

System Number

System Name

**FIVE-YEAR PERKINS IV
LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION
AND
ONE-YEAR FUNDING APPLICATION
FOR FY2013
July 1, 2012 - June 30, 2013
FISCAL YEARS 2012-2016**

**Division of Career, Technical and Agricultural Education
Georgia Department of Education**

Agricultural Education Grant

Is this system applying for any Agricultural Education Grants? Yes No

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GENERAL PROVISIONS INTRODUCTION

Statement of Intent of use for Perkins IV Program Improvement funds allocated under Program ID Code 315

In accordance with the Carl D. Perkins Career and Technical Education Act of 2006, each eligible local school system shall submit an annual Local Plan/Application for Career and Technical Education (**State Board Rule 160-4-3-.02**) <http://www.gadoe.org/documents/doe/legalservices/160-4-3-.02.pdf>) Each local school system receives an entitlement from the Basic Grant section of the Perkins Act (75 percent of the Grant is designated for local programs with the option of a 10 percent reserve to be allocated according to a formula (Section 112)) In Georgia, the 10 percent reserve is allocated using a formula based on criteria in the Legislation under Section 112 (C). Local systems with less than a \$15,000 entitlement must form a consortium through a Regional Educational Services Agency (RESA) or with another system in order to receive the funds. The Georgia Department of Education (GaDOE) may waive the minimum grant requirements if the Department determines that the local school system is located in a rural, sparsely-populated area and can demonstrate that it is unable to enter into a consortium for purposes of providing services under this part. 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. The fiscal agent of school systems that form a consortium will submit an annual Local Plan/Application for Career and Technical Education on behalf of the designed systems.

Grant funds must be spent for local programs in compliance with the Perkins Act, state plan, state rules, and Local Plan Guidelines. **Each eligible recipient (local school system) must use federal funds to improve career and technical education programs.** These limited federal dollars must be targeted for new or improved activities Requirements for Section 135 (b) (1-9) must be addressed before funds may be used for activities under Section 135 (c) (1-15). EDGAR Authority: 20 U.S.C. 1221e-3, 3474 OMB Circular A-110 Sec. 74.21 Standards for financial management systems.

(a) Recipients shall relate financial data to performance data and develop unit cost information whenever practical Section 135(b) outlines **the Nine (9) Mandated Activities** to improve career and technical education programs

1. To strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs
2. To provide students with strong experience in and understanding of all aspects of an industry, that may include work-based learning.
3. To develop, improve, or expand the use of technology in CTE which may include technical training, providing students with the skills needed to enter technical fields and encouraging schools to collaborate with technical industries to offer internships and mentoring programs.
4. To provide in service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE program: : Topics include effective integration of academics and CTE effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry involve internship programs that provide relevant business experience and train teachers in the effective use and application of technology.
5. To develop and implement evaluations of CTE programs carried out with Perkins funds including an assessment of how the needs of special populations are being met.
6. To initiate, improve, expand and modernize CTE programs to include relevant technology.

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7. To provide services and activities of sufficient size, scope, and quality to be effective
8. To link secondary career and technical education and postsecondary career and technical education, including Education and Career Partnerships.
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

Once some federal funds are spent at the local level on each of these nine mandated activities, the local school system is permitted to use the balance of the federal funds for the Fifteen (15) Permissive Activities to improve career and technical education programs as outlined in Section 135(b).

1. To involve parents, businesses and labor organizations in the design, implementation and evaluation of CTE programs.
2. To provide career guidance and academic counseling, including information described in **Section 118**, for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options.
3. For local education and business partnerships, including for work-related experiences for students, and industry experience for teachers and faculty.
4. To provide programs for special populations.
5. To assist career and technical student organizations.
6. For mentoring and support services.
7. To provide assistance for leasing, purchasing, upgrading or adapting equipment including Instructional A.d and Publications
8. For teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
9. For developing and expanding postsecondary program offerings (Education and Career Partnerships) at times and in formats that are accessible for all students, including through the use of distance education
10. To develop initiatives that facilitates the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs.
- 11 To provide CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
12. For improving or developing new career and technical education courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
13. To develop and support small, personalized career-themed learning communities.
- 14 To provide support for family and consumer science programs.
15. To support training and activities (such as mentoring and outreach) in nontraditional fields.

The LEA has read, understood, and agrees to abide by the general provisions of the Carl D. Perkins IV Grant listed above.

Agree

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FY 2013 ANNUAL PLAN FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION

CTAE GRANT INFORMATION

Information and application procedures for CTAE grant programs

Please Note: All grant programs will be based on the criteria listed below and the availability of funds in the pending FY 2013 state and federal budget.

1. Perkins IV Program Improvement Grant — Program ID #315

The funds allocated by the Perkins IV-Program Improvement Grant must be budgeted for activities to improve Career and Technical Education programs as provided for in the Carl D. Perkins Career and Technical Education Act of 2006. These limited funds must be targeted for new or improved activities. Up to 5% of the funds may be used for Career and Technical program administration. The Career, Technical, and Agricultural Education Division will complete the Perkins formula calculations and provide the available grant amount for each system.

Guidance for completing the "Budgeted Local Maintenance of Effort Chart" which is located in the Local Plan/Application document:

a. Object Code (100)

Include total salaries to be paid from Quality Based Education (QBE) or Local Funds within Object Class 100 for all Career, Technical and Agricultural Education teachers, administrators and support staff. Include personnel in grades 6 through 12 and system level for all Job Codes and Subject Codes under Career, Technical and Agricultural Education Do not include salaries paid from Perkins or other career and technical education grant funds or salaries of applied course teachers. Only include the portion of salaries for the time assigned to Career, Technical and Agricultural Education courses and responsibilities for personnel assigned to other activities for part of the day.

b. Object Code (200)

Include employer cost for employee benefits to be paid for QBE or Local Funds for all Career, Technical and Agricultural Education personnel as described above.

c. Object Code (300) through (800)

Include all anticipated expenditures to be paid from QBE or Local Funds for Career, Technical and Agricultural Education programs under Broad Object Categories 300 Professional Purchased Services, 400 Purchased Property Services, 500 Other Purchased Services (Travel) 600 Supplies (includes Expendable Equipment), 700 Property (Equipment) and 800 Other. Include funds from all appropriate QBE weights and categories such as career and technical education lab Regular 9-12 middle school, Media, Staff Development, Equalization, etc.

d. Object Code Total

The total QBE and Local funds budgeted for FY 2013 must equal or exceed funds from the Local Plan for FY {PFY} to comply with the Federal Maintenance of Effort Requirement.

Comparison Categories for Federal Non Supplanting Issue– The total funds expended for Career and Technical Education and Technical programs from QBE and Local Funds must equal or exceed the combined total amounts expended from Perkins funds for Object Codes 400, 500, 600, 700 and 800. This is to insure non-supplanting of state/local funds with federal funds.

