

**Georgia's Five-Year Plan for the  
Perkins Career and Technical Education Improvement Act of 2006  
For Program Years FY 2009-2013**

**Summary of Key Plan Provisions  
April 2008**

## **Introduction**

The Carl D. Perkins Career and Technical Education Improvement Act, P.L. 109-270, was passed by Congress and signed into law by the President in August 2006. The purpose of the law is to “help develop more fully the academic, career and technical skills of secondary and postsecondary students,” and to “assist students in meeting (the challenging academic and technical) standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions.”

Over the past fifteen years, federal legislation has steadily moved the emphasis from narrow job preparation to developing a broad range of academic and technical skills in preparation for careers within an industry. Perkins 2006 connects the program more closely to the academic indicators of the No Child Left Behind Act, and also balances the academic preparation focus with a need to address current and emerging career opportunities, workforce needs, and the economic competitiveness of a region, state, and the nation.

This paper summarizes the key requirements of the Perkins Act, and Georgia’s responses to those requirements that are documented in the state’s Five-Year Perkins Plan for state fiscal years 2009-2013.

## **Key Requirements Perkins 2006**

The current Perkins Act stresses the improvement of secondary and postsecondary courses and programs that are intended to build the knowledge, skills, attitudes, and experiences needed to enter and succeed in the world of work and moves the CTE system in new directions as follows<sup>1</sup>:

- Developing challenging academic and technical standards and assisting students in meeting such standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical students

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<sup>1</sup> The Association of Career and Technical Education, <http://acteonline.org>

- Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE education
- Providing technical assistance that promotes leadership, initial preparation, and professional development at the state and local levels; and that improves the quality of CTE teachers, faculty, administrators, and counselors
- Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, local workforce investment boards, and business and industry

## **CTE in Georgia**

The dynamic Georgia economy depends on a high-tech, highly skilled workforce. Georgia's career and technical education (CTE) system consists of programs offered by the Georgia Department of Technical and Adult Education and high school level career, technical, and agricultural education programs offered by the Georgia Department of Education. The Georgia CTE system is designed, in concert with the Governor's Office of Workforce Development, State Workforce Investment Board, the state's colleges and universities and the Governor's Centers of Innovation, to help develop a well educated, technically trained, and highly competitive workforce in Georgia that will be widely recognized as the best in the nation.

The Georgia CTE system is being continually upgraded to provide high quality educational experiences that provide both youth and adult participants opportunities to make intuitive and seamless transitions among the state's education and training systems and into the high-skilled, high-wage, high-demand workplace.

Georgia CTE programs are closely aligned to the technical and academic knowledge and skills, workplace aptitudes, and continuous learning skills that are valued by employers and are needed for successful entrepreneurship.

Georgia CTE programs are part of STEM (Science, Technology, Engineering, Mathematics) initiatives, in collaboration with GaDOE, GDTAE and the Board of Regents. These initiatives seek to create the conditions necessary for students to make a seamless transition from a formal educational setting to become productive citizens. Under the umbrella of Georgia's STEM, individual groups and organizations are working together to address the needs of students, teachers, professors, and industry.

## **Agency Oversight of Perkins Act**

The State Board of Education (SBOE) designates the Georgia Department of Education (GaDOE) to coordinate the development and submission of the state plan for career and technical education as required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins 2006).

The SBOE, therefore, submits this Five-Year Georgia State Plan for Career and Technical Education under provisions of the Perkins Act of 2006 covering the period of the state fiscal years 2009-2013. The SBOE will annually review the state's implementation of the state plan as reflected in the annual performance reports submitted by local recipients, including an assessment of the state's aggregate achievement of the adjusted levels of performance for its core indicators.

On behalf of the SBOE, the Georgia Department of Education is authorized to carry out activities under Perkins 2006 related to secondary career and technical education and the Georgia Department of Technical and Adult Education (GDTAE) is authorized to carry out activities under Perkins 2006 related to postsecondary career and technical education.

### **Agency and Stakeholder Input**

Georgia's Five-Year Perkins Plan was developed by the Georgia Perkins Planning Team. The financial subcommittee of this team was responsible for coordinating the plan for the amount and uses of funds to be reserved.

