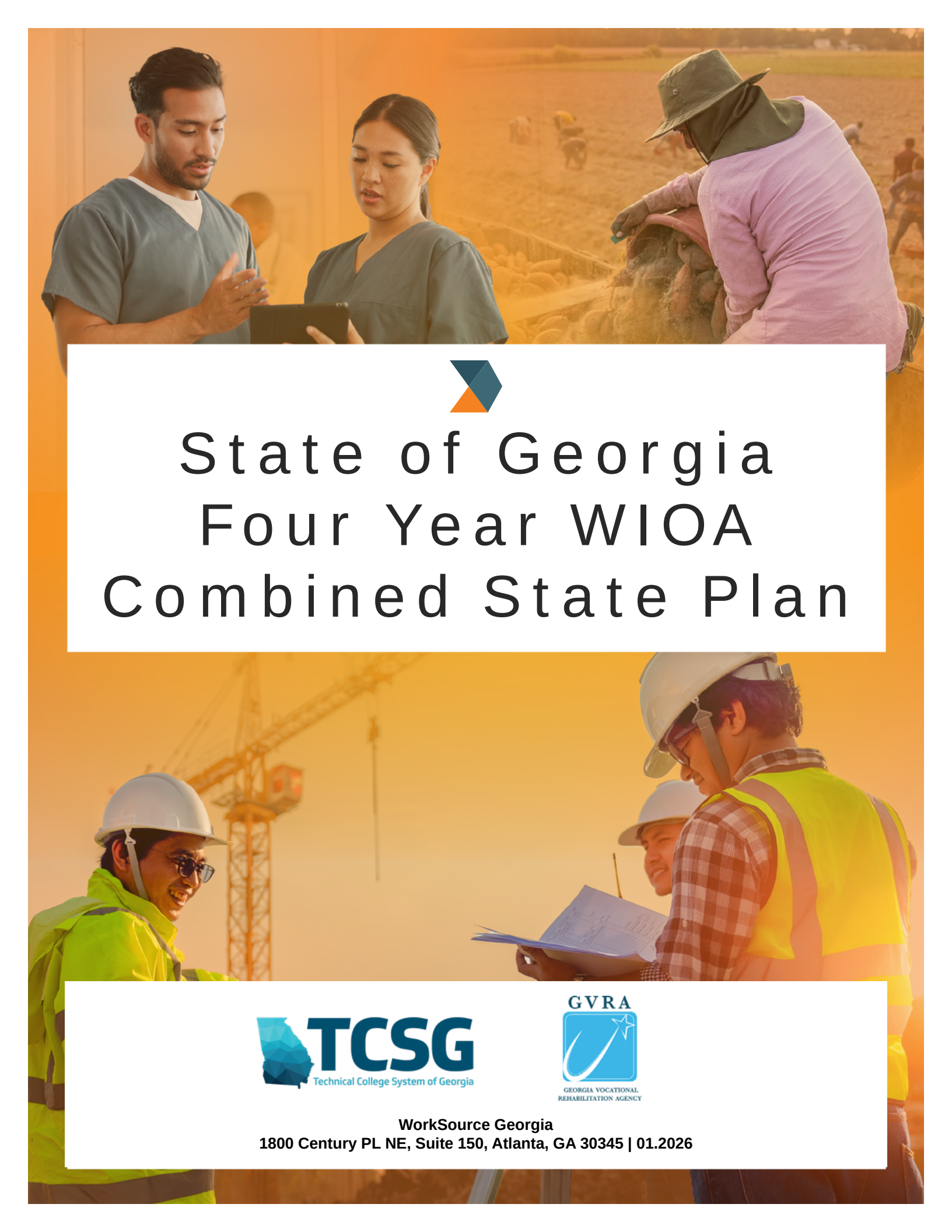




State of Georgia Four Year WIOA Combined State Plan



WorkSource Georgia
1800 Century PL NE, Suite 150, Atlanta, GA 30345 | 01.2026

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ADA Americans with Disabilities Act
AEFLA Adult Education & Family Literacy Act
AO Accelerating Opportunity
AOP Agricultural Outreach Plan
ASL American Sign Language
AWT Assistive Work Technology
BER Benefits Eligibility Review
BGLI Burning Glass Labor Insight
BLS Bureau of Labor Statistics
BSU Business Services Unit (GDOL)
CAD Computer Aided Design
CAP Client Assistance Programs
CAP Corrective Action Plan
CAPI Customized Apprenticeships & Paid Internships
CCRS College & Career Readiness Standards
CCSS Common Core State Standards
CE Customized Employment
CIE Competitive Integrated Employment
CIL Centers for Independent Living
CJCC Georgia Criminal Justice Coordinating Council
CLCP Certified Literate Community Program
CLEO Chief Local Elected Official
CNC Computer Numerical Control Operator
CR Customized Recruitment
CRC Certified Rehabilitation Counselors
CRCC Commission on Rehabilitation Counselor Certification
CRP Community Rehabilitation Programs
CSB Community Service Boards
CSC Cave Spring Center
CSNA Comprehensive Statewide Needs Assessment
CSPD Comprehensive System for Personal Development
CSPM Client Services Policy Manual
DBHDD Georgia Department of Behavioral Health and Developmental Disabilities

DCA Georgia Department of Community Affairs
DCH Georgia Department of Community Health
DCS Georgia Department of Community Supervision
DFCS Division of Family & Children Services (DHS)
DHS Georgia Department of Human Services
DJJ Georgia Department of Juvenile Justice
DOAS Georgia Department of Administrative Services
DOC Georgia Department of Corrections
DSU Designated State Unit
DVOP Disabled Veteran Outreach Program
EG Employ Georgia (GDOL)
ELPS English Language Proficiency Standards
EMSI Economic Modeling Specialists Intl.
ERP Eligibility Review Process
ES Employment Services
ESP Extended Services Plan
ETA Employment & Training Administration (USDOL)
ETP Eligible Training Provider
ETPL Eligible Training Provider List
EXCEL Executive Commitment to Excellence in Leadership
FB Federal Bonding
FY Fiscal Year
GaDOE Georgia Department of Education
GALIS Georgia Adult Learners Information System
GA-PRI Georgia Prisoner Reentry Initiative
GCDD Georgia Council on Developmental Disabilities
GDEcD Georgia Department of Economic Development
GDOL Georgia Department of Labor
GED® General Educational Development test1
GEPS Georgia Enterprises for Products & Services
GLME Georgia Labor Market Explorer
GLRS Georgia Learning Resource System
GOTSR Governor's Office of Transition, Support & Reentry
GPSC Grant Program Support Coordinator

GSE Georgia Standards of Excellence

GVRA Georgia Vocational Rehabilitation Agency

GVRS Georgia Vocational Rehabilitation Services

GWROPP Georgia Work Ready Online Participant Portal

GWS Georgia Workforce System

HDCI High Demand Career Initiative

HSE High School Equivalency

IATSE International Association of Theatrical & Screen Employees

IAWP International Association of Workforce Professionals

ICR Information Collection Request

IDEA Individuals with Disabilities Education Act

IELCE Integrated English Literacy & Civics Education

IEP Individualized Education Plan

IET Integrated Education and Training

IPE Individualized Plan for Employment

IPS Individualized Placement & Support

ISY In-School Youth

ITA Individual Training Account

ITP Individualized Transition Plan

IWT Incumbent Worker Training

ITW Internet Tax and Wage

JFF Jobs for the Future

LEA Local Education Agency

LEOs Local Elected Officials

LVERs Local Veteran Employment Representatives

LWDA Local Workforce Development Area

LWDB Local Workforce Development Board

LWIA Local Workforce Investment Area

MHS Migrant Head Start

MIS Management Information System

MOA Methods of Administration

MOU Memorandum of Understanding

MSFW Migrant & Seasonal Farmworkers

NAICS North American Industry Classification System

NASWA National Association for State Workforce Agencies

NDI Non-Destructive Inspectors

NDT Non-Destructive Testers

NDWG National Dislocated Worker Grants

NEG National Emergency Grant

NFJP National Farmworker Jobs Program

NPRM Notice of Proposed Rule making

NRS National Reporting System

O*Net Occupational Information Network

O.C.G.A. Official Code of Georgia Annotated

OA Office of Apprenticeship (USDOL)

OAE Office of Adult Education (TCSG)

OCTAE Office of Career, Technical & Agricultural Education (USDOE)

OJT On-the-Job

OOS Order of Selection

OSY Out-of-School Youth

OWD Office of Workforce Development (TCSG)

PDTR Professional Development & Transition Resources

PIP Performance Improvement Plan

PLC Programmable Logic Controller

Pre-ETS Pre-Employment Transition Services

PWP Personal Work Plan

PY Program Year

REA Reemployment Assistance Program

RESEA Georgia's Reemployment Services & Eligibility Assessment

RFA Request for Application

RSA USDOE Rehabilitation Services Administration

SCSEP Senior Community Service & Employment Program

SDVS Georgia Department of Veteran's Services

SE Supported Employment

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SEA State Education Agency
SES Supported Employment Services
SETA Southeastern Employment & Training Association
SILC Statewide Independent Living Council
SIWDG Strategic Industries Workforce Development Grant
SMA State Monitor Advocate

SNAP Supplemental Nutrition Assistance Program
SPC Statistical Process Control
SPMI Serious & Persistent Mental Illness
SRC State Rehabilitation Council
SSDI Social Security Disability Insurance
SSDR State Service Delivery Regions
SSI Supplemental Security Income
SSLO Single Set of Learning Objectives
STAR Staff Technical Assistance & Review
STAR Student Achievement in Reading
STEM Science, Technology, engineering and Math
SUP State Unified Plan
SWAT Special Workforce Assistance Team
SWDB State Workforce Development Board
SWIS Statewide Workforce Investment System
TAA Trade Adjustment Assistance
TANF Temporary Assistance for Needy Families
TCC Technical College Credit
TCSG Technical College System of Georgia
TEGL Training Employment Guidance Letter
TFSP TANF Family Service Plan
UCX Unemployment Compensation for Ex-service members program
UGA University of Georgia
UI Unemployment Insurance
UI and RO Unemployment Insurance & Regional Operations
UIREA UI Employment Assistance
USDA United States Department of Agriculture
USDOE United States Department of Education
USDOL United State Department of Labor
USG University System of Georgia

VR Vocational Rehabilitation
WARN Worker Adjustment & Retraining Notification
WEx Work Experience
WIA Workforce Investment Act
WIG Workforce Implementation Guidance Letter
WIOA Workforce Innovation & Opportunity Act
WOTC Work Opportunity Tax Credit
WP Wagner-Peyser Act/programs
WSP TANF Work Support Program
YDC Youth Detention Cent

I. WIOA STATE PLAN TYPE & EXECUTIVE SUMMARY

A. Plan Introduction or Executive Summary

Georgia's Combined State Plan outlines the State's vision, goals, and strategies for building a stronger, more coordinated public workforce development system. By aligning resources across agencies and emphasizing collaboration at both the state and local levels, the plan focuses on delivering high-quality services to job seekers and employers alike. Recognized as the nation's top state for business for 12 consecutive years by Area Development magazine, Georgia's economy continues to thrive across multiple industries, with projected growth in the coming years. The state is leveraging this economic strength to develop a globally competitive workforce, capable of meeting both current and future labor market demands.

As of late 2025, Georgia's unemployment rate remained stable at 3.4%, reflecting consistent economic resilience since the pandemic's peak in 2020. Coupled with labor force participation rates that are relatively close to the national figures, Georgia's relatively low unemployment suggests a robust labor market and generally favorable conditions for job seekers in the state.

This Combined State Plan is the result of extensive coordination among the Technical College System of Georgia (TCSG), the Georgia Department of Education (GaDOE), the Georgia Vocational Rehabilitation Agency (GVRA), and the State Workforce Development Board, with input from a wide range of stakeholders. The plan fosters continued alignment across state agencies, strengthens partnerships, and incorporates new collaborators as Georgia expands its workforce development efforts.

Recent shifts in workforce program administration, directed by the Governor and state legislature, have positioned TCSG and GVRA as lead partners in delivering WIOA services through the WorkSource Georgia network. In 2023, the state plan was modified to reflect the transfer of WIOA Title III services to TCSG, streamlining service delivery and maximizing federal funding. The integration of Title III programs such as the Jobs for Veterans State Grant, Foreign Labor Certification, and the Migrant and Seasonal Farmworker programs, into TCSG's administration has enhanced efficiency and reduced duplication of efforts.

This latest 2025 update to the Combined State Plan aligns with Georgia's broader workforce development vision under the Governor's Top State for Talent initiative, recently codified in Georgia HB 192 of 2025, the Top State for Talent Act. A key component of this initiative is the integration of Perkins V and WIOA planning efforts, which reflects Georgia's commitment to a seamless, data-informed education-to-workforce pipeline. This approach connects K–12 career exploration, postsecondary education, training, and employment services, supporting both job seekers and employers.

Central to this strategy is GaDOE's Career Technical and Agricultural Education (CTAE) programming. These programs equip students with core academic, technical, and employability skills. Through the Career Continuum, GaDOE fosters early career awareness in elementary school, leading to hands-on learning, industry-recognized credentials, and dual enrollment opportunities in high school. In collaboration with TCSG and the University System of Georgia (USG), GaDOE offers 54 CTE programs of study (as defined in Perkins V) aligned with 152 career pathways (including 136 High Demand Career Pathways identified by GaDOE using research and analyses conducted by the Carl Vinson Institute of Government at the University of Georgia), along with a set of 21 new non-Perkins funded Academic Career Pathways that blend rigorous academic courses with CTAE courses.

To ensure continued alignment and responsiveness to labor market needs, Georgia prioritizes regular partner meetings and progress updates. The Governor's Education and Workforce Strategy Steering Committee (see the organization chart in Section 3.A, State Agency Organization) oversees the integration of Perkins V, WIOA, and related initiatives, ensuring coordination and accountability across agencies. Tools like the High Demand Career List and High Demand Career Pathways List help align CTE offerings with employer needs, while initiatives like GEORGIA MATCH, developed through collaboration among five state agencies, demonstrate Georgia's ability to drive systemwide impact and increase postsecondary enrollment.

Georgia's Combined Plan includes the following partner programs:

WIOA Core Programs

- **Title I Adult Program**
Provides employment and training services to adults, with priority given to veterans, individuals with low incomes, public assistance recipients, and those who are basic skills deficient. Services include basic and individualized career services, and training services, as well as supportive and follow-up services to ensure sustained employment and career development.
- **Title I Dislocated Worker Program**
The Dislocated Worker program is designed to help individuals who have been laid off or are at risk of job loss by providing career and training services to overcome barriers such as difficulty transferring specialized skills or declining market demand for certain skills.
- **Title I Youth Program**
Targets both in-school and out-of-school youth facing barriers to employment. Services include career exploration, work experience, tutoring, supportive services, and access to all 14 WIOA-required youth program elements; Georgia utilizes a waiver to increase flexibility in serving in-school youth.
- **Title II Adult Education and Family Literacy Act (AEFLA)**
Administered by the TCSG, AEFLA provides adult education services to eligible individuals through the state, including literacy, high school equivalency preparation, English language instruction, integrated education and training, family literacy, and workforce preparation. Local providers receive funding through a multi-year competitive grant to provide adult education services throughout the state.
- **Title III Wagner-Peyser Act**
Delivers labor exchange services through merit staff at one-stop centers, including job search assistance, resume writing, interview preparation, and labor market information. Staff receive ongoing training and professional development to serve job seekers and employers.
- **Title IV Vocational Rehabilitation Program**
GVRA provides individualized services to individuals with disabilities, helping them achieve employment goals. Services include counseling, job training, assistive technology, and employer coordination.

Combined Plan Programs

- **Jobs for Veterans State Grant (JVSG)**
Provides specialized services to veterans and eligible persons through Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVERs). These services include individualized career services, and job placement to meet the employment needs of veterans.
- **The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**
Perkins V supports Georgia's secondary and postsecondary CTE programs, preparing students for high-skill, high-wage careers by aligning educational programs with labor market needs. These programs integrate academic, technical, and employability skills to provide students with pathways to postsecondary education, apprenticeships, and in-demand careers.

Additional Programs

- **Migrant and Seasonal Farmworker (MSFW) Program**
The MSFW Program ensures farmworkers have equitable access to workforce services, including job placement, training, and support. Outreach workers in agricultural regions provide information on rights and responsibilities, promote compliance with labor regulations, and connect MSFWs with job referrals and additional services.
- **Foreign Labor Certification Program**
Processes H-2A and H-2B applications from employers seeking to hire foreign workers when U.S. workers are unavailable. The program ensures wages and working conditions for U.S. workers are not adversely affected and adheres to federal regulations.

As Georgia implements the 2024–2027 Combined State Plan, it will continue to align services across agencies, and monitor progress using transparent, shared performance metrics. Guided by the state's economic and workforce analysis, the plan identifies priority areas to advance economic prosperity and create a dynamic, responsive workforce system. By emphasizing coordination across programs and systems, Georgia aims to ensure high-quality services for both job seekers and employers, equipping individuals for success in an evolving economy.

II. STRATEGIC ELEMENTS

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

1. ECONOMIC and WORKFORCE ANALYSIS

a. ECONOMIC ANALYSIS

I. Existing Demand Industry Sectors and Occupations

Georgia continues to experience strong economic conditions, with sustained expansion across a range of industries anticipated in the coming years. As depicted in Figure 1 below based on five-year job growth, the top in-demand industry sectors in Georgia’s economy are Health Care & Social Assistance, Accommodation and Food Services, , and Transportation and Warehousing. These sectors have driven significant employment gains, underscoring their critical role in Georgia’s evolving economy.

Figure 1. Growth Industries, Based on Net Job Growth, 2020 to 2024

NAICS	Description	2020 - 2024 Change	2020 - 2024 % Change	Average Annual Postings
	Total All Occupations	564,531	12%	1,313,996
62	Health Care and Social Assistance	102,157	21%	170,971
72	Accommodation and Food Services	79,842	21%	77,753
48	Transportation and Warehousing	58,708	27%	41,085
54	Professional, Scientific, and Technical Services	54,672	19%	118,819
31	Manufacturing	46,722	12%	81,905
44	Retail Trade	35,413	7%	125,331
23	Construction	28,928	14%	24,975
90	Government	28,010	4%	21,543
52	Finance and Insurance	26,355	14%	52,158
71	Arts, Entertainment, and Recreation	21,920	50%	9,629
42	Wholesale Trade	20,354	10%	41,461
81	Other Services (except Public Administration)	16,306	8%	23,919
61	Educational Services	13,236	14%	39,473
53	Real Estate and Rental and Leasing	11,672	16%	25,778
51	Information	9,383	9%	31,198
55	Management of Companies and Enterprises	3,601	4%	4,532
11	Agriculture, Forestry, Fishing and Hunting	2,078	6%	1,621
22	Utilities	1,667	8%	3,244
56	Administrative and Support and Waste Management and Remediation Services	1,490	0%	187,757
99	Unclassified Industry	1,312	8%	229,632
21	Mining, Quarrying, and Oil and Gas Extraction	703	13%	1,211

(Source: Lightcast 2025Q4 dataset)

Health Care and Social Assistance (NAICS 62): Continuing its vital role in the state’s job market, this sector added 102,157 new jobs, a 21% increase. The significant number of job postings (170,971) reflects the ongoing demand for healthcare and social assistance professionals, an industry that remains fundamental to the state’s social and economic infrastructure.

Accommodation and Food Service (NAICS 72): From 2020 to 2024, Georgia’s Accommodation and Food Services sector experienced strong recovery and expansion, adding 79,842 jobs, a 21% increase over the period. This growth reflects renewed consumer demand, tourism resurgence, and continued expansion in hospitality-related businesses across the state. The sector also generates a high level of workforce opportunity, with an average of 77,753 annual job openings driven by both new growth and significant replacement needs, underscoring its critical role in Georgia’s service-based economy.

Transportation and Warehousing (NAICS 48): This sector leads with exceptional growth, adding 58,708 new jobs, a 27% increase, reflecting Georgia’s strengthening role as a logistics and transportation hub. The sector’s vitality is further underscored by an average of 41,085 annual job postings.

Professional, Scientific, and Technical Services (NAICS 54): With an addition of 54,672 new jobs, this sector shows a robust 19% growth. The high number of job postings (118,819) indicates a strong, ongoing demand for skilled professionals in scientific and technical services, highlighting this sector’s critical role in Georgia’s economy.

Manufacturing (NAICS 31): From 2020 to 2024, Georgia’s manufacturing sector saw impressive growth, adding 46,722 jobs, a 12% increase in employment. During this period, the sector also posted an average of 81,905 job openings, reflecting the strong demand for talent. This growth underscores the expanding opportunities in Georgia’s manufacturing industry, highlighting the ongoing need for skilled workers to meet the sector’s workforce demands.

Figure 2. Leading Job Posting by Occupational Families
(Source: Lightcast 2025Q4 data set)



(Based on unique job postings from Nov. 2023 to Oct. 2024 vs. unique postings from Nov. 2024 to Nov. 2025.)

Between twelve-month spans of November 2023–October 2024 and November 2024–October 2025, Georgia saw growth in job postings across nearly all occupational groups, signaling a strong and diversified labor market. Healthcare Practitioners and Technical occupations continued to lead the state, with postings rising 26.5% (up 47,149) to 225,292. Sales and Related and Management occupations maintained their second and third rankings, growing 7.9% and 8.9%, respectively. The Transportation and Material Moving group experienced one of the largest gains in ranking, moving from 7th to 5th with a 17.7% increase. Notably, Protective Service saw the highest percentage increase at 30.2%, while Community and Social Service grew 23.9%. Only Unclassified Occupations declined, down 4%. Overall, strong growth across most sectors—especially in healthcare, logistics, and technical fields—reflects continued demand for skilled workers across Georgia’s economy.

