years 2021-2024**

**Submitted for:** \_\_\_\_\_

College

\_\_\_\_\_  
Address Line 1

\_\_\_\_\_  
Address Line 2

**College DUNS #:** \_\_\_\_\_

**Submitted to:** Ms. Burnette Cockfield  
Grants and Contracts Coordinator  
Technical College System of Georgia  
1800 Century Place, Suite 400  
Atlanta, Georgia 30345

This Perkins Local Application for federal career and technical education funds constitutes an agreement to operate, maintain, and fund the programs and services as identified herein. This agreement becomes effective upon formal review by the technical college's president and upon execution by the Assistant Commissioner for Technical Education pursuant to authorization by the State Board of the Technical College System of Georgia.

**Submitted by:** \_\_\_\_\_

Signature of President



Insert signature

**For State Office Use Only**

**Recommended by:** \_\_\_\_\_

Signature of Director, Grants Management

**Approved by:** \_\_\_\_\_

Signature of Assistant Commissioner, Office of Technical Education,  
Technical College System of Georgia

**Date:** \_\_\_\_\_



## Statements of Assurance

By the official signing and approval of the Perkins Local Application for federal career and technical education funds, the technical college president assures the State Board of the Technical College System of Georgia of the following:

Each eligible recipient that receives assistance under the Perkins V shall provide the following assurances through the local application. State monitoring activities will evaluate compliance by local recipients. The applicant assures:

1. Federal funds will be used to provide career and technical education in programs that are of such size, scope, and quality as to be effective; the college will integrate academic and career and technical education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; the college will provide equitable participation in such programs for members of special populations.
2. Each public announcement, bulletin, catalog, and all application forms will contain notice to publicly attest that the institution does not discriminate on the basis of age, sex, race, color, national origin or disability. An annual public announcement is made in reference to publicizing the programs of career and technical education, and the announcement is made understandable to all communities within the area to be served. Effective strategies will be developed and implemented to eliminate sex discrimination and sex role stereotyping in career and technical education.
3. Programs of staff development shall be funded to further the goals identified in the local plan.
4. 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 interest of the purchasing entity or its employees or any affiliate of such an organization. Career technical personnel authorized to purchase equipment shall be advised of this requirement. State career technical personnel authorized to purchase equipment shall be advised of this requirement. Each approved local plan shall contain this assurance and shall be monitored by the State.
5. Provisions will be made for such fiscal control and fund accounting procedures as may be necessary to assure that proper disbursement of, and accounting for, career technical funds will be provided. Expenditures must be in compliance with standard accounting procedures established by the State of Georgia.
6. Federal career technical funds made available will be used to supplement and to the extent practical, increase the amount of local/state funds for career and technical education and in no case to supplant such local/state funds.
7. Provisions will be made for activities to prepare special populations who are enrolled in career and technical education programs, for high skill, high wage, or in demand occupations that will lead to self-sufficiency.
8. Activities will be provided to link secondary and post-secondary career technical education. This includes offering career technical education programs of study.
9. All occupational programs of career and technical education funded under the Perkins V can be demonstrated to prepare students for paid employment, prepare individuals for successful completion of such programs or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.

- 10. All programs, services and activities covered by this local application and annual budgets will be operated in accordance with state and federal laws, regulations and approved rules as established by the Georgia State Board of Education, the State Board of the Technical College System of Georgia, and the State Plan for Career and Technical Education.
- 11. The college agrees to the Perkins Grant Fiscal Requirements.

---

College



Insert  
signature

---

Signature of Technical College President

---

Date

## Certifications

# CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS

The grant recipient certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the Applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b. Establishing an on-going drug-free awareness program to inform employees of the following:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The Applicant's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph a.;
- d. Notifying the employee in the statement required by paragraph a. that, as a condition of employment under the grant, the employee will do the following:
  - (1) Abide by the terms of the statement; and
  - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency in writing, within ten calendar days after receiving notice under subparagraph d.(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph d.(2), with respect to any employee who is so convicted:
  - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs a. thru f.

