

## **I. Planning, Coordination, and Collaboration Prior To Plan Submission - Georgia**

NOT INCLUDED IN TRANSITION PLAN

## II. Program Administration - Georgia

### SECTION II. PROGRAM ADMINISTRATION

**Please see Appendices.**

## SECTION III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

### 3.1 Program strategies for special populations listed in Section 3(29) of the Act. [Sec. 122(c)(9)]

Many of the traditional roles and occupations presented to special population students have not prepared them adequately for careers that enable them to become totally self sufficient. Limiting roles and occupations on the basis of gender, race, disability, or age prevents individuals from achieving their fullest potential. In an effort to limit such practices, the Partner Agencies have the responsibility of developing and implementing procedures which will encourage and support each student in his or her pursuit of a rewarding career, with emphasis on high-skill, high-wage, and high-demand occupations.

#### Secondary

The CTAE provides support to enable individuals to achieve academic, career and technical knowledge and skills necessary to attain employment or further their education. Ensuring compliance and accountability with federal and state performance standards for workforce preparation and development, CTAE takes the following actions:

- Provides essential information and technical assistance;
- Conducts programmatic and fiscal oversight;
- Maintains a comprehensive statewide statistical database for research and planning;
- Supports expansion of services and programs for underrepresented and special needs students; and
- Encourages each LEA to establish a continuous quality improvement system.

For males, CTAE has identified as nontraditional all Family & Consumer Sciences Programs and all Healthcare Science Programs. For females, CTAE has identified as nontraditional the Construction Pathway, all Mechanical Programs such as Heating, Ventilation, Air Conditioning Repair, and Aviation and Precision Production Programs such as Drafting, Welding and Precision Machining.

#### Secondary Program Strategies

##### **A. Coordinated Vocational Academic Education (CVAE) and Project Success**

As part of CTE in Georgia there are two programs designed to support students who are members of special populations. These intervention programs are designed to meet the needs of the economically disadvantaged, limited English proficient and students pursuing *non-traditional fields*. Students receive support in career and technical courses, communications, computational skills, employment, and future trends in the world of work. To assist in meeting their needs, they are also provided assessment of their interest and abilities; and special services including adaptation of curriculum and instruction. In some settings, a team approach to the educational process may be used. This approach provides educational instruction to students by using an interlocking component that consists of a team of academic and career educators. Educators may review curriculum demand, testing materials, and observe students participation in CTE programs. Students are encouraged to participate in the career and technical

### III. Provision of Services For Special Populations - Georgia

student organization that are closely aligned with their program of study, or in the VOCA program, which provides activities to reinforce the development of academic and career and technical skills as well as activities that promote leadership opportunities.

#### **B. Related Vocational Instruction Program (RVI)**

The Related Vocational Instruction program is designed to support students with disabilities enrolled in CTE programs. The RVI program uses a special education educator to collaborate with the CTE instructor on the curriculum demands of the program. It gives students with disabilities equal access to CTE programs using the least restrictive environment and varied instructional strategies.

Students are given opportunities to participate in early guidance, career opportunities, career assessment, and appropriate transitional services with the support of the special education division. The goal is to provide the learner with continuous support as he or she makes a transition to the world of work.

Each student is provided with leadership opportunities through participation in career and technical student organizations (CTSO's). Students are encouraged to participate in the CTSO that is most aligned with their program of study.

#### **C. Nontraditional Participation and Completion**

In light of Georgia's failure to reach established benchmark goals for secondary student participation in career courses that are considered nontraditional for their gender, the following state leadership activities, along with initiatives identified by the individual program areas, will be conducted to promote nontraditional training and employment:

- Conduct an annual workshop designed for middle and high school counselors to help them learn about their role in promoting nontraditional training and employment; learn about their role in Career, Technical and Agricultural Education Program Reviews; and learn about their role in Civil Rights reviews.
- Georgia will continue to encourage the use of two resources, *Taking the Road Less Traveled* and *Destination Success*, through conference presentations, workshops and specially designed professional learning opportunities.
- Georgia will create a statewide recognition program honoring programs that have exceeded their goals for nontraditional course taking through the implementation of specifically designed strategies.
- Georgia will purchase from Career Communications, Inc. a parent magazine to be used at the middle school level to promote nontraditional training and employment.
- Georgia will employ the use of the NTO Look Self-Study developed by the Illinois State Board of Education, Illinois Community College Board and Illinois State University to assist CTE Supervisors in identifying strengths and challenges in recruiting and retaining learners preparing for nontraditional occupations. The self-assessment process will result in the completion of a comprehensive and data-based assessment of offerings and activities which impact nontraditional learners so that realistic goals may be set for enhancing non-traditional participation and completion.