2. Perkins IV Professional Development Grant — Program ID #316

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As a participating member the system agrees that the rules and regulations set up by the CTAE Resource Network's Board of Advisors will be followed. It is understood that the consortium is composed of member school systems and is governed by an Advisory Board that includes representatives from member systems and the Georgia Department of Education. It is understood that the CTAE Resource Network will invoice the school system for membership dues at the beginning of FY 2013 and it is agreed that, upon notification of approval of its local plan budget, the system will remit payment to the CTAE Resource Network

3 Career, Technical and Agricultural Education Supervision Grant — Program ID #519

In accordance with State Board Rule 160-5-1- 22, Personnel Required, and subject to the availability of state funds for this program, systems may request funding for the base salaries and benefits for Career and Technical administrators through the Supervision grant by May 15, 2012. **Appropriate budget request information should be completed on the Consolidated Funding website, "Career, Technical, and Agricultural Education – Supervision" grant section, based on the "Application for Supervision Funding" submitted by the system. The system will be required to submit an annual report indicating participation in required state CTAE activities.**

4. Agricultural Education Young Farmer Agribusiness Program — Program ID #521

If available funds allocated for the FY 2013 Young Farmer Agribusiness Program will be determined by the local system request for a Young Farmer Teacher and the most recent version of the teacher salary schedule along with the satisfactory completion of the 2011 - 2012 Young Farmer Agribusiness Program of Work Evaluation and the 2012 - 2013 Young Farmer Agribusiness Program of Work (to be completed on the "Georgia Agricultural Education Reporting System" website by May 15, 2012). The grant amount is based on a 70 percent state and 30 percent local match for salary and benefits (Teacher Retirement and Health Insurance). This grant is only available if the school has a complete Agricultural Education Program already in place. The FY 2013 Local Plan for Agricultural Education should be completed within the consolidated application. Local system requests are made on the "FY 2013 Budget Planning Information for Agricultural Education" document provided by the Agricultural Education Region Coordinator. A PDF of the final grant amounts will be sent from the Ag-Ed Region Coordinator to each local CTAE administrator to be uploaded to the consolidated application.

5. Agricultural Education Area Teacher Grant Program — Program ID #522

(Only those systems that have been notified by their Agricultural Education Region Coordinator should apply for this grant). Based on available state funds, the system agrees that the allocated amounts will be used in FY 2013 for the Ag Area Teacher Program to provide premier leadership, educational resources, and career development activities designed to encourage and support quality educational experience for Georgia's youth and adults in agricultural education. Agricultural Education Area Teachers will complete a program of work and be evaluated each year. A PDF of the final grant amounts will be sent from the Ag-Ed Region Coordinator to each local CTAE administrator to be uploaded to the consolidated application.

6. Agricultural Education Food Systems Technology Program — Program ID #524

If available, funds will be allocated based on the local systems request and the completion of the "Food Systems Technology Administrative Standards Review" and Annual Report (available from the Ag-Ed Region Coordinator) The FY 2013 Local Plan for Agricultural Education should be completed within the consolidated application. Local system requests are made on the "FY 2013 Budget Planning Information for Agricultural Education" document provided by the Agricultural Education Region Coordinator. A PDF of the final grant amounts will be sent from the Ag-Ed Region Coordinator to each local CTAE administrator to be uploaded to the consolidated application.

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7. Extended Year Grant – Career and Technical Programs — Program ID #526

If available, funds allocated for the FY 2013 Extended Year Program (Fiscal Year: July 1, 2012-June 30 2013) will be determined by the local system's FY 2012 "Report of Extended Year Career and Technical Projects" The FY 2013 "Report of Extended Year Career and Technical Projects" must be submitted by May 15, 2012

8. Agricultural Education Extended Year Grant — Program ID #529

If available, funds allocated for the FY 2013 Ag-Ed Extended Year Program will be determined by the local systems request and the most recent version of the teacher salary schedule; along with the satisfactory completion of the 2011 - 2012 Agriculture Teachers (High School and/or Middle School) Program of Work Evaluation and the 2012 - 2013 Agriculture Teachers (High School and/or Middle School) Program of Work (to be completed on the "Georgia Agricultural Education Reporting System" website by May 15, 2012). The total grant amount is based on a 50 percent state and 50 percent local match of days requested beyond the normal school calendar and accompanies the Ag-Ed Extended Day Grant. The FY 2013 Local Plan for Agricultural Education should be completed within the consolidated application. Local system requests are made on the "FY 2013 Budget Planning Information for Agricultural Education" document provided by the Agricultural Education Region Coordinator. A PDF of the final grant amounts will be sent from the Ag-Ed Region Coordinator to each local CTAE administrator to be uploaded to the consolidated application.

9. CTE Middle School Support Grant — Program ID #530

The available funds will be allocated based on the Program of Work that have been received at the system level, reviewed, and approved for submission to the Career, Technical and Agriculture Education Division. The system should complete the budgeting process on the Consolidated Application. Funds are anticipated to be available to support Career and Technical Education teachers at the middle school level, for work beyond the regular workday to provide leadership development opportunities for students. Teachers teaching all segments should be paid from FTE earnings generated from the extra students taught.

Note: Teachers who receive the Middle School Support grant will be required to submit an annual report of activities and should be listed in the CPI data as Job Code 117, and Fund Code 76 for the percent of time assigned to student support activities.

10. Youth Apprenticeship Grant Program (YAP) — Program ID #540

Prior approval is required of LEAs requesting Youth Apprenticeship Grant Funding. LEAs with existing YAP programs must have a FY 2012 "Georgia Youth Apprenticeship Evaluation Procedures" report on file at the GaDOE. LEAs requesting initial funding must have a FY 2013 "Georgia Youth Apprenticeship Request for Application" on file at the GaDOE. **Appropriate budget request information should be completed on the Consolidated Funding website, "Career, Technical, Ag – CTAE Youth Apprenticeship" grant section, based on funding estimates provided by the GaDOE.**

11. Industry Certification Grant – Career, Technical and Agricultural Programs — Program ID #550

An FY 2013 "Industry Certification Application" in each program area for which the LEA is applying for grant funding must be uploaded to the "Career, Technical, Agricultural – CTAE Industry Certification" grant section of the Consolidated Funding website by May 15, 2012. Application forms are available in the "Online Forms" section of the Career, Technical, and Agricultural Education page on the GaDOE web site. **Appropriate budget request information should be completed on the Consolidated Funding website, "Career, Technical, And Agricultural – CTAE Industry Cert" grant section, based on the applications submitted by the system.**

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12. Agricultural Education Extended Day Grant — Program ID #553

If available, funds allocated for the FY 2013 Ag-Ed Extended Day Program will be determined by the local systems request and the most recent version of the teacher salary schedule; along with the satisfactory completion of the 2011 - 2012 Agriculture Teachers (High School and/or Middle School) Program of Work Evaluation and the 2012 - 2013 Agriculture Teachers (High School and/or Middle School) Program of Work (to be completed on the "Georgia Agricultural Education Reporting System" website by May 15, 2012). This is a 100 percent state grant which accompanies the funding match for Agricultural Education Extended Year (minimum of 20 days). The FY 2013 Local Plan for Agricultural Education should be completed within the consolidated application. Local system requests are made on the "FY 2013 Budget Planning Information for Agricultural Education" document provided by the Agricultural Education Region Coordinator. A PDF of the final grant amounts will be sent from the Ag-Ed Region Coordinator to each local CTAE administrator to be uploaded to the consolidated application.

13. CTAE Teacher Support Grant (CTE Extended Day) — Program ID #554

FY 2011 Extended Day Grant Annual Reports and Evaluations must be prepared via the CTAE Resource Network for each teacher that received Extended Day grant funds in FY 2011. For FY 2012, the system must upload the file generated from the CTAE Resource Network that shows the calculated salary for all teachers who will be on Extended Day for FY 2012 by May 15, 2011 to the "CTE Extended Day" grant section of the Consolidated Application website. Forms for the Programs of Work are available on the CTAE Resource Network website. LEAs shall electronically submit a monthly record of extended day activities for each teacher receiving benefit from the grant program.

14. Agricultural Education Leadership Grant (Federal) – Program ID #121

(Only those systems that have been notified by their Agricultural Education Region Coordinator should apply for this grant). Based on available Federal funds, the system agrees that the allocated amounts will be used in FY 2013 to provide premier leadership, educational resources, and career development activities designed to encourage and support quality educational experience for Georgia's youth and adults in agricultural education. A PDF of the final grant amounts will be sent from the Ag-Ed Region Coordinator to each local CTAE administrator to be uploaded to the consolidated application.