## **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – GRANT RECIPIENT COVERED TRANSACTIONS**

### **Instructions for Certification**

The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective grant recipient knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

By signing and submitting this proposal, the prospective grant recipient is providing the certification set out below:

1. The prospective grant recipient shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective grant recipient learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
2. The prospective grant recipient agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
3. The prospective grant recipient further agrees by submitting this proposal that it will include the clause titled, "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Grant Recipient Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
4. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
5. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
6. Except for transactions authorized under paragraph 2 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with

which this transaction originated may pursue available remedies, including suspension and/or debarment.

### **Certification**

1. The prospective grant recipient certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective grant recipient is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

The undersigned swears that the foregoing statement is true and correct. Any material misrepresentation will be grounds for terminating any contract which may be awarded and for initiating action under Federal or State laws concerning false statements.

## **CERTIFICATION FOR LOBBYING**

### *Certification for Contracts, Grants, Loans, and Cooperative Agreements*

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### **Executive Orders**

**13043:** Pursuant to Executive Order 13043, Increasing Seat Belt Use in the United States, dated April 16, 1997, recipients are encouraged to adopt and enforce on-the-job seat belt policies and programs for their employees when operating company-owned, rented, or personally owned vehicles.

**13513:** Pursuant to Executive Order 13513, Federal Leadership On Reducing Text Messaging While Driving, dated October 1, 2009, recipients and subrecipients are encouraged to adopt and enforce policies that ban text messaging while driving company-owned or -rented vehicles or GOV, or while driving POV when on official Government business or when performing any work for or on behalf of the Government. Recipients and subrecipients are also encouraged to conduct initiatives of the type described in section 3(a) of this order.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

<b>NAME OF Applicant:</b>	_____
	(College)
<b>Perkins Local Application</b>	
<b>PROJECT AWARD NUMBER AND/OR PROJECT NAME</b>	Perkins V - Basic Grants To States
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	_____
_____	_____
<b>SIGNATURE TECHNICAL COLLEGE PRESIDENT</b>	<b>DATE</b>





## Perkins V Local Application FY 2021-2024

\_\_\_\_\_ Technical College

SEC. 134. [20 U.S.C. 2354] LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

(a) LOCAL APPLICATION REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

(b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

### **Question 1: Comprehensive Needs Assessment**

**(1) a description of the results of the comprehensive needs assessment conducted under subsection (c);**

Click or tap here to enter text.

### **Question 2: CTE Courses and Offerings**

**(2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—**

Course offerings and activities to be funded

Click or tap here to enter text.

Perkins Programs of Study

The college will offer the following TCSG-approved Perkins Program(s) of Study that is (or are) expected to have enrollment during FY 2021-2024:

Click or tap here to enter text.

**(2A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;**

Click or tap here to enter text.

**(2B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and**

Click or tap here to enter text.

**(2C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;**

Click or tap here to enter text.

### **Question 3: Career Exploration and Guidance**

**(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—**

**(A) career exploration and career development coursework, activities, or services;**

Click or tap here to enter text.

**(3B) career information on employment opportunities that incorporate the most up-to-date information on highskill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and**

Click or tap here to enter text.



**(3C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;**

Click or tap here to enter text.

#### **Question 4: Integration of Academic Standards in CTE Programs**

**(4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);**

Click or tap here to enter text.

#### **Question 5: Serving Special Populations**

**(5) a description of how the eligible recipient will—**

**(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**

Click or tap here to enter text.

**(5B) prepare CTE participants for non-traditional fields;**

Click or tap here to enter text.

**(5C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and**

Click or tap here to enter text.

**(5D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;**

Click or tap here to enter text.

**Question 6: Work-Based Learning Opportunities**

**(6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;**

Click or tap here to enter text.

**Question 7: Dual Enrollment Opportunities**

**(7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.**

Click or tap here to enter text.