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#### Postsecondary

GaDTAE requires that all colleges provide special population services which:

- Provide equal access to all program activities;
- Provide assurance of nondiscrimination for all special population students in admissions, programs and all activities;
- Provide for preparation for nontraditional training and employment;
- Provide programs that will enable special population students to meet or exceed state adjusted levels of performance;
- Provide programs that will enhance and/or improve the academic, technical, and employability skills of special population students; and,
- Provide the development and implementation of career and technical education programs, including assessment of how the needs of special population students are being met. This will be done with increased emphasis on accountability and disaggregated data.

Objectives of GaDTAE's efforts are:

- Increase special population students' access to technical education;
- Increase numbers of special population students prepared for high-skill, high-demand, or high-wage technical occupations/careers;
- Provide a coordinated delivery system of services to special population students through a staff trained with appropriate, continued staff development opportunities and technical assistance, as needed; and,
- Continue collaboration and coordinated services with the Department of Human Resources, Department of Labor (DOL), DOL Rehabilitation Services, and other agencies.

In addition, Georgia has joined the National Alliance for Partnerships in Equity (NAPE). As a member of this organization, Georgia will have access to a network of professionals where ideas and information are exchanged; technical assistance from the national office staff via phone or email; timely federal policy alerts; reduced registration fees at two annual meetings each sponsored by NAPE; free/discounted publications; free resources; and, the opportunity to serve as a member of the NAPE Board of Directors.

#### **3.1.1 How the State will ensure that special populations will be provided with equal access to activities assisted under the Act. [Sec. 122(c)(9)(A)]**

#### Secondary

Local recipients receiving Perkins funds must follow guidelines as listed in state board rules. Assurances included in the state plan require that special populations will have access to any and all local activities, programs and services provided. Local recipients must consult with special populations' representatives in the LEA as to the benefit of the activities provided. Reasonable accommodations or modifications may be necessary to provide meaningful participation. Programs are designed to serve all students in secondary environments and help ensure equal opportunity for all students to participate

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fully, regardless of academic, personal or social development. Materials and resources used to recruit and market programs must not discriminate on the basis of race, color, national origin, sex or disability.

GaDOE employs a full-time Intervention Program Specialist to assist with special populations. The specialist is responsible for a variety of activities while providing technical assistance to instructional personnel in their respective fields to ensure that special population students are served effectively in all career and technical programs.

GaDOE will take action to assure that:

- Program reviews are carried out in 20 percent of all recipients;
- Strategies are implemented to ensure that all LEAs can provide evidence of continuous program improvement in student performance for special populations;
- Methods of Administration (MOA) compliance reviews are conducted in targeted systems;
- State program specialists will provide professional learning for new system administrators, faculty and guidance and advisement personnel;
- Methods for collecting and reporting reliable data to GaDOE are developed and refined;
- Regional coordinators provide technical assistance to LEAs which will include a focus on special populations;
- Information and materials packets regarding postsecondary outcomes will include an emphasis on non-traditional opportunities;
- Strategies will be in place to ensure that special populations meet the same academic, career and technical standards as all other students;
- Work-based learning opportunities are inclusive of all students;
- Instructional and program management strategies are designed to effectively meet the needs of special populations and to ensure that special populations meet or exceed State adjusted levels of performance;
- Special population students are actively recruited for participation in all school related programs for postsecondary opportunities;
- CTSO's continuously promote the inclusion of students of special populations;
- English-Spanish or appropriate language translation materials are provided to ESOL special population students; and,
- Marketing strategies will be developed to promote students of special populations programs.

#### Postsecondary

The GaDTAE and all system colleges will assure that all special population students will not be denied access to any admissions, training/education or placement activities by the following:

- GaDTAE will provide consistent, standardized forms and information, uniform training of staff, appropriate accommodations, and an environment promoting equal access for all students; and
- Notices of equal access will be in all GaDTAE and college publications. Access will continue to be monitored through the Office of Civil Rights review process and the local application review process.

