

## CONSULTATION

## 1.1 Identification of Team

Identification of Team

## Required Team Members

Position/Role	Name	
Superintendent/ Assistant Superintendent	Dr. Archibald Alabama, Beatrice Alaska	
School Administrator(s)	ABC School - Charlie Arizona, 123 School - Dorothy Arkansas	
CTAE Director	Elmer California	
Title I, Part A Director	Frances Colorado	
Homeless Liaison (McKinney-Vento Homeless)	Garfield Connecticut	
Neglected & Delinquent Coordinator	Frances Colorado (also Title 1 Director)	
Rural Education Initiative Coordinator	N/A (District does not have this position)	
Special Education Director	Hazel Delaware	
Foster Care Point of Contact	Isadora Florida	
Title II Part A Coordinator	Julien Georgia	
Title III Director	Julius Georgia (Title 11 and Title 111 Director)	
Title IV Director	Kate Hawaii	
School Counselor(s)	ABC school - Lamont Idaho, 123 school - Myrtle Illinois	
CTAE Teachers	Norman Indiana (Ag ), Ophelia Iowa (Culinary)	
Specialized Instructional Support Personnel & Paraprofessionals	Dr. Percy Kansas	
Work-Based Learning Coordinator	Quinton Kentucky	

## Recommended and Additional Team Members

## Recommended and Additional Team Members

Position/Role	Name	
Human Resources Director	Rhoda Louisiana (HR Tech 1)	
High School Curriculum Director	Sophie Maine	
Additional Members	Dr. Theodore Maryland (Math), Ursula Massachusetts (Science)	

## CONSULTATION

## 1.2 Identification of CTAE CLNA Stakeholders

Identification of CTAE CLNA Stakeholders

## Required Stakeholders

Position/Role	Title and Business/Industry or Agency	Name
Postsecondary Career and Technical Education Faculty and Administrators	Dean of One-Stop Technical College, Automotive Instructor of One-Stop Technical College	Dean Victor Michigan, Instructor Wilber Minnesota
Business & Industry Representatives	President of I -Protection Insurance, Foreman of Golf Carts Manufacturing Co.	President Xavier Mississippi, Foreman Yvette Missouri
Representatives of state or local workforce board	WIOA Representative	Zackary Montana
CTAE Parents	Google Survey to ALL CTAE Parents	103 parents completed the survey and the results/names are located in the FY20 Perkins Notbook in the CTAE Director's office
CTAE Students	Survey given to all CTAE Students in the 3rd Course of their pathway	67 students completed the survey and the results/names are located in the FY20 Perkins Notbook in the CTAE Director's office
Representatives of Special Populations	Case Manager of Georgia Foster Care	Ava Nebraska
Representatives of Teacher Prep Programs	Instructor - TAPP, Dean - PACTE	TAPP - Dr. Betsy Nevada, PACTE- Dr. Calvin New Hampshire

## Recommended and Additional Stakeholders

Position/Role	Title and Business/Industry or Agency	Name
Chamber of Commerce Representative	Executive Director of Nameless Chamber	Darcy New Jersey
Development Authority Representative	Executive Director of Nameless County	Elliot New Mexico
Department of Labor Representative	Administrator of the GA. Dept. of Labor	Farrah New York
Military Liaison	N/A	Not near a military base
Family Connection Representative	N/A	N/A
Additional Stakeholders	County Representative of Family Connection	Gregor North Carolina

## 1. DATA COLLECTION AND ANALYSIS

### 1.1 Core Indicators of Performance

Evaluating CTAE concentrators' performance on the core indicators of performance		
<b>Emerging</b>	Four to six Core Indicators of Performance were met	✓
<b>Exemplary</b>	All Core Indicators of Performance were met	
<b>Not Evident</b>	Three or fewer Core Indicators of Performance were met	
<b>Operational</b>	Seven or more Core Indicators of Performance were met	