**Question 8: Recruitment, Preparation, Retention and Training of Faculty and Staff**

**(8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and**

Click or tap here to enter text.

**Question 9: Addressing Disparities and Gaps in Performance**

**(9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.**







Click or tap here to enter text.

**Local Levels of Performance\***

Measure	2020-2021	2021-2022	2022-2023	2023-2024
1P1	99.10%	99.10%	99.10%	99.10%
2P1	58.90%	59.30%	59.60%	60.00%
3P1	15.60%	15.70%	15.80%	15.90%

\*Excepting local negotiation as per Section 113(b)(4)(A)(i).

# Perkins V Budget Software Sample Extract

<b>Description:</b>	<input type="text"/>		Add a new Item
<b>Justification:</b>	<input type="text"/>		Delete this Item
<b>Program:</b>	<input type="text"/>		Filter by Selection
<b>Amount:</b>	<input type="text" value="\$0.00"/>	<b>Admin %:</b>	<input type="text" value="0.00%"/>
<b>Type:</b>	<input type="text"/>	<b>id:</b>	<input )"="" type="text" value="New"/>
<b>Requirement</b>	<input type="text"/>	<b>Indicator:</b>	<input type="text"/>
<input type="button" value="Add Secondary Requirement"/>			Find in field
			Sort field
			Exit

Record: 14 of 9 | No Filter | Search

**Appendix G.**  
Comprehensive Local Needs  
Assessment  
Secondary CLNA Template



**APPENDIX G: COMPREHENSIVE LOCAL NEEDS ASSESSMENT  
SECONDARY CLNA TEMPLATE**

**Georgia Department of Education  
Career, Technical & Agricultural Education  
Perkins V  
Comprehensive Local Needs Assessment**

# Comprehensive Local Needs Assessment

## A. Consultation

### Identification of Team

The comprehensive local needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the eligible recipient. (N/A may be used if the does not have a required team member employed by their system).

#### Required Team Members

Position/Role	Name(s)
Superintendent/Assistant Superintendent	
School Administrator(s)	
CTAE Director	
Title I, Part A Director	
Homeless Liaison (McKinney-Vento Homeless)	
Neglected & Delinquent Coordinator	
Rural Education Initiative Coordinator	
Special Education Director	
Foster Care Point of Contact	
Title II Part A Coordinator	
Title III Director	
Title IV Director	
School Counselor(s)	
CTAE Teachers	
Specialized Instructional Support Personnel & Paraprofessionals	
Work-Based Learning Coordinator	

#### Recommended and Additional Team Members

Position/Role	Name(s)
Human Resources Director	
High School Curriculum Director	
Academic Teacher(s)	



## Identification of CTAE CLNA Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the ELIGIBLE RECIPIENT.

### Required Stakeholders

Position/Role	Title and Business/Industry or Agency	Name(s)
Postsecondary Career and Technical Education Faculty and Administrators		
Business & Industry Representatives		
Representatives of State or Local workforce board		
CTAE Parents		
CTAE Students		
Representatives of Special Populations		
Representatives of Teacher Prep Programs		

### Recommended and Additional Stakeholders

Position/Role	Title and Business/Industry or Agency	Name(s)
Chamber of Commerce Representative		
Development Authority Representative		
Department of Labor Representative		
Military Liaison		
Local Head Start Representatives (regular and/or migrant Head Start agencies)		
Family Connection Representative		

## B. Data Collection and Analysis

### Core Indicators of Performance

Evaluating CTAE concentrators' performance on the core indicators of performance

<b>Exemplary</b>	All Core Indicators of Performance were met	
<b>Operational</b>	Seven or more Core Indicators of Performance were met	
<b>Emerging</b>	Four to six Core Indicators of Performance were met	
<b>Not Evident</b>	Three or less Core Indicators of Performance were met	

What does the data say about student achievement? Sub-groups? Special populations?	
--	--