#### **3.1.2 The State will ensure that special populations will not be discriminated against on the basis of their status as members of special populations. [Sec. 122(c)(9)(B)]**

##### Secondary

GaDOE will ensure that special populations will be afforded the rights and protections guaranteed for all students. Through onsite reviews and program monitoring of special populations with the Methods of Administration (MOA) process, GaDOE will be aware of discrepancies and challenges in CTE programs related to special populations students. To build local understanding of ways to avoid discrimination against students in special populations, CTAE conducted workshops for LEAs relating to regulations on special populations students enrolled in CTE programs.

##### Postsecondary

- The GaDTAE and all system colleges will assure that all special population students will not be discriminated against and will be provided the rights and protection guaranteed to all postsecondary students.
- The GaDTAE and all system colleges have nondiscrimination policies in place and have published procedures for filing complaints should a student believe that discrimination has occurred. All policies have an appeal process in place.
- The GaDTAE and system colleges provide activities to train staff and provide them with information on performing in a nondiscriminatory manner and maintaining a positive environment.
- A uniform system of “self disclosure” by students at orientation and strict confidentiality rules assist in ensuring that students will not be discriminated against.
- Notices of nondiscrimination will continue to be in all GaDTAE and college publications. Nondiscrimination will continue to be monitored through the Office of Civil Rights review process and the local application process.

#### **3.1.3 The State will ensure that special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and special populations will be prepared for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(C)]**

##### Secondary

GaDOE will assist LEA’s in developing, implementing, and operating programs designed to prepare students for high-skill, high-wage, or high-demand occupations, and will encourage and provide effective integration of those programs that require higher education. At the local level, programs must include career awareness activities, including specific activities regarding nontraditional

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training and employment; and, the opportunity for enrollment into a career skill training program.

GaDOE assist LEA's in placing a special emphasis on programs or activities that are proven to be effective in the educational process. Career development much be implemented to assist in directing teachers and students to new technology and occupations. Awareness of those programs must become an integral part of each school's total educational program designed to support, facilitate, and encourage classroom instruction and student achievement. These programs are designed to serve all students to ensure equal opportunity for all students to participate fully in the educational process integrating academic, career, personal and social development.

#### Postsecondary

- The GaDTAE and colleges will assure that special population students will be provided with programs designed to enable them to meet or exceed State adjusted levels of performance.
- Programs, as described in Section 2.2.8, will afford special populations a variety of services with definite goals and objectives designed for each individual student.
- Emphasis will be placed on high-skill, high-wage or high-demand occupations, as determined by national, state, and local information. This emphasis will be a part of all plans for the student in order for them to be self sufficient. This emphasis will also include the need for further lifelong learning.

**3.2-3.5**

**Not included in the Transition Plan**

## **IV. Accountability and Evaluation - Georgia**

### **SECTION IV. ACCOUNTABILITY AND EVALUATION**

Please see Appendices.

## V. Tech Prep Programs - Georgia

### **SECTION V. TECH PREP PROGRAMS**

Georgia has chosen to exercise its authority under Section 202 of the Act to merge all funds appropriated under title II into the Act and to treat such funds as title I funds. Therefore the State will not address any of the questions in Section V.

**SECTION VI. FINANCIAL REQUIREMENTS****6.1 How the agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

The state of Georgia has determined that the allocation will be split between the two major education agencies, the GaDOE, which serves grades K-12, and the GaDTAE, which serves post-secondary career technical education students. The distribution of funds between secondary and postsecondary career and technical education was accomplished by mutual agreement by the SBOE and the GBTAE. Based upon the relative training and retraining needs of secondary, postsecondary, and adult students, decisions were made regarding the percentage of funds that would be distributed for secondary and postsecondary programs. The percentage distribution for Title I is 50-50.

The GaDOE and the GaDTAE in accordance with Section 112(a)(1) will distribute not less than 85 percent of funds available from Title I to eligible recipients in accordance with Sections 131 and 132. The GaDOE and the GaDTAE will expend not more than 10 percent of the allotment made under Section 111 to carry out state leadership activities described in Section 124, of which not more than 1 percent of the amount allotted to the state shall be available to serve individuals in state institutions, including programs and services provided by the Department of Juvenile Justice, the Department of Corrections, and the State Schools for the Deaf and Blind. Not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for nontraditional training and employment, and an amount equal to not more than 5 percent for the administration of the state plan.

The GaDOE and the GaDTAE assure that the state shall match, from nonfederal sources and on a dollar-for-dollar basis, the funds received under subsection 112(a)(3).

**6.2 Specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g)]**

The GaDOE shall distribute funds on an annual basis for secondary CTE programs to LEAs according to the following formula:

Seventy percent (70%) of the available funds shall be allocated to LEAs based on the census data for school system enrollment for the number of children in poverty aged 5-15 for the previous school year.