15. Perkins IV State Institution Grant – Program ID #160

The funds allocated are based on the federal grant award received. This grant is funded based on the federal guidelines, section 112(2)(A), which states that "an amount equal to not more than 1 percent of the amount allotted to the State under section 111 for the fiscal year shall be made available to serve individuals in **State institutions**, such as State correctional institutions and institutions that serve individuals with disabilities "

16 Agricultural Education Youth Camps Grant – Program ID #523

(Only those systems that have been notified by their Agricultural Education Region Coordinator should apply for this grant). Based on available state funds and the 2012 - 2013 Program of Work for Youth Camp personnel, these funds will be used to pay the salary, benefits and travel for each employee. In addition funds are allocated for the purpose of hiring part time staff and the purchase of supplies and equipment needed for the operation of the Youth Camps during the current fiscal year.

17 Agriculture Construction Related Equipment Grant, Career Technical Education Programs – Program ID #532

The grant funds allocated must be budgeted for the purpose of providing funding for large essential equipment for CTAE programs: (1) in new school buildings; (2) in newly remodeled labs; (3) where new programs are being implemented in new or modified facilities. This grant is not for existing labs and existing programs. Capital Equipment includes items which are considered major equipment purchases having a life cycle of at least five years and which are repairable, not replaced. **Grants are approved with the understanding that**

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a minimum of five years is committed for program use in the specific lab.

18. Vocational Construction Related Equipment Grant, Career Technical Education Programs — Program ID #562

The grant funds allocated must be budgeted for the purpose of providing funding for large essential equipment for CTAE programs: (1) in new school buildings; (2) in newly remodeled labs; (3) where new programs are being implemented in new or modified facilities. This grant is not for existing labs and existing programs. Capital Equipment includes items which are considered major equipment purchases having a life cycle of at least five years and which are repairable, not replaced. **Grants are approved with the understanding that a minimum of five years is committed for program use in the specific lab.**

19. Perkins IV — PERKINS*plus* Reserve Grant — Program ID #100

To meet the intent of the new Perkins IV legislation, the Georgia Department of Education has developed the Perkins IV - PERKINS*plus* Reserve Fund grants. The Reserve grant is designed to supplement the resources of local school systems in rural areas; areas with high percentages of career education students; or areas with high numbers of career and technology education students and were adversely affected by the change in the Perkins IV funding formula. Funds must be spent in accordance with Georgia's identified priorities under Section 135 of the Perkins Act. Fund 406. CFDA 84.048

FY 2013 CAREER, TECHNICAL, AND AGRICULTURAL EDUCATION PROGRAMS STATEMENT OF ASSURANCES

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 (Perkins IV), or any subsequent applicable acts and all applicable Georgia Public School Laws.
2. Funds will be used to support programs of such size, scope, and quality to bring about improvement in the quality of career and technical education programs as identified in Section 134 (b)(6) and Section 135 (b) (8) of Perkins IV and to support the objectives included in the Local Education Agency's (LEA) Four Year Plan.
3. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in an 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 314 of Perkins IV.
4. Each public announcement, bulletin, catalog, and all application forms will contain notice to publicly attest that the institution does not discriminate on the basis of 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 race, color, or national origin in educational programs or activities receiving federal financial assistance. (Title VI, Civil Rights Act of 1964) (Title IX Education Amendments of 1972) (Section 504 Rehabilitation Act of 1973) <http://www.ed.gov/print/about/offices/list/ocr/docs/nondisc.html>.
5. The applicant assures that no funds expended under the Carl D. Perkins Career and Technical Education Act of 2006 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. Expenditure must be in compliance with standard accounting procedures established by the Georgia Department of Education (GaDOE).
7. Federal career and technical education funds made available will be used to supplement and to the extent practical, increase the amount of local/state funds for career and technical education, and in no case, to supplant such local/state funds as specified in Section 311 of Perkins IV.
8. Local recipients will review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to, or lowering success in the programs, for special populations; will provide programs that are designed to enable the special populations to meet the State-adjusted levels of performance; and will not discriminate against individuals who are members of the special populations on the basis of their status as members of the special populations as identified in Section 134(b)(8)(A)(B) and (9) of Perkins IV and to support the objectives as included in the LEAs Four Year Plan.
9. The projected programs, services, and activities identified in the Local Plan/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(b)(3) of Perkins IV as indicated in the local education agency's Four-Year Plan.
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 herein.

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11. Appropriate career and technical education administration and supervision at the system and school level will be provided for the proper and efficient operation of programs funded under the Georgia Quality Basic Education Act (QBE) and the Carl D. Perkins Career and Technical Education Act of 2006 in accordance with State Board Rule 160-5-1-.22 (<http://www.gadoe.org/documents/doetlegalservices/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 will be submitted to the Georgia Department of Education.
14. The Georgia Statewide Teach Georgia website (<http://www.teachgeorgia.org>) 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)(A-B)).
15. Each system will annually evaluate progress toward meeting or exceeding each of the core indicators at the USED approved benchmark, develop and implement strategies and participate in program reviews as conducted by the GaDOE as specified in Section 134(b)(7) of Perkins IV as indicated in the LEAs Five-Year Plan.
16. Evaluation and accountability provisions for local plans will be carried out in accordance with Section 134(b)(2) and (7) and Section 135(b)(6).
17. The Five-Year Plan 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/documents/doe/legalservices/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/documents/doetlegalservices/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 the High Schools That Work (HSTW) initiative will be utilized to meet the goals and objectives of that initiative. LEAs shall comply with all accountability **and** reporting requirements set forth in the grant program application.
21. Funds allocated for the Transition and Career Partnership initiative will be utilized to meet the goals and objectives of that initiative. LEAs shall comply with all accountability and reporting requirements set forth in the grant program application.
22. Funds allocated for Industry Certification will be utilized in accordance with state rules and regulations. LEAs shall comply with all accountability and reporting requirements set forth in the grant program application.
23. For the Extended Day program, funds allocated will be utilized in accordance with State Board Rule 160-4-3-.11 (<http://www.gadoe.org/documents/doellegalservices/160-4-3-.11.pdf>), and in accordance with state regulations. LEAs shall comply with all accountability and reporting requirements set forth in grant program applications.
24. 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/documents/doellegalservices/160-4-3-.07.pdf>) and in accordance with state regulations. LEAs shall comply with all accountability and reporting requirements set forth in the grant program application.
25. 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/documents/doellegalservices/160-4-3-.08.pdf>).
26. 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 FY 08 state budget.

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27. This one-year application for funding is based on the objectives of the Five-Year Plan for Career and Technical Education as submitted by the local school system.

The LEA has read, understood, and agrees to abide by the general assurances listed above.

Agree

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**FY 2013 Perkins Career and Technical Education Certification
Debarment, Suspension, and Other Responsibility Matters
Primary Covered Transitions**

- A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or involuntarily excluded from covered transactions by any federal department or agency.
- B. Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or state antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records; making false statements; or receiving stolen property.
- C. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification.
- D. Have not within a three-year period preceding this application/proposal had one or more public transactions (federal, state, or local) terminated for cause or default.

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension 34 CFR Subtitle A (7-1-04 Edition), Subpart C — Responsibilities of Participants Regarding Transactions, Part 85 The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211) Copies of the regulations may be obtained by contacting the U.S. Department of Education Grants and Contracts Service, 400 Maryland Avenue SW (Room 3433 GSA Regional Office Building No. 3), Washington. DC 20202, phone 202/732-2505.