Where do the biggest gaps in performance exist between groups of learners for each core indicator?	
--	--

## Labor Market Alignment

### Determining Labor Marketing Demand

<b>Exemplary</b>	All current Career Pathway Programs of Study align to current industry demand and needs.	
<b>Operational</b>	Half (50%) of current Career Pathway Programs of Study align to current industry demand and needs. Projected industry growth has been analyzed and processes are in place to phase in new Career Pathway Programs of Study and phase out those that do not align to industry demand.	
<b>Emerging</b>	One/Fourth (25%) of current Career Pathway Programs of Study align to current industry demand and needs. Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	
<b>Not Evident</b>	No evidence of an alignment.	

What industries are projected to grow the most in Georgia, your region, or local area in the short, medium and long terms? Which of these occupations meet a state determined definition of high-skill, high-wage, and/or in-demand?	
--	--

Which of your CTAE pathway offerings expose learners to <b>all</b> the high-skill, high-wage and in-demand industry sectors or occupations in your region? Where are there gaps?	
--	--

Which pathways have insufficient or non-existent employer engagement?	
---	--

What is the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation and/or phasing out/closure of CTAE pathways?	
--	--

What percentage of your students are participating in meaningful work-based learning experiences? How does this vary across pathways or Career Clusters? Across student groups?	
---	--

Are there immediate employer needs in your community that you can help meet? If yes what are those needs? What about longer term needs toward which you can start building a pipeline?	
--	--

## Size, Scope and Quality

Ensuring complete CTAE pathways offered are sufficient in size, scope and quality to meet the needs of all students served.

<b>Exemplary</b>	Eligible recipient exceeds the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9-12 student enrollment. All complete CTAE pathways offered by the eligible recipient must have all of the following characteristics: high-skill, high-wage or local in-demand occupation.	
<b>Operational</b>	Eligible recipient meets the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9 – 12 student enrollment. Each complete CTAE pathway offered by the eligible recipient must have at least one of the following characteristics: high-skill, high-wage or local in-demand occupation.	
<b>Emerging</b>	Eligible recipient has at least one required complete CTAE pathway and career cluster (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9 – 12 student enrollment. The one complete CTAE pathway offered by the eligible recipient must have one of the following characteristics: High-skill, high-wage or local in-demand occupation.	
<b>Not Evident</b>	Eligible recipient has no evidence of a complete CTAE pathway and career cluster.	

How many CTAE pathways are offered in your system? How many Career Clusters? How do these numbers align with the state-required number of CTAE Pathways?	
--	--

What percentage of pathway completers are earning recognized credentials of value? Which credentials? How does credential attainment vary across pathways? Across student groups?	
---	--

Describe your maintenance and upgrade process that ensures your facilities and equipment are adequate given your pathway offerings, student enrollment and labor market needs?	
--	--

What percentage of learners have opportunities to participate in career technical student organizations (CTSOs)? How integrated are CTSOs with the pathway curriculum? How does this vary across pathways? Across student groups?	
---	--

## Career Pathway Programs of Study Implementation

### Implementing the full scope of Program of Study

<p><b>Exemplary</b></p>	<p>All of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> <li>• incorporates challenging state academic standards</li> <li>• addresses both academic and technical knowledge and skills, including employability skills</li> <li>• aligns with the needs of industries in the economy of the state, region, or local area</li> <li>• progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</li> <li>• has multiple entry and exit points that incorporate credentialing</li> <li>• culminates in the attainment of a recognized postsecondary credential</li> </ul>	
<p><b>Operational</b></p>	<p>Half (50%) of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> <li>• incorporates challenging state academic standards</li> <li>• addresses both academic and technical knowledge and skills, including employability skills</li> <li>• aligns with the needs of industries in the economy of the state, region, or local area</li> <li>• progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</li> <li>• has multiple entry and exit points that incorporate credentialing</li> <li>• culminates in the attainment of a recognized postsecondary credential</li> </ul>	
<p><b>Emerging</b></p>	<p>One/Fourth (25%) of the CTAE Pathways have implemented the full scope of Program of Study which:</p> <ul style="list-style-type: none"> <li>• incorporates challenging state academic standards</li> <li>• addresses both academic and technical knowledge and skills, including employability skills</li> <li>• aligns with the needs of industries in the economy of the state, region, or local area</li> <li>• progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction)</li> <li>• has multiple entry and exit points that incorporate credentialing</li> <li>• culminates in the attainment of a recognized postsecondary credential.</li> </ul>	

