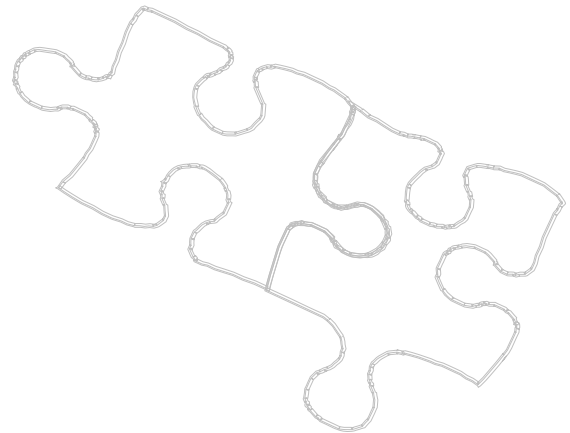
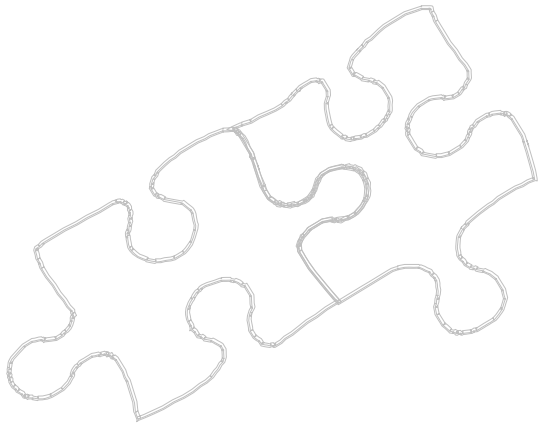




Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Perkins Compliance Review FY2013

Section "A" **System Level**



System Name:

**PERKINS COMPLIANCE REVIEW PROCESS
FY2013**

General Information

Assessment and restructuring of programs should be a continual process within the school system. This process should be an integral part of a school system's plan to assess the overall effectiveness and/or efficiency of the system's programs and services. The assessment process provides vital information in determining the extent to which the system's goals and objectives are being met, and ultimately how students are being served.

The Perkins Compliance Review and Self-Study process will assist the local school system in its long range planning, which is a requirement of the Carl D. Perkins Career and Technical Education Act of 2006. The self-study document (Sections A, B and C) to be completed by the local system, will assist the Review Team in its preparation for the visit.

The major goals for the compliance review are:

- To provide documentation for continuous program improvement, goal setting, and long-range planning.
- To provide technical assistance based on the information gathered through the compliance review.
- To assess the effectiveness of the local school system in providing quality Career, Technical and Agricultural Education programs.
- To consolidate responsibilities for state and federal compliance issues into one on-site visit for every system during a five-year period.
- To fulfill U. S. Office for Civil Rights (OCR) requirements.

The Perkins Compliance Review Team Chairperson (appointed by the Career, Technical and Agricultural Education Division of the Georgia Department of Education) will serve as the site visit coordinator. This individual will contact the local Career, Technical and Agricultural Education (CTAE) system administrator to jointly plan a review date that is as convenient as possible to both system and state staff schedules. The Perkins Compliance Review Team Chairperson will serve as the System Chair for the Perkins Compliance Review visit and as the GaDOE CTAE Department's contact person for local systems with regard to questions about the information in the required system folders, completion of the self-study document, team member assignments, the on-site visit agenda, and other related areas.

The Self-Study (Sections A, B, and C) document **must be completed and e-mailed to the CTAE Regional Coordinator at least *three (3) weeks* prior to the on-site visit.** This is a critical deadline since the self-study document must be reviewed before electronic copies can be distributed to the Perkins Compliance Review team members prior to the visit.

Email the completed Self-Study to:

North Region	Mr. Roy Rucks	rrucks@doe.k12.ga.us	404-805-7279
Central Region	Mrs. Nancy Bessinger	nbessinger@doe.k12.ga.us	404-805-9633
South Region	Dr. Brenda Merchant	bmerchant@doe.k12.ga.us	404-805-9904

At the beginning of the visit, the team will meet with the local system director/supervisor for orientation and review of documentation. The major portion of the review will consist of on-site visits to all high schools and selected middle school(s). Team members will interview teachers, students, counselors, and administrators. At the end of the visit, the team will reconvene to prepare the preliminary system and school reports. The team will then meet with the supervisor/director and/or other system administrators to provide a brief exit report. Following the review visit, the system superintendent and system CTAE administrator will receive a written copy of the final team summary report via email. **System and school recommendations will be addressed in your Perkins Compliance Improvement Plan, and depending on the intervention required, it may necessitate an annual follow-up visit/review.**

The Self-Study

The self-study document is designed to be completed in electronic format. The electronic documents should be submitted via email no later than three (3) weeks prior to the scheduled Perkins Compliance Review visit to designated GaDOE CTAE Regional Coordinator.

The Self-Study instrument is designed to assist the local school system in long range planning for Career, Technical and Agricultural Education (CTAE) programs. It will also assist the Perkins Compliance Review Team in preparing for the onsite visit.

The Self-Study document is divided into three major sections; Section A (system level), Section B (high school level), and Section C (middle school level).

Section A Information/Documentation:

- Section A: Completed by the Career, Technical and Agriculture Education (CTAE) system contact person.
- System Folders: See the next section for a listing of required system documents to be available for review during the on-site visit.