Thirty percent (30%) of the available funds shall be allocated to LEAs based on the GaDOE Student Information System enrollment data for the number of children aged 5-15 for the previous school year.

Up to ten percent reserve will be allocated to each eligible recipient as allowed under Section 112 (c)(A) and 112(c)(B) of the legislation. The ten percent reserve will be allocated using 70 percent to rural areas and 30 percent based on percentages of career and technical education students.

Rural areas (A) will be determined from the latest population per square mile data for each county within the state of Georgia and secondary career and technical education full-time student equivalent.

Percentages of career and technical education students (B) will be determined from the full-time equivalent enrollment and the total secondary enrollment (FTE).

**6.3 Allocation of funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**Secondary

Eligible recipients with allocations of less than \$15,000 will be required to form consortia with other eligible recipients such as other school systems or regional educational service agencies (RESAs). The consortium shall submit one local plan that combines all LEAs in the consortium. Guidance for the consortium will be contained in the instructions for the development of the local plan. When a consortium is formed, it must be through cooperative agreement and must operate programs that are of sufficient size, scope, and quality to be effective. When an LEA has entered into a consortium for joint application of funds under this part and a dispute arises, the dissenting LEA shall appeal first to the consortium's fiscal agent and then to the SBOE. Each agreement shall be for one year. If an LEA wishes to leave a consortium, it may enter into a new consortium the following year. If a school system is located within a RESA service area in which there is no other system whose projected allocation falls below \$15,000, and if that local system, because of its limited population, has no more than one high school, then that local system may request that it be designated as located in a rural, sparsely-populated area and that a waiver of minimum grant requirements be approved.

Funds allocated to a consortium for this purpose shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

**6.4 Adjustments to the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

CTAE will use other enrollment data for state institutions, charter schools, and LEAs without boundaries to develop a formula for their allocation.

**6.5 Description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.**

Georgia will not propose an alternative allocation formula.

**6.6. PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**

Estimates based on program memorandum from Troy R. Justensen dated May 1, 2007  
(For Federal Funds to Become Available Beginning on July 1, 2007)

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

|  |    |                           |
|--|----|---------------------------|
| A. Total Title I Allocation to the State   | \$ | <u>37,972,843</u>         |
|  |    |                           |
| B. Amount of Title II Tech Prep Funds to Be Consolidated<br>with Title I Funds   | \$ | <u>3,076,714</u>          |
| C. Total Amount of Combined Title I and Title II Funds to be<br>distributed under section 112 ( <i>Line A + Line B</i> ) | \$ | <u>41,049,557</u>         |
| D. Reserve( <i>not more than 10% of Line C, as applicable</i> )  | \$ | <u>2,835,000</u>          |
| 1. Secondary Programs ( <u>3.5%</u> of Title I grant)  | \$ | <u>1,417,500</u>          |
| 2. Postsecondary Programs ( <u>3.5%</u> of Title I grant)  | \$ | <u>1,417,500</u>          |
| E. Amount Available for Title I Distribution (Line C less Line D)  | \$ | <u>38,214,557</u>         |
|  |    |                           |
| 1. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line C x 85.5 %</i> ) \$ <u>35,045,962</u>               |    |                           |
| a. Secondary Programs ( <u>42.7%</u> of Title I grant)   | \$ | <u>17,522,981</u>         |
| b. Postsecondary Programs ( <u>42.7%</u> of Title I grant)   | \$ | <u>17,522,981</u>         |
| c. Subtotal  | \$ | <u>35,045,962</u>         |
| 2. Leadership ( <i>not more than 10%</i> ) ( <i>Line C x 10%</i> )   | \$ | <u>4,104,955</u>          |
| a. Nontraditional Training and Employment (\$ <u>60,000</u> )  |    |                           |
| b. Corrections or Institutions (\$ <u>38,015</u> )   |    |                           |
| 3. State Administration (not more than 5%)( <i>Line C</i><br><i>x 4.6%</i> )   |    | <b><u>\$1,898,640</u></b> |
| F. State Match ( <i>from non-federal funds</i> ) <u>[1]</u>  | \$ | <u>1,898,640</u>          |

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 1**

(For Federal Funds to Become Available Beginning on July 1, 2007)