<b>Not Evident</b>	No evidence of a pathway with the full scope of program of study.	
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How many of your programs of study have multiple entry and exit points? How does this vary across programs? Which stackable credentials are provided and in which programs?	
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Which pathways do you offer that incorporate relevant academic, technical and employability skills at every learner level? Do you currently offer an employability skills program for your CTAE students? If yes, which program and how is business and industry involved?	
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What process is in place to ensure secondary and postsecondary alignment provides students a seamless transition? What process is in place to ensure secondary and postsecondary course duplication does not occur?	
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## Recruitment, Retention, and Professional Learning

Establishing and implementing processes to improve Recruitment, Retention, and Professional Learning of CTAE teachers, leaders, and staff.

<b>Exemplary</b>	The eligible recipient CTAE teaching staff is made up of a diverse group of professional individuals who have been in their current position 3 years or more. Each CTAE teacher has a professional development plan in place.	
<b>Operational</b>	The eligible recipient has a one to ten percent (1% - 10%) or less turnover in CTAE staff for the last 3 years. Ninety to ninety-five percent (90% - 95%) of the CTAE teaching staff has been in their current role for at least 3 years and has a professional development plan in place. (CTAE teachers who are promoted within the county are exempt from the ten percent (10%) turnover in personnel).	
<b>Emerging</b>	The eligible recipient has a ten to fifteen percent (10% - 15%) or less turnover in CTAE staff for the last 3 years. Eighty-five to ninety percent (85% - 90%) of the CTAE teaching staff has been in their current role for at least 3 years. (CTAE teachers that are promoted within the county are exempt from the fifteen percent (15%) turnover in personnel).	
<b>Not Evident</b>	The eligible recipient has had sixteen percent (16%) or more turnover in the last 3 years.	

Which pathways do you need to develop or recruit faculty and staff due to looming retirements, growing student interest and/or emerging priority employment areas?	
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How diverse is your faculty and staff? To what degree does it reflect the demographic makeup of your student body? What processes are in place to recruit new educators?	
--	--

When and how do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?	
---	--

How does the eligible recipient support CTAE teachers striving to upgrade skills and knowledge through professional development?	
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## Equity and Access

### Progress towards Improving Equity and Access

<b>Exemplary</b>	Strategies are in place to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
<b>Operational</b>	Strategies are in place <b>BUT</b> not utilized by ALL staff to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
<b>Emerging</b>	Some strategies are being implemented to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. A few programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
<b>Not Evident</b>	No evidence of strategies.	

Which population groups are underrepresented in your CTAE programs overall? Which are underrepresented in particular program areas? Overrepresented?	
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<p>What barriers currently exist that prevent special population groups from accessing your programs? (individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who-is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101 (d)(1) of such title).</p>	
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<p>What efforts have been made to recruit and retain diverse populations of learners, including students with special pops into your programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective?</p>	
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<p>What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning, dual enrollment and CTSOs? Which student groups are most affected by these barriers?</p>	
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## Root Cause Analysis - Part A

### Overarching Need # 1

Overarching Need	
How severe is the need?	
Is the need trending better or worse over time?	
Can Root Causes be Identified?	
Priority Order	

Additional Considerations	
---------------------------	--

### Overarching Need # 2

Overarching Need	
How severe is the need?	
Is the need trending better or worse over time?	
Can Root Causes be Identified?	
Priority Order	