Figure 3: Top Posted Occupations by Occupation Family

Occupation Family	Occupation	Unique Postings from Nov 2024 - Oct 2025
Healthcare Practitioners and Technical Occupations	Healthcare Practitioners and Technical Occupations	225,292
	Registered Nurses	87,809
	Radiologic Technologists and Technicians	12,226
	Health Technologists and Technicians, All Other	11,072
	Physical Therapists	10,721
	Licensed Practical and Licensed Vocational Nurses	10,077
	Nurse Practitioners	7,269
	Magnetic Resonance Imaging Technologists	6,723
	Physicians, All Other	6,362
	Pharmacy Technicians	5,555
	Clinical Laboratory Technologists and Technicians	5,370
Sales and Related Occupations	Sales and Related Occupations	127,477
	Retail Salespersons	30,995
	First-Line Supervisors of Retail Sales Workers	23,012
	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	16,840
	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	11,711
	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	10,077
	Cashiers	8,381
	Real Estate Sales Agents	5,124
Management Occupations	Management Occupations	125,864
	General and Operations Managers	14,369
	Food Service Managers	14,059
	Medical and Health Services Managers	13,641
	Sales Managers	11,341
	Financial Managers	10,375
	Marketing Managers	8,041
	Construction Managers	7,513
	Managers, All Other	6,367
	Transportation, Storage, and Distribution Managers	5,187
	Property, Real Estate, and Community Association Managers	5,151
Office and Administrative Support Occupations	Office and Administrative Support Occupations	87,770
	Customer Service Representatives	19,245
	First-Line Supervisors of Office and Administrative Support Workers	10,968
	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	10,190
	Shipping, Receiving, and Inventory Clerks	5,666
Transportation and Material Moving Occupations	Transportation and Material Moving Occupations	83,291
	Heavy and Tractor-Trailer Truck Drivers	30,533
	Laborers and Freight, Stock, and Material Movers, Hand	13,842
	Driver/Sales Workers	8,218
	Stockers and Order Fillers	7,337
	Industrial Truck and Tractor Operators	5,161
Business and Financial Operations Occupations	Business and Financial Operations Occupations	82,725
	Project Management Specialists	12,633
	Accountants and Auditors	7,553
	Financial and Investment Analysts	6,737
	Human Resources Specialists	6,467
	Market Research Analysts and Marketing Specialists	6,120
	Logisticians	5,291

Occupation Family	Occupation	Unique Postings from Nov 2024 - Oct 2025
Computer and Mathematical Occupations	Computer and Mathematical Occupations	79,478
	Software Developers	21,606
	Computer Occupations, All Other	16,280
	Data Scientists	8,854
	Computer User Support Specialists	5,432
Food Preparation and Serving Related Occupations	Food Preparation and Serving Related Occupations	61,438
	Fast Food and Counter Workers	10,729
	First-Line Supervisors of Food Preparation and Serving Workers	8,833
	Waiters and Waitresses	8,505
	Food Preparation Workers	7,448
	Dining Room and Cafeteria Attendants and Bartender Helpers	5,503
Installation, Maintenance, and Repair Occupations	Installation, Maintenance, and Repair Occupations	61,257
	Maintenance and Repair Workers, General	18,095
	Automotive Service Technicians and Mechanics	9,185
	First-Line Supervisors of Mechanics, Installers, and Repairers	6,277
Healthcare Support Occupations	Healthcare Support Occupations	41,829
	Home Health and Personal Care Aides	12,757
	Medical Assistants	7,056
	Nursing Assistants	6,321
Production Occupations	Production Occupations	37,769
	Production Workers, All Other	8,720
Educational Instruction and Library Occupations	Educational Instruction and Library Occupations	30,973
	Teaching Assistants, Except Postsecondary	5,514
	Postsecondary Teachers	5,226
Arts, Design, Entertainment, Sports, and Media Occupations	Arts, Design, Entertainment, Sports, and Media Occupations	25,562
	Merchandise Displayers and Window Trimmers	8,974
Building and Grounds Cleaning and Maintenance Occupations	Building and Grounds Cleaning and Maintenance Occupations	25,364
	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	10,217
	Maids and Housekeeping Cleaners	7,349
Architecture and Engineering Occupations	Architecture and Engineering Occupations	22,719
	Industrial Engineers	3,833
Community and Social Service Occupations	Community and Social Service Occupations	22,717
	Counselors, All Other	6,363
Construction and Extraction Occupations	Construction and Extraction Occupations	20,521
	Electricians	2,821
Protective Service Occupations	Protective Service Occupations	15,044
	Security Guards	7,215
Life, Physical, and Social Science Occupations	Life, Physical, and Social Science Occupations	14,488
	Occupational Health and Safety Specialists	2,284
Personal Care and Service Occupations	Personal Care and Service Occupations	13,305
	Concierges	1,949
Legal Occupations	Legal Occupations	8,216
	Lawyers	5,178
Farming, Fishing, and Forestry Occupations	Farming, Fishing, and Forestry Occupations	1,830
	Fishing and Hunting Workers	871

(Based on occupations with 5,000 or more postings from Dec. 2022 to Nov. 2023, or the occupation within the family with the most when the largest is less than 5,000. Source: Lightcast 2025Q4 dataset)

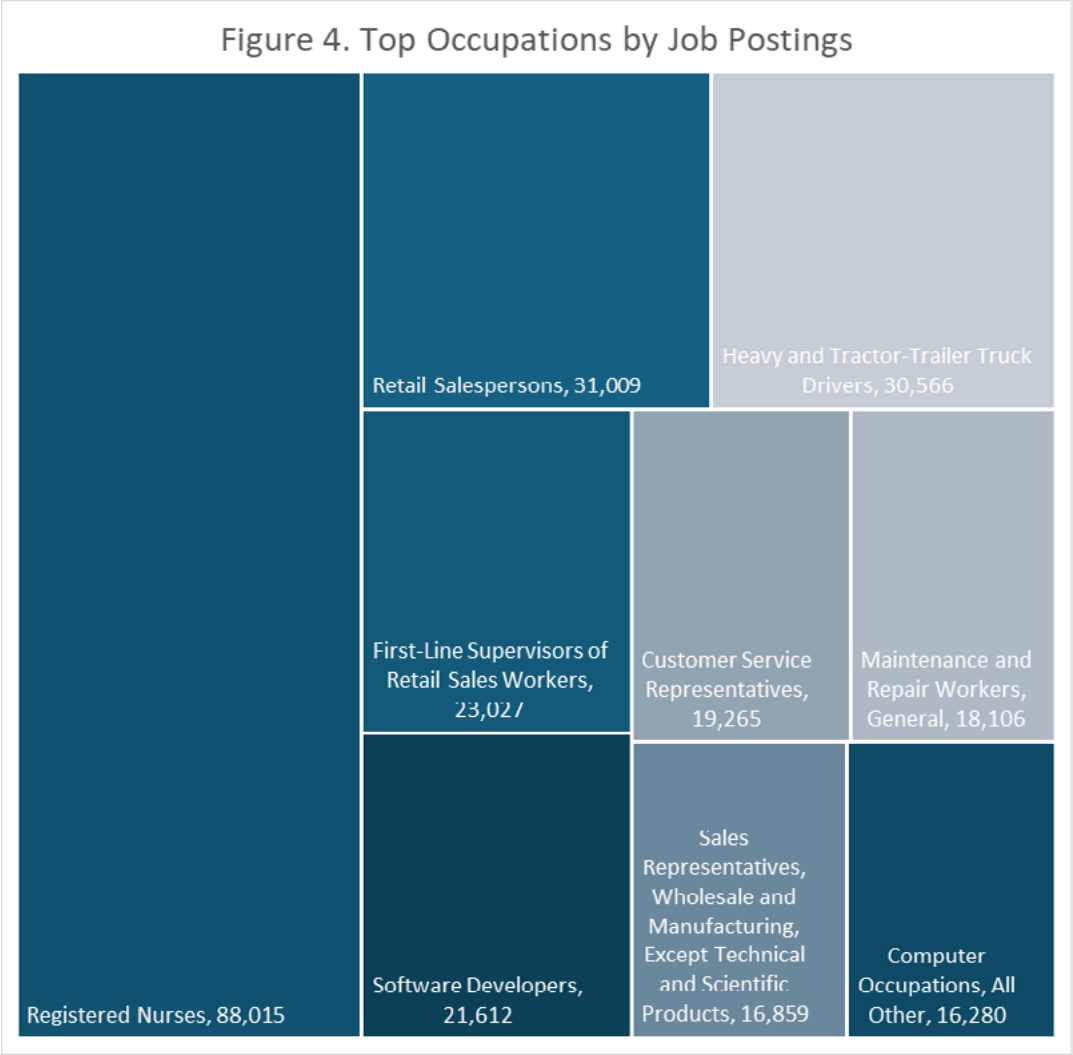
Georgia's labor market from November 2024 to October 2025 demonstrates strong demand across multiple

occupational families, with healthcare continuing to dominate. Healthcare Practitioners and Technical Occupations lead with 225,292 unique postings, including 87,809 for Registered Nurses and thousands more for roles such as radiologic technologists, physical therapists, and nurse practitioners. This trend underscores the critical importance of healthcare in meeting the state's workforce needs and highlights the growing demand for specialized medical professionals.

Sales and Management occupations also remain highly competitive, ranking second and third with 127,477 and 125,864 postings respectively. Retail Salespersons account for the largest share within sales at 30,995 postings, while management roles such as general and operations managers, food service managers, and medical and health services managers reflect the need for leadership across industries. Office and Administrative Support occupations posted 87,770 openings, led by customer service representatives, while Transportation and Material Moving occupations surged to 83,291 postings, emphasizing logistics roles like heavy and tractor-trailer truck drivers.

Technical and professional fields show robust growth as well. Business and Financial Operations recorded 82,725 postings, and Computer and Mathematical Occupations reached 79,478, with software developers and project management specialists among the most sought-after roles. Additional categories such as food preparation, installation and repair, and healthcare support further illustrate the breadth of opportunities. Overall, the data signals sustained demand for healthcare professionals, rising opportunities in logistics and management, and continued growth in technology and business roles, shaping a dynamic and diverse labor market for Georgia.

Figure 4: Top Occupations by Job Postings



(Based on occupations with 15,000 or more postings from November 2024 to October 2025)

Georgia’s labor market from November 2024 to October 2025 is dominated by healthcare roles, with Registered Nurses leading at 88,015 postings, far surpassing other occupations and underscoring the sector’s critical importance. Retail Salespersons (31,009 postings) and Heavy and Tractor-Trailer Truck Drivers (30,566 postings) follow closely, highlighting strong demand in retail and logistics. These figures reflect the state’s reliance on healthcare, consumer services, and transportation as key economic drivers.

Additional high-demand roles include First-Line Supervisors of Retail Sales Workers (23,027 postings) and Software Developers (21,612 postings), signaling the need for leadership and technical expertise. Customer Service Representatives (19,265 postings) and Maintenance and Repair Workers (18,106 postings) further emphasize the importance of service-oriented and hands-on technical skills. Collectively, these trends reveal a diverse job market shaped by healthcare, retail, logistics, technology, and customer service, driving workforce priorities for the coming years.

II. Emerging Demand Industry Sectors and Occupations

Using U.S. Bureau of Labor Statistics (BLS) and state data, Georgia Dept. of Labor (GDOL)’s Workforce Statistics and Economic Research division produces annual long-term employment projections. The most current short-term projections are for base year 2022, while the most current long-term projections are for base year 2022. Figure 5 below indicates Long-term industry employment and projections for the State, 2022–2032.

Figure 5. Long Term Industry Employment and Projections, 2022 to 2032

Industry	2022 Estimated Employment	2032 Projected Employment	Projected Change	Annual Percent Change
Total, All Industries	4,884,458	5,423,805	539,347	1.1%
Accommodation and Food Services	424,477	489,133	64,656	1.4%
Administrative and Support and Waste Management and Remediation Services	318,430	360,843	42,413	1.3%
Agriculture, Forestry, Fishing, and Hunting	78,373	86,794	8,421	1.0%
Arts, Entertainment, and Recreation	54,866	71,821	16,955	2.7%
Construction	205,311	229,144	23,833	1.1%
Educational Services	387,502	421,405	33,903	0.8%
Federal Government	105,338	106,061	723	0.1%
Finance and Insurance	169,212	188,582	19,370	1.1%
Healthcare and Social Assistance	530,573	620,670	90,097	1.6%
Information	116,501	127,346	10,845	0.9%
Local, excluding Education and Hospitals	145,510	155,604	10,094	0.7%
Management of Companies and Enterprises	88,768	103,199	14,431	1.5%
Manufacturing	409,543	446,161	36,618	0.9%
Mining, Quarrying, and Oil and Gas Extraction	5,555	4,159	-1,396	-2.9%
Other Services (except Public Administration)	170,709	185,037	14,328	0.8%
Professional Scientific and Technical Services	290,574	332,695	42,121	1.4%
Public Administration	62,881	62,268	-613	-0.1%
Real Estate and Rental and Leasing	74,498	80,427	5,929	0.8%
Retail Trade	507,871	551,108	43,237	0.8%
Transportation and Warehousing	263,601	304,023	40,422	1.4%
Utilities	19,880	19,981	101	0.1%
Wholesale Trade	196,862	211,881	15,019	0.7%

(Source: Georgia Department of Labor)

The employment landscape in Georgia is poised for significant changes over the next decade, as depicted in the projections from 2022 to 2032. Among the key sectors driving job creation and economic growth is Health Care and Social Assistance, anticipated to grow at an annual rate of 1.6%, reflecting the increasing demand for healthcare services in response to demographic shifts and evolving care needs. Accommodation and Food Services is projected to expand by 1.4% annually, underscoring the continued strength of hospitality and tourism. Similarly, Transportation and Warehousing is expected to grow by 1.4% per year, highlighting Georgia's role as a logistics hub.

Other sectors contributing to Georgia's economic development include Professional, Scientific, and Technical Services, projected to grow at 1.4% annually, and Finance and Insurance, which will see steady growth of 1.1% per year. Manufacturing and Retail Trade are expected to experience more modest gains of 0.9% and 0.8% annually, respectively. These projections collectively paint a picture of a diverse and dynamic economy, with growth spanning across multiple sectors, ensuring a robust job market and economic vitality for the state.

While several industries are on an upward trajectory, some areas anticipate minimal change, such as the Federal Government, with an annual growth rate of 0.1%. This intricate balance between sectors illustrates

the complexity and resilience of Georgia’s economic ecosystem, positioning the state for continued prosperity and adaptability in the evolving global landscape.

Figure 6. Top 25 Projected Fastest-Growing Occupations, By Annual Growth Rate, 2022 to 2032						
Occupation	2022 Estimated Employment	2032 Projected Employment	Total Employment Change	Annual Avg. Percent Change	Annual Change	Annual Openings
Nurse Practitioners	7,897	12,498	4,601	4.7%	460	911
Data Scientists	5,337	7,677	2,340	3.7%	234	619
Statisticians	524	717	193	3.2%	19	56
Cooks, Restaurant	41,200	56,069	14,869	3.1%	1,487	8,769
Medical and Health Services Managers	8,764	11,856	3,092	3.1%	309	1,022
Rail Yard Engineers, Donkey Operators, and Hostlers	230	310	80	3.0%	8	29
Information Security Analysts	4,988	6,714	1,726	3.0%	173	515
Recreational Vehicle Service Technicians	313	421	108	3.0%	11	51
Entertainment Attendants and Related Workers, All Other	604	812	208	3.0%	21	218
Epidemiologists	377	505	128	3.0%	13	35
Actuaries	348	465	117	2.9%	12	31
Computer Numerically Controlled Tool Programmers	417	552	135	2.8%	14	58
Exercise Trainers and Group Fitness Instructors	4,633	6,127	1,494	2.8%	149	1,136
Physician Assistants	4,804	6,338	1,534	2.8%	153	427
Agents and Business Managers of Artists, Performers, and Athletes	179	236	57	2.8%	6	26
Motorboat Mechanics and Service Technicians	464	607	143	2.7%	14	67
Stationary Engineers and Boiler Operators	343	448	105	2.7%	10	51
Motorcycle Mechanics	227	294	67	2.6%	7	32
Software Developers	46,901	60,699	13,798	2.6%	1,380	4,227
Amusement and Recreation Attendants	8,982	11,605	2,623	2.6%	262	3,137
Physical Therapist Assistants	3,143	4,054	911	2.6%	91	579
Animal Caretakers	10,677	13,637	2,960	2.5%	296	2,482
Diagnostic Medical Sonographers	2,367	3,004	637	2.4%	64	200
Health Information Technologists and Medical Registrars	1,126	1,427	301	2.4%	30	107

Figure 6. Top 25 Projected Fastest-Growing Occupations, By Annual Growth Rate, 2022 to 2032						
Occupation	2022 Estimated Employment	2032 Projected Employment	Total Employment Change	Annual Avg. Percent Change	Annual Change	Annual Openings
Occupational Therapy Assistants	979	1,240	261	2.4%	26	178

(Source: Georgia Department of Labor)

Georgia's job market projections for 2022–2032 show strong growth across healthcare, technology, and service sectors. Nurse Practitioners lead with an annual growth rate of 4.7%, adding 4,601 jobs, followed by Data Scientists at 3.7% and Statisticians at 3.2%, reflecting the rising demand for advanced healthcare and analytical expertise. Healthcare management roles such as Medical and Health Services Managers are projected to grow 3.1% annually, while technical roles like Information Security Analysts and Computer Numerically Controlled Tool Programmers show growth rates of 3.0% and 2.8%, underscoring the importance of cybersecurity and precision manufacturing.

The hospitality sector remains robust, with Restaurant Cooks expected to grow 3.1% annually, adding nearly 14,869 jobs, and Entertainment Attendants at 3.0%, signaling continued demand in leisure and tourism. Fitness and wellness occupations, including Exercise Trainers and Group Fitness Instructors, are projected to rise by 2.8%, while roles such as Physician Assistants, Diagnostic Medical Sonographers, and Occupational Therapy Assistants highlight sustained healthcare expansion. Technology-driven roles like Software Developers will grow 2.6% annually, adding 13,798 jobs, reinforcing Georgia's position as a hub for digital innovation.

Overall, these projections reveal a dynamic labor market with healthcare, IT, and hospitality leading growth, supported by emerging opportunities in analytics, cybersecurity, and advanced manufacturing. Employers will need to prioritize talent pipelines in these areas to meet demand and sustain economic competitiveness statewide.

Figure 7. Top 25 Projected Most Annual Openings Occupations, 2022 to 2032							
Occupation	Estimated 2022 Employment	Projected 2032 Employment	Total Employment Change	Total Percent Change	Annual Change	Annual Transfers	Annual Openings
Fast Food and Counter Workers	116,403	132,807	16,404	14%	1,640	14,687	30,087
Retail Salespersons	137,726	150,702	12,976	9%	1,298	11,417	22,181
Cashiers	99,548	101,291	1,743	2%	174	9,732	19,564
Laborers and Freight, Stock, and Material Movers, Hand	122,548	138,387	15,839	13%	1,584	10,602	18,416
Waiters and Waitresses	77,560	84,747	7,187	9%	719	9,807	17,508
Stockers and Order Fillers	87,053	101,953	14,900	17%	1,490	9,252	16,621
Customer Service Representatives	106,700	110,112	3,412	3%	341	8,501	14,901
Heavy and Tractor-Trailer Truck Drivers	78,236	90,234	11,998	15%	1,200	4,934	9,947
General and Operations Managers	101,654	115,240	13,586	13%	1,359	5,825	9,884
Cooks, Restaurant	41,200	56,069	14,869	36%	1,487	3,965	8,769
Office Clerks, General	73,380	73,432	52	0%	5	4,316	8,757
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	49,086	54,869	5,783	12%	578	3,614	7,812

Figure 7. Top 25 Projected Most Annual Openings Occupations, 2022 to 2032

Occupation	Estimated 2022 Employment	Projected 2032 Employment	Total Employment Change	Total Percent Change	Annual Change	Annual Transfers	Annual Openings
Business Operations Specialists, All Other	75,028	83,135	8,107	11%	811	4,103	7,546
First-Line Supervisors of Food Preparation and Serving Workers	39,384	46,334	6,950	18%	695	4,105	6,958
Nursing Assistants	40,070	45,772	5,702	14%	570	3,360	6,646
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	59,079	56,055	-3,024	-5%	-302	3,030	6,080
Registered Nurses	81,796	94,311	12,515	15%	1,252	1,811	5,986
Industrial Truck and Tractor Operators	54,950	59,441	4,491	8%	449	3,654	5,936
Food Preparation Workers	30,107	32,424	2,317	8%	232	2,782	5,786
Managers, All Other	65,858	71,615	5,757	9%	576	2,872	5,546
Receptionists and Information Clerks	37,427	40,523	3,096	8%	310	2,709	5,486
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	33,938	36,200	2,262	7%	226	3,173	5,387
Security Guards	33,771	37,545	3,774	11%	377	2,650	5,089
Maintenance and Repair Workers, General	46,743	52,100	5,357	11%	536	2,256	4,969
Bookkeeping, Accounting, and Auditing Clerks	42,063	42,608	545	1%	54	2,158	4,957

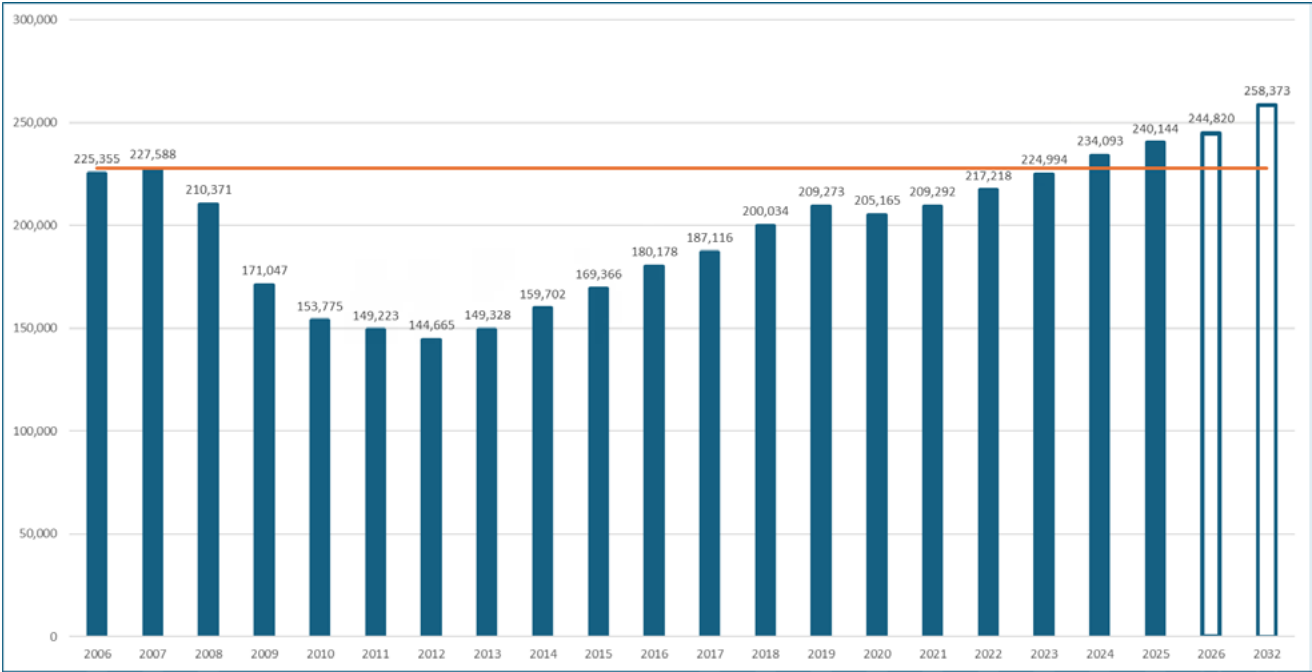
(Source: Georgia Department of Labor)

The latest job market forecast from the Georgia Department of Labor highlights strong demand across a diverse range of occupations through 2022–2032, with annual openings driven by both growth and replacement needs. Fast Food and Counter Workers lead the list with 30,087 annual openings, reflecting Georgia’s robust hospitality sector. Retail roles remain critical, with Retail Salespersons projected at 22,181 openings and Cashiers at 19,564, underscoring the continued strength of consumer services. Logistics and manual labor are also key drivers, with Laborers and Freight, Stock, and Material Movers, Hand expected to generate 18,416 openings, and Stockers and Order Fillers at 16,621, highlighting the importance of supply chain and warehousing. Waiters and Waitresses follow closely with 17,508 openings, reinforcing the vitality of leisure and hospitality industries.

Customer-facing and technical roles show steady growth. Customer Service Representatives account for 14,901 annual openings, while Heavy and Tractor-Trailer Truck Drivers reflect the critical role of transportation with 9,947 openings. Management positions such as General and Operations Managers are projected at 9,884 openings, signaling strong demand for leadership across sectors. Healthcare occupations remain essential, with Registered Nurses projected at 5,986 annual openings and Nursing Assistants at 6,646, reflecting demographic trends and the growing need for medical care. Culinary roles like Restaurant Cooks stand out with 8,769 openings and a notable growth rate of 36%, emphasizing the expansion of Georgia’s food industry. Other roles such as Janitors and Cleaners (7,812 openings) and Security Guards (5,089 openings) demonstrate continued demand for service and safety-related positions.

These projections underscore significant growth rates in key sectors. Food service roles such as First-Line Supervisors of Food Preparation and Serving Workers are expected to grow by 18%, while Stockers and Order Fillers show a 17% increase, and Heavy and Tractor-Trailer Truck Drivers by 15%, reflecting the state’s logistics boom. Healthcare-related roles like Registered Nurses and Nursing Assistants are projected to grow by 15% and 14%, respectively, reinforcing the critical importance of healthcare services. Management roles and customer service positions also exhibit steady growth, ensuring a balanced mix of opportunities across entry-level, technical, and leadership positions.

Figure 8. Georgia Construction Industry Employment, 2006-2025 and Projections for 2026 and 2032



(Source: Lightcast Q4 2025 Dataset)

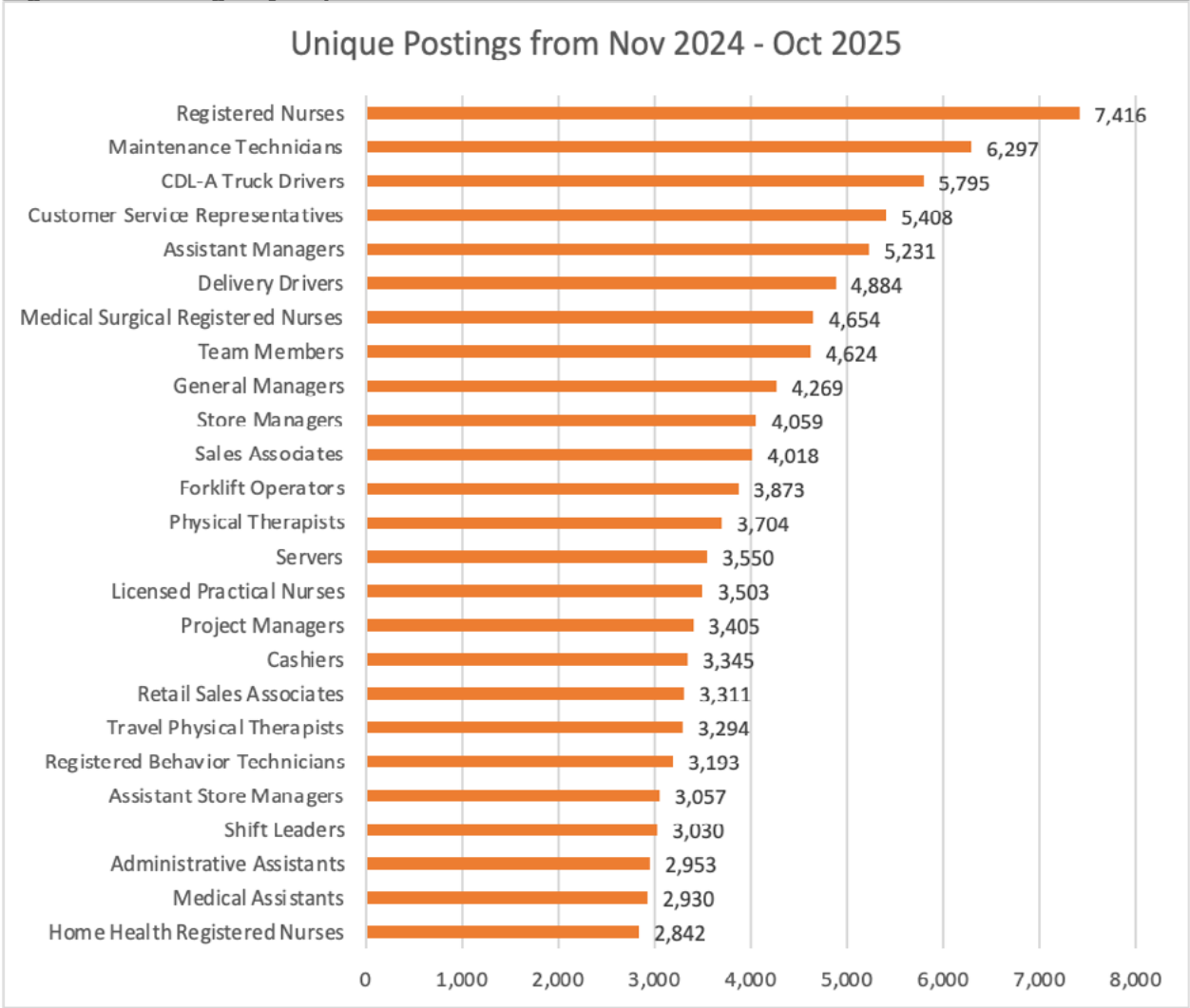
The construction industry provides an important historical context for workforce planning. Employment peaked in 2007 at 227,588 jobs, followed by a sharp decline during the Great Recession to 144,665 jobs in 2011. Recovery began post-recession, with employment reaching 200,034 jobs in 2018, and continued upward to 209,273 jobs in 2019. After a slight dip in 2020 to 205,165 jobs, the sector rebounded strongly, reaching 217,218 jobs in 2022. Projections indicate continued growth, with employment expected to rise to 234,093 jobs by 2024, 244,820 jobs by 2026, and 258,373 jobs by 2032, surpassing the previous 2007 peak.