<b>1. What does the data say about student achievement? Sub-groups? Special populations?</b>	<p>Crawley County met the following indicators: 1S1, 1S2, 2S1, 3S1, 5S4, and 5S5. We missed meeting 2S2 by 10 points, 2S3 by 14 points, 4S1 by 1 point, and 5S3 by 8 points. All subgroups performed well except Hispanic students in 2S1 and 2S3. Although we met 2S1 as a district, Hispanic students did not perform as well as we would like to see. For 2S3, Hispanic students underperformed other subgroups as well as the district. Special populations struggled with 2S1, 2S2, 2S3, and 5S5. They were close for 2S1 and 2S2, but focused attention needs to be made for 2S3 and 5S5. 4S1 was so close to being met that an overall improvement plan will help raise participation for that indicator.</p>
--	--

<b>2. Where do the biggest gaps in performance exist between groups of learners for each core indicator?</b>	<p>The largest gaps in performance are definitely within our special populations students. Further analysis showed that special populations students are struggling most in FACS at Bates High, and Engineering and Cybersecurity at Gregson High.</p> <p>1S1 - no large performance gaps                  1S2 - no large performance gaps                  2S1 - performance gaps with Hispanic and with special populations                  2S2 - performance gaps with special populations                  2S3 - performance gaps with Hispanic and with special populations                  3S1 - no large performance gaps                  4S1 - no large performance gaps, but improvement could be made in female participation in Engineering                  5S3 - no large performance gaps                  5S4 - no large performance gaps                  5S5 - performance gaps with special populations</p>
--	--

## 1. DATA COLLECTION AND ANALYSIS

### 1.2 Labor Market Alignment

Determining Labor Marketing Demand		
<b>Emerging</b>	One/Fourth (25%) of current career pathways 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>Exemplary</b>	All current career pathways align to current industry demand and needs.	
<b>Not Evident</b>	No evidence of an alignment.	
<b>Operational</b>	Half (50%) of current career pathways align to current industry demand and needs. Projected industry growth has been analyzed and processes are in place to phase in new career pathways and phase out those that do not align to industry demand.	✓

<p><b>1. 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?</b></p>	<p>Occupations for Georgia (2018) -                      Accountants/Auditors - annual openings 4,190, salary entry \$40,580 high-skill, high wage                      Landscape Architects - annual openings 92, Salary entry \$42,610 high-skill, high wage/AL                      Electricians - annual openings 2,180, Salary entry \$31,890 high-skill/AL                      Market Research Analyst - annual openings 2,500, Salary entry \$34,990 high-skill, high wage/AL                      annual openings 720 Salary entry \$73,280                      Software Developers, Applications - annual openings 2,310, Salary entry \$55,990 high skill, high wage/AL                      Correctional Officers &amp; Jailers (High School Degree) annual openings 1,240, Salary entry \$26,320 Local -In-demand/AL                      Medical Assistants annual openings 3,170, Salary entry \$23,040 Local - In-Demand/AL                      Certified Nursing Assistants annual openings 5000, Salary entry \$18,860/AL                      Occupations for the Region - Medical - Biggest Employer - 2 Hospitals in the next county/AL                      Occupations for the Local Area - Agriculture (Forestry, Cattle, and Crops), new Federal Prison &amp; Prison Hospital and Education (School District)/AL</p>
--	---

<p><b>2. List your current CTAE pathways by clusters. Which of your CTAE pathway offerings expose learners to all the high-skill, high-wage and in-demand industry sectors or occupations in your region? Where are there gaps?</b></p>	<p>List of CTAE Pathways by Cluster                      Agriculture, Food &amp; Natural Resources - Agriscience Systems, Agriculture Mechanics Systems (high-skilled), Forestry &amp; Wildlife Systems, Horticulture &amp; Animal Science (Local In-demand)                      Architecture &amp; Construction – Welding (high -skill)                      Business, Management &amp; Administration - Business &amp; Technology                      Education &amp; Training - Early Childhood Care &amp; Education                      Government &amp; Public Administration - JROTC                      Health Science - Therapeutic Services-Patient Care (high Skill)                      Hospitality &amp; Tourism - Culinary Arts (high-skill)                      Law, Public Safety, Corrections &amp; Security - Law Enforcement/Forensic</p>
---	---