- 1. If the LEA selects YES below, the system is certifying that to the best of its knowledge and belief the above principles will be abided by.**
- 2. If the LEA selects NO to any of the statements listed above in this certification, an explanation must be submitted, as indicated, with this Local Plan.**

Yes **No**

A brief explanation why the LEA cannot abide by the certification statements above

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Local Maintenance of Effort Three-Year History Chart

A. Local Maintenance of Effort Three-Year History Chart Comparison.

Complete the chart below regarding the three-year history of total Local Maintenance of Effort for Career Technology Education(Section 311(b)(1 A)).

Note : The amount for 2013 must equal or exceed the amount for 2012 to be in compliance with maintenance of effort and the prohibition against supplanting requirements Section 311 a

For FY 2011 :

Enter total budget amount from 2011 Local QBE "Budgeted Local Maintenance of Effort Chart" which is located on the Perkins Funding Source budget sheet of the 2011 Local Plan

For FY 2012 :

Enter total budget amount from 2012 Local QBE "Budgeted Local Maintenance of Effort Chart" which is located on the Perkins Funding Source budget sheet of the 2012 Local Plan

2011 FTE/Local Budget for Career, Technical, and Agricultural Education: \$

2012 FTE/Local Budget for Career, Technical, and Agricultural Education: \$

2013 FTE/Local Budget for Career, Technical, and Agricultural Education: \$

Maintenance of Effort Three-Year History Comparison

Explanation for decrease in three-year expenditure of funds.

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There was a decrease in CTAE enrollment which resulted in a decrease in QBE earnings as well as a 1.5 reduction in teaching positions. This 1.5 reduction created a decrease in personnel salaries. Also a teacher with a lower degree and less years of teaching experience replaced a teacher with an advanced degree in a CTAE Program. Local extended day and extended year supplements have also been reduced and/or eliminated.

B. Local Maintenance of Effort Operational Costs Comparison.

The amount below indicates the preliminary total of Vocational Lab (9-12) QBE earnings for 2012 (or most recent year) for your system. The final published amount can be found on the Georgia State Department of Education Earnings Sheet 2012 provided for your system (HB95DOE SB10).

Total Vocational (9-12) QBE Operating Earnings 2013

In the table below, please provide a breakdown of the system's 2013 QBE/Local Budget for Career, Technical and Agricultural Education. The total budget should represent the total vocational (9-12) QBE earnings listed above, plus any additional earnings from high school (9-12), media center program, and staff/professional development program weights earned through the system allocation by CTAE programs, as well as local http://www.gadoe.org/ci_cta.aspx?PageReq=CICTALocalPlan_2013. Instructions for completing this chart are included in the budget guidance information for the Perkins Funding Source budget located at the following CTAE website http://www.gadoe.org/ci_cta.aspx?PageReq=CICTALocalPlan

Note: FTE Local funds budgeted below, must be equal to or greater than the QBE Operations FTE Local Earnings to qualify for federal funding.

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THE LOCAL BOARD OF EDUCATION APPROVED FUNDS BY OBJECT CODE:

(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(100-800)
Personal Services/ Salaries	Personal Services/ Benefits	Purchased Professional & Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Property	Other	Total Local Maintenance of Effort

Total Operational Cost (Object Codes 400-800):

THE FEDERAL PERKINS IV-PROGRAM IMPROVEMENT FUNDS BY OBJECT CODE:

(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(100-800)
Personal Services/ Salaries	Personal Services/ Benefits	Purchased Professional & Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Property	Other	Total

Total Operational Cost(Object Codes 400-800):

Maintenance of Effort Comparison

Does the Total Local Operational Cost equal or exceed the Total Perkins Operational Cost? Yes No

NOTE: If No has been filled-in, the Total Perkins Operational Cost exceeds the Total Local Operational Cost. You must either adjust the amount of Local Funds or complete the explanation below

The reason(s) that the Total Perkins Operational Cost exceeds the Total Local Operational Cost (Section 311(b) (1b)):

- Capital Expenditures
- Special One-time Cost
- Cost of Pilot Programs
- Other Exception

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C.

Section 122 (c)(1)(A), and Section 124 (b)(6) require LEAs to use Perkins IV Improvement funds to carry out Transition and Career Partnership activities. In the table below, indicate funds set aside for these activities.

ENTER THE FEDERAL PERKINS IV - TRANSITION and CAREER PARTNERSHIP FUNDS BY OBJECT CODES:

(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(100-800)
Personal Services/ Salaries	Personal Services/ Benefits	Purchased Professional & Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Property	Other	Total

Total Transition and Career Partnership Cost (Object Codes 400-800):

Is the system a member of a consortium?

Yes

No

If yes, enter the amount that will be sent to your consortium

D.

ENTER THE FEDERAL PERKINS IV PROFESSIONAL DEVELOPMENT FUNDS BY OBJECT CODES:

(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(100-800)
Personal Services/ Salaries	Personal Services/ Benefits	Services/ Professional & Technical Services	Purchased Property Services	Other Purchased Services	Supplies	Property	Other	Total

Total Operational Cost (Object Codes 400-800):

Maximum amount allowed to be sent to State identified consortium:

**Georgia Department of Education
Division of Career, Technical and Agricultural Education
FY 2013 Local Plan For Improving Career and Technical Education
Contact Information**

Submitted for

System Number _ System Name _____ County

**FIVE-YEAR
LOCAL PLAN FOR IMPROVING CAREER AND TECHNICAL EDUCATION
and
ONE-YEAR FUNDING APPLICATION**

**As provided in Carl D Perkins Career & Technical Education Act of 2006
Submit by May 15, 2012**

System Superintendent Contact Information

Prefix:
Name:
Title:

Mailing Address:
Street Address:
Telephone #:
Fax #:
E-Mail Address:

System Contact Information for CTAE Administration

Prefix:
Name:
Title:

Mailing Address:
Street Address:
Telephone #:
Fax #:
E-Mail Address:

Advisory Council

I. Requirement for Involvement in the Development, Implementation, and Evaluation of the Career, Technical, and Agricultural Education Annual Plan for Career, Technical and Agricultural Education

- A. Briefly describe below how the projected programs, services, and activities identified in this FY2013 Local Plan for Career, Technical and Agricultural Education were planned with the participation of members of business and industry, labor organizations, representatives of special populations, parents, students teachers counselors, and other interested individuals [Section 134(b)(1)] and [Section 134(b)(5)].

RichTextBox

II. Advisory Council Membership and Requirement for Involvement in the Development, Implementation, and Evaluation of Career, Technical, and Agricultural Education Programs

- A. This advisory council must include the system's Transition and Career Partnership coordinator, representatives from business and industry, members of the Technical College System of Georgia, and/or the University System of Georgia, Work Ready Coordinator local community organizations, students, parents, teachers, counselors, and all other interested individuals.
- B. Complete the Chart Shown Below Regarding the FY 2013 Advisory Council. Enter the names of council members, select an area of representation (business/industry, parent, etc.) and enter company/institution/agency. In the appropriate box, give the total number of advisory council members with the total number of males, total number of females total number of minorities and total number of members with disabilities

Local Career and Technical Education Advisory Council for FY 2013 Chart

Council Members	Council Member Areas of Representation	Council Member's Company/Institution/Agency	Demographics

Total Number of Advisory Council Members	Total Number of Advisory Male Members	Total Number of Advisory Female Members	Total Number of Advisory Council Minority Members	Total Number of Advisory Council Members With Disabilities

Dates of Proposed 2012 - 2013 Advisory Council

The LEA agrees that the projected programs, services, and activities identified in the FY 2013 Annual Plan for Career, Technical and Agricultural Education will be planned with the participation of members of business and industry, labor organizations, representatives of special populations, parents, students, teachers, counselors, and other interested individuals.