Additional Considerations	
---------------------------	--

### Overarching Need # 3

Overarching Need	
How severe is the need?	
Is the need trending better or worse over time?	
Can Root Causes be Identified?	
Priority Order	

Additional Considerations

## Root Cause Analysis - Part B

Overarching Need:

### Root Cause #1

Root Cause(s) to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Element(s)	List of Elements to choose from

Additional Considerations	
---------------------------	--

### Root Cause #2

Root Cause(s) to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Element(s)	List of Elements to choose from

Additional Considerations	
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### Root Cause #3

Root Cause(s) to be Addressed	
This is a root cause and not a contributing cause or symptom	
This is something we can affect	
Impacted Element(s)	List of Elements to choose from

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Additional Considerations



**Appendix G.**  
Comprehensive Local Needs  
Assessment  
Postsecondary CLNA Template



**APPENDIX G: COMPREHENSIVE LOCAL NEEDS ASSESSMENT  
POSTSECONDARY CLNA TEMPLATE**



## **Perkins Local Area Needs Assessment Report FY 2021-2022**

**College Name:** Select a college

**Date of last revision:** Click or tap to enter a date.

The purpose of this template is to assist TCSG colleges prepare the content of the Comprehensive Local Needs Assessment. Detailed instructions for completing the report are in the Perkins Local Area Needs Assessment Report Guide (PLANAR).

To be eligible to receive financial assistance under this part of Section 134 (c) an eligible recipient shall—

- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
- (B) not less than once every 2 years, update such comprehensive local needs assessment.

### **Section 1: Consultation (Groundwork)**

**Section 134(d): CONSULTATION.**—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

- (4) parents and students;
- (5) representatives of special populations;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

**List of Perkins Leadership Team members (including position titles):**

Click or tap here to enter text.

**List of Stakeholders consulted (including organizations and position titles):**

This may include some members of the Perkins Leadership Team and other internal stakeholders.

Click or tap here to enter text.

## **Section 2. Comprehensive Needs Assessment Requirements**

### **A. Student Performance Evaluation**

**Section 134(c)(2)(A):** An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C) of the Elementary and Secondary Education ACT of 1965.

#### **Evaluate and analyze student performance data for core indicators-P1, P2 & P3**

Click or tap here to enter text.

### **B. CTE Program Sufficiency and Alignment**

**Section 134(c)(2)(B):** A description of how career and technical education programs offered by the eligible recipient are—

- (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
- (ii)
  - (I) aligned to State, regional, Tribal, or local in demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)



(referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or  
(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

**Describe how the college’s CTE programs are sufficient in size, scope and quality; and how the programs are aligned with local in-demand industry sectors or occupations, or are designed to meet local education or economic needs.**

Click or tap here to enter text.

**C. Assess Progress Towards Program Implementation**

**Section 134(c)(2)(C):** An evaluation of progress toward the implementation of career and technical education programs and programs of study.

**Assess the institution’s progress towards implementing programs and Perkins Programs of Study**

Click or tap here to enter text.

**D. Recruitment, Retention and Training**

**Section 134(c)(2)(D):** A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

**Describe recruitment, retention, and training of CTE Faculty, career and academic counselors, and those working with students of special populations (include costs related to these activities).**

Click or tap here to enter text.

**E. Progress Towards Implementation of Equal Access**

**Section 134(c)(2)(E):** A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
- (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

**Describe progress towards implementation of equal access (equity). Be sure to identify root causes (based on quantitative and qualitative data), promising practices and strategies. Also describe how the college will provide opportunities for special populations to be successful in high-skill, high-wage, or in-demand occupations.**

Click or tap here to enter text.

### **Section 3: Summary of Results**

Using findings to drive local applications and local uses of funds

#### **SECTION 135. [20 U.S.C. 2355] LOCAL USES OF FUNDS.**

(a) General Authority.—Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment described in section 134(c).

**New programs to be developed, if any (include brief rationale):**

Click or tap here to enter text.