This trend signals not only recovery but sustained expansion, driven by infrastructure investments and economic development projects across Georgia. Despite volatility during the recession and pandemic years, the long-term outlook suggests robust demand for skilled trades. Workforce development efforts will need to address the aging labor force and ensure a pipeline of trained workers to meet the growing needs of the construction industry, which remains a cornerstone of Georgia’s economy.

III. Employers’ Employment Needs

Lightcast, formerly Burning Glass Labor Insights (BGLI), provides a real-time view of existing employer needs data. The following figures present a dynamic job market in Georgia that values healthcare expertise, technical skills, particularly in IT, and a variety of soft skills. The data suggests that for those seeking entry-level positions, a high school diploma or GED may suffice, but higher education becomes increasingly important for career advancement. The emphasis on certifications and skills demonstrates the need for continuous learning and professional development to meet the demands of the evolving job market.

Figure 9. Postings by Top 25 Job Titles



(Source: Lightcast 2025Q4 dataset)

Registered Nurses remain the most in-demand job title in Georgia, reaffirming the healthcare sector’s dominant role in the labor market. This strong demand reflects ongoing workforce needs in hospitals and clinical settings. Alongside healthcare, Customer Service Representatives and Maintenance Technicians show significant prominence, underscoring the importance of service-oriented and technical roles across industries. CDL-A Truck Drivers also rank high, highlighting the critical role of logistics and transportation in Georgia’s economy.

Managerial positions feature prominently among the top postings, including General and Operations Managers and Food Service Managers, signaling sustained demand for leadership across sectors. Collectively, these trends point to a job market driven by healthcare expertise, technical skills, customer service, and logistics, with leadership roles continuing to play a vital part in meeting employer needs.

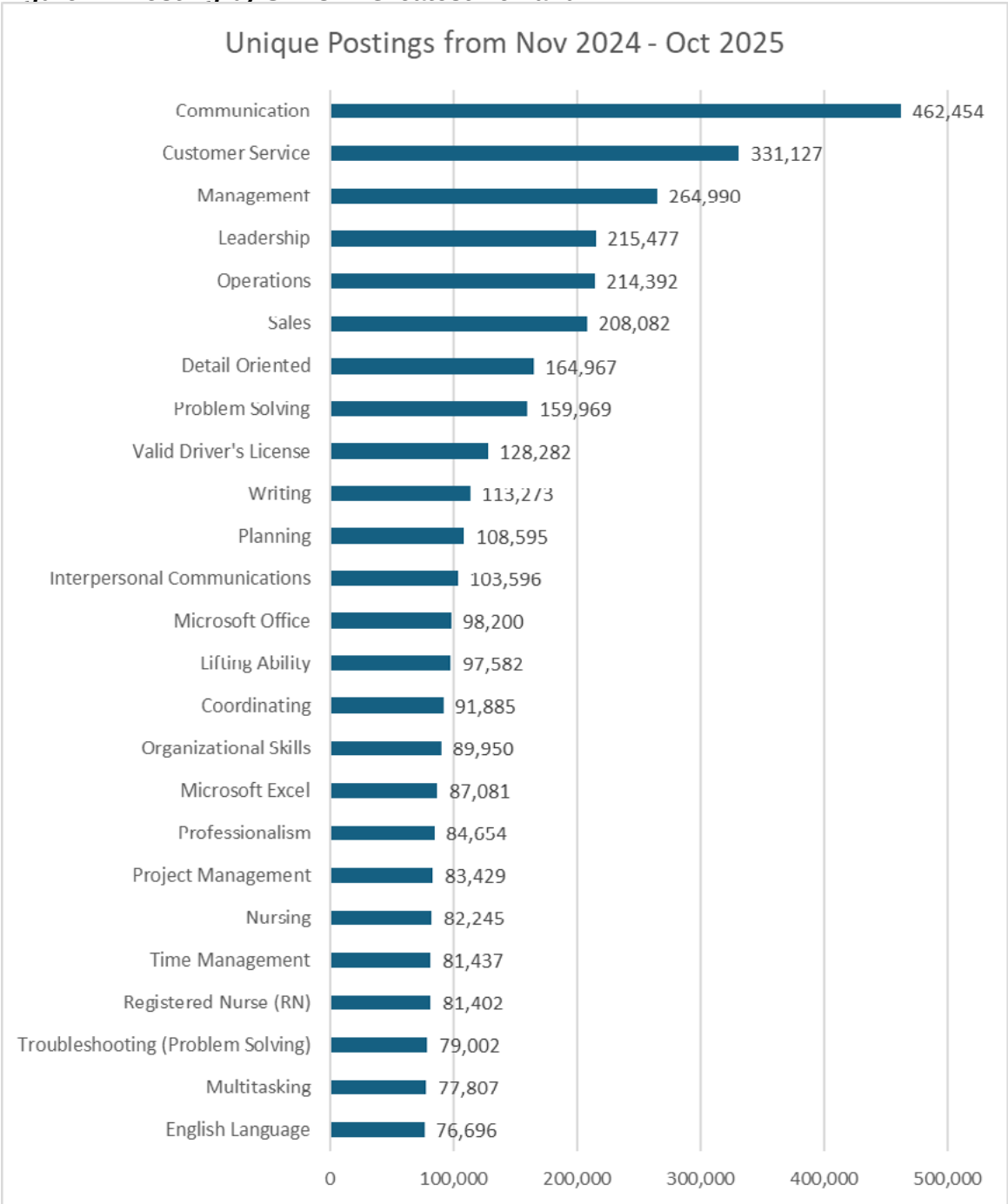
Figure 10. Postings by Certifications in Greatest Demand



(Source: Lightcast 2025Q4 dataset)

The latest data shows that a Valid Driver’s License remains the most requested certification, reflecting the critical need for mobility across industries. Healthcare certifications dominate demand, with Registered Nurse (RN), Basic Life Support (BLS), and Advanced Cardiovascular Life Support (ACLS) leading the list, underscoring the sector’s emphasis on patient safety and specialized care. Additionally, Commercial Driver’s License (CDL) and other essential credentials such as CPR and First Aid highlight the importance of transportation, logistics, and life-saving skills in Georgia’s evolving workforce.

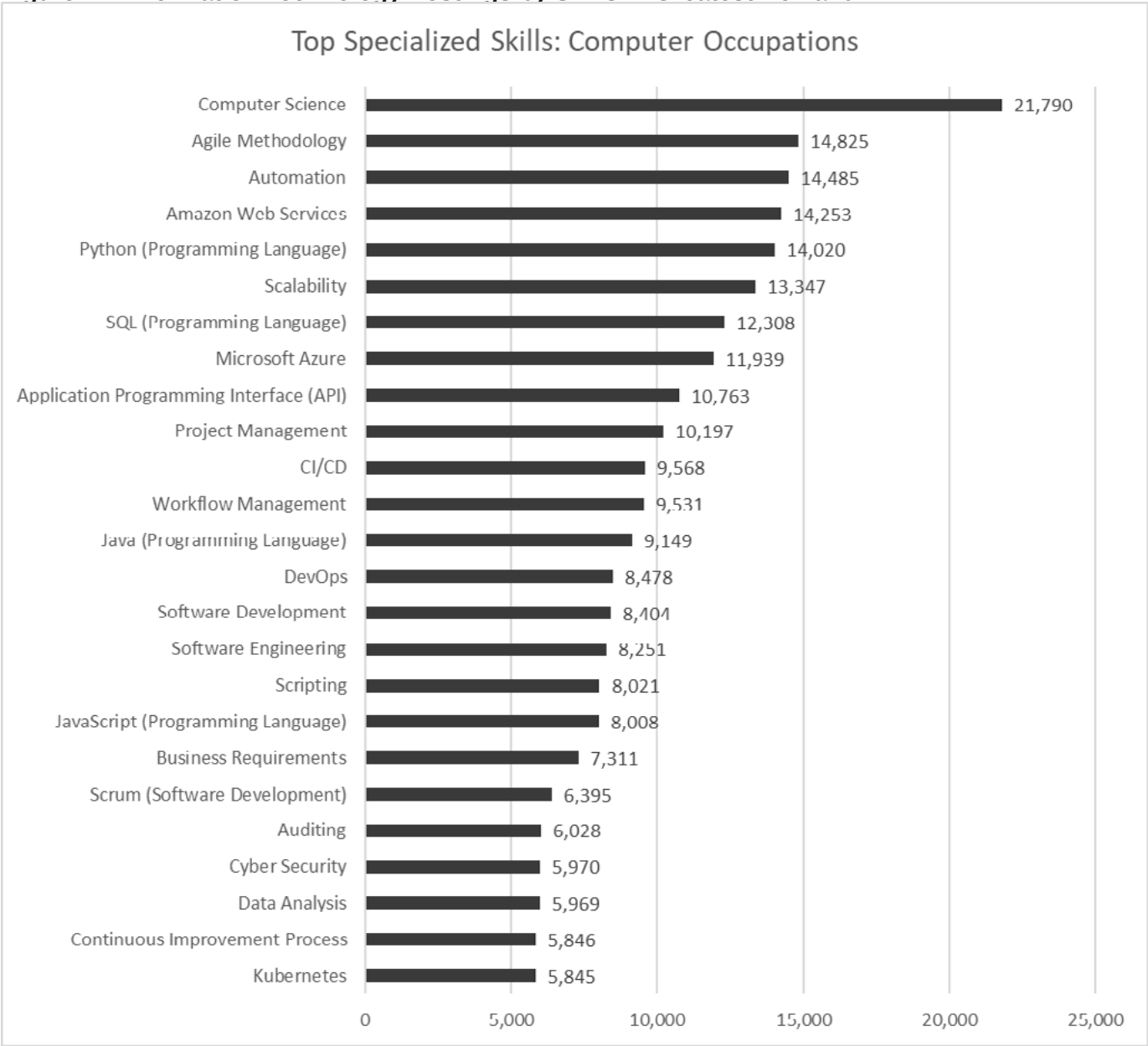
Figure 11. Posting by Skills in Greatest Demand



(Source: Lightcast 2025Q4 dataset)

The latest data shows Communication as the most in-demand skill, underscoring its critical role across all industries. Customer Service ranks closely behind, reflecting the importance of client interaction and support in Georgia’s economy. Skills in Management and Operations also feature prominently, aligning with the strong demand for leadership roles highlighted in recent job postings. These trends indicate that employers prioritize interpersonal effectiveness, service excellence, and organizational capability as core competencies in today’s labor market

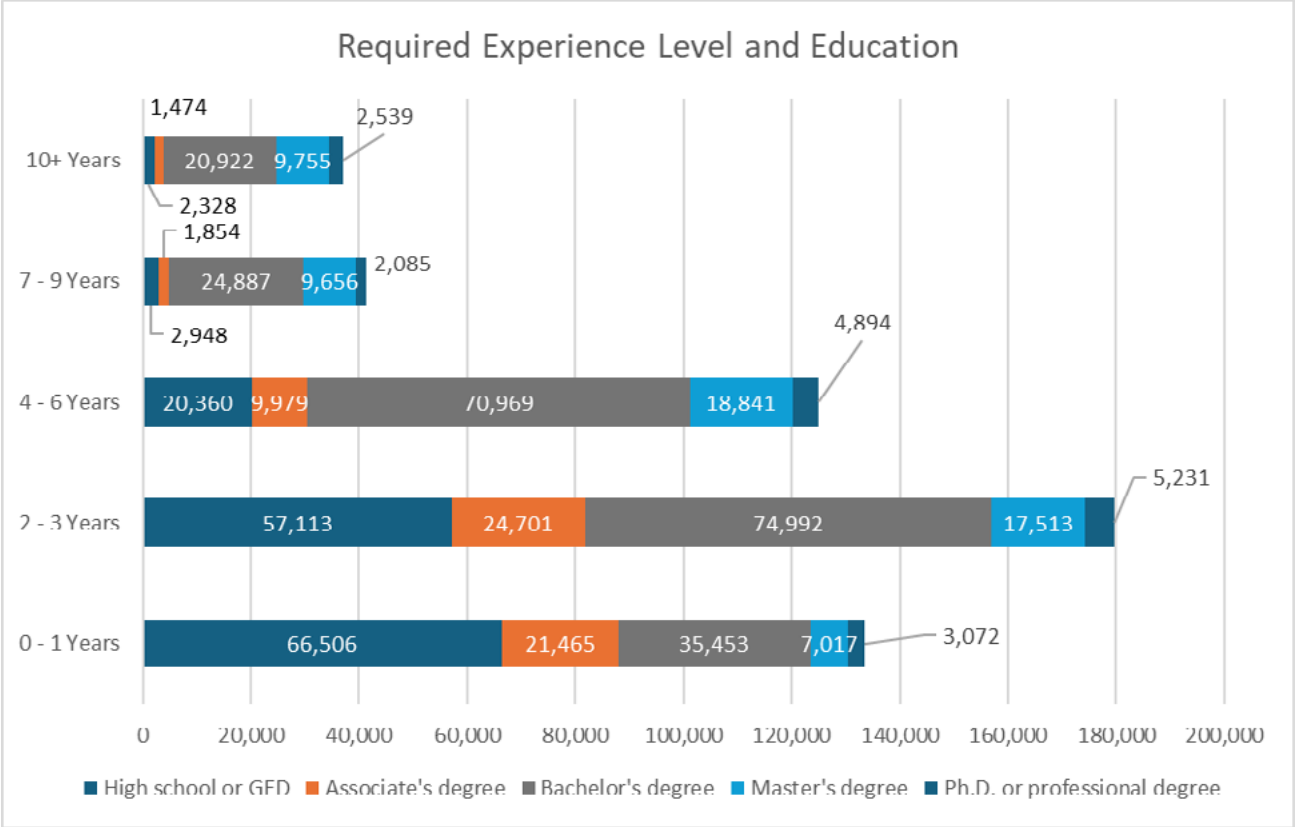
Figure 12. Information Technology Postings by Skills in Greatest Demand



(Source: Lightcast 2025Q4 dataset)

The latest job posting data highlights strong demand for Computer Science expertise, Agile Methodology, and SQL, emphasizing the need for technical proficiency in software development and data management among IT roles. Project Management continues to be a critical skill, while the prominence of Amazon Web Services (AWS) and Java underscores the market’s focus on cloud computing and widely adopted programming languages.

Figure 13. Postings by Levels of Education and Years of Experience Sought



(Source: Lightcast 2023Q4 dataset)

Current job posting data reveals a strong entry-level market for individuals with a high school diploma or GED, particularly for roles requiring 0–1 year of experience. As experience requirements increase, a bachelor’s degree becomes the most sought-after qualification for mid-level positions, typically requiring 2–6 years of experience. For senior roles demanding 4 or more years of experience, advanced degrees such as master’s and doctorates are increasingly important. These trends underscore the growing emphasis on formal education and experience as key factors in career progression across Georgia’s labor market.

Figure 14 below represents how Georgia’s labor market reflects a broad mix of specialized and universal skills across industries. Healthcare leads with demand for CPR and patient care, while retail emphasizes merchandising and sales. Professional and technical services prioritize project management and computer science, and hospitality focuses on food safety and restaurant management. Common skills such as customer service, scheduling, and project management remain critical across sectors, underscoring the need for both technical expertise and strong interpersonal capabilities to meet employer expectations statewide.

Figure 14. Postings by Skill & Industry

Industry/ Skill Sought	Unique Postings: Nov 2024 - Oct 2025		Industry/ Skill Sought	Unique Postings: Nov 2024 - Oct 2025
Agriculture, Forestry, Fishing and Hunting	2,061		Real Estate and Rental and Leasing	25,667
Communication	804		Communication	10,528
Management	528		Customer Service	10,286
Operations	469		Management	7,847
Detail Oriented	410		Valid Driver's License	7,494
Customer Service	360		Sales	6,843
Problem Solving	338		Operations	6,493
Leadership	330		Leadership	5,442
Lifting Ability	311		Detail Oriented	4,385
Sales	280		Marketing	4,143
Mining, Quarrying, and Oil and Gas Extraction	1,393		Professional, Scientific, and Technical Services	102,963
Communication	530		Communication	44,715
Management	431		Management	26,757
Operations	374		Leadership	20,866
Leadership	260		Problem Solving	19,909
Restaurant Operation	259		Operations	19,033
Sales	254		Detail Oriented	17,722
Customer Service	237		Project Management	16,525
Coaching	231		Customer Service	16,353
Restaurant Management	201		Sales	14,704
Utilities	4,912		Management of Companies and Enterprises	5,380
Communication	2,353		Communication	1,950
Operations	2,006		Customer Service	1,869
Management	1,756		Management	1,492
Customer Service	1,578		Sales	1,397
Valid Driver's License	1,506		Operations	1,030
Leadership	1,408		Problem Solving	999
Project Management	1,253		Leadership	850
Problem Solving	1,191		Detail Oriented	825
Planning	1,129		Microsoft Excel	771

Figure 14. Postings by Skill & Industry

Industry/ Skill Sought	Unique Postings from Nov 2024 - Oct 2025		Industry/ Skill Sought	Unique Postings from Nov 2024 - Oct 2025
Construction	28,636		Administrative and Support and Waste Management and Remediation Services	185,953
Communication	12,847		Communication	49,068
Management	7,204		Customer Service	33,171
Construction	7,174		Management	22,271
Customer Service	7,119		Detail Oriented	21,736
Valid Driver's License	7,105		Operations	20,592
Operations	6,732		Registered Nurse (RN)	20,336
Project Management	6,139		Problem Solving	19,812
Leadership	5,624		Leadership	17,059
Detail Oriented	5,379		Basic Life Support (BLS) Certification	14,889
Manufacturing	78,675		Communication	16,309
Communication	34,061		Teaching	12,679
Management	22,710		Research	9,931
Operations	20,736		Management	8,242
Leadership	20,487		Writing	7,539
Sales	19,546		Leadership	7,452
Customer Service	18,921		Customer Service	7,129
Problem Solving	17,140		Microsoft Office	6,528
Detail Oriented	13,423		Operations	6,332
Troubleshooting (Problem Solving)	11,874		Problem Solving	6,037
Wholesale Trade	43,423		Health Care and Social Assistance	188,877
Communication	18,783		Communication	64,267
Customer Service	14,734		Nursing	54,088
Sales	13,643		Basic Life Support (BLS) Certification	46,101
Management	12,984		Registered Nurse (RN)	46,086
Operations	9,908		Customer Service	32,722
Leadership	8,522		Leadership	30,543
Problem Solving	8,305		Management	28,034
Detail Oriented	7,438		Operations	21,680
Warehousing	7,010		Coordinating	20,317

Figure 14. Postings by Skill & Industry

Industry/ Skill Sought	Unique Postings from Nov 2024 - Oct 2025		Industry/ Skill Sought	Unique Postings from Nov 2024 - Oct 2025
Transportation and Warehousing	33,841		Accommodation and Food Service	67,889
Communication	8,378		Restaurant Operation	28,077
Operations	7,537		Customer Service	26,974
Customer Service	7,215		Communication	21,695
Management	6,012		Management	15,184
CDL Class A License	5,024		Cleanliness	13,756
Truck Driving	4,963		Operations	11,988
Commercial Driver's License (CDL)	4,664		Leadership	11,506
Warehousing	4,401		Food Safety And Sanitation	10,248
Leadership	4,361		Sales	8,362
Information	26,897		Other Services (except Public Adm	23,499
Communication	14,516		Communication	9,469
Sales	10,699		Customer Service	9,152
Customer Service	8,440		Valid Driver's License	4,927
Management	7,606		Management	4,793
Leadership	7,505		Operations	4,368
Operations	6,070		Leadership	4,129
Problem Solving	6,052		Sales	3,986
Marketing	4,957		Detail Oriented	3,666
Planning	4,174		Problem Solving	2,872
Finance and Insurance	47,455		Public Administration	24,205
Communication	20,495		Communication	6,197
Management	15,790		Operations	5,648
Customer Service	15,452		Management	5,245
Sales	14,282		Valid Driver's License	4,248
Leadership	13,900		Planning	3,448
Problem Solving	11,316		Writing	3,144
Operations	10,684		Customer Service	3,077
Microsoft Office	8,810		Leadership	2,907
Detail Oriented	8,510		Research	2,444

(Source: Lightcast 2025Q4 dataset)

b. WORKFORCE ANALYSIS

I. Employment and Unemployment

Georgia's labor market has demonstrated strong resilience and recovery since the pandemic. By the end of 2023, the unemployment rate stabilized at 3.4%, while the labor force participation rate reached 61.6%, signaling renewed workforce engagement. Employment levels surpassed pre-pandemic figures, and Georgia consistently outpaced national job growth since 2012, reinforcing its position as the nation's top state for business.

Demographic trends reveal significant shifts shaping workforce needs. Georgia's population grew 12.6% since 2010, and the share of residents aged 65 and older is projected to rise to 20.4% by 2030, creating heightened demand for healthcare services and replacement workers. Participation rates vary across groups: younger cohorts and Black or African American workers show notable gains, while older workers' participation continues to decline, widening middle-skill gaps.

Industry and occupational data highlight where opportunities are concentrated. Healthcare remains a dominant driver of job growth, alongside logistics, retail, and professional services. Common skills such as customer service, scheduling, and project management are in demand across sectors, while technical expertise in IT and advanced manufacturing continues to rise. These trends underscore the need for targeted workforce strategies to address skill gaps and prepare for demographic and economic shifts statewide.

Labor Force Demographics

Georgia remains one of the nation's fastest-growing states, with a population of approximately 10.7 million—an increase of 12.6% since 2010, outpacing the national average. This growth, combined with demographic shifts, is reshaping workforce needs. The share of residents aged 65 and older is projected to reach 20.4% by 2030, creating heightened demand for healthcare services and replacement workers. Labor force participation trends vary by age and race: younger cohorts and Black or African American workers show notable gains, while participation among those 55 and older continues to decline. Gender participation rates have rebounded post-pandemic, with women's engagement slightly surpassing 2013 levels, and racial participation rates for Hispanic and Black workers showing strong recovery since 2020.

Economic indicators reinforce Georgia's resilience. As of late 2023, the unemployment rate stabilized at 3.4%, and the labor force participation rate reached 61.6%, signaling renewed workforce engagement. Employment levels have surpassed pre-pandemic figures, and Georgia has consistently outpaced national job growth since 2012. Poverty rates improved significantly, dropping to 13.5% in 2022 from 15.1% in 2019—a sharper decline than the national average. These trends, combined with strong industry growth in healthcare, logistics, and professional services, underscore the need for targeted workforce strategies to address middle-skill gaps and prepare for demographic and economic shifts statewide.

Figure 15 below indicates that individuals with barriers to employment comprise large segments of the population. Georgia has specifically developed service strategies to address barriers to employment for many of these population segments, which will be explored further within the State Strategy section of this plan.