Prior to submitting Georgia's Five-Year Perkins Plan in April 2008, the Perkins Planning Team fulfilled a federal requirement to conduct at least two formal public hearings to gather input on the Five-year Perkins Plan, and to include responses to that public input as part of the state's Five-year Perkins Plan submission.

### **State Five-Year Plan**

The reauthorization cycle of the Perkins Act is for six years. The law gave the state the authority to submit a one-year Transition Plan to cover operations in state fiscal year 2008 and a Five-Year Plan for state fiscal years 2009-2013. The state Five-Year Plan will be submitted by April 1, 2008, and will be reviewed and finalized by July 1, 2008, at which time the state will receive the first of two installments of federal funds. The second installment of federal funds will be received in October 2008. Funds will be received in the same time frame in subsequent years during the remainder of the five-year period. The Five-Year Plan will be reviewed each year, and modifications may be made if the state chooses.

During spring 2008, GaDOE and GDTAE gathered input from stakeholders on the definitions that are proposed for the performance indicators and the performance targets. Georgia will "negotiate" State performance targets with the U.S. Department of Education and reach agreement on those targets. When the state's targets have been established, local districts will either accept the state-level targets or be allowed to request a negotiation over the local performance targets. The state will review the local recipient's justification for a different performance target and will make a decision that is not subject to appeal.

## **Local Plans and the Five-Year State Plan**

Local plans submitted by school districts and technical colleges will follow the same timeframe as the state plan. Five-Year Plans, which are amendable on an annual basis, will be submitted by local recipients in May 2008, and will be approved for funding to begin July 1, 2008, covering program year 2008-2009.

## **Federal and State Budget History**

Pending final United States Department of Education action, the federal appropriations for the Perkins State Grant Program for Federal Fiscal Year 2009 is anticipated to be \$1.182 billion with \$104.75 million for the Tech Prep program. This amount has remained relatively stable for the last several years. The allocation that each state receives is based on the relative size of its population, most heavily weighted toward youths ages 15 to 19, but also taking into account the number of residents up to age 65.

The allocation for Georgia during the last four years has been (in millions):

GA FY 2006	Perkins Title I	\$36.193
	Perkins Tech Prep	\$3.187
GA FY 2007	Perkins Title I	\$36.587
	Perkins Tech Prep	\$3.077
GA FY 2008	Perkins Title I	\$41.049
GA FY 2009	Perkins Title I	\$41,579,767 (estimated – Feb. 25)

Under Perkins 2006, the State is exercising the flexibility to combine Perkins Title I and Perkins Tech Prep funding, and run all CTE operations through the Perkins Title I program.

With the basic state allocation from Title I (and Tech Prep combined), the State may retain 5% of funds for administrative activities, and these funds must be matched by state resources. An additional 10% of the allocation can be retained for Leadership Activities. An extensive list of required and permissive leadership activities is outlined in the Perkins Act.

The remaining 85% of funds must be allocated to “eligible recipients” which are community and technical colleges, school districts, and career and technical education centers.

For the remainder of local funds, the State may decide what percentage of local funds goes to school districts and what percent goes to technical colleges. In Georgia, the remainder of local funds will be split evenly between secondary and postsecondary and

allocated to recipients via a federally-determined distribution formula. For secondary, the federal formula includes a poverty weighting factor (70% for school lunch eligibility) and a general population weighting factor (30% for general youth enrollment). For postsecondary, the formula is related to an economic need factor (the number of Pell Grant recipients attending the college.)

### **Creation of Peach State Pathways**

A new requirement of Perkins 2006 is that the state identify a series of career and technical education programs of study that span between high schools and postsecondary education. According to the definition, each program of study--

- incorporates secondary education and postsecondary education elements
- includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content
- is offered in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education
- may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs, or other ways to acquire postsecondary education credits
- leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

The programs of study have been named Peach State Pathways. In the coming years in Georgia, Peach State Pathways will be an umbrella initiative that incorporates and aligns all the necessary education and training components with the Governor's Strategic Industries to assure that Georgia's current and future workforce can compete in a knowledge-based economy. Development of Peach State Pathways builds on work already underway by GaDOE's Division of Career, Technical, and Agricultural Education through their curriculum revision project which was launched in 2006 as a major component of CTE's redesign of career, technical, and agricultural education.

