

Perkins V

Navigating the Hoops of

Size



Scope

Quality

Georgia Department of Education

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Size, Scope and Quality

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
<p>Perkins V Section 134(c)(2)(B)(i)</p> <p><i>(B) A description of how career and technical education programs offered by the eligible recipient are—</i></p> <p><i>(i) sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient; and...</i></p>	<p>Eligible recipients must measure their programs against the State definitions of size, scope, and quality to determine if they are able to use funds on them. Perkins V excludes the use of funds to “develop, coordinate, implement, or improve” (Sec. 135(a)) CTAE that is not of “sufficient size, scope, and quality to be effective.” (Sec. 135(b)) The use of “develop” and “implement” in Sec. 135(a) indicates that funds may be used on programs that in the coming year will be of sufficient Size, Scope and Quality but may not be at the time of completing the Comprehensive Local Needs Assessment. This interpretation avoids supplanting violations excluded in Sec. 211(a).</p>

Here the law requires you to assess whether you are offering a sufficient number of courses and programs to meet the needs of your student population; whether those programs are sufficiently broad as well as vertically aligned and linked to the next level of education; and how the quality of program delivery serves to develop student knowledge and skills and prepare them for success.

Perkins V SIZE CTAE Definition

The eligible recipient must annually address the enrollment size and classroom/lab space of CTAE programs by:

- Offering two complete CTAE pathways in at least two different career clusters as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9-12 student enrollment.

9-12 Enrollment	Minimum Number of CTAE Pathways *
25-750 students	2 CTAE Pathways in Different Career Clusters
751-2,000 students	4 CTAE Pathways in Different Career Clusters
2,001-10,000 students	6 CTAE Pathways in Different Career Clusters
10,001+ students	8 CTAE Pathways in Different Career Clusters

* Each pathway shall represent a different career cluster. Pathways above the minimum may be within the same cluster area.

Career Clusters	
Agriculture, Food, and Natural Resources	Hospitality and Tourism
Architect and Construction	Human Services
Arts, AV/Technology, and Communications	Information Technology
Business, Management, and Administration	Law, Public Safety, Corrections, and Security
Education and Training	Manufacturing
Energy	Marketing
Finance	Science, Technology, Engineering, and Mathematics
Government and Public Administration	Transportation, Distribution, and Logistics
Health Science	

- Providing appropriate CTAE classroom/lab space that meets GaDOE Facilities Guidelines and industry certification requirements.
- Maintaining student teacher ratios appropriate for equipment provided, classroom space and lab space to ensure health and safety for CTAE students in grades 5-12.

Perkins V SCOPE CTAE Definition

The eligible recipient must:

- Designate a School System Employee as a CTAE Director as defined in State Board Rule 160-5-122 and identified in the System Organizational Chart.
- Conduct a biennial Comprehensive Local Needs Assessment (CLNA) with specified stakeholders.
- Offer state approved and age appropriate classroom and laboratory experiences, employability skills, work-based learning opportunities and CTSO leadership experiences to all students in grades 5-12.
- Provide career advisement and guidance to all students in grades 5-12 linking students' secondary graduation to the workforce, military, registered apprenticeship or any postsecondary education option as defined by Building Resourceful Individuals to Develop Georgia's Economy (BRIDGE) Law of 2010.

Eligible Recipient CTAE quality programs must:

- Provide Work-Based Learning (WBL) opportunities according to state course standards.
- Hold at least two Advisory Committee meetings annually for each CTAE pathway/program/cluster.
- Align secondary and postsecondary career paths (e.g. articulation agreements, dual credit MOUs).
- Hold at least two (2) CLNA stakeholder meetings annually and offer quality CTAE state-approved programs according to the results of the CLNA.
- Offer industry Credentials of Value as recognized by GaDOE.
- Provide equity and access to all students including special populations as defined in Perkins V.

Perkins V QUALITY CTAE Definition

Perkins funded CTAE programs must meet the following quality criteria:

- Implement a continuous program improvement process through the CLNA, including Perkins State-Determined Performance Levels (10 core indicators).
- Include local employers as the majority of Advisory Committee members.
- Employ instructors who meet the requirements as specified by the eligible recipient of Perkins V funding.
- Provide and maintain equipment that meets industry standards, safety regulations and is updated regularly.
- Develop a plan to meet industry certification standards as recognized by GaDOE.
- Comply with Office of Civil Rights Methods of Administration (MOA) procedures and regulations, and CTAE Monitoring and Risk Assessment Reviews.
- Offer CTAE programs that lead to at least one of the following:
 - 1) **a high-skill occupation**
 - 2) **a high-wage occupation**
 - 3) **an in-demand occupation**

Note: Georgia definitions:

- **High-skill occupation** - occupations that require an industry-recognized certificate, credential, postsecondary training, apprenticeship, or degree.
- **High-wage occupation** - an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Georgia Department of Labor.
- **In-demand occupation** - an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

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CLNA Essential Questions

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

Deep-Dive Question:

1. How do the CTAE programs in your district compare to [ACTE's Quality CTE Program of Study Self-Evaluation](#)?



**GaDOE Career, Technical,
and Agricultural Education**