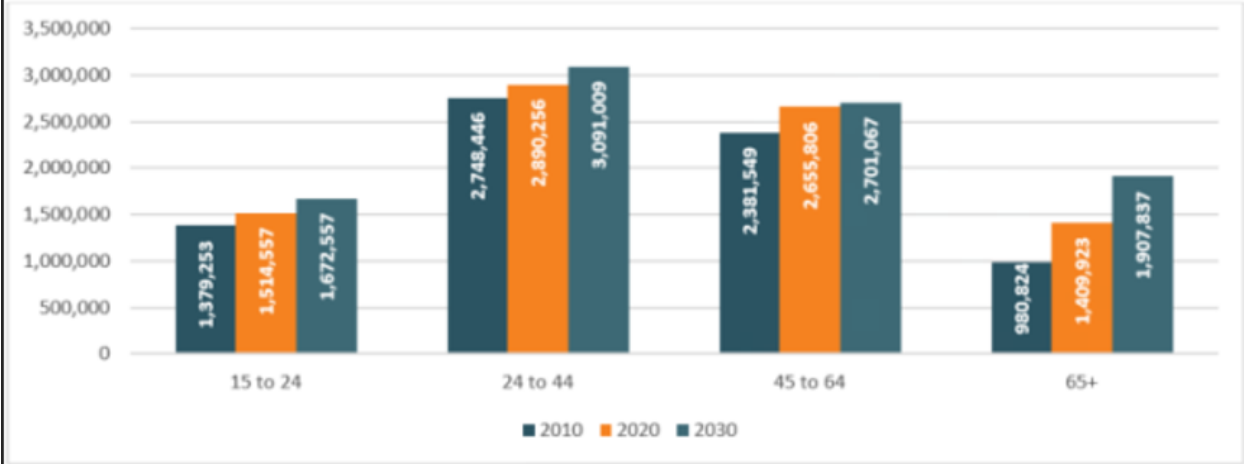
Figure 15. Populations with Barriers to Employment

Population	Quantity	Year & Source
All Georgia Residents	10,822,590	US Census Bureau: 2023 American Community Survey (5-Year Estimates)
Veterans	608,876	
American Indian and Alaska Native alone	29,103	
Native Hawaiian and Other Pacific Islander alone	5,331	
Adults with Disabilities	1,244,646	
Older Individuals (65+)	1,581,263	
Households Receiving SNAP	513,900	
Single Parents	391,990	
English Learners (adults who report speaking english less than "Very Well")	216,699	
Persons Below Poverty Level	1,423,159	
Returning Citizens	12,012	CY2024 GA Dept. of Corrections: Inmate Release Data
Unhoused Persons	12,290	US Dept. Housing & Urban Development: 2024 Total Homeless Persons
Persons Below Literacy Level Ages 16-74	1,882,508	Product of 2023 ACS 5-year Estimate 16-74 & NCES Adults At or Below Literacy Level Ages 16-74 (Combined 2012, 2014, and 2017)
Youth Aged Out of Foster Care	519	Ga Dept. Health & Human Svcs: Exits to Emancipation (2023)

As illustrated in Figures 16 and 17 below, Georgia’s workforce is growing and aging, with all major age cohorts projected to expand through 2030 while the 65+ population rises to 20.4% of the total, creating increased demand for healthcare and replacement workers. At the same time, significant segments of the population face barriers to employment, including individuals with disabilities, veterans, English language learners, and those with limited education or living in poverty. These demographic shifts underscore the need for targeted workforce strategies to address skill gaps, support aging workers, and ensure equitable access to employment opportunities statewide.

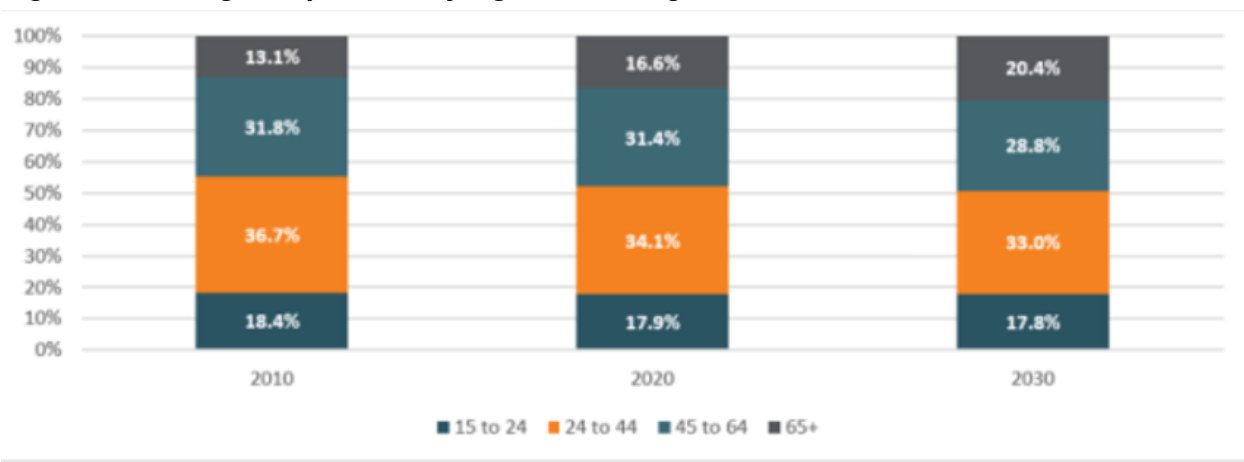
Figure 16: Georgia Population by Age, Totals & Figure 17: Georgia Population by Age, Percentage of Total

Figure 16: Georgia Population by Age, Total



Source: Centers for Disease Control & Prevention

Figure 17: Georgia Population by Age, Percentage of Total



Source: Centers for Disease Control & Prevention

In 2000, the median age was 33.4. Today, the most recent median age estimate for Georgia is 38.0.^[1] This upward trend is due to a proportional increase in the number of older individuals. The increase in the percentage of the population over 65 will have significant impacts on Georgia’s economy. First, there will be an increase in demand for healthcare professionals, particularly for the elderly and aging populations. Second, it signifies a high percentage of workers on the verge of exiting the labor force, creating a need for replacement workers in addition to filling openings from growth. National estimates indicate that many have already left the workforce in response to the COVID-19 pandemic, yet some may still return to the participating labor force (see Figure 23B).

[1] Source: 2000 Decennial Census and 2024 ACS 1-year estimates

Georgia’s population has limited language barriers, with about 2.6% of households without a member over the age of 14 who speaks English. The overall state population is predominantly Caucasian (58.6% of the total population). The largest minority group is Black/African American (31.6% of the population). Asian and other minority groups make up about 9.8% of Georgia’s population. Of the total population, 9.5% are Hispanic (the racial demographics of non-Hispanics are 52.7% Caucasian, 31.2% African American, and 6.5% Asian and other minority groups).

One of Georgia’s most valuable labor resources is the military veteran population. Georgia has one of the largest active-duty populations with around 70,000 personnel stationed in various corners of the state. As many military veterans and families remain in the community in which they are based, the state also has a large veteran population of 608,867. Many of these military veterans possess core competencies, which correlate directly to civilian occupations in Georgia’s high-demand industries. The attractiveness of veteran

talent to employers is evident from the relatively low for 2019 unemployment rate of 4.9% for Georgia’s veterans.

Georgia’s Economic Base

As shown in Figure 18, the job growth index illustrates that since 2015, Georgia’s job growth has consistently outpaced that of the nation as a whole.

Figure 18. Change Index for August Total Non-Farm Employment, 2015 to 2025

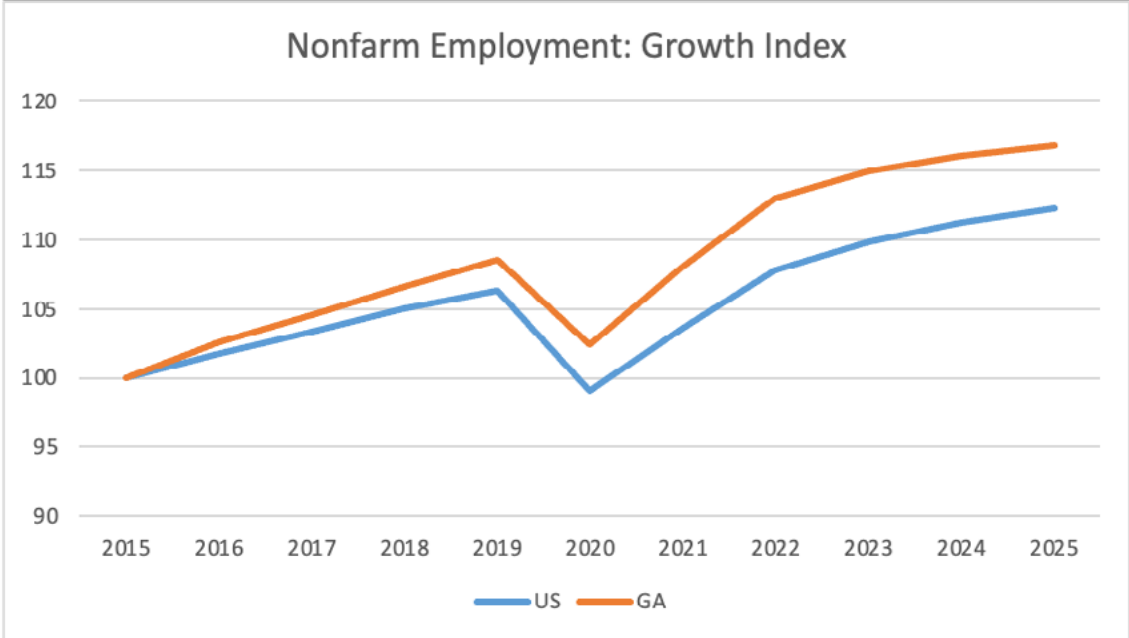
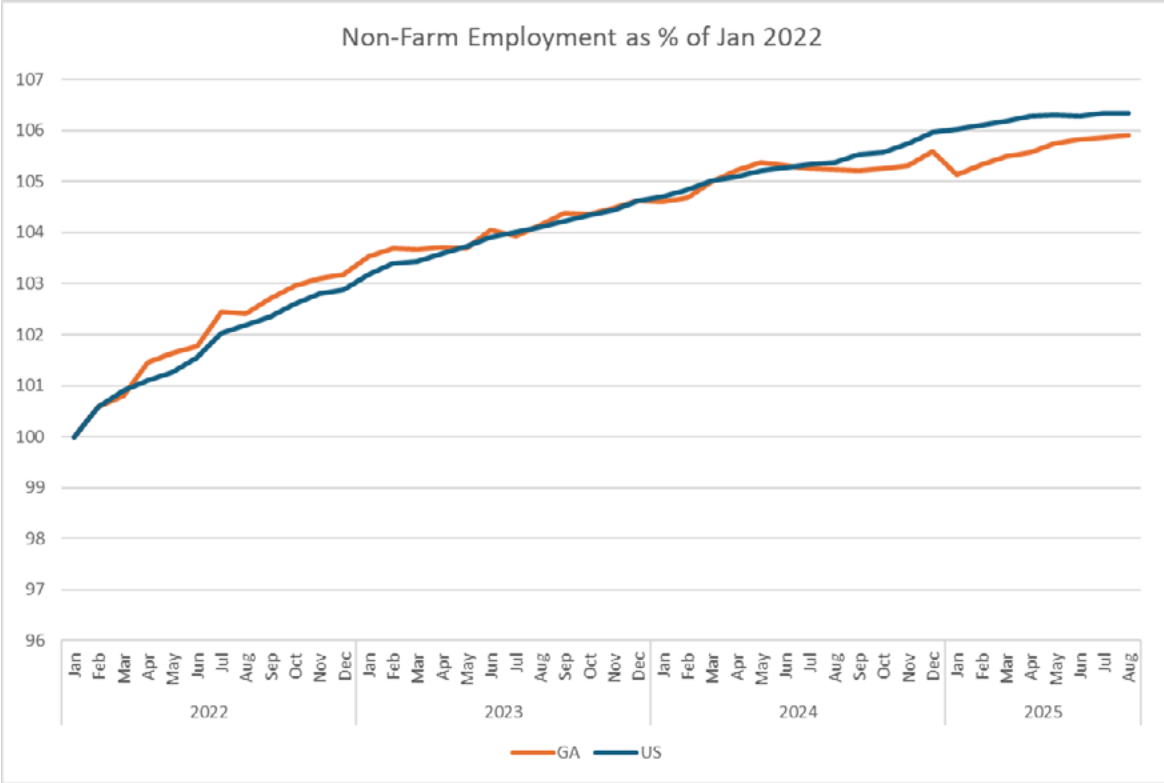


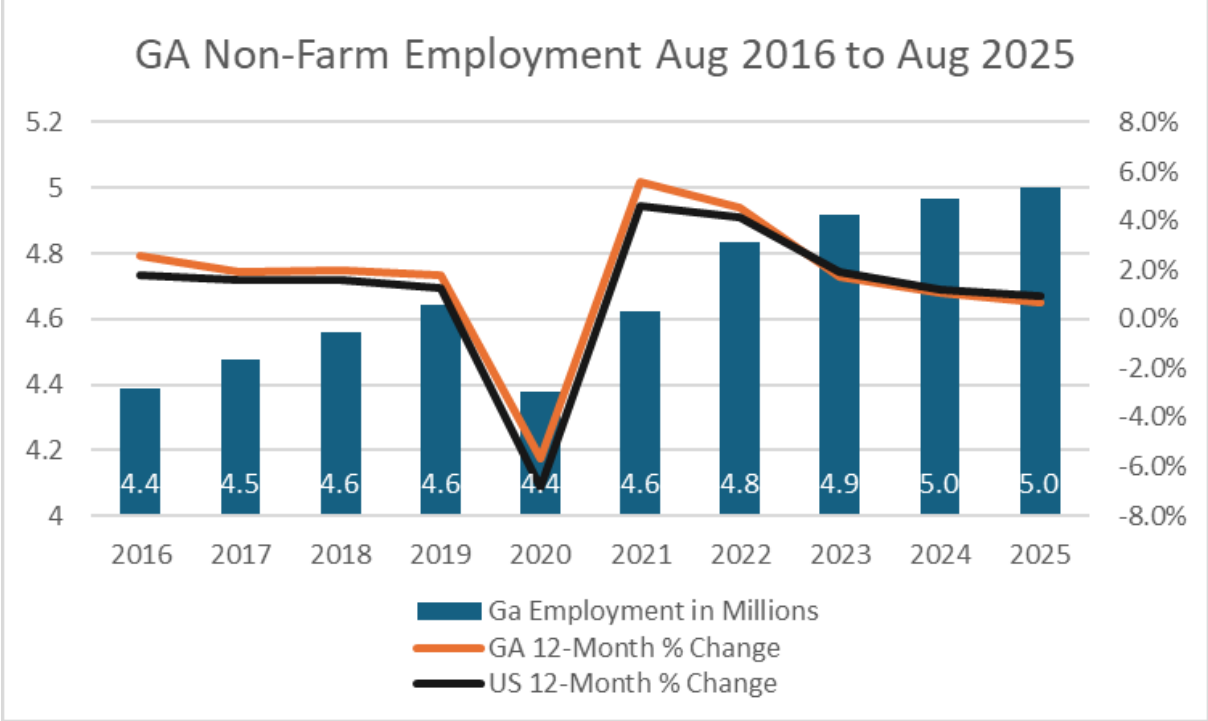
Figure 19. Change Index for Total Non-Farm Employment, January 2022 to August 2025



The August 2025 employment estimates are preliminary for both the United States and Georgia.

Seasonally-adjusted monthly employment offers a view of how the Georgia economy has fared to date in the COVID-19 pandemic. And as Figure 19 shows, Georgia’s strong employment growth as signals a robust and ongoing recovery from the losses of the pandemic despite headwinds such as rising interest rates and inflation. Estimates are Georgia’s employment was just under 5 million jobs as of August 2025, which is a 5.9% increase from the beginning of 2022. Georgia’s growth was slightly lower than that of the nation as a whole

Figure 20. Total Non-Farm Employment with Percent Change, November 2015 to November 2025



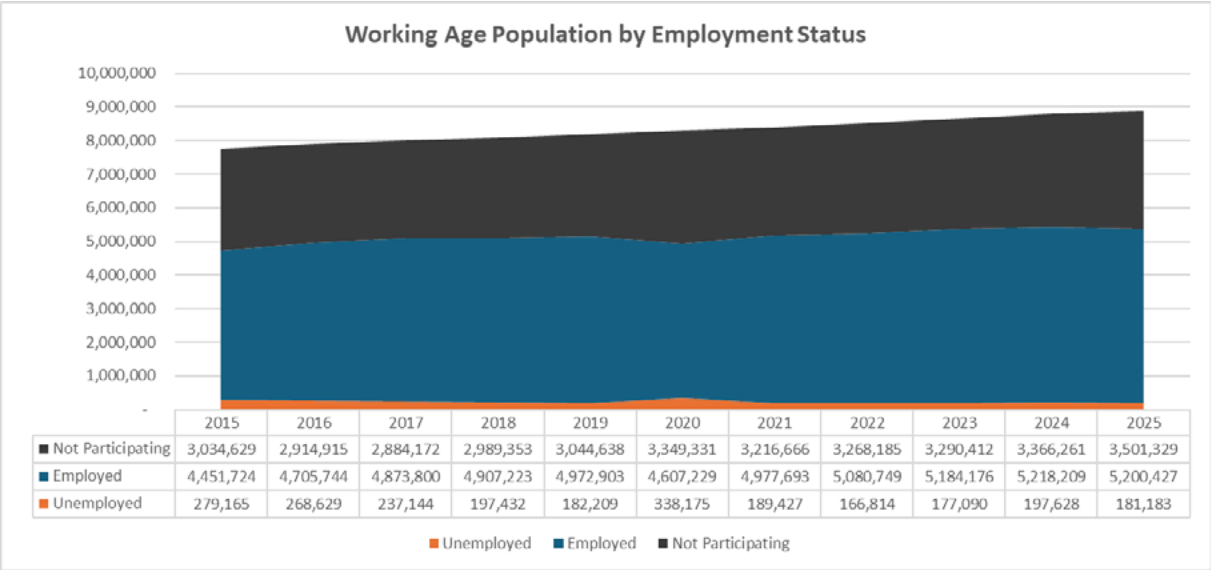
(Each year represented as the seasonally adjusted number for November; the November 2025 number is a preliminary estimate.)

As of November 2025, Georgia’s non-farm employment stands at approximately 5.0 million, marking steady growth from 4.4 million in 2016 despite a sharp decline in 2020 during the pandemic. Employment rebounded strongly in 2021 and continued to rise through 2023 and beyond. Year-over-year growth peaked at over 6% in 2021, reflecting rapid recovery, before moderating to around 2% by 2025. This trend underscores Georgia’s resilience and sustained economic expansion, consistently outpacing national growth rates for most of the period.

Figure 21 below illustrates how Georgia’s working-age population has grown steadily over the past decade, reaching approximately 9 million by 2025. Employment has increased from 4.45 million in 2015 to 5.2 million in 2025, reflecting strong labor market expansion. At the same time, the number of individuals not participating in the labor force rose from about 3.03 million in 2015 to 3.5 million in 2025, indicating demographic shifts and potential challenges in workforce engagement.

Unemployment trends show significant improvement over the period, dropping from 279,165 in 2015 to 181,183 in 2025, despite a sharp spike to 338,175 in 2020 during the pandemic. This decline underscores Georgia’s economic resilience and recovery, with unemployment remaining historically low in recent years. The combination of rising employment and reduced unemployment highlights a robust job market that has weathered economic disruptions effectively.

Figure 21. Working Age Population by Unemployed, Employed and Non-Participating, November 2015 to November 2025



(Each year represented as the seasonally adjusted number for November; the November 2025 number is a preliminary estimate.)

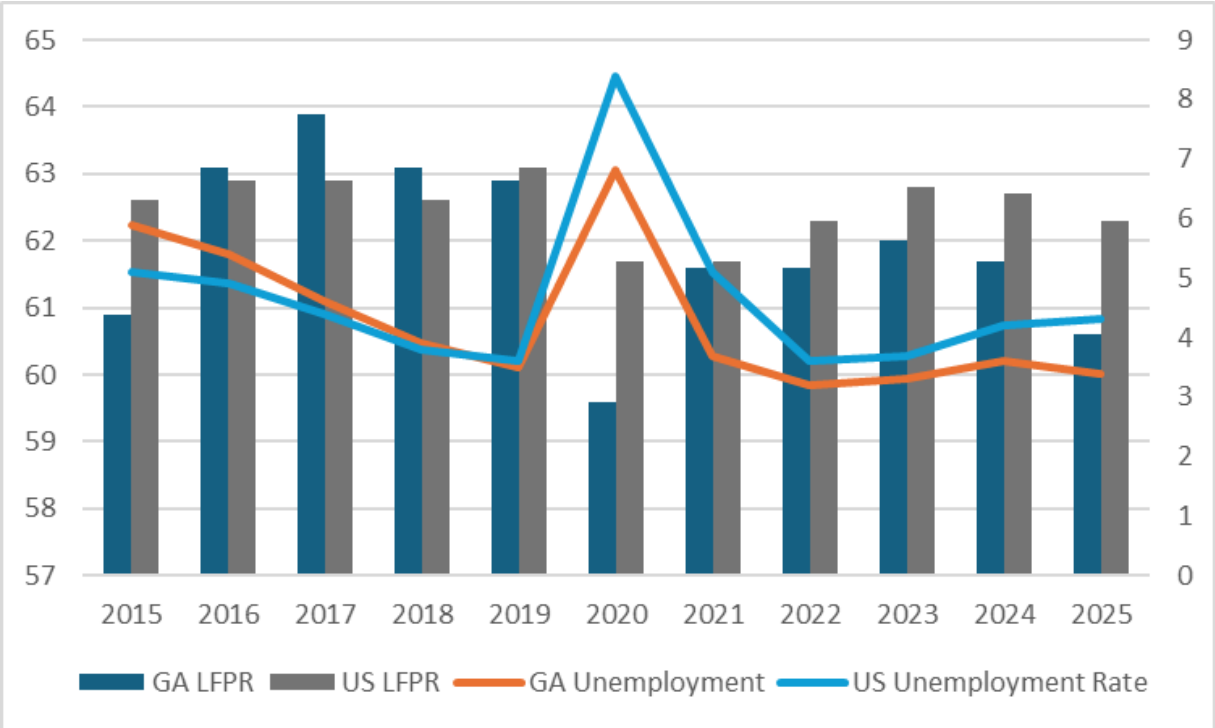
Figure 22 compares the unemployment and labor force participation rates of Georgia to those of the United States from November 2015 to November 2025. Georgia’s labor force participation rate (LFPR) has fluctuated over the past decade, starting at 61.0% in 2015, peaking at 63.9% in 2016, and then gradually declining to 59.8% in 2020 during the pandemic. Since then, participation has rebounded modestly, reaching 61.0% by 2025. In comparison, the U.S. LFPR remained slightly higher throughout the period, averaging around 62% and ending at 62.1% in 2025. These trends indicate that while Georgia’s workforce engagement dipped more sharply during the pandemic, it has stabilized in recent years.

Unemployment rates in Georgia show a strong recovery trajectory. After starting at 6.1% in 2015, the rate fell steadily to 3.1% in 2019 before spiking to 6.3% in 2020 due to COVID-19 disruptions. Post-pandemic recovery was swift, with unemployment dropping to 3.0% in 2022 and holding near 3.4% by 2025. National unemployment followed a similar pattern but remained slightly higher than Georgia’s since 2019, ending at 4.0% in 2025. This sustained gap underscores Georgia’s relatively stronger job market performance compared to the U.S.

For most of the decade, Georgia’s unemployment rates were higher than those of the U.S., but since 2019, Georgia has consistently reported lower unemployment rates than the national average. In the latter part of the chart, Georgia’s lower unemployment rates, alongside labor force participation rates that are relatively close to the national figures, suggest a robust labor market that may reflect more favorable conditions for job seekers in the state. The similarity in labor force participation rates indicates that a comparable proportion of the working-age population in Georgia and the U.S. is either working or actively seeking employment. However, Georgia’s lower unemployment rates in recent years suggest a stronger job market or more effective job matching in the state.

The data reveals that after the economic challenges around 2020, both Georgia and the U.S. appear to have recovered, with unemployment rates decreasing and labor force participation rates stabilizing. The trend demonstrates resilience in the labor markets and possibly improving economic conditions in the region and nationally.

Figure 22. Unemployment and Labor Force Participation Rates, August 2015 to August 2025



(Each year represented as the seasonally adjusted number for August; the August 2025 number is the preliminary estimate.)

Figure 23A illustrates the change index for national labor force participation rates by age group from 2015 to 2025 shows notable trends. Younger cohorts have generally experienced growth, with the 16–24 age group rising to an index of about 102 by 2025, and the 25–34 group reaching approximately 105. Similarly, the 35–44 and 45–54 cohorts have increased to around 104 and 106, respectively, indicating sustained engagement in the labor force among prime working-age populations.

In contrast, participation among individuals aged 55 and over has declined significantly. The index for this group fell below 98 after 2019 and continued to drop, reaching roughly 96 by 2025. This downward trend reflects ongoing retirements and reduced workforce engagement among older workers, even as other age groups recover from pandemic-related disruptions and maintain upward momentum.

Figure 23B shows how labor force participation rates have varied across age groups over the past decade, highlighting both peaks and troughs. In November 2025, participation stood at 55.5% for ages 16–24, 83.5% for 25–34, 84.8% for 35–44, 82.8% for 45–54, and 38.1% for those 55 and older. The youngest group (16–24) reached its highest point at 57% in February 2023 but dropped to a low of 51.6% in May 2020 during the pandemic. Similarly, the 25–34 cohort peaked at 84.1% in mid-2023, compared to its low of 79.4% in April 2020. The 35–44 group saw its strongest participation at 85.2% in September 2024, while its lowest was 81.1% in 2020. For ages 45–54, participation climbed to 83% in July 2024 after falling to 79.1% in April 2021.

In contrast, the 55+ group has shown persistent decline, with its high of 40.5% in July 2019 falling to a decade low of 38% in June 2025. These patterns reflect the significant impact of pandemic-related disruptions followed by strong recovery for younger and mid-career cohorts, while older workers continue to exit the labor force at accelerating rates. The data suggests that while most age groups rebounded after 2020, the aging workforce remains a critical challenge for sustaining labor force participation in the coming years.

These figures underscore significant trends in labor force participation across age groups. The younger age cohorts have demonstrated a strong rebound and increasing participation, which may alleviate some of the workforce challenges posed by the declining participation of older age groups. The decrease in participation rates among those 55 and over could be attributed to a variety of factors, including retirement decisions influenced by the pandemic. The overall data reflects a dynamic labor market with shifting participation patterns, with potential implications for workforce planning and economic policy.