Section B - High School Information/Documentation:

- Section B-1: Master Schedule and Program Profile for CTAE teachers
- Section B-2: Completed by all CTAE teachers (only one per program area required)
- Section B-3: Completed by the high school guidance and counseling personnel
- Exhibit A: High School CTAE Enrollment Statistics
- Teacher folders.

Section C - Middle School Information/Documentation:

- Section C-1: Master Schedule for CTAE teachers
- Section C-2: Completed by CTAE teachers (only one per program area required)
- Section C-3: Completed by the middle school guidance and counseling personnel
- Teacher folders.

Because several individuals must complete information in sections B and C, these sections are available in “stand-alone” files entitled “Perkins Compliance Review Section B” and “Perkins Compliance Review Section C,” etc. However, when submitting the final electronic copy to your CTAE Regional Coordinator, submit only *ONE (1) Section B-2 per Concentration in Section B of the Self-Study. The exception is Architecture, Construction, Communications, and Transportation where one Section B-2 will be submitted per pathway. Only ONE Section C-2 per PROGRAM AREA in Section C of the Middle School Self-Study is required.*

Required System Level Documentation

The following documentation should be available for review by the System Chair during the on-site visit. The information should be organized in folders or notebooks for easy review.

1. **LOCAL/STATE/FEDERAL FUNDING SUPPORT FOR FY2012:** A copy of the system's previous year's (FY12) Completion Report indicating the expenditures of the Federal and State grants. A copy of the system's previous year's (FY12) Expenditure Report Detail showing the Local/State/Federal funding support for CTAE programs.
2. **CONSTRUCTION RELATED EQUIPMENT GRANT:** A list of (1) the programs added (2) the amount funded for each program with Construction Related Equipment Grants since the last compliance review (programs in new or modified facilities), and the percentage of the grant spent/reimbursed. Include both CTAE and Agricultural Education Programs at the high school and middle school levels. Provide a copy of the CREQ inventory report that was submitted to the state.
3. **CPI DATA:** A copy of the system's official and most recent CPI Report (Reports 11A & 11B) listing all Career, Technical and Agricultural Education (CTAE) staff at the district, high school, and middle school levels. The report should include name, school, job code, percent of time assigned, subject code, field code, and fund code. Salary information does not need to be included. Provide a copy of each CTAE teacher's current teaching certificate (black out social security numbers).
4. **IMPROVEMENT PLAN:** A copy of the System/School Improvement Plan with the Career, Technical and Agricultural Education (CTAE) components/references highlighted. Please indicate how the improvement plan addresses Perkins Core Indicator deficiencies/goals.
5. **ORGANIZATIONAL CHART:** A copy of the organizational chart for the system and school being reviewed. Please indicate the Career, Technical and Agricultural Education leadership position(s) and include a job description of each position.
6. **INVENTORY:** Include the system's policy and procedure for maintaining an equipment inventory. A listing of the system's CTAE equipment inventory and a description of the inventory process for Career, Technical and Agricultural Education programs at the school level.
7. **ANNUAL PUBLIC NOTICE:** A copy of the annual public notice of equity and non-discriminatory statement that was published in the local newspaper during the summer of 2012. Provide copies of teacher handbooks, student handbooks, and other publications that show the public notice of equity and non-discriminatory statement.
8. **SYSTEM LEVEL ADVISORY COMMITTEE:** Provide agendas and minutes of the previous two year's meetings.
9. **WORK-BASED LEARNING:** Have folders available for each high school's WBL program(s). The files should contain: (1) Previous year's assessment, (2) Plan of Improvement (if appropriate), (3) C-Net report of workplace placements of all students leaving the program, and (4) Training Plans and work permits of all students currently enrolled.

SECTION A-1

SELF-STUDY FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION PROGRAMS (TO BE COMPLETED BY THE CTAE DIRECTOR/SUPERVISOR)

Please provide:

- 1. The name and phone number (including extension) and cell phone number for the CTAE system contact.**
- 2. Name and complete street address of the team meeting site. Include name and phone number for the contact person at the meeting site location.**

Provide the following information related to Career, Technical, and Agricultural Education (CTAE) leadership (can be located on the DOE website).

- 1. Utilizing the system allotment sheet, provide the number of vocational FTE's for the system for the three (3) most recent years.**

FY10: _____ FY11: _____ FY12: _____

- 2. According to the State Board Rule for the Required Positions 160-5-1-.22, how many CTAE leadership positions is your system required to have to be in compliance with the State Board Rule? _____**
- 3. How many CTAE Leadership positions are currently funded by the state FY12 CTAE Supervision grant? _____**

List the primary responsibilities of the Career, Technical and Agricultural Education Supervisor/Director. What percent of time is spent on CTAE Leadership?

List your goals for Career, Technical and Agricultural Education.

List the major strengths of your CTAE programs.

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Describe specific needs for CTAE program improvement.

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Describe your plan for implementation of the Peach State Pathways and Programs of Study.

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What graduate/completer follow-up data do you collect? Briefly describe how this data is used for program improvement and increased student achievement.

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List programs that are presently industry certified and those pursuing the process. List year of certification or projected year for achievement of certification. *Insert additional rows as needed.*

PRESENTLY CERTIFIED	YEAR	PROJECTED CERTIFICATION	YEAR

Please describe the procedures that are in place to ensure that personnel who are responsible for approving and overseeing the Career, Technical and Agricultural Education accounting functions have sufficient knowledge and experience to manage compliance with state and federal regulations, policies and procedures.

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Describe your system's involvement in assisting students in the transition to postsecondary education and/or employment.

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