The structure will evolve through time and align educational, economic, and social entities that help students or workers obtain the skills needed in the workforce. The two agencies (GaDOE and GDTEA) expect to develop approximately 50 career pathways in the future, with 29 pathways already approved by the SBOE and another 18 under development. GaDOE also plans to develop Secondary Pathway Assessments to be offered at the conclusion of the secondary education sequence of each pathway, depending on the availability of funds. Professional learning opportunities will be made available with each phase to support implementation of the adopted pathways.

### **Merging Title II (Tech Prep) and Title I**

Perkins 2006 gives each State the flexibility to merge funding from Title II of the Act (Tech Prep) into Title I of the Perkins Act (general CTE state grant program), and operate the entire program as one unified system. An additional benefit is that, by merging the

funding streams, Georgia is not required to implement a number of new, burdensome accountability indicators that were specific for the Tech Prep program.

## **Accountability Indicators**

For the Five-Year Plan, Georgia is required to create definitions for the following performance indicators for secondary and postsecondary education.

Bolded indicators for secondary education are related to indicators used in the No Child Left Behind Act. Benchmarks and performance targets for the remaining performance indicators (including all postsecondary indicators) are being established during the first year of the Five-Year Plan.

### Secondary Indicators

- **academic achievement for reading, as reported for NCLB**
- **academic achievement for mathematics, as reported for NCLB**
- **graduation rates, as reported for NCLB**
- technical attainment, based upon industry standards when possible
- attainment of (I) a diploma, (II) a GED, (III) a proficiency credential in conjunction with a diploma
- placement in postsecondary, military, or employment
- participation in non-traditional programs
- completion of non-traditional program

### Postsecondary Indicators

- technical attainment, based upon industry standards when possible
- attainment of an industry recognized credential, certificate, or degree
- retention in postsecondary (including transfer to 4-year college/university)
- placement in military, apprenticeship, or placement/retention in employment –including high-skill, high-wage, or high-demand
- participation in non-traditional programs
- completion of non-traditional programs

The plan includes proposed benchmarks based on current student performance and performance targets for Georgia Performance Standards and graduation rates.

If a local school district or college fails to meet at least 90% of any of its indicators, the State is required to provide targeted technical assistance around the indicator. The plan details how GaDOE and GDTAE will notify local recipients of their need for improvement plans and how the agencies will coordinate technical assistance activities on their behalf.

## **Special Populations**

According to the Perkins Act, there are six populations that require specialized attention in the delivery of career and technical education services. The special populations are as follows:

- individuals with disabilities
- individuals from economically disadvantaged families, including foster children
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- displaced homemakers
- individuals with limited English proficiency.

In several sections of the plan, GaDOE and GDTAE indicate how activities will ensure the following:

- Special populations have equal access to activities.
- Special populations will not be discriminated against.
- Services will be designed to help special populations meet performance standards and be prepared for further training in education programs leading to high-skill, high-wage, or high-demand occupations that lead to economic self sufficiency.
- All students, including special populations, will be given support so they can graduate with a standard diploma.

## **High-Skill, High-Wage or High-Demand Occupations**

In several provisions of the plan, the state agencies must describe efforts they will take to ensure that students are participating in programs related to “high-skill, high-wage, or high-demand occupations.” One provision requires that occupations must be “current or emerging” and must lead to “economic self-sufficiency.” Since there is no federal definition given to these terms, Georgia is moving toward creating taxonomy for these terms. While not defined in legislation, the U.S. Congress is clearly indicating that CTE programs must have relevance to the workforce.

GDTAE has developed criteria to code each of its programs, in regards to preparing for high-skill, high-wage, or high-demand occupations; GaDOE is developing the processes and procedures to determine definitions for high-wage, high-demand, and high-skill occupational opportunities in a selected pathway. GaDOE has determined that the Peach State Pathway: Education and Career Planning Tool will list examples of occupations in the pathway that meet two of the three definitions. GaDOE will require every recipient, in its Five-Year Plan, to indicate how CTE programs are directly aligned to current or emerging occupations leading to economic self-sufficiency, and that are high-skill, high-wage, or high-demand as aligned with the agreed upon definitions.