Figure 23A. Change Index for National Labor Force Participation Rate by Age, November 2015 to November 2025

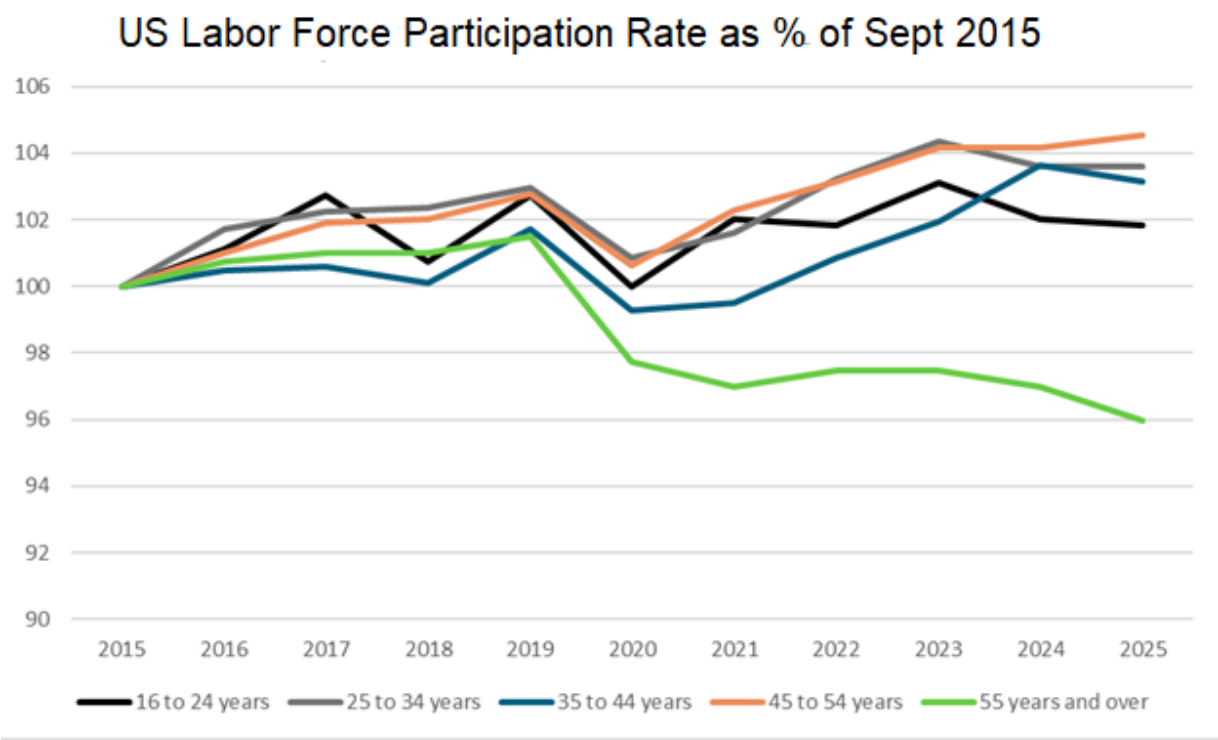


Figure 23B. National Labor Force Participation Rate by Age; High, Low and Most Recent for November 2015 to November 2025

	16 to 24	25 to 34	35 to 44	45 to 54	55+
November '2025	55.50%	83.50%	84.80%	82.80%	38.10%
10-Year High	2023 Feb 57%	2023 Jul & Sep 84.1%	2024 Sept 85.2%	2024 Jul 83%	2019 Jul 40.5%
10-Year Low	2020 May 51.6%	2020 Apr 79.4%	2020 Apr & May 81.1%	2021 Apr 79.1%	2025 Jun 38%

U.S. BLS CPS

Figure 24 presents the National Labor Force Participation Rate (LFPR) for married persons from September 2015 to September 2025. The LFPR measures the proportion of married individuals who are either working or actively seeking work. Over this ten-year span, participation rates have shown modest fluctuations but remained relatively stable overall.

In 2015, the LFPR for married persons was 65.7%, a level that persisted through 2018 before inching up slightly to 65.9% in 2019. A notable decline occurred in 2020, when the rate fell to 63.9%, followed by a further dip to 63.6% in 2021. By 2022, the LFPR had rebounded to 64.4%, followed by incremental gains to 65.1% in 2023 and 65.0% in 2024. In 2025, the rate settled at 64.5%, slightly below earlier highs but well above the lows of 2020 and 2021. These changes indicate that while participation declined mid-decade, recovery has been steady, though not fully restored to pre-2020 levels.

Throughout the decade, the LFPR for married persons showed stability with small annual changes, suggesting that while there are natural variances in economic conditions and labor market dynamics, the overall engagement of married persons in the labor force has not dramatically shifted over these years. The data suggests that married individuals' participation in the labor market has been relatively consistent, with only gentle rises and falls in the observed period.

Figure 24. National LFPR for Married Persons, September 2015 to September 2025

Year	September LFPR for Married Persons
2015	65.7
2016	65.7
2017	65.7
2018	65.7
2019	65.9
2020	63.9
2021	63.6
2022	64.4
2023	65.1
2024	65
2025	64.5

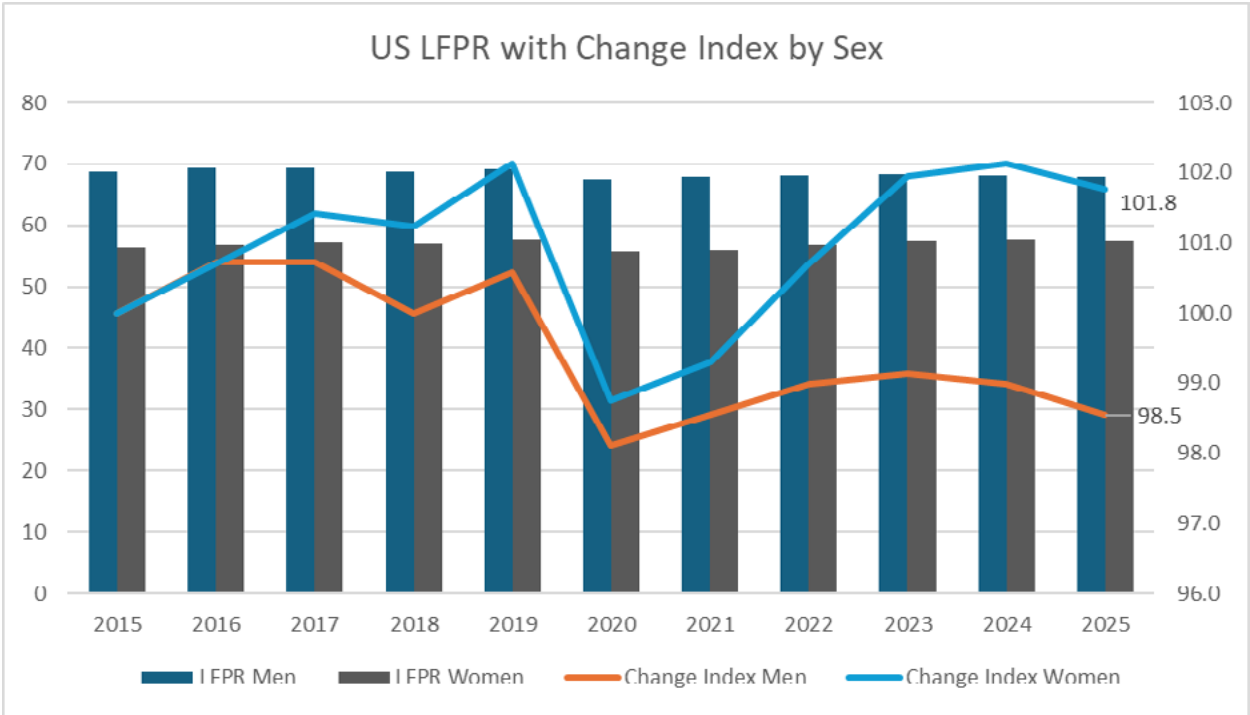
Figure 25 charts the National Labor Force Participation Rate (LFPR) for Women and Men from November 2015 to November 2025. The graph displays a decade-long comparison of the proportion of men and women who are actively engaged in the workforce, either employed or seeking employment.

Over this period, men’s LFPR declined slightly from 65.7% in 2015 to 64.5% in 2025, with a low of 63.6% in 2021 and a brief recovery to 65.1% in 2023. Women’s LFPR remained relatively stable, fluctuating between 55% and 57%, ending at approximately 56% in 2025. These trends indicate modest declines for men and near stability for women over the decade.

The Change Index reinforces these patterns: men’s index fell to 98.5 by 2025, signaling a slight decrease compared to the base year, while women’s index rose to 101.8, reflecting a small but positive gain in participation. This suggests that women’s engagement in the labor force has grown marginally, while men’s participation has edged downward.

Overall, the data highlights a narrowing gender gap in labor force participation, driven by incremental gains for women and minor declines for men. These shifts, though subtle, point to evolving workforce dynamics and underscore the importance of policies that support sustained participation across both groups.

25. National Labor Force Participation Rate for Women and Men, November 2015 to November 2025



Source: BLS Current Population Survey

Figure 26A and 26B displays the National Labor Force Participation Rate (LFPR) for various reported races and ethnicities between November 2015 and November 2025. The chart reflects the percentage of each group’s adult population that was either employed or actively seeking employment over this period.

Across all racial and ethnic groups, labor force participation rates remained relatively stable over the decade, with minor fluctuations and a sharp decline in 2020. By 2025, most groups have rebounded or surpassed pre-pandemic levels, signaling recovery and resilience in labor force engagement. This trend reflects the overall strength of the labor market despite disruptions caused by the pandemic.

White workers maintained the most consistent trend, with participation hovering near 62–63% throughout the period, dipping slightly in 2020 and returning to approximately 63% by 2025. Black or African American workers consistently posted higher participation rates than other racial groups, climbing from around 63% in 2015 to nearly 67% in 2025, despite a temporary decline during 2020. Asian workers also showed steady improvement, rising from about 64% in 2015 to roughly 66% in 2025, following a similar pandemic-related dip.

American Indian or Alaska Native workers experienced more variability, with rates near 59–61% early in the decade, a decline in 2020, and recovery to about 62% by 2025. Native Hawaiian or Other Pacific Islander workers demonstrated the strongest upward trajectory, starting near 66% in 2015 and reaching approximately 71% by 2025—the highest among all racial groups. Meanwhile, Hispanic or Latino workers consistently outperformed non-Hispanic workers, beginning near 66% in 2016, peaking at 67.1% in 2019, and recovering strongly after the pandemic dip to reach about 67.3% in 2025. Non-Hispanic workers, by contrast, averaged near 62% for much of the period, fell to around 60.7% in 2020, and rebounded to approximately 61.8% by 2025.

Overall, the data highlights modest growth in labor force participation across most racial and ethnic groups, with Black or African American, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander populations showing the most significant gains. These trends underscore the importance of targeted workforce strategies to sustain participation and address disparities among groups, while leveraging the strong engagement of Hispanic or Latino workers to meet labor market demands.

The year 2020 stands out as a point where all groups saw a decline in labor force participation, which aligns with the economic impact of the COVID-19 pandemic. Following this, there was a general trend of improvement, with each group experiencing varied degrees of recovery by 2025.

Figure 26A. National LFPR for Reported Race, November 2015 to November 2025

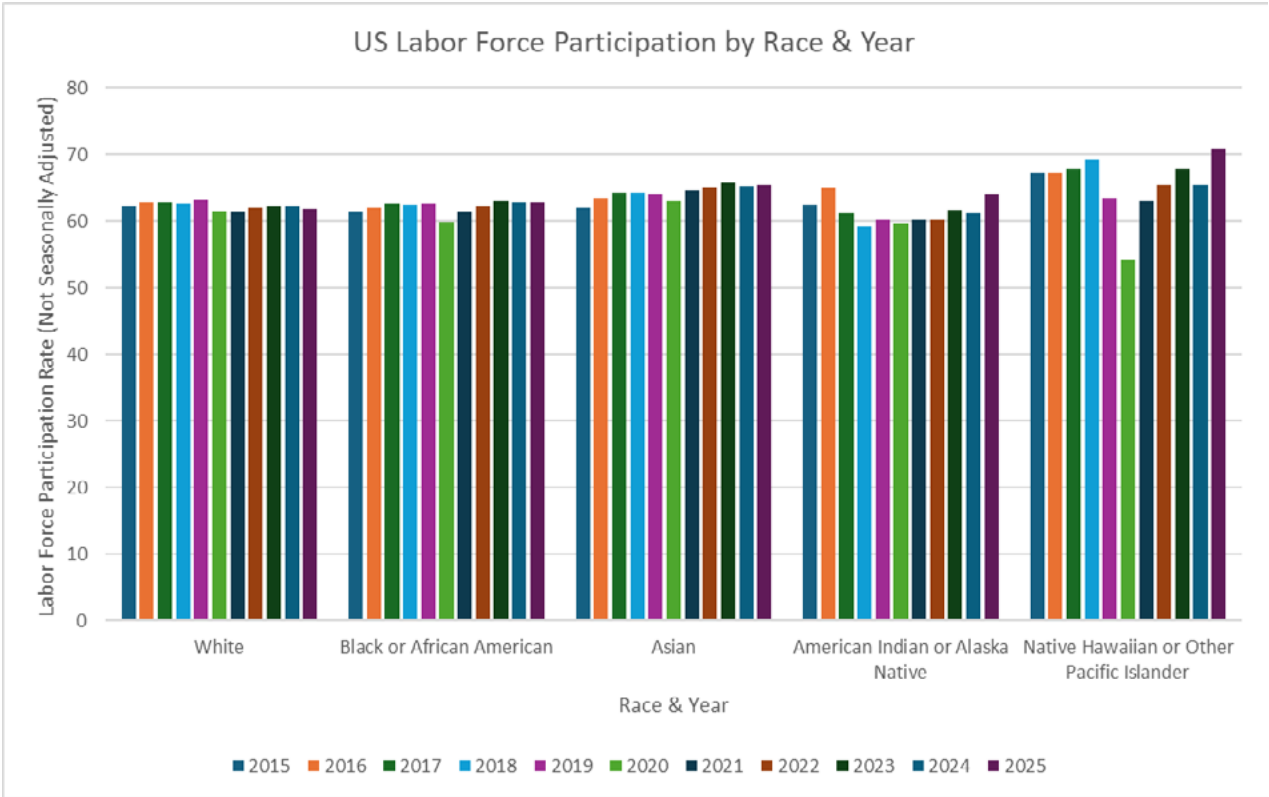
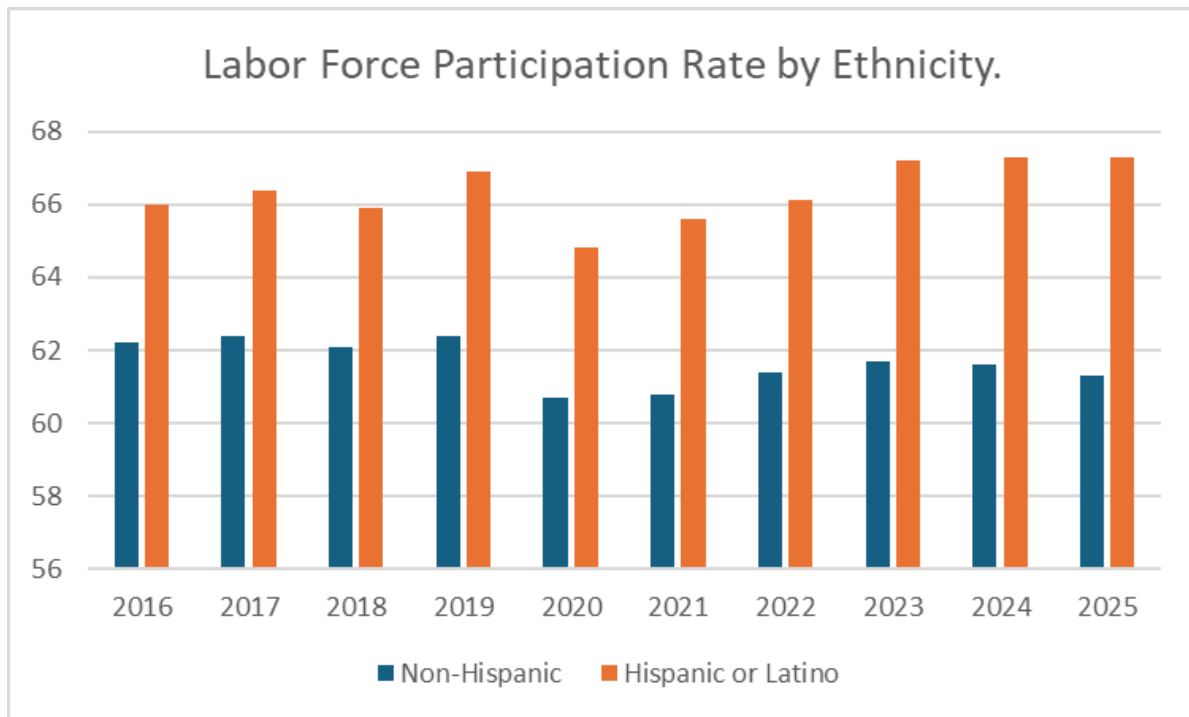


Figure 26B. National LFPR for Reported Ethnicities, September 2015 to September 2025

II. Labor Market Trends

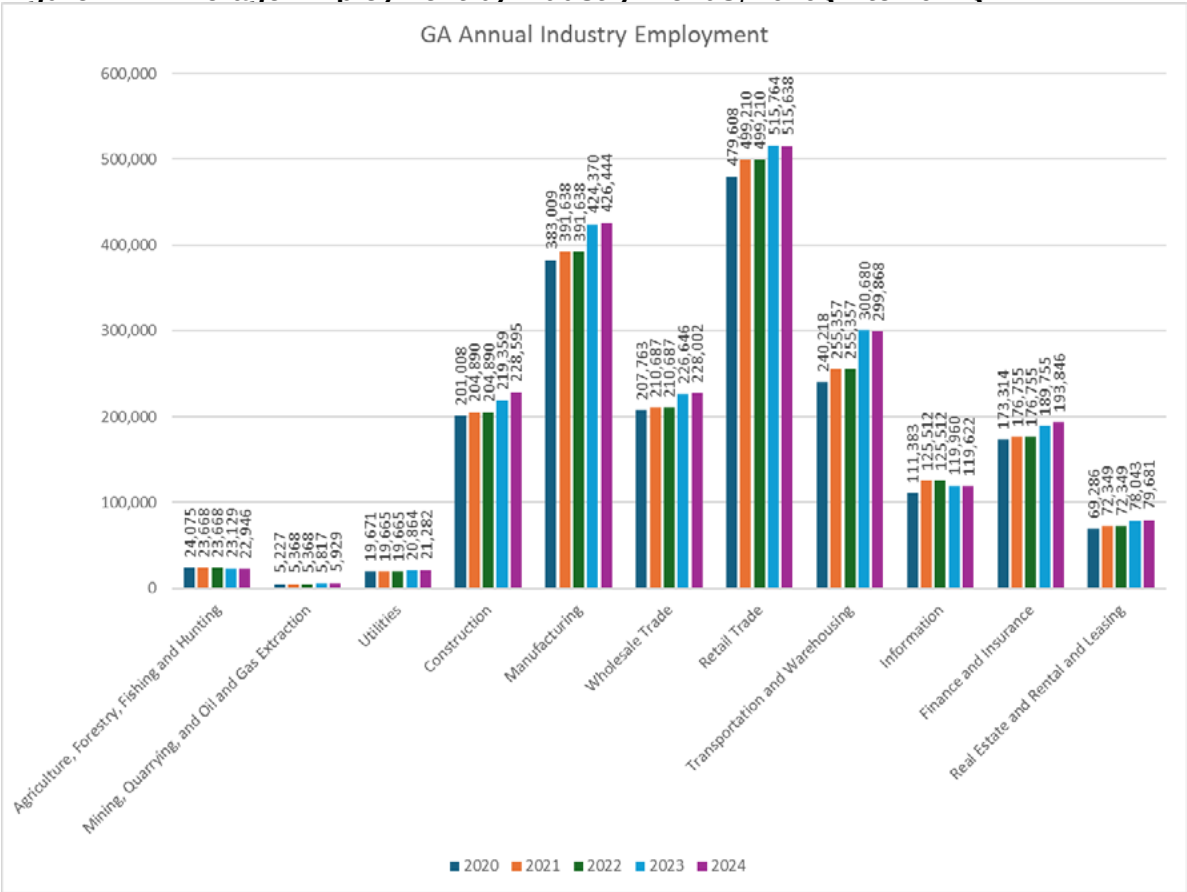
Figure 27A and Figure 27B illustrate the total nonfarm employment by industry trends in Georgia from the second quarter of 2020 (2020Q2) to the second quarter of 2024 (2024Q2). These figures provide a snapshot of employment changes across various sectors, highlighting the recovery and growth in the years following the onset of the COVID-19 pandemic.

From 2020Q2 to 2024Q2, several industries have shown notable employment trends:

- **Health Care and Social Assistance:** Employment rose from 545,313 in 2020 to 646,479 in 2024, underscoring the sector's critical role in meeting growing healthcare demands.
- **Trade, Transportation and Utilities Employment:** increased significantly, with Retail Trade climbing from 479,608 in 2020 to 525,684 in 2024 and Transportation and Warehousing rising from 240,218 to 299,868, reflecting Georgia's continued strength as a logistics hub.
- **Accommodation and Food Services:** Jobs surged from 371,239 in 2020 to 449,854 in 2024, signaling strong recovery in hospitality and tourism.
- **Professional Business Services:** Professional, Scientific and Technical Services grew from 283,190 in 2020 to 336,316 in 2024, while Public Administration edged up from 239,757 to 253,780, highlighting strong demand for technical and business support roles.
- **Construction and Manufacturing:** Construction employment rose from 201,008 in 2020 to 228,595 in 2024, while Manufacturing expanded from 383,009 to 426,744, reflecting resilience and steady growth in these foundational sectors.
- **Educational Services:** Jobs increased from 379,923 in 2020 to 413,246 in 2024, indicating continued investment in education and training.
- **Arts, Entertainment and Recreation:** Employment grew from 41,198 in 2020 to 65,522 in 2024, showing robust recovery in leisure activities and cultural services.

Overall, these trends illustrate Georgia's robust economic recovery and expansion across key sectors, with significant gains in construction, logistics, hospitality, and professional services shaping the state's labor market outlook.

Figure 27A. Average Employment by Industry Trends, 2020Q2 to 2024Q2



Source: Lightcast 2025Q4 Dataset

Figure 27B. Total Non-Farm Employment by Industry Trends, 2020Q2 to 2024Q2

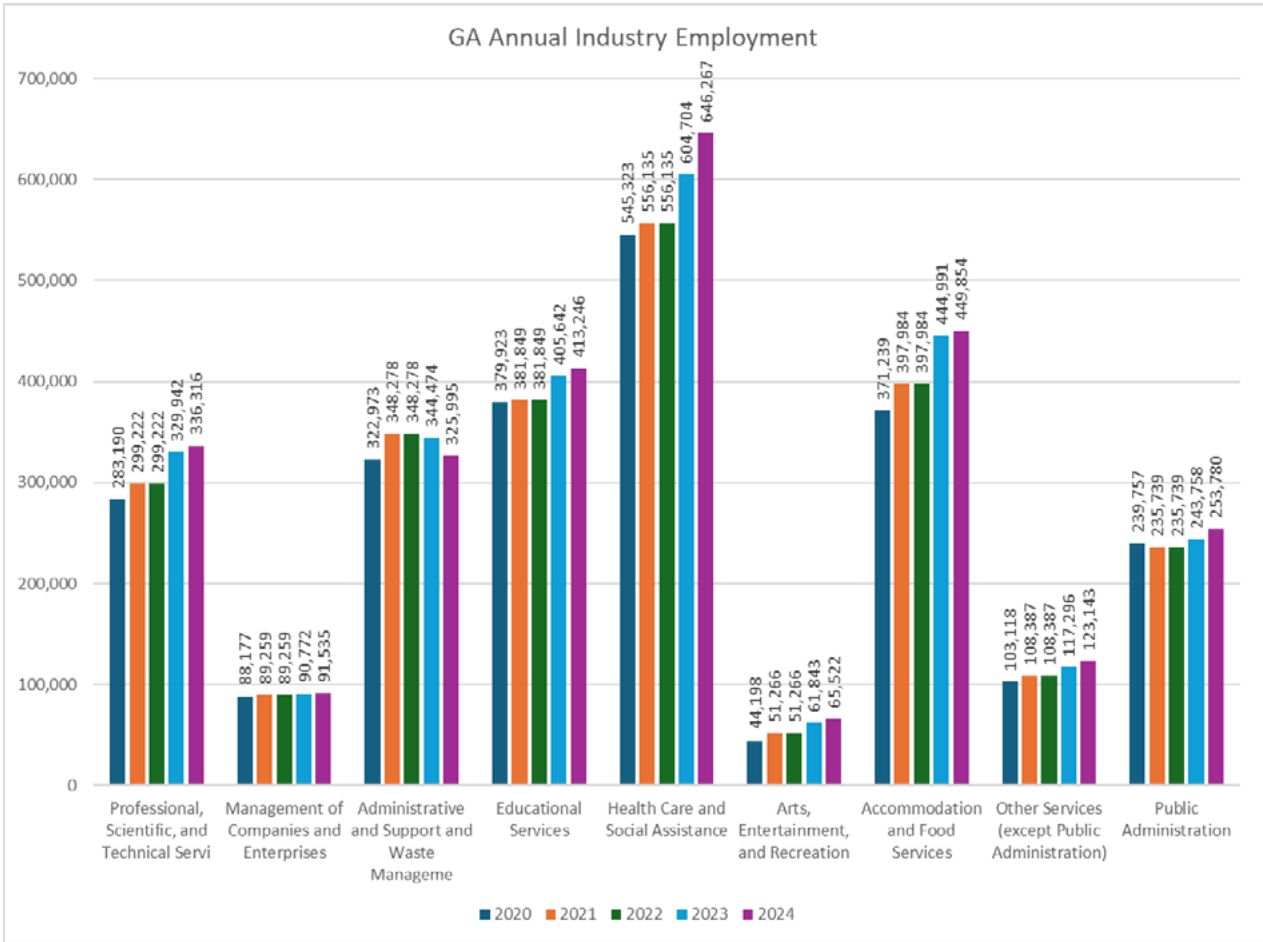


Figure 28 displays the fastest-growing occupations from 2014 to the projected year of 2034, highlighting long-term trends and anticipated changes in employment across key roles.