	<p>Science (Local- In-demand)  Marketing - Marketing &amp; Management (high-skilled) (high-wage)  STEM - Engineering &amp; Technology (high-skill, high wage)</p>
<p><b>3. Which pathways have insufficient or non-existent employer engagement?</b></p>	<p>Culinary - Students enjoy culinary but demand for culinary jobs are less than 10 for our county including the county next to us. We may need to modify the program for our Family Consumer Science teacher to teach Food Science with all the dietary needs at the hospitals plus livestock or open up 2 early childhood education pathways with the shortage of teachers.  Business &amp; Technology has been on the decline and our employers would like us to move to the Finance cluster or IT cluster. This will increase business involvement in advisory committees as well as creating additional work-based learning opportunities.</p>
<p><b>4. 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?</b></p>	<p>Currently we have an advisory board that consists of post-secondary partners and business/industry partners. Just in the last year, we have been working together to offer pathways that meet our district's needs plus meet our students' needs to be successful in the future workforce. So far all we have done is listen to our stakeholders and surveyed our parents and students. We have not closed or modified any pathways for FY20. We are planning to modify our Health Science offering by phasing out our Patient Care pathway and opening the Allied Health pathway (Respiratory, Radiology, Rehab, Surgery, Lab, Medical Office Assistant, etc...) to align with our technical college and fill more positions at the hospitals. The student survey and the YOUScience results showed the students had a wide variety of healthcare science interests and aptitudes.</p>
<p><b>5. 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?</b></p>	<p>50% of our students have meaningful work-based learning experiences. We have trouble placing students in Culinary, and Marketing because our county has very few positions in those areas. We also struggle placing students in WBL out of the Law Enforcement cluster because of the age limitation being 18. We have 0 Hispanic students in WBL. All other subgroups are represented, including special populations.</p>
<p><b>6. 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?</b></p>	<p>The new federal prison needs employees and if we change our pathway from Law Enforcement/Forensic Science to Correction Services then we could have a direct pipeline for our pathway completers to go straight to work from high school. This would help our new employer with immediate needs.</p>

## 1. DATA COLLECTION AND ANALYSIS

### 1.3 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>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>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>Not Evident</b>	Eligible recipient has no evidence of a complete CTAE pathway and career cluster.	
<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.	✓

<p><b>1. 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?</b></p>	<p>We have 13 pathways and 10 Clusters. Our FTEs are 319 and we received a Full Supervision State Grant.</p> <p>Our 9th - 12th grade student enrollment is 1537 students. We are required to offer 4 CTAE pathways in 4 different clusters. We meet the size requirement.</p> <p>Agriculture, Food &amp; Natural Resources - Agriscience Systems, Agriculture Mechanics Systems, Forestry &amp; Wildlife Systems, Horticulture &amp; Animal Science</p> <p>Architecture &amp; Construction – Welding</p> <p>Business, Management &amp; Administration - Business &amp; Technology</p> <p>Education &amp; Training - Early Childhood Care &amp; Education</p> <p>Government &amp; Public Administration - JROTC</p> <p>Health Science - Therapeutic Services-Patient Care</p> <p>Hospitality &amp; Tourism - Culinary Arts</p> <p>Law, Public Safety, Corrections &amp; Security - Law Enforcement-Forensic Science</p> <p>Marketing - Marketing &amp; Management</p> <p>STEM - Engineering &amp; Technology</p>
---	---

<p><b>2. What percentage of pathway completers are earning recognized credentials of value? Which credentials? How does credential attainment vary across pathways? Across student groups?</b></p>	<p>All pathway Completers take an End of Pathway Assessment. Students in Welding and Ag Mechanics take OSHA 10 to be work ready when leaving high school. Our pass rate for EOPAs currently is 63%. Students in our Industry-Certified welding pathway have 100% passing rate. In our agriculture pathways, our pass rate is higher on the NOCTI certifications and lower on the Precision certifications. We also noticed that School ABC has a lot higher pass rate than 123 School. 123 school has a higher percentage of Hispanic students. When evaluating student groups, our special populations groups are not passing the pathway EOPAs at the same rate as non-special population groups. We are analyzing possible reasons for this and will address these in the future.</p>
--	--

