

**Carl D. Perkins Career and Technical Education Act of 2006
Perkins Five-year Plan Guidelines**

February 12, 2008

The five-year plan should be single-spaced and no more than 10-20 pages. Please clearly follow the outline on page six of the FY 2008 Perkins Funding Application, including the numbering system. Each college that receives funds under this part shall use such funds to improve career and technical education programs.

- (1) **This section must include how your college plans to expend funds to meet the nine requirements for uses of funds.** Please note that a college does not have to spend Perkins funds on all nine mandates. Instead the college may choose to spend state and/or local funds to meet these requirements. All mandates must be met before spending funds on permissive items.

Mandate One - Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A),¹ to ensure learning in—

- (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);² and
(B) career and technical education subjects.**

Mandate Two - Link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A) (see footnote 1)

¹ [T]he career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that –

- i. incorporate secondary education and postsecondary education elements;
- ii. 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;
- iii. may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- iv. lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

²This is not applicable to our colleges since it is elementary and secondary legislation.

Please note that in the transition year you will not be expected to offer a program of study. Each college should begin the planning that will be necessary for your college to offer at least one program of study by FY 2009.

Mandate Three - Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.

Mandate Four - Develop, improve, or expand the use of technology in career and technical education, which may include—

- (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;**
- (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or**
- (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.**

Mandate Five - Provide professional development programs that are consistent with section 122³ to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who

³ ... professional development that –

(A) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for the appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies, as appropriate;

(B) increases the percentage of teachers that meet teacher certification or licensing requirements;

(C) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

(D) encourages applied learning that contributes to the academic and career and technical knowledge of the student;

(E) provides the knowledge and skills needed to work with and improve instruction for special populations;

(F) assists in accessing and utilizing data, including data provided under section 118 [occupational and employment education – provided by GCIS in Georgia], student achievement data, and data from assessments; and

(G) promotes integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 [does not pertain to higher education institutions] and title II of the Higher Education Act of 1965 [title II refers to teacher preparation/licensure/certification – DTAE does not train secondary teachers];

are involved in integrated career and technical education programs, including—

- (A) in-service and pre-service training on
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and
 - (iv) effective use of scientifically based research and data to improve instruction.
- (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry.
- (C) internship programs that provide relevant business experience.
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction.

Mandate Six - Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations⁴ are being met.

Mandate Seven - Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology.

Mandate Eight - Provide services and activities that are of sufficient size, scope, and quality to be effective.

Mandate Nine - Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

⁴The term special populations means –

1. individuals with disabilities;
2. individuals from economically disadvantaged families, including foster children;
3. individuals preparing for non-traditional fields;
4. single parents, including single pregnant women;
5. displaced homemakers; and
6. individuals with limited English proficiency.

- (2) **This section must include how your college plans to implement career and technical education activities to improve performance on federally mandated benchmarks.** Colleges may employ assessment activities to determine the effectiveness of existing activities to meet the on-going goals of the college.

Core Indicator One - Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.

Core Indicator Two - Student attainment of an industry-recognized credential, a certificate, or a degree.

Core Indicator Three - Student retention in postsecondary education or transfer to a baccalaureate degree program.

Core Indicator Four - Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Core Indicator Five - Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

- (3) **This section must describe how your college will --**
- (A) **Plan to offer at least one career and technical program of study. A program of study must**
- (i) **incorporate secondary education and postsecondary education elements;**
 - (ii) **include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - (iii) **may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - (iv) **lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

The GDOE and GDTAE are collaboratively developing career and technical programs of study aligned with Georgia-specific program concentration areas.

The programs of study have been named ***Peach State Pathways: Education and Career Planning*** and incorporate secondary education and postsecondary education elements. Each college must adopt at least one Peach State Pathway.

- (B) **Strengthen academic and career technical education programs by enhancing the integration of academic and career technical education components in –**

- (i) **core academic subjects such as English, Math, Humanities, Behavioral Sciences, and Physical Systems; and**
- (ii) **career technical education subjects (all occupational programs).**

(C) Provide students with strong experience in, and understanding of, all aspects of an industry. “All aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. This might be accomplished through activities such as industry visits and/or internships.

(D) Ensure that students who participate in 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.

Please explain in this section that all of your students are career and technical education students because the Technical College System of Georgia only offers occupational programs.

(E) 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). Please explain that this section does not pertain to postsecondary institutions, since we do not have secondary courses.

(4) This section must describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

Professional development activities must be “high quality, sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teachers performance in the classroom, and are not one-day or short-term workshops or conferences.”

(5) This section will describe how parents, students, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical programs assisted under this title.

In addition, this section must describe how such individuals are informed of Perkins requirements, including career and technical programs of study. Advisory committees pay an important role in this process.

- (6) This section will describe how the college will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.**

Please clearly explain how you will define size, scope, and quality. For example, you could explain how you use PAS as a tool to improve the quality of career and technical education programs.

- (7) This section will describe the process that will be used to evaluate and continuously improve the performance of your college.**

For example, you could explain the Performance Accountability System and how this process will be used to further continuous improvement of your college.

- (8) This section will describe how the college will –**

- (A) review technical and 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.**

Please review your latest Perkins data report to determine which special population groups are not performing. Clearly state and explain strategies to help provide access and success for special population students. Please include your NCTW/Special Populations Coordinator in this section.

- (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.**

Please consider what type adaptive services your college may need to provide to these students in order for them to be successful. Local adjusted levels of performance (college specific benchmarks) will not be set during the transition year.

- (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.**

Please clearly describe how these activities will prepare special population students for high skill, high wage, or high demand occupation.

- (9) This section will describe how individuals who are members of populations will not be discriminated against on the basis of their status as special population students.**

Describe your college admissions process and explain how special population services are provided in a voluntary manner to comply with Civil Rights regulations, admissions applications and interviewers should not ask questions on disability or marital status. In addition, the application needs to have a non-discrimination statement which includes the name or title, phone number, and address of the person or persons who coordinate Section 504 and Title IX.

(10) This section will describe how funds will be used to promote preparation for non-traditional fields.

Please note that non-traditional fields are ones where more than 75% of the workforce is of one gender. How will the college encourage more students to enroll in non-traditional programs for their gender?

(11) This section will describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

(12) This section will describe efforts to improve

(A) the recruitment and retention of faculty, career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

Please describe how you will **not** limit recruitment for employees to schools, communities or companies that are disproportionately composed of persons of a particular race, color, national origin, sex or handicap, except for overcoming the effects of past discrimination.

Please describe the relationship between the race, color, national origin, sex and handicap of your faculty and counselors to the relevant labor market. Please describe how you will address the underrepresentation or overrepresentation of your faculty and counselors of each of the groups listed above.

(B) the transition to teaching from business and industry.

For example, you might include how you utilize the Faculty Development Institute.