Agree

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Process Used To Evaluate and Promote Improvement in Performance

NARRATIVE: In the text block below, briefly identify/describe recommendations from previous self-studies, Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI) evaluations, local program reviews, and any other local review/advisory committee studies used to evaluate and promote improvement in performances. [Section 134(b)(7)].

RichTextBox

The LEA agrees to implement the process used to evaluate and promote improvement in performance as stated above.

Agree

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**Comprehensive Professional Development for the
Career, Technical and Education Program
Accountability/Evaluation**

I. Recruitment and Retention of Career, Technical and Agricultural Education Staff and Comprehensive Professional Development.

- A. Describe efforts to recruit and retain career and technical education teachers, faculty and career and academic counselors including groups underrepresented in the teaching profession [Section 134(b)(12)(A)].

The goal of FCSS is to ensure that all students are taught by highly qualified and experienced teachers. As new personnel are hired and/or transfers occur, a review of the assignments will provide the school system central office with data to place teachers in an equitable manner. As positions become available, openings will be posted on Teachgeorgia.org website. CTAE teacher turnover rate at FCHS has continued to maintain a low percentage rate.

- B. Describe the LEA's efforts to improve the transition to teaching from business and industry [Section 134(b)(12)(B)].
- C For each of the local system staff members listed below briefly describe how each group will participate in comprehensive professional development (including initial teacher preparation) that includes the integration of rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development) [Section 134(b)(4)].

For local system CTAE teachers

For local system career guidance and academic

For local system administrative personnel

For local system academic teachers

II. Accountability and Evaluation Provisions for the Local System Career, Technical and Agricultural Education Program

- A. Briefly describe how each sequence of courses (programs offered) has been determined to relate to occupations that are current or emerging in your region or in Georgia [Section 122(c)(1)(F)] including at least two out of three of the following occupations leading to economic self-sufficiency high-skill high-wage, or high-demand, [Section 134(b)(8)(C)].

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- B. Briefly describe how the LEA will improve the academic and technical skills of students participating in career and technical education programs, including special populations, by strengthening the academic and career technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965); and career and technical subjects [Section 134(b)(3)(B)].
- C. Briefly describe how the LEA will provide students with strong experience in, and understanding of all aspects of an industry [Section 134(b)(3)(C)].
- D. Briefly describe how the LEA will ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Section 134(b)(3)(D)].
- E. Briefly describe how the LEA will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965) [Section 134(b)(3)(E)].
- F. Briefly describe how career guidance and academic counseling will be provided to all students including Career, Technical and Agricultural Education students including linkages to future education and training opportunities, [Section 134(b)(11)].
- G. Briefly describe how funds will be used to promote preparation for non-traditional fields [Section 134(b)(10)].

Special Populations Support Programs

Special Populations Support Programs:

LEA's shall provide programs that are designed to enable the special populations to meet the local adjusted levels of performance as well as providing activities to prepare special populations for high-skill, high-wage, or high-demand occupations leading to self-efficiency. Indicate in the space below, which of the following support programs are available to special populations by the LEA. Indicate in the other box additional programs offered for this purpose by the LEA [Section 134(b)(8)(B)] and [Section 134(b)(8)(C)].

	Support Programs in Place		Support Programs
Special Population Students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Career Technical Instruction (CTI)
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Coordinated Career Academic Education (CCAЕ)
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Project Success

Briefly describe how the LEA will review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations [Section 134(b)(8)(A)].

Briefly describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations [Section 134(b)(9)].

Career, Technology and Agricultural Education Areas of Program Concentration
LEA Career Pathway

INSTRUCTIONS: Please complete the chart below indicating the respective pathway(s) offered in each Program Concentration by school for your system (**NOTE:** A pathway with multiple teachers involved in the instruction of that pathway should be reported as only one pathway A minimum of one pathway per LEA must be selected)

School Name	Pathway Status	Area(s) of Concentration	Career Pathways

Area(s) of Concentration	Total Pathways

**Career, Technology and Agricultural Education
Existing Pathway Completers**

INSTRUCTIONS: Pathway completers are students who have completed the three required courses in our state's career pathways. For each existing pathway, enter the information requested. If you do not have the requested data, enter a zero in the section, **do not leave it blank.**

School Name	Existing Pathways	Number of Students in Pathway			Number Of Students that have completed pathway		
		FY 2010 - 2011	FY 2011 - 2012	Proposed FY 2012 - 2013	FY 2010 - 2011	FY 2011 - 2012	Proposed FY 2012 - 2013

Provide an explanation for each year that there are no completers.

**Five-Year Local Plan for Improving Vocational and Technical Education
Improvement and Funding Strategies**

FY09	FY10	FY11	FY12	FY13	Improvement Strategy	Georgia Program Concentration Involved	Planned Expenditure (Perkins)	Planned Expenditure (Other Sources)	Required Use	Permissible Use	Core Indicator	Status of Strategy
Yes	Yes	Yes	Yes		1S1-2.2 Coordinate with special population's personnel to better assess abilities, interests aptitudes, and unique learning needs and styles.	Multiple Concentrations					1S1	In Progress
Yes	Yes	Yes	Yes		1S1-2.4 Promote a climate of excellence in the classroom by setting high expectations for all students.	Multiple Concentrations					1S1	In Progress
Yes	Yes	Yes	Yes		1S1-2.5 Emphasize to students the importance of doing their best on standardized tests.	Multiple Concentrations					1S1	In Progress
Yes	Yes	Yes	Yes		1S1-2.6 Provide learners a comprehensive orientation to your classroom, laboratory procedures, and expectations.	Multiple Concentrations				12P	1S1	In Progress
Yes	Yes	Yes	Yes		1S1-2.8 Provide learners with examples of what good work looks like.	Multiple Concentrations					1S1	In Progress
Yes	Yes	Yes	Yes		1S1-2.11 Post course standards and teacher expectations around the	Multiple Concentrations					1S1	In Progress

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**Five-Year Local Plan for Improving Vocational and Technical Education
Improvement and Funding Strategies**

				classroom.								
Yes	Yes	Yes	Yes	1S1-2.21 As a part of your instructional strategies, stress reading, math and writing in your technical field.	Multiple Concentrations						1S1	In Progress
Yes	Yes	Yes	Yes	1S1-2.23 Align your course curriculum with academic and technical standards.	Multiple Concentrations						1S1	In Progress
Yes	Yes	Yes	Yes	1S1-2.24 Revise/revisit your curriculum annually, to make sure it is meeting the needs of students, as well as standards for the career area.	Multiple Concentrations						1S1	In Progress
Yes	Yes	Yes	Yes	1S1-2.25 Provide instruction that includes academic skills, workplace skills, and technical skills taught in an integrated manner to assist learners in connecting high school, postsecondary education and	Multiple Concentrations						1S1	In Progress
Yes	Yes	Yes	Yes	1S2-2.2 Coordinate with special population's personnel to better assess abilities, interests, aptitudes, and unique learning needs and styles.	Multiple Concentrations						1S2	In Progress

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**Five-Year Local Plan for Improving Vocational and Technical Education
Improvement and Funding Strategies**

Yes	Yes	Yes	Yes		1S2-2.4 Promote a climate of excellence in the classroom by setting high expectations for all students	Multiple Concentrations					1S2	In Progress
Yes	Yes	Yes	Yes		1S2-2.5 Emphasize to students the importance of doing their best on standardized tests.	Multiple Concentrations					1S2	In Progress
Yes	Yes	Yes	Yes		1S2-2.6 Provide learners a comprehensive orientation to your classroom, laboratory procedures, and expectations.	Multiple Concentrations					1S2	In Progress
Yes	Yes	Yes	Yes		1S2-2.17 Provide students and parents with course syllabi and outlines of planned events and projects.	Multiple Concentrations					1S2	In Progress
Yes	Yes	Yes	Yes		152-2.21 As a part of your instructional strategies, stress reading, math and writing in your technical field.	Multiple Concentrations					1S2	In Progress
Yes	Yes	Yes	Yes		152-2.23 Align your course curriculum with academic and technical standards.	Multiple Concentrations					1S2	In Progress
Yes	Yes	Yes	Yes		152-2.24 Revise/revisit your curriculum annually, to make sure it is meeting	Multiple Concentrations					1S2	In Progress