<p><b>3. Describe your maintenance and upgrade process that ensures your facilities and equipment are adequate given your pathway offerings, student enrollment and labor market needs?</b></p>	<p>2 years ago I had someone from industry to walk through every lab in the CTAE wing and I took notes on what needs to be serviced every 6 months, 12 months and 18 months. We now have a maintenance plan for all of our CTAE equipment and local funds are used to maintain the equipment. Our computer equipment is upgraded every 5 years and is paid through SPLOST. The county has a 5 year plan to have every CTAE lab industry certified. Our industry partners help with safety walkthroughs and advises us on which equipment is needed for industry to prepare our students. We have a list of equipment, we plan to buy when funds become available. We also make sure in the heavy labs to meet the require square footage per student for safety purposes, based on max. class size of 28 students.</p>
---	--

<p><b>4. 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?</b></p>	<p>The CTSO membership chart of April 2019 report states my district has 34 DECA members, 71 FBLA members, 72 FCCLA members, 277 FFA members, 111 First Robotics members, 55 HOSA members, 6 SkillsUSA members, 28 TSA members for a total of 543 students. Our student enrollment is 1537 which means 35% of the students that are enrolled in our schools are members of a CTSO. 715 students are enrolled in a CTAE pathway and approximately 75% of our CTAE students are CTSO members. Numbers may be skewed if students belong to more than one CTSO. Some of our pathways have stronger CTSO participation. The Welding and Law &amp; Justice pathways have low numbers. Our Special Education students that are enrolled in a CTAE pathway have low participation in CTSOs. We also compete in the Law Enforcement Explorers Competition and the Greenpower Competition.</p>
--	--

## 1. DATA COLLECTION AND ANALYSIS

### 1.4 Career Pathway Programs of Study Implementation

Implementing the full scope of Program of Study		
<b>Emerging</b>	One/Fourth (25%) of the CTAE Pathways have implemented the full scope of Program of Study which: <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>Exemplary</b>	All of the CTAE Pathways have implemented the full scope of Program of Study which: <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.	
<b>Operational</b>	Half (50%) of the CTAE Pathways have implemented the full scope of Program of Study which: <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>1. How many of your programs of study have multiple entry and exit points? How does this vary across programs of study? Which stackable credentials are provided and in which program of study?</b></p>	<p>8 of our pathways have a state DOE program of study. Besides the EOPAs we offer the OSHA-10 certification in welding and ag mechanics.                      Agriscience Systems- Not a program of study available                      Agriculture Mechanics Systems - State has a program of study                      Business &amp; Technology -State has a program of study                      Culinary Arts -State has a program of study                      Early Childhood Care &amp; Education -State has a program of study                      Engineering &amp; Technology -State has a program of study                      Forestry &amp; Wildlife Systems – Not a program of study available                      Horticulture &amp; Animal Science – Not a program of study available</p>
---	--

	<p>Law Enforcement-Forensic Science – Not a program of study available                  Marketing &amp; Management -State has a program of study                  Therapeutic Services-Patient Care -State has a program of study                  Welding -State has a program of study                  JROTC – Not a program of study available</p>
--	--

<p><b>2. 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?</b></p>	<p>Academic skills are embedded in the curriculum but as a whole our instructors need to work with the academic instructors to bridge the two together. This is evidenced by our Core Indicator Performance on 2S1, 2S2, and 2S3. We use the industry standards along with our curriculum to teach technical skills. We also bring in experts from our business/industry partners to teach industry skills. One industry partner taught the students how to tile a floor. Employability Skills are taught in every pathway. Our teachers use the Employability Toolkit on CTAERN and GeorgiaBEST. The Workforce/Education Chamber of Commerce members work with the students to practice interview skills during the annual Mock Interview Fairs.</p>
---	---

<p><b>3. 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?</b></p>	<p>We are working on our relationship with our technical college in regards to articulation and dual enrollment. Some of our pathways have a seamless transition with articulated courses in place for our students to earn college credit while in high school. Our counselors are on the advisory board and are kept up to date on ALL articulation agreements. We also have some pathways that do not have a seamless transition. Hopefully since our Technical College Deans are part of our stakeholders board and I am part of their stakeholders board this partnership will allow a seamless transition across the board.</p>
--	---

## 1. DATA COLLECTION AND ANALYSIS

### 1.5 Recruitment, Retention, and Professional Development

Establishing and implementing processes to improve Recruitment, Retention, and Professional Development of CTAE teachers, leaders, and staff		
<b>Emerging</b>	The eligible recipient has a ten to fifteen percent (10% - 15%) 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 and retirees are exempt from the fifteen percent (15%) turnover in personnel).	
<b>Exemplary</b>	The eligible recipient's 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>Not Evident</b>	The eligible recipient has had sixteen percent (16%) or more turnover in the last 3 years.	
<b>Operational</b>	The eligible recipient has a one to ten percent (1% - 10%) 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 and retirees are exempt from the ten percent (10%) turnover in personnel).	✓