- **Business Operations Specialists, All Other** are projected to see the largest increase, growing by 61,258 jobs—a 248% rise over the period—reflecting the expanding need for versatile business professionals.
- **General and Operations Managers** are expected to grow by 57,221 jobs, a 77% increase, underscoring strong demand for leadership roles across industries.
- **Stockers and Order Fillers** will experience significant growth, adding 50,040 jobs, which represents a 96% increase, driven by supply chain and retail sector expansion.
- **Registered Nurses** remain a critical occupation, with an increase of 45,728 jobs, marking a 68% rise and reinforcing healthcare's dominant role in workforce demand.
- **Fast Food and Counter Workers** will grow by 45,069 jobs, a 38% increase, reflecting continued strength in hospitality and food services.
- **Laborers and Freight, Stock, and Material Movers, Hand** are projected to add 42,859 jobs, a 41% increase, highlighting logistics and warehousing growth.
- **Heavy and Tractor-Trailer Truck Drivers** will see a rise of 36,872 jobs, a 72% increase, emphasizing the importance of transportation in Georgia's economy.
- **Home Health and Personal Care Aides** will grow by 34,633 jobs, an 82% increase, driven by aging demographics and demand for personal care services.
- **Managers, All Other** show a sharp increase of 28,699 jobs, a 223% rise, indicating growing complexity in organizational management.
- **Software Developers** are projected to add 26,403 jobs, a 79% increase, reflecting the ongoing expansion of technology and digital solutions.

The employment data suggests a diverse pace of growth across occupations, with business operations, logistics, healthcare, and technology leading the way. While some roles, such as Business Operations Specialists and Managers, show extraordinary percentage gains, others like Registered Nurses and Truck Drivers demonstrate steady growth aligned with critical industry needs.

Figure 28. Leading Occupations Five-Year Trends 2014-2034^[2]

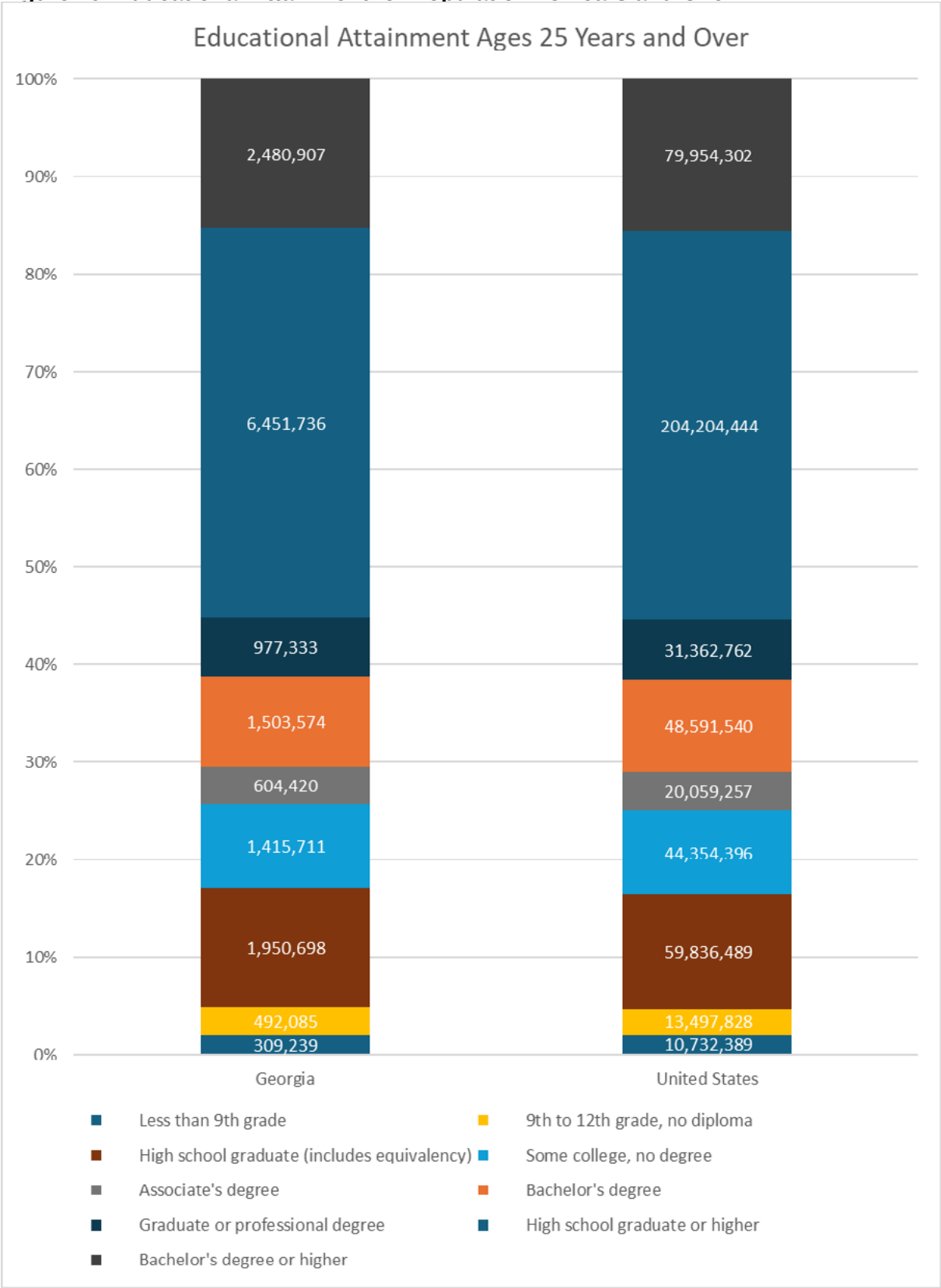
SOC	Description	2014 Jobs	2019 Jobs	2024 Jobs	2029 Jobs	2034 Jobs	2014 - 2034 Change	2014 - 2034 % Change
13-1199	Business Operations Specialists, All Other	24,655	41,682	80,214	84,033	85,914	61,258	248%
11-1021	General and Operations Managers	74,088	79,732	116,293	126,092	131,309	57,221	77%
53-7065	Stockers and Order Fillers	51,866	56,633	88,898	97,568	101,905	50,040	96%
29-1141	Registered Nurses	67,100	78,240	99,006	107,906	112,828	45,728	68%
35-3023	Fast Food and Counter Workers	119,429	138,292	151,857	160,935	164,499	45,069	38%
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	103,835	135,528	135,177	143,376	146,694	42,859	41%
53-3032	Heavy and Tractor-Trailer Truck Drivers	51,311	66,955	77,388	84,516	88,183	36,872	72%
31-1128	Home Health and Personal Care Aides	42,201	50,538	59,484	70,058	76,834	34,633	82%
11-9199	Managers, All Other	12,843	30,806	38,493	40,519	41,542	28,699	223%
15-1252	Software Developers	33,539	45,203	48,586	55,617	59,942	26,403	79%

Source: Lightcast 2025 Q4 Dataset

III. Education and Skills Level of the Workforce

Figure 29 shows that Georgia's educational attainment among adults aged 25 and older closely mirrors national patterns, with high school graduates forming the largest share. However, Georgia has a slightly lower proportion of individuals holding associate or bachelor's degrees compared to the national average, while a marginally higher share of residents have completed some high school without earning a diploma. Graduate and professional degree attainment is comparable to national levels, indicating that while Georgia aligns broadly with U.S. trends, opportunities remain to increase postsecondary degree attainment to strengthen workforce competitiveness.

Figure 29. Educational Attainment for Population 25 Years and Over



Source: Census 2023 ACS -Year Estimate

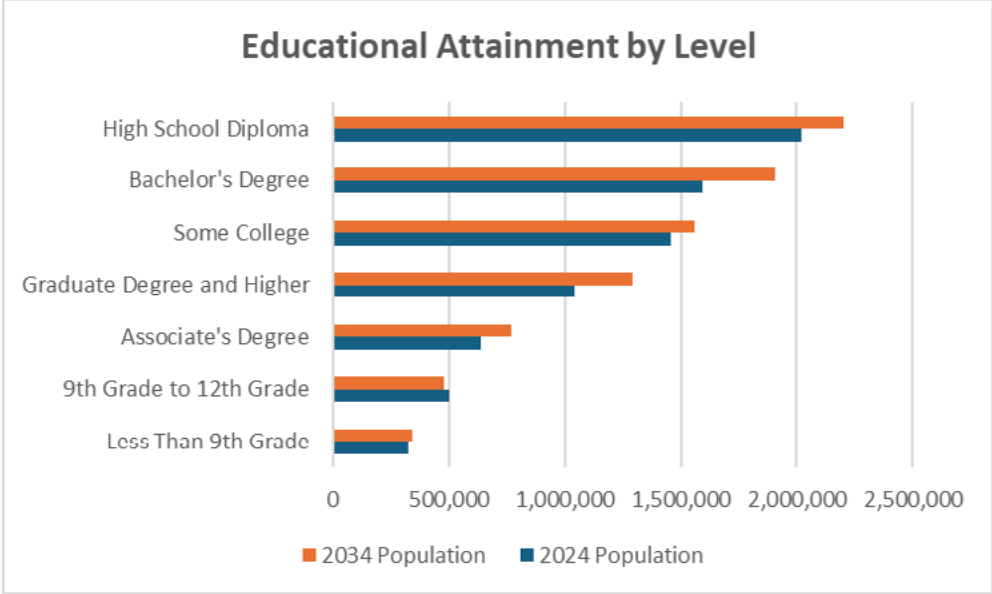
The below projections of educational attainment in 2034 indicate that a plurality of Georgians will hold a high school diploma or equivalent, with significant growth expected--from 2,020,767 jobs in 2023 to 2,200,555 in 2033. Bachelor's degree attainments are also on the rise, increasing from 1,590,992 to 1,908,533, showcasing the growth in higher education. On the other end of the spectrum, the share of individuals with no formal educational credential is projected to see a slight decrease, from 828,767 to 824,749, suggesting

that barriers to educational attainment are ongoing, if somewhat diminished.

Meanwhile, the number of people with an associate’s degree is expected to inch upward from 638,630 to 771,614. Similarly, the number of Individuals with some college is expected to increase from 1,454,965 to 1,558,225. This suggests growing demand for post-secondary educational opportunities other than a traditional bachelor’s degree.

Projections for advanced degrees show a significant upward trend, with Graduate Degree and Higher expected to rise from 1,042,304 to 1,291,252

Figure 30. Projected 2033 Jobs by Required Entry-Level Education 2024 to 2034



Source: Lightcast 2025Q4 Dataset

As illustrated in Figures 31 and 33 below, from 2024 to 2034, individuals at all education levels are projected to see increased employment opportunities over the next decade with even the slowest growing experience category, no Work Experience” expected to rise of approximately 9.8% from 4,302,516 to 4,723,065.

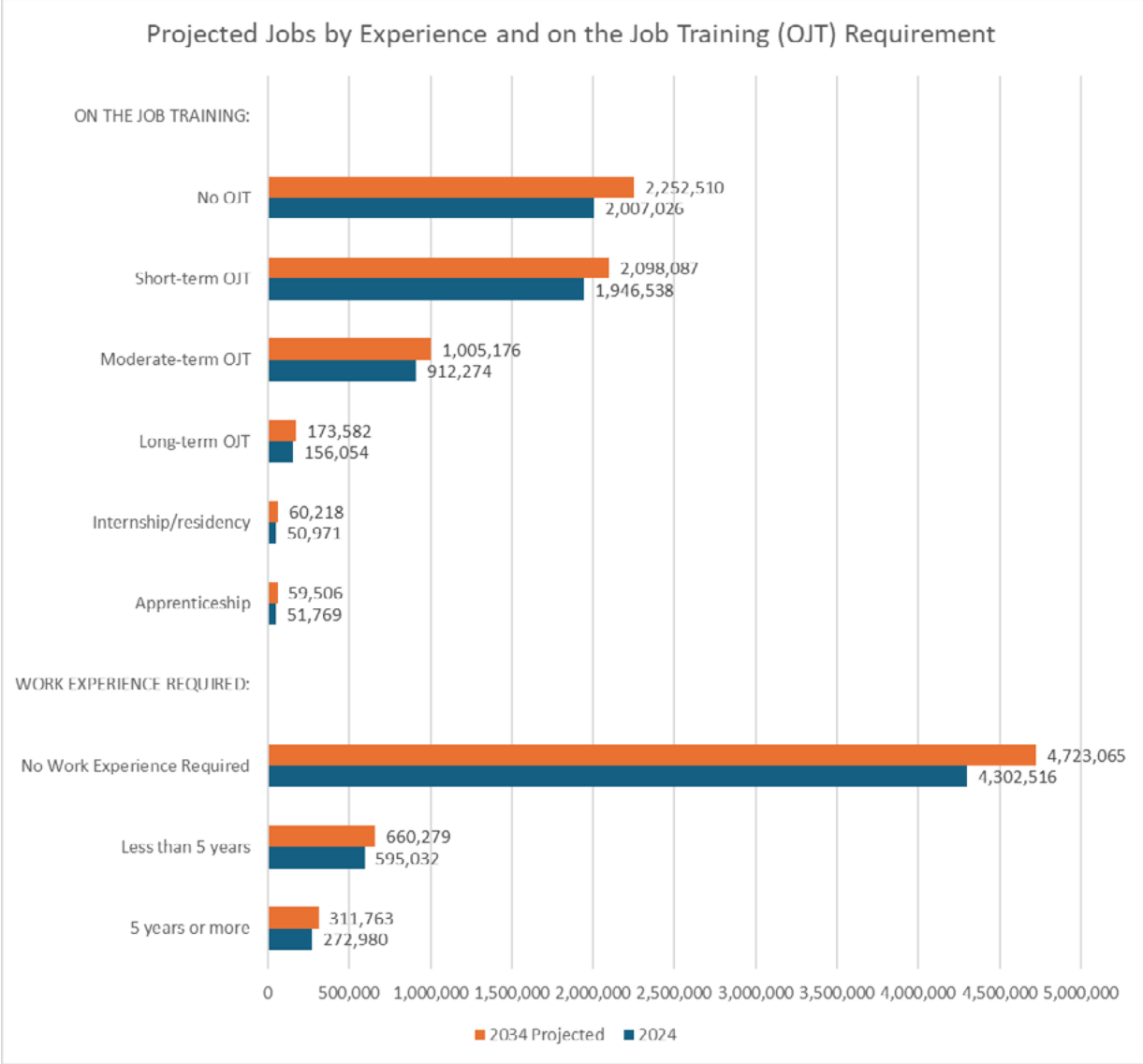
Furthermore, the slowest growing on the job training category, Short-term on-the-job training, is forecasted to increase by roughly 7.8%, from 1,946,538 to 2,098,087. Meanwhile, jobs that do not require any On-The-Job Training (OJT) are projected to grow by about 12.2%, from 2,007,026 to 2,252,510, indicating a significant number of accessible jobs for individuals without prior experience.

Together, these trends suggest robust growth among jobs with a low barrier to entry, including roles that require less than 5 years of experience which are expected to see a significant level of growth at about 11.0%, from 595,032 to 660,279.

However, more highly skilled professions will see some of the greatest overall growth. For example, the number of jobs requiring long-term on-the-job training is expected to grow by 11.2%, from 156,054 to 173,582. Furthermore, roles requiring 5 years of experience or more are set to experience an increase of approximately 14.2%, from 272,980 to 311,763, highlighting an increasing need for more experienced professionals in certain sectors.

Additionally, internships and residency requiring positions are projected to decrease by approximately 18.1%, from 50,971 to 60,218, and apprenticeship opportunities are expected to see an increase of about 14.9%, the fastest increase on this list, from 51,769 to 59,506.

Figure 31. Projected Jobs by Experience and On-the-Job Training (OJT) Required, 2024 to 2034



Source: Lightcast 2025Q4 Dataset

c. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION

For a number of years now there has been an understanding among employers and workforce development professionals that the aging of the workforce is contributing to a skills gap in the workforce, particularly in the middle-skill range of jobs that require a credential or maybe two-year degree but not a bachelor’s degree.

Figures 23A and B illustrated how the post-pandemic recovery in labor force participation has not extended to the population 55 years old and over. This ongoing trend has continued to dramatically widen the middle-skill gap caused by retirements occurring at a faster rate than equivalently trained (and experienced) persons have entered the labor force.

Figure 32, below illustrates estimated employers’ demand for credentials and degree attainment in the current and projected future workforce. With jobs associates degree are projected to tie the no-formal-educational-credential required jobs as the more than double over the next ten years, the middle-skill jobs will continue to be a core component of Georgia’s workforce. However, the 13% projected increases in the demand for candidates with postsecondary nondegree awards and Associate’s degrees demonstrate the growing importance of postsecondary credentials even among middle skill workers. Meeting that demand in the context of the strong drop in labor force participation and pre-pandemic skills gaps will likely be one of the greatest challenges for employers, higher educational institutions, additional training providers, and

workforce development professionals over the next few years.

Figure 32. Projected Jobs by Typical Entry Level Education, 2024 to 2034

Typical Entry Level Education	2024 Jobs	Projected Growth	% Growth	Avg. Annual Openings	2034 Jobs
No formal educational credential	1,156,441	81,105	7%	203,055	1,237,546
High school diploma or equivalent	1,913,916	181,449	9%	245,477	2,095,365
Some college, no degree	109,004	5,655	5%	12,130	114,659
Postsecondary nondegree award	321,309	42,271	13%	39,965	363,580
Associate's degree	104,230	13,264	13%	11,187	117,494
Bachelor's degree	1,312,874	166,620	13%	121,923	1,479,494
Master's degree	80,973	15,865	20%	7,529	96,838
Doctoral or professional degree	125,887	18,218	14%	8,316	144,105

(Source: Lightcast 2025Q4 dataset)

Lightcast’s data suggests a surplus of workers; particularly those with advanced degrees. However, (see Figure: 6) the majority of high demand, growth occupations will require some form of additional education and certification/credential. Projections through 2034 illustrate that there will be a need for individuals with all levels of education.^[1]

Figure 33. Projected Educational Attainment, 2024 to 2034

Attainment Level	2024 Population	2034 Population	Growth	% Growth
Less Than 9th Grade	324,294	344,562	20,268	6%
9th Grade to 12th Grade	504,473	480,187	(24,286)	(5%)
High School Diploma	2,020,767	2,200,555	179,788	9%
Some College	1,454,965	1,558,225	103,260	7%
Associate's Degree	638,630	771,614	132,984	21%
Bachelor's Degree	1,590,992	1,908,533	317,541	20%
Graduate Degree and Higher	1,042,304	1,291,252	248,947	24%
Total	7,576,425	8,554,927	978,502	13%

[1] A Georgetown University study notes that BLS data (on which Lightcast projections are based) “assigns” the minimal education and training requirements for employment. The BLS educational assignment method is based on the subjective judgment of BLS analysts in consultation with a number of external consultants to address 755 occupations. The BLS recognizes that assigning a single education level to a job does not accurately reflect what skills are needed on the job as virtually every occupation in the economy comes with a variety of legitimate educational attainment levels. In addition, because it focuses on the lowest level of education required for an occupation, it is not forward-looking in an economy where entry-level skill requirements have been increasing rapidly since the 1980s.

2. WORKFORCE DEVELOPMENT, EDUCATION, and TRAINING ACTIVITIES ANALYSIS

a. THE STATE’S WORKFORCE DEVELOPMENT ACTIVITIES

At the direction of the Governor and state legislature, the State of Georgia has undergone recent changes regarding the administration of WIOA, with the core partner programs in the state administered in partnership between the Technical College System of Georgia (Office of Workforce Development, Office of Adult Education, and Office of Employment Services) and the Georgia Vocational Rehabilitation Agency,

through the WorkSource Georgia network. A modification of the State Plan was developed in 2023 to address the ongoing changes to Georgia's structure as Title III transitioned from the Georgia Department of Labor to TCSG, but this current plan will build upon those activities as Georgia implements alignment efforts in this new state structure. This current plan was revised and updated in 2025 as part of a combined Perkins V/WIOA planning process — a core element of Governor Brian Kemp's Top State for Talent initiative and the Top State for Talent Act (HB 192 of 2025).

. The state administration of WIOA is well-positioned within the Technical College System of Georgia (TCSG) and the Georgia Vocational Rehabilitation Agency (GVRA) to effectively deliver the services necessary for individuals and businesses across the state. Details regarding the structure of the state administrative entities administering the core and non-core programs will be discussed in detail below.

The transition of WIOA Title III services and activities, inclusive of the Jobs for Veterans State Grant and the Migrant and Seasonal Farmworker program, to TCSG will allow Georgia to streamline services and remove any duplicative offerings; therefore, maximizing the federal dollars administered by the State. Additionally, LWDAs engage with employers to advance sector partnerships and other efforts focused on regionally identified high-demand occupational areas. While these activities are funded through Title I, bringing Title III under the same umbrella will allow a more seamless implementation of services since Title III has, as one of its primary components, recruitment services to employers with job openings. Employers can be offered a unified and complete set of services from recruitment of applicants (job fairs, job listings, referrals of participants, etc.) to identification of training needs, matching of training providers, fostering apprenticeship development, incumbent worker training, and recruitment of training WIOA participants. Therefore, through WIOA funding, TCSG would offer companies a full suite of services ranging from recruitment to skills training to layoff aversion, thus allowing TCSG to serve companies throughout the lifecycle of their business.

The State Workforce Development Board (SWDB) is the governing body charged with the continuous improvement of the workforce system and oversight of the Workforce Innovation and Opportunity Act funds and programs. The SWDB ensures that the state workforce activities are aligned with the efforts of economic development, education, workforce development, government, and business stakeholders at the local, regional, and state levels. Georgia's workforce system is driven collaboratively by the SWDB and eighteen (18) Local Workforce Development Areas (LWDA). Each LWDA has a board strategically directing the workforce activities at the community level and providing local guidance for implementation of workforce programs. Through a combination of state guidance identifying overarching trends and priorities of the SWDB and local guidance, workforce activities are customized to fit the needs of the customer, including of both job seekers and businesses.

In the spirit of collaboration, Georgia's SWDB has representation from the Technical College System of Georgia (WIOA Titles I-III), Georgia Vocational Rehabilitation Agency, Georgia Department of Human Services, and the Georgia Department of Veterans Services, which encompasses nearly all of the core and non-core partner programs providing workforce activities in the state. Communication is further enhanced by the collaborative efforts of local area workforce directors, who hold quarterly director's meetings to discuss shared challenges and successes. The SWDB Chair and State office leadership attend a portion of these meetings as well, to facilitate communication of these issues across the local and state level. As necessary, these meetings also include ETA staff to include Georgia's Regional Administrator (ETA Region 3) and Federal Project Officer.

Georgia's Top State for Talent initiative. Georgia is committed to creating a unified education-to-workforce system. Launched in 2022, Governor Kemp's Top State for Talent initiative, now codified in the Top State for Talent Act (HB 192), charged a cross-agency Education and Workforce Strategy Team (as illustrated in the organization chart in Section 3.A, State Agency Organization) comprised of the Georgia Department of Education (GaDOE), the Technical College System of Georgia (TCSG), the Department of Economic Development, the University System of Georgia (USG), the Governor's Office of Student Achievement (GOSA), the Georgia Department of Labor, and the Georgia Student Finance Commission (GSFC) with coordinating strategic planning and implementation to expand the pipeline to high-demand occupations, ensure the quality of secondary, postsecondary, and workforce preparation programs, and enhance stakeholder awareness of education and career opportunities in the state. Signature efforts include preparing this Combined State Plan, updated in December 2025, which aligns Perkins-funded secondary

and postsecondary CTE programs and WIOA-funded workforce development activities; developing a statewide High Demand Career List (mandated by Georgia HB 982 of 202 and later used to develop statewide and regional High Demand Career Pathway Lists), which identifies high-demand, high-wage, and high-skill occupations to guide both education and workforce investments; and launching GEORGIA MATCH, the nation's largest direct college admissions program for high school students. Since 2023, GEORGIA MATCH has significantly increased postsecondary enrollment rates (9.3% at TCSG and 6.2% at USG).

HB 192 effectively operationalizes HB 982 across Georgia's K-12 and postsecondary education and workforce ecosystem, making it the cornerstone of workforce development policy statewide. HB 192 integrates the High Demand Career List throughout the system by requiring that career education, programs of study, competitive grants, and students' Individual College and Career Plans align with the HDCL; creating comprehensive reporting and evaluation requirements for programs aligned with the HDCL; and ensuring that all state agencies and local school systems use the HDCL to inform their funding decisions for education and training programs.

This Perkins V/WIOA combined plan exemplifies Georgia's commitment to creating a streamlined education-to-workforce pipeline through coordinated planning and resource alignment. The state's approach addresses the full spectrum of workforce development needs, from K-12 career awareness and exploration through postsecondary credential attainment to employment services and training.