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**Five-Year Local Plan for Improving Vocational and Technical Education
Improvement and Funding Strategies**

				the needs of students, as well as standards for the career area.							
Yes	Yes	Yes	Yes	1S2-2.25 Provide instruction that includes academic skills, workplace skills, and technical skills taught in an integrated manner to assist learners in connecting high school, postsecondary education and	Multiple Concentrations					1S2	In Progress
Yes	Yes	Yes	Yes	2S1.5 Introduce demonstrations by reviewing previously taught information and/or skills that are relevant to the demonstration.	Multiple Concentrations					2S1	In Progress
Yes	Yes	Yes	Yes	2S1.11 Enhance learning of technical skills by closely relating course content to real-world experiences.	Multiple Concentrations					2S1	In Progress
Yes	Yes	Yes		2S1.13 Orient learners to your classroom/lab procedures and expectations Display the course's standards and teachers expectations around the classroom.	Multiple Concentrations					2S1	In Progress
Yes	Yes	Yes	Yes	2S1.21 Use an advisory committee for	Multiple Concentrations					2S1	In Progress

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**Five-Year Local Plan for Improving Vocational and Technical Education
Improvement and Funding Strategies**

				your program area to provide input on program design and the needs of business.							
Yes	Yes	Yes	Yes	3S1-4S1.5 Revise the curriculum to the career pathway model and include advanced-level supporting academic courses, dual enrollment, and advanced placement as part of your "program."	Multiple Concentrations					3S1	In Progress
Yes	Yes	Yes	Yes	3S1-4S1.6 Develop new courses/programs	Multiple Concentrations					3S1	In Progress
Yes	Yes	Yes	Yes	3S1-4S1.5 Revise courses/program to the career pathway model and include advanced-level supporting academic courses, dual enrollment, and advanced placement as part	Multiple Concentrations					4S1	In Progress
Yes	Yes	Yes	Yes	5S1.2 Expand the availability of work-based learning experiences in high-wage, high-skills, and high-demand careers.	Multiple Concentrations					5S1	In Progress
Yes	Yes	Yes	Yes	5S1.4 Develop articulation agreements with	Multiple Concentrations					5S1	In Progress

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**Five-Year Local Plan for Improving Vocational and Technical Education
Improvement and Funding Strategies**

				postsecondary technical							
Yes	Yes	Yes	Yes	5S1.5 Assist students in developing a Career Plan.	Multiple Concentrations					5S1	In Progress
Yes	Yes	Yes	Yes	5S1.7 Develop linkages with employers to ensure all learners have equal access to work-based learning experiences and employment.	Multiple Concentrations					5S1	In Progress
Yes	Yes	Yes	Yes	6S1-6S2.1 Create and maintain an atmosphere of acceptance and support for all students in your classroom.	Multiple Concentrations					6S1	In Progress
Yes	Yes	Yes	Yes	6S1-6S2.1 Create and maintain an atmosphere of acceptance and support for all students in your classroom.	Multiple Concentrations					6S2	In Progress

Core Indicators/Performance Measures
Georgia Accountability - Performance Indicators

1. **Below** is the local system's actual performance level percentage for 2012 - 2013.
 (NOTE: This percentage will be provided to the local system by GaDOE)
2. Systems not reaching or exceeding the USDOE approved benchmarks must include strategies that will be implemented to help the system reach or exceed the USDOE approved benchmark performance set by the State of Georgia.
 - a. Local systems should select one or more strategy(ies) that will be used to address those Core Indicator benchmarks that were not met by the system.
 - b. Local systems should designate a portion of the Perkins IV Grant to address those Core Indicator benchmarks that were not met by the system.
 - c. If your local system reached the benchmark percentage for a Core Indicator, select strategy(ies) that enabled the system to reach the benchmark. LEAs should reference the baseline data for these state-adjusted levels of performance when reporting progress. [Section 113] [Sec.134(b)(2)]

Core Indicator: 1S1 - Academic Attainment-Reading/Language Arts

Level of Performance The Level of Performance is determined by the number of concentrators who have met or exceeded Georgia High School Graduation Test (GHSGT) NCLB assessments and left secondary education in the reporting year divided by the number of concentrators who took Georgia High School Graduation Test (GHSGT) NCLB assessments in reading/language arts and who have left secondary education in the reporting year

Measurement Approach: Local Administrative Records Transmitted to the State

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
System Adjusted Performance Level (Target)	0					
System Performance Level	0					
USDOE State Adjusted Level of Performance (Target)	0					
State (Georgia) Performance Level	0					

Strategy(ies) that will be implemented by the Local System to address the Core Indicator listed above

NARRATIVE: Additional measurable strategy(ies) for this Core Indicator, if necessary:

Total Perkins Funds Used to address those Core Indicator Benchmarks that were not met:

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Core Indicator: 1S2 - Academic Attainment-Mathematics

Level of Performance : The Level of Performance is determined by the number of concentrators who have met Georgia High School Graduation Test (GHS GT) NCLB standards in mathematics on NCLB assessments and have left secondary education, divided by the number of concentrators who took NCLB assessments in mathematics and who left secondary education in the reporting year.

Measurement Approach: Local Administrative Records Transmitted to the State

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
System Adjusted Performance Level (Target)						
System Performance Level						
USDOE State Adjusted Level of Performance (Target)						
State (Georgia) Performance Level						

Strategy(ies) that will be implemented by the Local System to address the Core Indicator listed above

NARRATIVE: Additional measurable strategy(ies) for this Core Indicator, if necessary:

Total Perkins Funds Used to address those Core Indicator Benchmarks that were not met:

Core Indicator: 2S1 - Technical Skill Attainment

Level of Performance • The Level of Performance is determined by the number of CTAE concentrators who passed technical skill assessments that are aligned with industry-recognized standards in the reporting year, divided by the number of CTAE concentrators who took the assessments in the reporting year

Measurement Approach: Local Administrative Records Transmitted to the State

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
System Adjusted Performance Level (Target)						
System Performance Level						
USDOE State Adjusted Level of Performance (Target)						
State (Georgia) Performance Level						

Strategy(ies) that will be implemented by the Local System to address the Core Indicator listed above

NARRATIVE: Additional measurable strategy(ies) for this Core Indicator, if necessary:

Total Perkins Funds Used to address those Core Indicator Benchmarks that were not met

Core Indicator: 3S1 - Student School Diploma

Level of Performance The Level of Performance is determined by the number of CTAE concentrators who earned a regular secondary school diploma or a General Education Development (GED) in the reporting year (note This will be a code of "C, V, or B" for Diploma), divided by the number of CTAE concentrators who left secondary education in the reporting year. This group of students will include students who were withdrawn from the school in the reporting year with either a drop out withdrawal code or a code of G" for graduation. Refer to Student Record for Details. Summer graduates are also included.