<b>1. 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?</b>	<p>We are operational because we had to hire 1 new teacher last year. Currently our faculty staff is full but after evaluating our pathways we will need to transition to different pathways under the same cluster. We will need to make sure our current staff is comfortable with our new pathways and onboard with change.</p> <p>During the next 4 years, 4 teachers will be eligible for retirement. We will work with our stakeholders and advisory committee members to review/update the current job descriptions, and begin scouting out potential talent to fill these positions when they become available.</p>
--	---

<b>2. How diverse is your faculty and staff? How closely does it reflect the demographic makeup of your student body? What processes are in place to recruit new educators?</b>	<p>Students as of Oct 2019 from DOE website Enrollment by Ethnicity/Race and Gender</p> <p>Total Students - 1,450                      544 - Black (37%), 835 - White (58%), 54 - Multi (4%), 17 -Hispanic (1%)</p> <p>Total Teachers - 100                      11 - Black (11%), 85 - White (85%), 4 - Hispanic ( 4%)</p> <p>Our staff does not reflect our student body.                      Our HR recruits from college education programs and TeachGeorgia.</p>
---	--

<p><b>3. When and how do faculty, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?</b></p>	<p>We have Teachers in Business through the chamber, teacher externships in the summer, tours for administrators , and Principal for a day.</p>
--	---

<p><b>4. How does the eligible recipient support CTAE teachers striving to upgrade skills and knowledge through professional development?</b></p>	<p>Our CTAE teachers and counselors attend GACTE and utilize CTAERN to attend workshops throughout the year. We also have teachers attend workshops that relate to their industry such as a Redken workshop for our cosmetology teacher and a Snap-on workshop for our automotive teacher. During district professional development days, teachers are engaged in pathway specific workshops where business/industry partners attend and teach technical skills, or academic coaches assist with academic integration strategies. We also provide time for CTAE teachers to meet in pathway groups to develop unit and lesson plans during the summer.</p>
---	--

## 1. DATA COLLECTION AND ANALYSIS

### 1.6 Equity and Access

Progress towards Improving Equity and Access		
<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>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>Not Evident</b>	No evidence of strategies.	
<b>Operational</b>	Strategies are in place BUT 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>1. Which population groups are underrepresented in your CTAE programs overall? Which are underrepresented in particular program areas? Which are overrepresented?</b>	Looking at our total student population, we have 302 students with a disability. I initially found all the areas of our disabilities on the DOE website (student enrollment by disability, Oct. 2019). Then I worked closely with my team members to look at all of our special population groups and to see if they were represented in all CTAE pathways. The programs that are underrepresented are Engineering & Technology (students with disabilities), Therapeutic Services-Patient Care (male students), and WBL (English Learners). Our Agriculture and Welding pathways are overrepresented with students in a disability and JROTC with students whose parents are members of the armed forces or on active duty.
--	--

<b>2. 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; English learners; homeless individuals described in section 725 of the McKinney</b>	After reviewing the data in question 1, our team realized we may be placing our students in certain pathways depending on the student's special population group. The barriers are in our current registration process for students.
--	--

<p>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>	
--	--

<p><b>3. What efforts have been made to recruit and retain diverse populations of learners, including students in 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?</b></p>	<p>Our CTAE teachers try to recruit all students in their pathways. We always have students at every event such as open house or 8th grade walkthroughs to talk to students. We are intentional on having male and female students available to represent every pathway. Our teachers have IEPs available to them to make sure they meet all student's needs for them to be successful if they are enrolled in their courses. We have been least effective in using our YouScience results to place students in the pathways that match their aptitudes. Open Houses have been effective in that we can speak to parents as well as students to dispel preconceptions regarding which students are "appropriate" for which pathways. We find that students may be more open-minded about pathway participation than parents. We feel that integrating YOUScience results into these conversations may be powerful.</p>
---	--