GaDOE Career Technical and Agricultural Education (CTAE) prepares students for success in postsecondary education and careers by building six core competencies: workplace readiness, academic and technical skills, effective communication, creative problem-solving, purposeful collaboration, and responsible conduct. GaDOE's Career Continuum begins with foundational career awareness in the elementary grades (funded by the state prior to Grade 5); expands to career exploration and planning in the middle grades; and culminates in high school in hands-on career engagement through work-based learning, participation in career-technical student organizations, and opportunities to earn postsecondary credits and valuable industry credentials. As described in Section B of the Perkins component of this Combined State Plan, students can choose from 54 high-quality career and technical education (CTE) programs of study aligned with 152 associated career pathways that were developed collaboratively by GaDOE CTAE, TCSG, and USG. Of these 152 career pathways, GaDOE CTAE identified 136 as High Demand Career Pathways that align with the state's High Demand Career List. GaDOE CTAE used research and occupation-to-pathway analyses conducted by the Carl Vinson Institute of Government at the University of Georgia to identify both statewide and regional lists of High Demand Career Pathways.

Upon graduation, Georgia high school students can transition seamlessly into 1,100+ postsecondary occupational programs and 52 CTE programs of study offered by TCSG's 22 colleges and 88 campuses (the additional two programs are with USG only). TCSG's programs support youth and adults in launching or advancing careers through career and technical training. These programs emphasize strong employer partnerships, enabling participants to transition smoothly into the workforce with competitive wages and skills aligned to market demands. Through its Apprentice Georgia initiative, TCSG also operates the state's largest network of Registered Apprenticeship Programs (RAPs). Combining classroom instruction with on-the-job training, these programs allow participants to "earn while they learn" in high-demand fields. Funding through the HOPE Career Grant and other resources makes these opportunities accessible. Employer partnerships, particularly with small and medium-sized businesses, ensure training aligns with workforce needs.

Core Programs

Title I

The state administrative entity for WIOA Title I is the TCSG Office of Workforce Development. While Title I service delivery is provided at the local level through the WorkSource Georgia network, the Office of Workforce Development provides oversight of and support to the LWDAs. At the state-level, oversight of the local structure and programming is provided by a variety of teams and personnel, to include: Compliance,

Programs, Business Services, Data & Information, and Grants Management. With the transition of Title III to TCSG, these teams are building the processes necessary to ensure the oversight of the WIOA program, regardless of Title, is in alignment. All state-level teams are designed to support the local and regional staff in the administration and provision of Title I services. These teams provide regular technical assistance, guidance, and training to LWDA and partner staff.

Title II

The state administrative entity for WIOA Title II is the TCSG Office of Adult Education, which provides AEFLA grant funds to local providers through a competitive application process and serves as an integral part of the state's workforce system, particularly in ensuring strategic populations have the support they need to enter the workforce system.

Title III

As of July 2022, Governor Brian Kemp designated TCSG as the provider of Wagner-Peyser (WP) Employment Services in the state of Georgia. TCSG is uniquely positioned to welcome customers into the workforce system and provide comprehensive and targeted referrals to core partners both online and in-person. Georgia's workforce system provides easy access through a variety of entry points, to include a large number of referrals via the Unemployment Insurance program under the Georgia Department of Labor, as well as through the TCSG Business Services Unit to identify and attract customers.

Regardless of which workforce system entry point is chosen, customers are first provided career services through WP. These services are provided through the Comprehensive and Affiliate one-stop locations. These sites are located statewide for customers that desire to meet in-person with staff to assist in identifying needs and accessing services and referrals. If the customer is deemed to be ready for gainful employment after receiving career services, WP staff assist the customer with job search, including job development and placement. If the customer is deemed in need of training services, WP staff refer the customer to the necessary partner programs based on the individual needs of the customer.

Title IV

The Vocational Rehabilitation program in Georgia is administered by the Georgia Vocational Rehabilitation Agency (GVRA) and assists eligible individuals with physical and/or mental disabilities to prepare for, secure, retain, advance in, or regain competitive integrated employment. GVRA also partners with businesses seeking to hire qualified individuals with significant disabilities. The agency believes that cooperation and collaboration is necessary to maximize resources and address all aspects impacting individuals with significant disabilities in gaining and maintaining employment in Georgia. GVRA is strongly allied with partners of the statewide workforce development system and maintains cooperative agreements and working partnerships with entities outside the core programs.

Perkins V

Career and technical education (CTE) programs authorized under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) are administered by the Georgia State Board of Education with grant funds distributed to the Georgia Department of Education (GaDOE) division of Career, Technical, and Agricultural Education (CTAE) and the Technical College System of Georgia (TCSG).

Non-Core Programs & Partners

The following partners and programs are not currently included with the State of Georgia Combined Plan; however, collaboration is ongoing. At the direction of the Governor, partnerships amongst many of these entities will continue to grow to align the resources provided by each of these entities.

- **UI & TAA:** The state's Unemployment Insurance and Trade Adjustment Act programs are administered by the Georgia Department of Labor. Coordination and collaboration efforts are ongoing between GDOL and TCSG.
- **FLC:** The Foreign Labor Certification program recently transitioned from the Georgia Department of

Labor to TCSG. Coordination and alignment efforts with the core programs are ongoing.

- **Job Corps:** Georgia has two Job Corps location in Albany and Brunswick. Job Corps is a federally-funded program under WIOA that provides free education and training to youth. Job Corps referrals to these centers are required under the SWDB-issued guidance for local Memorandums of Understanding and each LWDA must establish a referral process to provide youth with access to Job Corps services that they may need to meet with educational and employment goals.
- **YouthBuild:** A number of YouthBuild grantees are present within the State of Georgia. Local Workforce Development Areas have worked to establish Memorandums of Understanding with these grantees to ensure referrals and resource connections can be made for youth interested in these offerings.
- **SCSEP:** In Georgia, the SCSEP programs are administered in the majority of Georgia's 159 counties through the Georgia Department of Human Services, Division of Aging Services.
- **SNAP/TANF:** The state's Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families programs are housed within the Georgia Department of Human Services. While these programs are not currently included in the State of Georgia Combined Plan, coordination and collaboration efforts with TCSG are ongoing and will continue. Though not mandated due to the Governor's exemption of SNAP and TANF programs from inclusion, LWDAs are encouraged to partner with these programs locally to ensure access to services and referrals can be made available within the one-stops.

b. THE STRENGTHS & WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

Strengths

System Alignment

The main strength of Georgia's workforce system is the continued focus on system alignment at the State level, which the state intends to influence coordination and collaboration at the local level as well. Georgia maintains a focus on creating a unified workforce development system that connects the wide array of services available through core partners to provide cohesive services to individuals and businesses. The transition of WIOA Title III to TCSG further consolidates the WIOA core programs within Georgia and facilitates greater alignment of services and activities. However, TCSG still seeks to expand the workforce development system through additional partner agencies and programs, and these efforts will be ongoing.

A key area where this alignment is most evident is in the integration of Title I and III Business Services. With the addition of the Title III program, OWD and Georgia's LWDAs now collectively offer a full suite of services that help Georgia businesses engage, train, hire, and retain job seekers. WorkSource Georgia's business services teams play an important role in serving Georgia's local communities by making available employment and training services to residents that increase the competitiveness of their workforce and elevate job quality and the degree in which job seekers can participate in the local economy. Georgia has more available jobs than available job seekers currently participating in the labor force. Through engaging special populations, providing wraparound services, and mitigating barriers that individuals have, WorkSource Georgia is the state's top resource for expanding the workforce to meet the job needs of today and tomorrow.

Additionally, the integration of Title III under the TCSG umbrella has allowed for further integration of Employment Services with Title I services and activities administered by the LWDAs. TCSG has begun to develop an Employment Services Advisory Committee, inclusive of Title I and III state staff and LWDA staff and leadership, to evaluate the continued improvement in Georgia's delivery of Wagner-Peyser employment services and alignment amongst the core WIOA services and activities. This group will engage key stakeholders and investigate opportunities to remove duplicative services to maximize WIOA funding in

Georgia and increase the awareness of job seekers of these valuable services.

The state has worked to improve the visibility of WorkSource Georgia through this system alignment and significant progress has been made in these efforts. Georgia has accomplished this through strategic technical assistance to LWDAs regarding effective outreach efforts, targeted outreach efforts at the state level, and continued education amongst the core partners, non-core state agency partners, and the state legislature. The state continues to seek opportunities for greater interagency collaboration, even beyond those currently included in this plan. These efforts involve planned strategic partnerships with the Georgia Department of Education (GDOE) and the Georgia Department of Early Care and Learning (DECAL), among others. As progress in these partnerships is made, this state plan will be updated and modification(s) will be submitted as needed, if outside the required 2-year modification period.

Governor Kemp's Top State for Talent initiative, now codified in Georgia HB 192 of 2025, is helping Georgia significantly enhance alignment between its education and workforce development systems to better guide students and adults into high-demand careers. The initiative has produced noteworthy results, including GEORGIA MATCH — a collaborative direct college admissions program developed by five state education agencies that has increased postsecondary enrollment at TCSG and USG — and a statewide High-Demand Careers List mandated by Georgia HB 982 of 2024. Led by the Governor's Education and Workforce Strategy Team, which effectively coordinates across GaDOE, TCSG, USG, GOSA, GSFC, and the Georgia Department of Economic Development, Top State for Talent is focused on creating seamless pathways from secondary and postsecondary education to employment in the state's high-demand industries.

A strong example of Georgia's systems alignment is the state's dual enrollment program, which offers students an exceptional opportunity to earn postsecondary credentials while still in high school, with comprehensive funding covering full costs that students must partially bear in other states. As the number one funded state for dual enrollment in the Southeast, Georgia's dual enrollment program provides unparalleled access to college-level courses at no cost to students, helping them accelerate their career preparation and advancement in the workforce. Combined with the HOPE Career Grant offering tuition-free education in 18 high-demand fields, these initiatives create multiple accelerated pathways to postsecondary and industry credentials and good jobs.

Services to Individuals with Barriers to Employment

Georgia recognizes the continued opportunities to serve several strategic populations throughout the state, and has efforts focused on serving many of the strategic population groups identified within WIOA. These include, but are not limited to, Veterans and Transitioning Service Members, individuals with disabilities, individuals who are basic-skills deficient, those receiving public assistance, and many more. The continued focus on strategic populations will span the core partners and other organizations, where feasible. This will help Georgia meet the strategic goal of expanding the pool of available employees to meet the needs in the state. The state will continue to build partnerships and develop policy and programming with partner staff to ensure the needs of these populations are being met by the workforce system.

An example of this focus and efforts to build partnerships can be found in the state's efforts to serve veterans. Georgia has one of the largest veteran populations in the country and continues to pursue programs for veterans, transitioning service members, and their families. Specific initiatives for veterans aim to build upon existing skills and focus on seeking to match veterans with occupations leading to successful outcomes. Retaining this valuable population in Georgia with help to address challenges for employers in finding individuals to meet current and future labor force needs. Ensuring that experience and expertise can be transitioned from the military realm to civilian occupations is a key strategy to help the state address general challenges around the labor force participation rate. In addition to the transition of the Jobs for Veterans State Grant to TCSG, the team maintains a Veterans-focused position to ensure a full array of supports and resources are available for veterans engaging with the workforce development system. This role oversees the implementation of the Unite US platform, in conjunction with the Georgia Department of Veterans Services, to make accessible supportive service offerings through the core programs and community-based organizations across the state. The continued implementation of this platform will include the technical colleges, adult education programs, and local workforce development areas.

Partnerships are a critical component in ensuring the effective provision of services to strategic population groups in the State. Other examples of efforts to serve these groups include the joint development of guidance and alignment of resources amongst TCSG OWD, TCSG OAE, and DECAL. A number of projects are ongoing with these entities due to the identification of shared eligibility criteria and priority groups, such as student parents and individuals who are basic skills deficient.

Georgia's secondary and postsecondary Perkins-funded CTE programs and activities actively address the needs of special populations through a multi-faceted approach grounded in equal access, non-discrimination, and tailored support. Both GaDOE CTAE and TCSG ensure that members of special populations, including individuals with disabilities, economically disadvantaged students, and English learners, have access to quality CTE programs and activities. To facilitate this, secondary CTE programs use interventions like Career Technical Instruction (CTI) for students with disabilities and Coordinated Career Academic Education (CCAEE) and Project Success (PS) for at-risk students. Postsecondary institutions employ Special Populations Coordinators to provide direct support, guidance, and connections to necessary accommodations and services. Further, both GaDOE CTAE and TCSG emphasize the provision of appropriate accommodations based on individual needs, such as IEPs and disability documentation, and promote instruction and work-based learning opportunities in integrated settings to support competitive employment. This commitment is reinforced through ongoing professional development for educators, collaboration between GaDOE CTAE, the GaDOE Division for Exceptional Children, and agencies like the Georgia Vocational Rehabilitation Agency (GVRA), and the use of Comprehensive Local Needs Assessments (CLNAs) to identify and address performance gaps for students in special populations.

Weaknesses

There is room for improvement in all things and Georgia's workforce system is no different. Though tremendous progress has been made in recent years to continuously improve Georgia's workforce system, several challenges remain. Some of these challenges must be addressed by the state and local partners; these will be a priority for the system during the coming years. However, some challenges are beyond the scope of change for the state and local entities and will require federal action to address. Opportunities include:

Data Sharing & Integration

Connecting Georgia is the case management, data collection, and reporting system; though the continued growth and utilization of this system is a priority of the SWDB and Office of Workforce Development. Conversations are ongoing about the ability to expand access to this platform across other programs and partners in the interest of further aligning data resources to allow for better participant tracking and co-enrollment. The system provides the ability for local centers to track all WIOA, Veteran, and Wagner-Peyser, plus discretionary grants in a common database. In addition to producing the federally mandated reports, Georgia has the ability to pull ad hoc reports based upon the needs of State teams and local staff allowing for better management of day-to-day activity and performance. In transitioning the Wagner-Peyser program to TCSG, the Data and Information team managed the process of converting over 11 million records and 600,000+ data elements into the WorkSource Georgia Portal.

While Georgia has made strides to streamline data collection and enhance opportunities for shared information, creating and implementing data sharing agreements across programs with varying data collection and performance requirements remains a challenge. Data security and liability concerns remain obstacles to full integration of data across the state agencies who serve the same customers, though an increased appetite for addressing these challenges does exist. Additional tasks in support of these efforts will include a much more robust effort to develop a technology platform that can accommodate and synchronize the existing disparate data management systems currently utilized in the state. This challenge is further exacerbated by the decreases in WIOA funding allocated to the State, requiring Georgia to do more with less.

Stakeholder feedback gathered as part of the state's combined Perkins-WIOA planning process highlighted

the importance of using data to track student outcomes after graduation and measure program effectiveness and return on investment. Stakeholders spoke to the need for aligned metrics across agencies to measure industry engagement, program quality, and student outcomes after graduation, including whether graduates secure employment in their fields of study, particularly for special populations.

Reduced Funding & Increasing Needs

As Georgia continues to experience a strong economy with low unemployment rates, the state must also recognize the challenges presented by ever decreasing federal funding. At the same time, Georgia's participant base includes a disproportionately higher population of individuals with significant barriers to employment. The current factors used to determine formula funding amounts for each state are weighed heavily towards the state's share of national unemployment; however, those measures are incomplete. More specifically, unemployment measures do not adequately consider some strategic populations that WIOA intends to target, namely individuals with disabilities and other populations that are traditionally discouraged from seeking training and employment due to accessibility challenges that persist across the nation. As a larger percentage of the state's participant population is composed of individuals with significant barriers to employment, there has been an increased need for Title I Adult funding as the challenges facing these groups require more costly strategies and services to overcome the barriers. Consequently, this has created a constraint for the State in trying to develop strategic approaches to serving the adult priority populations mentioned above, among others. While LWDAs can freely transfer between their Adult and Dislocated Worker funds and have created strategies for maximizing their dollars, the State is not able to do the same with Governor's Reserve Title I funds. This creates a challenge for developing strategic programming that can adequately meet the needs and has proven to be a critical weakness in the State's efforts to expand offerings to these populations.

During the Combined Perkins-WIOA planning process, stakeholders shared that resource constraints significantly impact the state's ability to expand essential CTE and work-based learning programs despite increasing employer demand. Schools face barriers in providing competitive instructor pay aligned with industry standards, limiting the recruitment and retention of qualified CTAE teachers with current industry experience. Additionally, many students cannot participate in unpaid learning opportunities due to financial pressures to contribute to family income, while transportation barriers, particularly in rural areas, further restrict access to work-based learning. These challenges are compounded by counselor workloads stretched thin by student mental health issues, reducing the time available for career advisement.

Stakeholders also reported that a persistent disconnect exists between the skills students learn in educational settings and those required by employers, particularly in the development of essential workplace skills. Across regional stakeholder meetings, employers noted deficiencies in communication, problem-solving, critical thinking, teamwork, and work ethic among students entering the workforce. This skill gap is exacerbated by regulatory challenges — particularly age restrictions and liability concerns — that limit work-based learning opportunities for students under 18, reducing critical real-world experiences that bridge classroom learning with workplace needs.

c. STATE WORKFORCE DEVELOPMENT CAPACITY

Georgia's capacity to provide workforce development activities takes into consideration available funding, services, and the number and location of one-stop centers and affiliate sites to better serve the state. Especially given the recent system alignment efforts mentioned above, Georgia is a well-organized workforce system that is anchored by the Governor's focus on workforce development and cross-agency collaborative work. As the administrator of most of the State's WIOA programs, TCSG and the WorkSource Georgia network are well-positioned to effectively deliver the services described in this plan to individuals and businesses across the state. The WorkSource Georgia network is divided in 17 Local Workforce Development Areas and 12 Workforce Development Regions. Each area is managed by a Local Workforce Development Board responsible for ensuring that the area is appropriately staffed and supported to deliver services to the area as effectively as possible. Each area is structured and organized in a manner that is appropriate for the service delivery needs of the area; consequently, the number and nature of staff in each area varies. At the state level, TCSG strives to maintain appropriate capacity for administering Title I funds effectively and operating as efficiently as possible to maximize programmatic funds available to LWDAs

across the state, as well as planning and delivering appropriate Title II and III activities. A continued focus on the statewide footprint of Comprehensive and Affiliate one-stop centers remains a priority to ensure that the service delivery structure is based on providing WIOA services in the areas of highest need. Additionally, coordination and collaboration amongst state and local partners will help Georgia accomplish the Governor's goal of ensuring that all Georgia communities can prosper.

B. STATE STRATEGIC VISION AND GOALS

I. Vision

Georgia's workforce development system is focused on connecting talent with opportunity through the provision of career services, education, and training. Through strong interagency collaboration and a focus on customer service, Georgia's workforce system supports and stimulates the State's economic growth. This collaboration and coordination ensure advancement toward the Governor's goal to ensure that an individual's potential is not determined by their zip code or county. Georgia strives to be the national standard in providing exceptional workforce solutions that transform lives and communities across the state.

II. Goals

1. Utilize sector partnerships to inform and guide strategic workforce development strategies and enhance partnership coordination.
2. Develop a streamlined and regionally integrated workforce system that delivers efficient services to both businesses and individuals.
3. Capitalize on the workforce system's strengths to create opportunities for all Georgia communities to prosper.
4. Continuously align workforce and education system objectives to current and future occupational skill requirements.
5. Expand the pool of available employees by increasing the participation of WIOA Strategic Populations in the workforce system.

Utilize Sector Partnerships to Guide Strategies and Coordination

Sector partnerships remain an integral part of Georgia's workforce system. These efforts ensure that the needs of key regional industries are identified and supported while serving unemployed and underemployed Georgians. The State's investment in regional partnerships has increased understanding of workforce needs and enabled greater coordination between partner agencies. These partnerships have enabled workforce developers to hear directly from employers and strategize to meet their current and future needs. As a result of these discussions, each region has identified target industries for which to build a readily available workforce.

Further Develop a Streamlined and Regionally Integrated Workforce System

Since the last iteration of the State Plan, Georgia has seen and encouraged continued alignment of the regional efforts across Local Workforce Development Areas (LWDA) and this remains a priority. Three (3) of Georgia's twelve (12) WIOA Regions have more than one local area located within their geographic boundaries. WIOA's focus on regional planning has given the state the unique opportunity to enhance the customer service provided to individuals and businesses attempting to navigate the service structure across Local Area lines. Georgia will continue to provide enhanced resources and guidance to the local areas to accomplish seamless service delivery. Examples of this include human-centered participant intake and eligibility process design efforts which produced a significant decrease in time between application and enrollment within the Metro Atlanta region, as well as common business service forms and processes to ensure the Middle Georgia LWDAs were able to more efficiently serve employers in their region. The Middle

Georgia regional collaboration was so successful, in fact, that the leadership of both LWDAs requested and executed a merger to better serve employers and job seekers in that part of the state.

Create Opportunities for all Georgia Communities to Prosper

Governor Kemp's commitment to initiatives that spur growth for all parts of the state creates an opportunity for the workforce system to thrive in its mission to serve individuals and employers. As the #1 State in the nation in which to do business for twelve years in a row, all core WIOA partners continue to improve coordination efforts of economic development and workforce development. This effort has been critical in making informed decisions and developing careful strategies to meet the needs of employers throughout the state. With historic investments continuing to be made in the state by business and industry, the increased interagency cooperation positions the workforce system to contribute greatly to ensuring the success of those businesses to employ and retain Georgians. In line with Governor Kemp's goal to ensure an individual's potential is not determined by their zip code or county, the State strives to continue increasing access points to individuals and businesses located in rural areas to allow them to share in the economic prosperity.

Align Workforce and Education Systems

Education systems are key partners of the workforce development system and Georgia is well-equipped with postsecondary options through the University System of Georgia (USG), the Technical College System of Georgia (TCSG), and the Georgia Nonpublic Postsecondary Education Commission (GNPEC). Georgia's Department of Early Care and Learning (DECAL) are also integral parts of creating career-focused alignment from cradle to career for individuals across the State. All WIOA core partners are committed to further aligning training services provided through the workforce system with education partners to best serve companies and individuals looking to play key roles in the economy of today and tomorrow.

As part of the Top State for Talent Initiative, now codified in Georgia HB 192, Governor Kemp charged GaDOE CTAE and TCSG personnel with oversight of Perkins secondary and postsecondary and WIOA programs with developing a Combined State Perkins V/WIOA Plan that supports the state's education and workforce goals. A GaDOE-TCSG workgroup began meeting in September 2024 to prepare this plan, which outlines how Georgia will eliminate inefficiencies in the education-to-career pipeline by helping youth and adult students and job seekers access higher-wage opportunities more quickly while ensuring employers have access to skilled workers in sufficient numbers. This plan reflects the state's commitment to creating a more efficient, responsive workforce development system that reduces unnecessary training time, prevents underemployment, and strengthens the economy by better aligning education and training programs with industry needs.

To guide plan development, the Governor's cross-agency Education and Workforce Strategy Team, comprised of GaDOE, TCSG, USG, the Governor's Office of Student Achievement, the Georgia Department of Economic Development, and the Georgia Student Finance Commission, developed a set of goals for creating a seamless education-to-workforce system that addresses both ends of the talent development spectrum:

1. Align workforce and education system objectives and resources to support the needs of state and regional employment needs.
2. Expand the pipeline of employees for high-demand occupations (as defined by Georgia's High Demand Career List, mandated under Georgia HB 982 of 2024 and operationalized statewide by HB 192 of 2025) by increasing the number of completers in programs supported through Georgia's secondary and postsecondary programs.
3. Ensure high-quality industry programs for all secondary, postsecondary institutions, and employer-sponsored training that align to the needs of Georgia employers.
4. Elevate and expand stakeholder awareness of education and workforce development system opportunities within Georgia.

WIOA's focus on streamlining workforce services, promoting regional coordination, and expanding access to employment opportunities aligns with Perkins' emphasis on high-quality career pathways that prepare

students for high-demand occupations. Together, they create a comprehensive system that identifies industry needs through sector partnerships and data-driven tools like the High-Demand Career List, then develop aligned educational pathways and workforce training programs to meet those needs. This dual-pronged approach ensures that whether an individual enters the system as a high school or technical college student through Perkins-funded CTE programs or as a job seeker through workforce services, they receive coordinated, industry-aligned preparation. By combining its Perkins and WIOA planning processes, Georgia is eliminating inefficiencies and creating a more responsive talent development ecosystem that serves students, job seekers, and employers.

Utilizing Workforce Pell to Support High-Quality Workforce Programs

Georgia is committed to ensuring that Workforce Pell is implemented consistently and aligned with labor market demand, using these funds to support high-quality, workforce-relevant programs. TCSG and OWD will oversee the operations of Workforce Pell programs and conduct proper validation and verification to determine eligibility. Georgia will track and report on participant outcome measure such as completion, employment, and wages. In Addition, Georgia will maintain a Workforce Pell website listing all eligible colleges and programs along with outcome metrics such as enrollment, graduation rates, program costs, and employment outcomes. Through this shared governance model – strategic oversight by Georgia, operational execution by TCSG and OWD, and approval authority through the SWDB – the state will facilitate effective, high-quality use of Workforce Pell to strengthen Georgia’s workforce pipeline.