**II. TITLE II: TECH PREP PROGRAMS**

|  |    |                  |
|--|----|------------------|
| A. Total Title II Allocation to the State                                      | \$ | <u>3,076,714</u> |
|  |    |                  |
| B. Amount of Title II Tech Prep Funds to Be Consolidated<br>with Title I Funds | \$ | <u>3,076,714</u> |

C. Amount of Title II Funds to Be Made Available

For Tech-Prep ( *Line A less Line B* ) \$ 0

D. Tech-Prep Funds Earmarked for Consortia

\$----- 0

a. Percent for Consortia

(*Line D divided by Line C*) [0%]

b. Number of Consortia 0

c. Method of Distribution ( *check one* ):

- Formula
- Competitive

E. Tech-Prep Administration \$ 0

a. Percent for Administration

(*Line E divided by Line C*) [ 0%]

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[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

**6.7 Listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

Secondary

Secondary LEAs that fall below the allocation of \$15,000 will be required to form consortia as described in section 112(a) and (c) above.

Postsecondary

The GaDTAE does not fund consortia.

**6.8 Secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Secondary

The GaDOE, in accordance with Section 131(a) of the Act, shall distribute funds on an annual basis for secondary school CTE programs to LEAs according to the following formula:  
 Seventy percent (70%) of the available funds shall be allocated to LEAs based on the census data for school system enrollment for the number of children in poverty aged 5-15 for the previous school year.  
 Thirty percent (30%) of the available funds shall be allocated to LEAs based on the GaDOE Student Information System enrollment data for the number of children aged 5-15 for the previous school year.

Postsecondary

The GaDTAE, in accordance with Section 132(a) of the Act, will distribute funds to eligible institutions within the state by a formula that distributes funding proportionate to the relationship of the number of CTE enrollments in receipt of Pell grants in the fiscal or program year in which the allocation is made bears to the number of those recipients enrolled in these programs within the state in that preceding year. No grant provided to any institution under this

enrolled in these programs within the state in that preceding year. No grant provided to any institution under this section shall be for an amount that is less than \$50,000. Any amounts which are not allocated by reason of Section 132(c)(2) shall be redistributed to eligible institutions in accordance with the provisions of this section.

**6.9 Description of the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

Secondary

Up to 10 percent of the reserve fund will be allocated to each eligible recipient as allowed under Section 112(c)(1) and (c)(2). The 10 percent will be allocated, using 70 percent to rural areas and 30 percent based on high percentages of vocational and technical education students.

Rural areas (c)(1) will be determined from the latest population per square mile data for each county within the state of Georgia and secondary vocational full-time student equivalent.

Percentages of vocational and technical education students (c)(2) will be determined from the full-time equivalent enrollment and the total secondary enrollment (FTE).

Postsecondary

The reserve will be allocated to each eligible recipient as allowed under Section 112 (c). The reserve will be used for technical college participation in Education and Career Partnerships. Since all of Georgia's technical colleges are equally occupational (100%), they will each receive the same amount.

**6.10 Procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

Secondary

The GaDOE will fund up to 10 percent of the reserve allocated to secondary and postsecondary LEAs using one or more of Section 112 (c) (1) rural area; (2) areas with high percentages of career and technical education students; and (3) areas with high numbers of career and technical education students. LEAs receiving these funds will be required to utilize them to develop Education-to-Career Partnerships

Postsecondary

All Georgia's technical college are solely occupational; therefore, they all serve a high percentage of career and technical education students (100%) and are eligible for reserve funds under Section 112 (c)(2).

**6.11 Description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

Secondary

As noted in section 6.9 above, rural areas will be determined from the latest population per square mile data for each county within the state of Georgia. LEAs disagreeing with the designations may submit waiver requests along with justification for reclassification. These waiver requests must be submitted with the Local Plan for Career and Technical Education.

The GaDOE, in accordance with Section 131(c)(2), may waive the minimum grant requirement if the GaDOE determines that the LEA is located in a rural, sparsely-populated area, is a public charter school operating secondary vocational and technical education programs, and can demonstrate that it is unable to enter into a consortium for purposes of providing activities under this part. If an LEA is located within a RESA service area in which there is no other LEA whose projected allocation falls below \$15,000, and if that LEA, because of its limited population, has no more than one high school, then that LEA may request that it be designated as a rural, sparsely-populated area and that a waiver of minimum grant requirements be approved.

Postsecondary

This provision does not apply to postsecondary institutions within Georgia.

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[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

## VII. Edgar Certifications and Other Assurances - Georgia

### SECTION VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

Please see Appendices.