<p><b>4. 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?</b></p>	<p>Our team members and stakeholders found when we reviewed size scope and quality that we had very few special education students in CTSOs. The review in Labor Market alignment revealed we had no Hispanic students enrolled in WBL. We did not realize we had a barrier until we did this comprehensive local needs assessment and now we have to find out why. Once we figure out the why, I will be able to name the barrier.</p>
--	---

2. ROOT CAUSE ANALYSIS

2.1 Root Cause Analysis - Part A (Overarching Needs)

Overarching Need # 1

Overarching Need	There are very few special education students in CTSOs
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Is it all CTSOs or certain CTSOs?
---------------------------	-----------------------------------

2. ROOT CAUSE ANALYSIS

2.2 Root Cause Analysis - Part B

Overarching Need - There are very few special education students in CTSOs

Root Cause # 1

Root Causes to be Addressed	CTSO advisors feel they cannot meet the needs of the special education students at out of town competitions along with supervising the other students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Elements	VI. Equity and Access

Additional Considerations	Is it all advisors or certain advisors? How many students does the advisor take to competition? What is the student's disability?
---------------------------	---

## 1. DESCRIPTION OF THE RESULTS OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

### 1.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 2.2	There are very few special education students in CTSOs
Root Cause # 1	CTSO advisors feel they cannot meet the needs of the special education students at out of town competitions along with supervising the other students.
Goal	To increase the number of special education students in CTSOs by 10% over the next 2 years.

Action Step # 1

Funding Sources	Other : Local Funds
Subgroups	Student with Disabilites
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Filling the CTI position.
Method for Monitoring Effectiveness	Memberships in CTSOs, and Special Education Students entering in CTSOs Competitions
Position/Role Responsible	HR Director - Hiring the CTI Instructor CTAE Director working with CTI Instructor and CTAE Advisors
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly
Measurement	Increase
Action Step	Hire a CTI Instructor.

## 2. REQUIRED QUESTIONS

### 2.1 Develop CTAE Course Offerings and Activities

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>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.</p>	<p>The 3 pathways that will be funded are Food Science, Accounting and Correction Services.                  Our stakeholders and team members would like to modify the culinary pathway to a food science pathway to meet all the dietary jobs at the hospitals plus dietary needs of livestock.                  We would also like to modify the Business &amp; Technology pathway to the Finance cluster (Accounting) to meet the annual openings 4,190, salary entry \$40,580 high-skill, high wage.                  For our local in-demand pathway Law Enforcement/Forensic Science, it needs to be modified to Correction Services. We have anew federal prison which needs employees and if we change our pathway then we could have a direct pipeline for our pathway completers to go straight to work from high school. This would help our new employer with immediate needs./AL</p>
--	--

<p>B. Describe any new programs of study the eligible recipient will develop and submit to the state for approval.</p>	<p>This year with the transition of Perkins IV to Perkins V we will not be submitting any new programs of study.</p>
--	--

<p>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.</p>	<p>ALL students will go through a CTAE walkthrough to learn about each pathway offered at the high school. Each student will receive information about each pathway including the program of study, future job openings and starting wages. We will conduct Open House opportunities several evenings to provide parents the opportunity to tour lab spaces and talk to instructors and current students.</p>
---	---

## 2. REQUIRED QUESTIONS

### 2.2 Collaborate with local workforce development boards and agencies

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><b>A. Career exploration and career development coursework, activities, or services.</b></p>	<p>During our College and Career Fair, 45 businesses and 3 colleges help plan and implement the event that allows every high school student to learn about careers and the training that is required to enter each career. Each summer, 40 students are provided an opportunity to job shadow in a local business/industry for 1 week. Students receive a stipend for the week. Every CTAE junior and senior participates in a Mock Job Interview Fair where they interview with local business and industry professionals. Each pathway tries to plan a business/industry tour during the school year for students in the pathway. In addition, counselors participate in business/industry tours on professional development days. We would like to add teachers to these business/industry tour opportunities.</p>
<p><b>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).</b></p>	<p>During the Comprehensive Local Needs Assessment, it was discovered that there is a need for employees at the local prison. We have made contacts with the HR department at the prison, invited them to our advisory committee and are currently working on plans to bring prison employees into the classroom to discuss career information and to teach specific skill lessons to students in the pathway. Our local hospital is in desperate need of employees in several medical fields. We have asked the HR director to come speak to the class regarding career opportunities and requirements. We have also arranged some job shadowing at the hospital as well.</p>
<p><b>C. An organized system of career guidance and academic counseling to students before enrolling and while participating in a career, technical and agricultural education program.</b></p>	<p>We have a Teachers as Advisors program in our district. We also conduct rising 9th grader nights to provide information to 8th grade parents on CTAE pathways prior to registration.</p>