**Current programs needing additional support (include brief rationale):**

Click or tap here to enter text.

**Supports for student success, with a focus on Special Populations (include brief rationale):**

Click or tap here to enter text.

**Supports for faculty and staff working on CTE programs, including professional development (include brief rationale):**

Click or tap here to enter text.

**Other needs identified with stakeholder input (include brief rationale):**

Click or tap here to enter text.

### **Section 4: Sustainability and Continued Consultation**

**Section 134(c)(2)(e)**

**(e) CONTINUED CONSULTATION.**—An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to –

(1) provide input on annual updates to the comprehensive needs assessment required under the subsection (c )(1)(B)

(2) ensure programs of study are

(A) responsive to community employment needs;

(B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner- Peyser Act (29 U.S.C. 491–2(e)(2)(C));

(D) designed to meet current, intermediate, or long-term labor market projections; and

(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

(3) identify and encourage opportunities for work-based learning; and

(4) ensure funding under this part is used in a coordinated manner with other local resources.

### **How will the college seek continued consultation?**

Click or tap here to enter text.



# Appendix H.

## Memorandum of Agreement



.PPENDIX H: MEMORANDUM OF AGREEMENT

STATE OF GEORGIA  
MEMORANDUM OF AGREEMENT  
BETWEEN

THE STATE BOARD OF EDUCATION  
AND  
THE STATE BOARD OF TECHNICAL AND ADULT EDUCATION

Pmsuant to Section 121, Public Law 109-270 (The Carl D. Perkins Career and Technical Education Improvement Act of 2006), the State Board of Education is authorized to delegate responsibilities for the administration and operation of federal funded career technical education programs, in whole or in part, to one or more appropriate agencies.

Now, therefore, be it resolved that the State Board of Education recognizes the governing authority of the State Board of Technical and Adult Education over postsecondary vocational education, effective July 1, 1985 (OCGA § 20-4-18).

The State Board of Technical and Adult Education makes the following assmances.

- (1) The State Board of Technical and Adult Education shall operate those postsecondary career technical programs, services, and activities which are funded in whole or in part with federal career technical education funds. It shall be responsible for planning, implementing, administering, supervising, conducting, and evaluating the use of these funds in a manner consistent with federal law and regulations.
- (2) The State Board of Technical and Adult Education shall develop in a timely manner the postsecondary portion of the State Plan for Career Technical Education.
- (3) The State Board of Technical and Adult Education shall provide reports at such times as may be required to comply fully with the federal law and regulations.

The State Board of Education will insme that the Division of Career, Technical and Agricultmal Education will provide to the State Board of Technical and Adult Education such information and coordination as may be appropriate and/or required to comply with the Georgia State Plan for Career Technical Education.

The State Board of Education and the State Board of Technical and Adult Education will cooperate in fulfilling the responsibilities and requirements while utilizing federal career technical education funds. Funds will be utilized by each agency as identified below.

	Activities	State Board of Education	State Board Technical and Adult Education
I.	State Administration	50 percent	50 percent
II.	State Leadership	50 percent	50 percent
III.	Basic Grants	50 percent	50 percent
IV.	Corrections	100 percent	

This Memorandum of Agreement will be reviewed upon significant federal legislation re-authorization or amendments to the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and/or State law. This agreement becomes effective upon signing and remains in effect until revised, or as long as the Carl D. Perkins Career and Technical Education Improvement Act of 2006 or its successor remains in effect.

[Signatures are on the next page.  
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**For the State Board of Education**

5-8-07  
Date

Wanda L. Baus  
Chairman  
State Board of Education

'f/z.0/07  
Date

Kathy Cox  
State School Superintendent  
State Board of Education

**For the State Board of Technical and Adult Education**

3/1/07  
Date

B. A. Cox  
Chairman  
State Board of Technical and Adult Education

3/1/07  
Date

[Signature]  
Commissioner  
Department of Technical and Adult Education

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