Measurement Approach: Local Administrative Records Transmitted to the State

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
System Adjusted Performance Level (Target)						
System Performance Level						
USDOE State Adjusted Level of Performance (Target)						
State (Georgia) Performance Level						

Strategy(ies) that will be implemented by the Local System to address the Core Indicator listed above

NARRATIVE: Additional measurable strategy(ies) for this Core Indicator, if necessary:

Total Perkins Funds Used to address those Core Indicator Benchmarks that were not met

Core Indicator: 4S1 - Student Graduation Rate

Level of Performance The Level of Performance is determined by the number of CTAE Concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA, divided by the number of CTAE concentrators who in the reporting year were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

Measurement Approach: Local Administrative Records Transmitted to the State

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
System Adjusted Performance Level (Target)						
System Performance Level						
USDOE State Adjusted Level of Performance (Target)						
State (Georgia) Performance Level						

Strategy(ies) that will be implemented by the Local System to address the Core Indicator listed above

NARRATIVE: Additional measurable strategy(ies) for this Core Indicator, if necessary:

Total Perkins Funds Used to address those Core Indicator Benchmarks that were not met

Core Indicator: 5S1 - Secondary Placement

Level of Performance : The Level of Performance is determined by the number of CTAE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service or employment in the second quarter following the program year in which they left secondary education, divided by the most current available number of CTE Concentrators who left secondary education during the previous reporting year.

Measurement Approach: Local Administrative Records Transmitted to the State

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
System Adjusted Performance Level (Target)						
System Performance Level						
USDOE State Adjusted Level of Performance (Target)						
State (Georgia) Performance Level						

Strategy(ies) that will be implemented by the Local System to address the Core Indicator listed above

NARRATIVE: Additional measurable strategy(ies) for this Core Indicator, if necessary:

Total Perkins Funds Used to address those Core Indicator Benchmarks that were not met

Core Indicator: 6S1 - Nontraditional Participation

Level of Performance : The Level of Performance is determined by number of CTE participants from underrepresented gender groups who participated in the programs that lead to employment in nontraditional fields in the reporting year (duplicated counts, grades 9-12), divided by the number of CTE participants who participated in the programs that lead to employment in nontraditional fields in the reporting year (duplicated counts, grades 9-12).

Measurement Approach: Local Administrative Records Transmitted to the State

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
System Adjusted Performance Level (Target)						
System Performance Level						
USDOE State Adjusted Level of Performance (Target)						
State (Georgia) Performance Level						

Strategy(ies) that will be implemented by the Local System to address the Core Indicator listed above

NARRATIVE: Additional measurable strategy(ies) for this Core Indicator, if necessary:

Total Perkins Funds Used to address those Core Indicator Benchmarks that were not met

Core Indicator: 6S2 - Nontraditional Completion

Level of Performance The Level of Performance is determined by the number of CTE concentrators from under-represented gender groups who completed a program that leads to employment in nontraditional fields in the reporting year (unduplicated count 12th graders), divided by the number of CTE concentrators who completed a program that leads to employment in nontraditional fields in the reporting year

Measurement Approach: Local Administrative Records Transmitted to the State

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
System Adjusted Performance Level (Target)						
System Performance Level						
USDOE State Adjusted Level of Performance (Target)						
State (Georgia) Performance Level						

Strategy(ies) that will be implemented by the Local System to address the Core Indicator listed above

NARRATIVE: Additional measurable strategy(ies) for this Core Indicator, if necessary:

Total Perkins Funds Used to address those Core Indicator Benchmarks that were not met:

Core Indicators Program Improvement Plan

Core Indicator: 1S1 - Academic Attainment-Reading/Language Arts

Based on Section 123(b)(2) of the Perkins IV Guidelines if the eligible agency determines that an eligible recipient has failed to meet 90% of an agreed upon local adjusted level of performance for any core indicators of performance described in section 134(b)(4), the eligible recipient shall develop and implement a Program of Improvement Plan.

School Year	2010-2011
System Adjusted Performance Level	
System Performance Level	
Did System meet this Core Indicator	

Instructions: If No is displayed within the **Did System meet this Core Indicator?** field, your system did not meet the Core Indicator above, and must complete an Improvement Plan by responding to question 1 (A and B) below

1.
 - A. Explain the process that your System has implemented to help meet this Core Indicator in the future.
 - B. Explain how your System's Core Indicator Improvement Plan for this specific Indicator addresses the needs of special population students served by CTAE programs.

Core Indicators Program Improvement Plan

Core Indicator: 1S2 Academic Attainment Mathematics

Based on Section 123(b)(2) of the Perkins IV Guidelines, if the eligible agency determines that an eligible recipient has failed to meet 90% of an agreed upon local adjusted level of performance for any core indicators of performance described in section 134(b)(4), the eligible recipient shall develop and implement a Program of Improvement Plan.

School Year	2010-2011
System Adjusted Performance Level	
System Performance Level	
Did System meet this Core Indicator	

Instructions: If 'No' is displayed within the **Did System meet this Core Indicator?** field, your system did not meet the Core Indicator above, and must complete an Improvement Plan by responding to question **1** (A and **B**) below.

- 1.**
 - A. Explain the process that your System has implemented to help meet this Core Indicator in the future.**
 - B. Explain how your System's Core Indicator Improvement Plan for this specific Indicator addresses the needs of special population students served by CTAE programs.**

Core Indicators Program Improvement Plan

Core Indicator: 2S1 - Technical Skill Attainment

Based on Section 123(b)(2) of the Perkins IV Guidelines, if the eligible agency determines that an eligible recipient has failed to meet 90% of an agreed upon local adjusted level of performance for any core indicators of performance described in section 134(b)(4), the eligible recipient shall develop and implement a Program of Improvement Plan.

School Year	2010-2011
System Adjusted Performance Level	
System Performance Level	
Did System meet this Core Indicator	

Instructions: If 'No' is displayed within the **Did System meet this Core Indicator?** field, your system did not meet the Core Indicator above, and must complete an Improvement Plan by responding to question 1 (A and B) below.

1.
 - A. Explain the process that your System has implemented to help meet this Core Indicator in the future.
 - B. Explain how your System's Core Indicator Improvement Plan for this specific Indicator addresses the needs of special population students served by CTAE programs.

Core Indicators Program Improvement Plan

Core Indicator: 3S1 - Student School Diploma

Based on Section 123(b)(2) of the Perkins IV Guidelines if the eligible agency determines that an eligible recipient has failed to meet 90% of an agreed upon local adjusted level of performance for any core indicators of performance described in section 134(b)(4), the eligible recipient shall develop and implement a Program of Improvement Plan.

School Year	2010-2011
System Adjusted Performance Level	
System Performance Level	
Did System meet this Core Indicator	

Instructions: If 'No' is displayed within the **Did System meet this Core Indicator?** field, your system did not meet the Core Indicator above, and must complete an Improvement Plan by responding to question 1 (A and B) below.

1.
 - A. Explain the process that your System has implemented to help meet this Core Indicator in the future.
 - B. Explain how your System's Core Indicator Improvement Plan for this specific Indicator addresses the needs of special population students served by CTAE programs.

Core Indicators Program Improvement Plan

Core Indicator: 4S1 - Student Graduation Rate

Based on Section 123(b)(2) of the Perkins IV Guidelines, if the eligible agency determines that an eligible recipient has failed to meet 90% of an agreed upon local adjusted level of performance for any core indicators of performance described in section 134(b)(4), the eligible recipient shall develop and implement a Program of Improvement Plan.

School Year	2010-2011
System Adjusted Performance Level	
System Performance Level	
Did System meet this Core Indicator	

Instructions: If 'No' is displayed within the **Did System meet this Core Indicator?** field, your system did not meet the Core Indicator above, and must complete an Improvement Plan by responding to question 1 (A and B) below.

1.
 - A. Explain the process that your System has implemented to help meet this Core Indicator in the future.
 - B. Explain how your System's Core Indicator Improvement Plan for this specific Indicator addresses the needs of special population students served by CTAE programs.