## 2. REQUIRED QUESTIONS

### 2.3 Improve Academic and Technical Skills

<p>A. 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>	<p>We provide training for CTAE teachers on strategies to teach academic skills by bringing in academic coaches on district professional development days. We also utilize paraprofessionals to assist special populations students in CTAE classes and ESOL teachers for our Hispanic population. All unit plans are required to indicate methods of integrating academics and crosswalking of academic and CTAE standards to show teachers and students where these two intersect. Our advisory committees have reviewed the CTAE course standards and have provided insight into specific skills that must be mastered for each pathway. They have also served as guest instructors for some skills that require a level of expertise our CTAE instructors may not have.</p>
--	---

## 2. REQUIRED QUESTIONS

### 2.4 Serve Special Populations

Describe how the eligible recipient will

<p><b>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</b></p>	<p>We use YouScience results to place all CTAE students, including special population students. Then we analyze where additional support may be needed for students in a particular pathway. We schedule paraprofessionals into classes to provide additional support. We utilize special accommodations where allowed on End of Pathway Assessments and provide special pop groups additional study and prep opportunities for EOPAs.</p> <p>By participating in CTSOs, special pop students have the opportunity to gain, expand, and demonstrate skills they have learned in their CTAE courses. This provided confidence for students to move forward in the pathway.</p> <p>We have special pop students who have graduated and are working return to the school and share their story with other students.</p>
<p><b>B. Prepare CTAE participants for non-traditional fields</b></p>	<p>We begin this process in middle school by using YouScience results of 8th graders to encourage them to register for high school pathways that match their aptitude. When scheduling high school classes, we try to make sure that non-traditional students are not alone in a course section. This practice provides them with support as well as a sense of belonging.</p> <p>We have hired non-traditional teachers - we have female engineering teachers, male health science teachers, and a female welding teacher.</p> <p>We host a summer camp for 3rd through 8th graders that focuses on non-traditional fields to expose students to these opportunities.</p>
<p><b>C. Provide equal access for special populations to career, technical and agricultural education courses, programs, and programs of study.</b></p>	<p>Our registration process is the same for all students at ABC High School. All students have the opportunity to take the AccuPlacer assessment for dual enrollment with our TCSG partner.</p> <p>The Comprehensive Local Needs Assessment indicated a need to hire a CTI Coordinator to support the needs of the special education students in CTAE. This will help ensure that all special populations receive equal access to all courses along with proper support.</p>
<p><b>D. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations</b></p>	<p>Our registration process focuses on YouScience aptitude results. This helps remove any barriers that may exist for special pops to participate in certain pathways. We make sure all students receive the support they need to be successful.</p> <p>We also create a master schedule that allows special pops to participate in CTAE pathways by making sure other support classes do not conflict with CTAE courses.</p>

Describe how the eligible recipient will

--	--

## 2. REQUIRED QUESTIONS

### 2.5 Foster Work-Based Learning

<p>A. 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>	<p>All CTAE students participate in GeorgiaBEST through their CTAE classes and through WBL.</p> <p>We have a WBL instructor who serves both high schools, a half day at each location. This allows us to have WBL opportunities for students at both high schools. Currently 25% of our CTAE students participate in WBL. We have an active YAP Advisory Council made up of local and regional business and industry partners. These partners help us plan and implement a College and Career Fair, Mock Interview Fairs, and each spring a local Job Fair for potential WBL students.</p> <p>We have 40 CTAE students who participate in summer internships and several students have received WBL placement offers through this activity.</p> <p>Based on the results of the CLNA, we have identified two needs of local employers - the local prison and the hospital. We will work with these representatives to form partnerships that include WBL opportunities for students.</p>
--	---