Core Indicators Program Improvement Plan

Core Indicator: 5S1 - Secondary Placement

Based on Section 123(b)(2) of the Perkins IV Guidelines, if the eligible agency determines that an eligible recipient has failed to meet 90% of an agreed upon local adjusted level of performance for any core indicators of performance described in section 134(b)(4), the eligible recipient shall develop and implement a Program of Improvement Plan.

School Year	2010-2011
System Adjusted Performance Level	
System Performance Level	
Did System meet this Core Indicator	

Instructions: If 'No' is displayed within the **Did System meet this Core Indicator?** field your system did not meet the Core Indicator above, and must complete an Improvement Plan by responding to question 1 (A and B) below.

1.
 - A. Explain the process that your System has implemented to help meet this Core Indicator in the future.
 - B. Explain how your System's Core Indicator Improvement Plan for this specific Indicator addresses the needs of special population students served by CTAE programs.

Core Indicators Program Improvement Plan

Core Indicator: 6S1 - Nontraditional Participation

Based on Section 123(b)(2) of the Perkins IV Guidelines, if the eligible agency determines that an eligible recipient has failed to meet 90% of an agreed upon local adjusted level of performance for any core indicators of performance described in section 134(b)(4), the eligible recipient shall develop and implement a Program of Improvement Plan.

School Year	2010-2011
System Adjusted Performance Level	
System Performance Level	
Did System meet this Core Indicator	

Instructions: If 'No' is displayed within the **Did System meet this Core Indicator?** field your system did not meet the Core Indicator above, and must complete an Improvement Plan by responding to question 1 (A and B) below.

1.
 - A. Explain the process that your System has implemented to help meet this Core Indicator in the future.
 - B. Explain how your System's Core Indicator Improvement Plan for this specific Indicator addresses the needs of special population students served by CTAE programs.

Core Indicators Program Improvement Plan

Core Indicator: 6S2 - Nontraditional Completion

Based on Section 123(b)(2) of the Perkins IV Guidelines, if the eligible agency determines that an eligible recipient has failed to meet 90% of an agreed upon local adjusted level of performance for any core indicators of performance described in section 134(b)(4), the eligible recipient shall develop and implement a Program of Improvement Plan.

School Year	2010-2011
System Adjusted Performance Level	
System Performance Level	
Did System meet this Core Indicator	

Instructions: If No is displayed within the **Did System meet this Core Indicator?** field, your system did not meet the Core Indicator above, and must complete an Improvement Plan by responding to question **1** (A and B) below.

- 1.**
 - A. Explain the process that your System has implemented to help meet this Core Indicator in the future.**
 - B. Explain how your System's Core Indicator Improvement Plan for this specific Indicator addresses the needs of special population students served by CTAE programs.**

DOE Contact Personnel

David Turner, Interim Director
Division of Career, Technical, and Agricultural Education
Georgia Department of Education
1752 Twin Towers East
Atlanta, Georgia 30334
(404) 657-8304
dturner@doe.k12.ga.us

For individual program area and program specialist contact information, refer to the Career, Technical and Agricultural Education webpage on the GaDOE website: www.gadoe.org

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Career and Technical Education Act of 2006); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies or practices. The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Perkins Act — David Turner, Career, Technical, and Agricultural Education Division, (404) 657-8304

Title VI — Cathy Buescher, Legal Services, (229) 561-4499

Title IX — Therese McGuire, Legal Services, (404) 651-7859

Section 504 and ADA — Gregg Stevens, Legal Services, (404) 463-1725

Inquiries concerning the application of the Perkins Act, Title VI, Title IX, or Section 504 and ADA to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights 61 Forsyth Street, Suite 1970, Atlanta, Georgia 30323; or to the Director, Office for Civil Rights Education Department Wash[ngton, D C 20201

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Transition and Career Partnership

Legislative Guidelines

The Carl D Perkins Career and Technical Education Improvement Act of 2006 (Title I) includes provisions to assist career technical education activities that are designed to meet or exceed the State adjusted levels of performance. Perkins requires the need of career technical education programs of study that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students when planning for and completing future coursework for career and technical content areas that

- Incorporate secondary education and postsecondary education elements; and
- Include coherent and rigorous content aligned with challenging academic standards, and relevant career and technical content in a coordinated non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; and
- Include the opportunity for secondary education students to participate postsecondary education credits.

Overview (Basic Intent of the Transition and Career Partnership)

To meet the intent of the **new Perkins IV legislation**, the **Georgia Department of Education** and the Technical College System of Georgia collaboratively developed the FY 2008 Georgia Five-Year State Plan for Career and Technical Education which includes merging Title II (Tech Prep) funds with Title I (Basic Grant) funds. In accordance with Section 135(c)(19)(A-D) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, eligible recipients may **pool a portion of their Title I funds**.

In Georgia Education and Career Partnerships (TRANSITION AND CAREER PARTNERSHIP) will serve in this capacity **to support career and technical education programs as defined in Section 3(5)**; and as identified in **required and permissive activities** of Section 135(b)(2), (b)(5), (c)(2), (c)(10), and (c)(12) of the Carl D Perkins Career and Technical Education Improvement Act of 2006

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Dr John D Barge State School Superintendent
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Transition and Career Partnership - FY 2013 Structure

OPTIONS

Below are the available option(s) and a descriptor of each option that may be selected for implementation during FY 2013 to meet the local needs of the school system, students and community. Please check one of the options below to include in the FY 2013 Transition and Career Partnership

- ✓ **Option 1 Single System Emphasis:** The Local system will work cooperatively to strengthen the link between secondary and postsecondary education in a manner that increases student academic and career technical achievement and provide postsecondary opportunities to secondary students. The local system will be the fiscal agent of the Transition and Career Partnership funds and must ensure the successful implementation of all the specific assurances of the Transition and Career Partnership funds. Some funding may be budgeted to provide attendance at GaDOE-sponsored development and/or training activities

Option 2 Consortia/Partnership Emphasis: The local system will form a consortia/partnership with another entity (ies) and must designate a member of the consortium in their consortia as the fiscal agent. The consortia/partnership will work cooperatively to strengthen the link between secondary and postsecondary education in a manner that increases student academic and career technical achievement and provides postsecondary opportunities to secondary students. Some funding may be budgeted to provide attendance at GaDOE-sponsored professional development and/or training activities. The system agrees to provide payment upon request to Fannin County, the designated fiscal agent for this consortium.

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Consortium Contact Information

Consortium Fiscal Agent:

Consortium Contact Name:

Office Telephone:

Email:

Funding: (Identify the System/Partnership that has been selected as the fiscal agent).

If a member of a consortium, the system agrees to provide payment upon request to Fannin County, the designated fiscal agent for the consortium.

All Funds will flow to the local system.

FY 2013 Georgia Department of Education (July 1, 2012 - June 30, 2013)

**Name of System's Transition and
Career Partnership Representatives:**

Address:

Email:

Phone:

Agree

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Transition and Career Partnership Guidelines and Assurances

- A. The consortium should have a Transition and Career Partnership Representative to serve as a contact person and to ensure the required TCP duties are being performed satisfactorily, ensure participation in of the Transition and Career Partnership representative in state sponsored trainings/meetings, and ensure submittal of all required data and reporting as requested by the state.
- B. The applicant assures that it will provide for such fiscal control and fund accounting procedures as may be necessary that the Transition and Career Partnership designated fiscal agent maintains appropriate fiscal oversight of expenditures and that 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.
- C. Local recipients review Career and Technical Education programs to identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations; will provide programs that are designed to enable special populations to meet the state-adjusted levels of performance; and will not discriminate against individuals who are members of the special populations on the basis of their status as members of the special populations. Section 134(b) (8) (A) (B) and (9) of Perkins IV.

Agree