## 2. REQUIRED QUESTIONS

### 2.6 Offer Post-Secondary Credit

<p>A. 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>	<p>Each spring, we host an articulation meeting with our local TCSG to develop or reassess articulation agreements. Our TCSG also administers articulation assessments on our campus during the week of final exams to any student who wishes to receive articulated credit.</p> <p>We provide transportation to the TCSG campus for students who wish to participate in dual enrollment opportunities.</p> <p>We provide 2 classrooms for ABC State University to provide core academic classes for high school students wishing to participate in dual enrollment.</p>
---	--

## 2. REQUIRED QUESTIONS

### 2.7 Encourage Professional Development

<p>A. 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>	<p>Recruitment - We provide information for HR team when they attend job fairs regarding CTAE teacher vacancies. We advertise through CTAERN for vacancies as well as TeachGeorgia. We contact feeder universities when we learn of a job opening to request their support. Our CLNA indicated that 4 teachers will be retiring in the next 4 years, so we will focus on attracting qualified CTAE teachers for these openings.</p> <p>Preparation - All new teachers attend an induction session prior to pre-planning. In addition, we support new teachers by providing travel expenses to the New Teacher training offered through CTAERN. Our new teachers are allowed to visit other veteran teachers during the school day to observe. Each new teacher is provided a mentor for 2 years who is a CTAE teacher. Ongoing professional development is provided all CTAE teachers through local PD days that focus on CTAE and/or through sessions offered through CTAERN.</p> <p>Retention - We try to retain CTAE teachers by providing them up to 3 years of experience credit on the salary scale if they can document their industry experience. We make every effort to provide additional support for struggling students through CTI, paraprofessionals, or ESOL assistance. We balance classes to ensure that teachers feel that lab safety can be achieved at all times. Our CLNA results showed a 70% retention rate for CTAE teachers. We will develop a focus group to discover root causes of teachers leaving the system and incorporate goals into reduce this number.</p> <p>Training - We fully support every CTAE teacher who wishes to attend Summer GACTE through registration and travel expenses. We also cover registration for middle and high school counselors to attend Summer GACTE. We assess training needs by pathway and deliver on-time PD during district supported PD days. We support teachers attending state-sponsored training through CTAERN.</p>
--	--

## 2. REQUIRED QUESTIONS

### 2.8 Address Disparities and Gaps

<p>A. Describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(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>	<p>Three core indicators of performance targets were not met: 2S3, 4S1, and 5S3. Through the CLNA process, we set a goal of improvement on this indicator over the next 2 years of 15%. We will accomplish this through cross-walking intro pathway courses with the Biology course standards to make sure we are adequately reinforcing those standards through integration of CTAE standards. We will also provide time for Biology and CTAE teachers to work together over the summer to identify ways to support each other.</p> <p>For 4S1 - We missed this target by 1%. We will address this through a continuation of our current practices to encourage students to select a CTAE pathway that matches their YouScience assessment results.</p> <p>For 5S3 - We set an improvement goal on this indicator of 10% over the next two years. Our focus will be on the 2 new partnerships with the prison and with the hospital. We will also study to determine why we have no Hispanic representation in WBL.</p> <p>We have a disparity gap of Hispanic performance in 2S1, although we met the overall target. We will partner with our ESOL instructors to determine root causes of this gap and develop and implement a plan to eliminate this gap within 2 years.</p>
--	---

LOCAL APPLICATION FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION

3 FY2021 Career, Technical, and Agricultural Education Programs Statement of Assurances  
for Local Education Agencies (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 21st 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 local education agency 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 Local Education Agency's (eligible recipient) 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 Local Education Agency (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 Local Education Agency's (eligible recipient) 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 Local Education Agency's (eligible recipient) 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 Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.

16. Evaluation and accountability provisions for Local Education Agencies (LEAs) will be carried out in accordance with Section 113 and Section 134(c)(2)(C) and Section 135(b)(5).

17. The Local Education Agency's (eligible recipient) 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>). LEAs 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>). LEAs 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. Local Education Agencies (LEAs) 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. Local Education Agencies (LEAs) 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. Local Education Agencies (LEAs) 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 Local Education Agency's (eligible recipient) 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 21st 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 Local Education Agencies (LEAs) accepting funds in relation to this act.

The above assurances are signed by District662 Administrator on 02/12/2020.