Advancing AI and Digital Literacy Across Workforce and Education

TCSG is positioning artificial intelligence and digital literacy as core competencies for all students, staff, and faculty to ensure success in a technology-driven economy. TCSG is working to align instruction with workforce needs, ensuring effective application and integration of AI tools across the system. TCSG has launched two General AI Technical Certificate of Credit (TCC) programs: Generative Intelligence Foundations and an Artificial Intelligence Certificate. In partnership with employers, colleges have developed AI credentials such as AI in Manufacturing, AI in Robotics and AI in Automation. TCSG, through its Office of Workforce Development (OWD), is also guiding Local Workforce Development Areas in the use of WIOA funds to expand youth and adult participation in TCSG AI training programs and online programs that build AI literacy and digital skills. OWD has also incorporated AI into the WorkSource Georgia Portal by implementing an AI module. This AI functionality supports self-service job seekers with job searching, résumé building, and interview preparation, while also assisting employers with creating job postings, and more. OWD is continuing to explore additional AI-driven features to further assist job seekers and employers.

Expand the Pool of Available Employees

With worker shortages causing more challenges for many employers than ever before, the need to help individuals reenter the workforce with skills training and other support services is a critical economic need. The State’s workforce system is the ideal place to train and prepare this population to participate in the labor market. In order to identify and serve individuals who are not considering active in the workforce system, the core WIOA partners continue to work to promote resources and opportunities among strategic populations. These populations include, but are not limited to, transitioning veterans, opportunity youth, returning citizens, English language learners, individuals who are basic skills deficient, and individuals with disabilities.

III. Performance Goals

WIOA

WIOA mandates six performance measures for its core programs. These measures are calculated using the following methodology:

- Entered Employment Quarter 2 – Measures the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program. For youth, the measure also includes those who were in education or training activities during the second quarter after exit.
- Entered Employment Quarter 4 – Measures the percentage of participants who are in unsubsidized employment during the second quarter after exit from the program. For youth, the measure also includes those who were in education or training activities during the second quarter after exit.

- **Median Earnings Quarter 2** – Measures the median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Credential Attainment Rate** – Measures the percentage of participants who obtained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year of exit from the program.
- **In-Program Skill Gains** – Measures the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, which are defined as documented academic, technical, occupational, or other forms of progress toward such a credential or employment.
- **Effectiveness in Serving Employers** – Measures the state workforce system’s effectiveness in serving employers by evaluating the employee retention, employer penetration, and repeat business customer rates.

Georgia’s expected level of performance for PY24 and PY25 are found in Appendix I.

Perkins V

Under Perkins V, states are required to report annually on the following core indicators of performance. States are also required to report disaggregated data on the performance of students by gender, race/ethnicity, special population categories, and Career Clusters (see <https://cte.ed.gov/accountability/core-indicators>).

Georgia’s indicators of program quality and state determined levels of performance for secondary and postsecondary eligible agencies are described in Section D of its Perkins plan.

Secondary Level:

- **1S1: Four-Year Graduation Rate.** The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.
- **1S2: Extended-Year Graduation Rate.** (At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in section 8101 of the ESEA.
- **2S1: Academic Proficiency in Reading/Language Arts.** CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.
- **2S2: Academic Proficiency in Mathematics.** CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.
- **2S3: Academic Proficiency in Science.** CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.
- **3S1: Post-Program Placement.** The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
- **4S1: Non-traditional Program Concentration.** The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. (This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.)
- **5S1: Program Quality – Attained Recognized Postsecondary Credential.** The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
- **5S2: Program Quality – Attained Postsecondary Credits.** The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement
- **5S3: Program Quality – Participated in Work-Based Learning.** The percentage of CTE concentrators graduating from high school having participated in work-based learning.
- **5S4, 5S5, 5S6...: Program Quality – Other:** The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and

comparable across the State. Please identify.

Postsecondary Level:

- **1P1: Postsecondary Placement.** The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
- **2P1: Earned Recognized Postsecondary Credential.** The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. (This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: “that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.”)

3P1: Non-traditional Program Concentration. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. (This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.)

IV. Assessment

The State of Georgia makes use of many activities to assess the successful provision of workforce services and the delivery of the Governor’s strategic vision and goals. The activities discussed below all play a role in ensuring that the state is able to make continuous and quality improvements. OWD will place a special emphasis on assessment and monitoring of Title I and Title III to ensure compliance and continued alignment of the programs post-transition.

The State ensures the overall effectiveness of the workforce system primarily through the annual monitoring review of the Local Workforce Development Areas. The state conducts annual monitoring to satisfy its oversight responsibilities under the law but also utilizes these reviews to inform technical assistance and training offerings throughout the year. As federal, state, and local guidance is released on a rolling basis, the annual monitoring ensures the LWDBs maintain up-to-date, compliant service delivery structures, policies, and practices. The monitoring review includes, but is not limited to, a desk review of key documents, such as policies, procedures, LWDB bylaws and minutes, as well as contracts; interviews with LWDB staff; and an inspection of electronic case files and other relevant documents for the Program Year in review. This process evaluates the workforce activities both at the structural level to ensure effective systems and policies are in place, as well as at the individual level to ensure programs and services are being appropriately delivered to participants. The review is conducted by a multi-disciplinary team consisting of staff from OWD’s Programs, Grants, and Compliance teams. Annual monitoring also provides LWDBs an opportunity to detail unique programs, policies, and/or practices that they utilize. OWD’s identification and dissemination of these best practices can lead to improvements statewide. The LWDB is presented a final monitoring report annually, which details the results of the monitoring reviews. This report highlights areas where further guidance or assistance may be necessary and informs the LWDB of unique service delivery processes that may be beneficial to other LWDBs in the state. Many policies, guidance letters, and technical assistance efforts result from the issues and best practices identified during the annual monitoring, and directly contribute to Georgia’s consistent, continuous improvement of the workforce system.

OWD also utilizes other mechanisms to evaluate the Title I services around the state, such as desk reviews outside of annual monitoring, regular contact with LWDB Directors and staff through monthly calls, and convening focus groups to evaluate proposed guidance, communicate training needs, and more. OWD staff also conduct LWDB certification every two years. During this period, OWD ensures that the LWDB roster satisfies federal criteria. Staff also read meeting minutes to ensure that LWDBs are following state and federal open meeting requirements. Finally, LWDB bylaws are examined for compliance with relevant state law and rule provisions. If exceptions are identified, LWDBs are given a list of corrective action tasks to complete. State staff work with the LWDBs to complete these corrective action items, and if necessary, identify individuals to fill vacant board seats. Ensuring that each board meets composition requirements and that meetings are being conducted correctly provides consistency across all LWDBs. This consistency ensures that each LWDB is able to carry out the Governor’s vision and WIOA requirements in the most effective manner.

Beginning with the review of PY16 activities, OWD introduced several tools to ensure compliance with the guidance issued at the federal and state level for WIOA implementation. OWD staff utilize these additional tools to review One-Stop Certification and Re-certification, One-Stop Operator Selection, One-Stop Memorandums of Understanding (MOU), and Infrastructure Cost Sharing Agreements, which are summarized below.

In accordance with federal regulations, the SWDB, in consultation with the Local Workforce Development Boards (LWDB) and Chief Local Elected Officials (CLEO), developed minimum criteria for the certification of comprehensive and affiliate one-stop centers throughout Georgia. Initial certification of sites is evaluated by OWD to ensure consideration of all criteria, adherence to service delivery requirements, accessibility requirements, and appropriate partner presence. OWD requires LWDBs to submit completed certification packets for all sites included in the local MOU. OWD then reviews certification packets during the annual monitoring process to ensure all certification is up-to-date, and that re-certification is conducted in accordance with the local MOU requirements, state policy, and federal regulations.

To support OWD's efforts to assess the Local Workforce Development Area (LWDA) One-Stop Operator procurement, OWD utilizes an additional monitoring tool to evaluate operator selection. The tool incorporates statutory criteria, regulatory criteria, and federal and state level guidance to provide a basis for OWD monitoring findings and observations. The tool evaluates the procurement standards utilized by the LWDA, the written policies and procedures, the method of procurement to ensure full and open competition, and the LWDA's written standards of conduct regarding conflicts of interest. OWD also utilizes the tool to monitor the implementation of operator evaluation criteria, which includes the entity's organizational overview, financial accountability, capacity, partnerships, program outcomes, and data and reporting systems.

The One-Stop MOU tool evaluates compliance with criteria from 20 C.F.R. §678 and ensures each LWDA has executed an equitable and allocable One-Stop Operator cost-sharing agreement. OWD staff complete the tool based on the LWDA's execution and application of the formal agreement amongst local partners. The questions include, but are not limited to, the following:

- Does the MOU contain the signatures of the LWDB chair, all one-stop partners, and the CLEO?
- Was the negotiation process documented?
- Pursuant to WIOA section 121 and applicable federal regulations, does the MOU contain provisions regarding the following:
 - Program service delivery;
 - Infrastructure funding agreement (IFA) and cost reconciliation;
 - Equal Opportunity provisions;
 - Effective duration of and amendments to the MOU and IFA;
 - Mandatory review of the MOU;
 - Description of the process to be used among partners to resolve issues during the MOU duration period when consensus cannot be reached;
 - Internal control provisions, if merited by participating partners; and,
 - Roles of the LWDB and CLEO?

As the newly appointed administrator of Title III, OWD will be implementing quality control monitoring reviews of Wagner-Peyser activities to ensure federal and state regulation compliance is adhered to, as well as consistent and quality customer service is conducted.

OWD will assess and ensure staff are providing services in accordance with State and Federal requirements and facilitate continuous improvement, TCSG OWD Staff Technical Assistance Review (STAR) team has established a process for reviews, identifying best practices, as well as staff training needs. The process is broken down into two phases, which includes a desk review and subsequent on-site reviews. Technical assistance teams will conduct reviews, as well as partner with the training team to provide immediate

technical assistance training directly to staff. The team evaluates and analyzes recorded services and case notes in the labor exchange system remotely, documenting findings prior to visiting the local offices. While on-site, the team will review the direct service delivery to job seekers and employers. Training may be on-site or remote. Program and ES staff have the opportunity to communicate directly with the STAR team, to identify programmatic misunderstandings quickly and immediately. The STAR team will address concerns from the review through training and open discussion while at the career center, as well as remotely.

The STAR team consults with the management team regarding the review process and conducts an exit meeting to discuss feedback reports. A technical assistance plan is developed in consensus with management to address, correct, and/or improve any process or programmatic deficiencies. The STAR team subject matter experts set follow-up visits to be conducted at random during the six-month period immediately following the technical assistance review. These offices will be the priority for reviews in the following year. This is to ensure quality improvements are implemented. On-going technical assistance is offered and accessible through the team during implementation. Throughout the review process, the STAR team will share insight into offices best practices across the state which are documented and utilized in developing process improvements in service delivery.

Provision of Quality Services to the Workforce System Customer

The second way in which the State ensures effectiveness is through regular customer satisfaction surveys. Previously, this process was completed annually, though the OWD Data and Information Team has created a process to allow for continuous feedback from program participants. This process is currently in the final stages of development and will be implemented over the next Program Year. Once the data is collected the results are detailed in the USDOL Annual Report. The Data and Information Team will also examine the data to identify areas in which the workforce system can improve the customer experience and outcomes. As needed, those recommendations will be distributed to LWDAs and ES offices. By focusing on customer experience, workforce staff ensure positive outcomes and word-of-mouth referrals to the workforce system. This type of testimonial is necessary to ensure that customers continue to seek services.

Meeting of Federal and State Outcome Expectations

The final way in which the State ensures effectiveness is through yearly performance negotiations. During performance negotiations the OWD Data and Information Team studies each LWDA's previous year's performance and consults with the programs team to identify considerations that could affect performance in a positive or negative manner. These considerations may include, but are not limited to, the following: the receipt of additional grant funding, commitment to serve "hard-to-serve" populations, an increased number of layoffs in the area, etc. Using this information, the Data and Information Team prepares customized reports for each LWDA. Every year LWDAs are encouraged to show continual improvement, which is reflected in the goals that OWD negotiates. Should LWDAs feel that their final negotiated rates are unattainable, OWD programs staff offer technical assistance with program design and exit strategy.

The Data and Information Team also monitors performance year-round, and LWDAs are given an opportunity to renegotiate their performance levels if they are under-performing based on special and/or unforeseen considerations. OWD staff also take a proactive stance, making every effort to intervene early if quarterly performance data suggests that an LWDA is struggling with a measure. This type of support ensures that program design changes can be made in time to rectify issues and ensure final performance measures are met.

OWD utilizes the WorkSource Georgia Portal to store participant information and to enroll WIOA participants. The system collects information which can be utilized by LWDA case managers and management to provide systems reports on LWDA performance. LWDAs can produce reports on hard-to-serve populations, as well as pre-determine performance measure achievement. This self-assessment by LWDAs is encouraged and the WorkSource Portal is used extensively by OWD for performance monitoring.

As TCSG – OWD assumes the administration of the Title III and JVSG programs and these programs will also utilize the same WorkSource Georgia Portal for daily activities, the Data and Information Team will employ many of the same analytical methods to ensure performance standards are being met.

C. STATE STRATEGY

WIOA

Georgia's strategy for the implementation of WIOA core programs, Combined State Plan partners, and required one-stop partner programs is guided by the Governor's vision and goals articulated above. In pursuit of these goals, Georgia is keenly focused on system alignment of all partners under the umbrella of workforce development. While some of these partners and programs are specifically called out in the legislation and states have been given the charge to ensure a "no wrong door" approach to receipt of services, Georgia seeks to ensure that an even broader range of partners and programs are included. While that may not extend to formal inclusion in the WIOA State Plan, efforts remain ongoing to ensure adequate and appropriate services and supports can be provided across the state. Some of these partnerships have been accomplished formally through the establishment of robust referral processes, joint policy and procedures across programs, and the development of Memorandums of Understanding, which is detailed throughout the pertinent sections of this plan. The inclusion of required one-stop partners is detailed above within the State's Workforce Development Activities section of this plan. The strategies identified within this plan, both in the comment elements section as well as the program-specific sections, detail the ongoing and developing work in Georgia to accomplish these goals. Given the recent transition of programs within Georgia, the Governor is focused on ensuring synergy across state government agencies involved in this work. This state-level alignment will ensure local operations are supported and can easily access and utilize partner services in support of job seekers and employers within their regions. This work will be ongoing throughout the four-year period covered in this plan, and the required 2-year modification will include updates regarding the formalization of these efforts as much is still in planning stages or early in development.

Industry or Sector Partnership and Career Pathways

Since the state implementation of WIOA, Georgia has invested heavily in sector partnerships as these activities directly serve job seekers, businesses, and communities simultaneously, and directly address workforce challenges that each core customer faces. OWD has established a Georgia-specific sector partnership model, referred to as WorkSource Sector Partnerships. These initiatives are designed to support the development of regional sector partnerships that work to better serve the current and future workforce needs of in-demand regional industries ranging from advanced manufacturing to healthcare.

OWD, through guidance, training, and funding, will pivot the WorkSource Sector Partnership model to be quality job-driven and serve as the state's primary mechanism for promoting and increasing pathways into high-demand careers. Career pathways are not only a key byproduct of successful WorkSource Sector Partnerships but also play a pivotal role in expanding Georgia's available labor force and addressing the skills gap among in-demand industries. They are important tools to ensure that the public workforce system provides access points and services that connect an individual with barriers to a quality, family sustaining job with long-term career prospects. Sector partnerships help yield quality pathways by providing industry input, and opportunities to plan out training, employment, and credentials.

With the integration of WIOA Title III services under WorkSource Georgia, OWD is expanding its capacity to develop and deliver career pathways to job seekers. These pathways provide a structured framework for individuals, particularly those with barriers, to understand and acquire the necessary skills and credentials that are aligned with quality jobs in-demand industries. As the state enhances its sector partnership initiatives, career pathways contribute to closing the skills gap by addressing specific workforce needs identified through sector partnerships.

Through regional collaboration between industry stakeholders, educational institutions, and workforce development entities, Georgia's workforce system can tailor career pathways to ensure that individuals are equipped with the right skills and qualifications, making them more competitive and adaptable in the rapidly changing job market.

As a result, career pathways become a catalyst for aligning educational and training programs with the current and future workforce requirements, ultimately narrowing the skills gap and fostering a more resilient and responsive labor force in the state.

Partner and Core Program Alignment & Strategies to Address Weaknesses

The State will continue to work to create a truly unified public workforce system over the next four years, building upon the alignment already occurring in Georgia. This strategy will include efforts to further enhance integration across core partners, expand that integration to additional partners beyond the core, strengthen the public workforce system's alignment and responsiveness to the business community, and create a strong statewide system by investing in the creation of strong, integrated regions. These efforts embody the five major goals identified for the State above.

To address the weaknesses identified above, specifically regarding federal funding constraints, co-enrollment, data integration, and alignment with partners are the main strategies the state will use to alleviate those challenges to the extent possible. The efforts are addressed in detail throughout this plan.

Perkins V

Georgia's Perkins-funded secondary and postsecondary CTE programs and activities are a cornerstone of the state's comprehensive workforce development system, strategically amplifying efforts of the state's WIOA plan to create an aligned education-to-workforce pipeline. Through Governor Kemp's Top State for Talent initiative, codified in Georgia HB 192, Georgia has established a coordinated approach that seamlessly connects secondary, postsecondary, and workforce training programs to meet the needs of students, job seekers, and employers.

System Alignment Through Strategic Vision and Goals

Georgia's Perkins-funded secondary and postsecondary CTE programs directly support the state's workforce development goals by implementing Governor Kemp's vision of data-driven decision-making, workforce-education alignment, and talent pipeline development. This alignment is evident in the noteworthy consistency between GaDOE CTAE's 2024-28 Strategic Plan, TCSG's 2024-27 Strategic Plan, and Georgia's WIOA Plan. All three seek to develop a globally competitive workforce through education, training, and career services, with particular emphasis on skill and industry alignment, enhanced stakeholder partnerships, and expanded opportunities across Georgia's communities.

Seamless Education-to-Workforce Preparation

GaDOE CTAE offers a progressive career development continuum that begins in elementary school with career awareness (a state-funded activity), expands in middle school with career exploration, and culminates in high school with career engagement through 54 CTE programs of study (as defined under Perkins V) encompassing 152 career pathways (136 of which were identified by GaDOE CTAE as High Demand Career Pathways that align with the state's High Demand Career List, described below) that integrate challenging academic, technical, and employability skills and opportunities to participate in work-based learning and earn dual enrollment credits and industry credentials. This continuum ensures that students graduate prepared for postsecondary education, registered apprenticeships, military service, or direct entry into high-demand careers. To give students additional options and as a supplement to its Perkins-funded activities, GaDOE CTAE also recently launched 21 new hybrid Academic Career Pathways that blend existing academic courses with CTAE courses that align with the HDCL.

At the postsecondary level, TCSG's 22 colleges and 88 campuses provide accessible, seamless paths to postsecondary and industry credentials and employment. The successful GEORGIA MATCH program, which has increased postsecondary enrollment by 9.3% at TCSG and 6.2% at USG institutions since 2023, demonstrates how the state effectively transitions high school students into further education. The state's comprehensive approach creates multiple accelerated pathways to credentials and good jobs through dual enrollment, registered apprenticeships, and tuition-free education via the HOPE Career Grant in 18 high-

demand fields.

Industry-Driven Program Development and Sector Partnerships

Both secondary and postsecondary Perkins-funded CTE programs in Georgia employ sector partnerships as a key strategy for aligning education with employer needs. These partnerships, funded through state investments, allow workforce developers to collaborate with employers to understand and meet their current and future needs. At the secondary level, GaDOE CTAE ensures its offerings are “student-centered, employer-driven, and career-focused,” cultivating relationships with business and industry representatives to better align career pathways with labor market needs.

Similarly, TCSG works directly with industry partners to review all technical programs, ensuring competencies meet business requirements, while expanding apprenticeship opportunities across the state. This sector partnership approach mirrors the WorkSource Sector Partnerships model outlined in the WIOA component of Georgia’s Combined State Plan, creating a unified framework for addressing workforce challenges across the education-to-employment continuum.

Data-Driven Decision-Making for High-Demand Careers

The state’s High Demand Career List (HDCL), mandated by Georgia HB 982 of 2024 and first approved in December 2024 for annual revision thereafter, represents a significant advancement in data-driven workforce development. This tool identifies careers that are high-demand, high-wage, and high-skill across the state and in each of Georgia’s 12 workforce development regions. By establishing common definitions and metrics, the HDCL enables both Perkins V-funded CTE programs and WIOA-funded training programs to strategically align their curricula, resource allocation, and program development with verified employer needs. HB 192 of 2025, the Top State for Talent Act, operationalizes HB 982 across the education and workforce system and requires all secondary and postsecondary pathways and programs and students’ Individual College and Career plans to align with the HDCL.

The HDCL informs development of the statewide and 12 regional High Demand Career Pathway Lists created by GaDOE in collaboration with the Carl Vinson Institute of Government that align with occupations critical to Georgia’s economic growth and public services. This prioritization will guide how the state allocates education and training funds while ensuring alignment between secondary pathways and postsecondary programs, accelerating credential attainment for students and meeting employer needs more efficiently.

Expanding Access and Opportunity

Georgia’s Perkins-funded CTE programs and activities are instrumental in expanding the available pool of qualified workers by increasing access to education and training opportunities. The state’s robust dual enrollment program provides students with unparalleled access to college-level courses at no cost, while the HOPE Career Grant makes training in high-demand fields financially accessible. Additionally, TCSG’s Apprentice Georgia initiative operates the state’s largest network of Registered Apprenticeship Programs. These efforts directly support the WIOA plan’s goal to expand the pool of available employees by increasing participation of WIOA Strategic Populations. By providing multiple entry points and support services, Georgia’s comprehensive CTE system helps remove barriers to education and employment, ensuring that career preparation remains accessible and practical for all students and job seekers.

III. OPERATIONAL PLANNING ELEMENTS

A. STATE STRATEGY IMPLEMENTATION

1. STATE BOARD FUNCTIONS

The active collaboration between SWDB, OWD, and the State’s one-stop delivery system is the key

component of workforce development in Georgia. This collaboration begins with the Governor, who is responsible for the appointment of the SWDB members. The SWDB's duties include the development of a statewide strategic plan, which establishes the four-year strategy for the WIOA program and associated workforce development partners and programs. The SWDB is also responsible for assisting the Governor with additional functions designated by WIOA, which are listed below:

- Strategic Functions
 - Developing and implementing the state plan and performance measures
 - Developing career pathway strategies
 - Developing and expanding strategies for partnerships in in-demand sections and occupations
 - Developing and aligning statewide policies and procedures
- System Capacity Building
 - Developing strategies to support staff training and awareness
 - Disseminating best practices
 - Developing and continuously improving the one-stop delivery system
 - Supporting effective local board operations
- System Alignment and Effective Operations
 - Developing strategies for aligning technology and data systems
 - Developing LWDA allocation formulas
 - Developing a statewide LMI system
 - Developing policies and guidance on one-stop partner roles and resource contributions

The SWDB meets at least four times annually, and at such other times as the chairperson determines is necessary. The SWDB Chairperson ensures the activities above are accomplished through the establishment of subject matter committees that vet the action items brought before them prior to consideration by the full SWDB. These include the Adult & Dislocated Worker Committee, Youth Committee, Finance & Performance Accountability Committee, Apprenticeship Committee, and an Executive Committee. The work of these committees is described in detail in Section IIIC, State Board Organization. While these committees, apart from the Executive Committee, cannot vote on action items on behalf of the full SWDB, they review all items before them and either request revisions from OWD or recommend the action items for a vote by the full body. These committees also meet quarterly and SWDB members are assigned to committees by the Chairperson and requests from board members to serve on specific committees are considered. Each committee also has non-voting members who represent the LWDA's and provide valuable local insight to the board members as they consider action items before them. Additionally, OWD staff support the committee Chairperson and coordinate the meetings on their behalf.

The Governor appoints the SWDB Chairperson based upon recommendations from individuals in the business community; and the Chairperson then selects a Vice-Chair from the members of the business community on the SWDB. The members of the board serve a term established by the Governor, with staggered appointments to ensure continuity within the body. SWDB members continue to serve at the discretion of the Governor, except for the member of the House of Representatives and the member of the State Senate, who are appointed by the Speaker of the House and Lieutenant Governor, respectively.

The SWDB coordinates policies and resources with other state agencies and LWDBS. The inclusion of key stakeholders in the membership of the SWDB allows for this governing body to align such policies and resources across the state. The following state agencies maintain membership on the SWDB, subject to change by the Governor: TCSG (WIOA Titles I-III), GVRA (WIOA Title IV), the Georgia Department

of Veteran Services, and the Georgia Department of Human Services. The representatives from these organizations give valuable insight into state programs, initiatives, and the writing of the State Plan; while the members from the state legislature provide insight into the direction of state legislative priorities and keep the board up to date in key areas of interest related to workforce development.

SWDB Decision Making Flowchart



SWDB is required to comply with federal and state conflict of interest policies and sunshine provisions. A state board member may not engage in any other activities determined by the Governor to constitute a conflict of interest, as specified in the SWDB bylaws, and must sign a conflict-of-interest provision to satisfy the State’s policy. The SWDB must also comply with federal and state sunshine provisions, which require the SWDB to make available to the public, at regular intervals, all information regarding their activities. This is accomplished through the publication of all SWDB materials (i.e., meeting notices, agendas, meeting minutes, bylaws, etc.) in accordance with the Georgia Open Meetings Act.

2. IMPLEMENTATION OF STATE STRATEGY

I. Core Program Activities to Implement State’s Strategy

Georgia’s strategy for workforce development aims to support the State’s core mission to meet the needs of Georgia’s growing economy and align programs and resources to create an effective and efficient method of workforce development. The State’s strategy is focused on supporting a unified workforce system, guided by Governor Kemp’s Top State for Talent initiative and codified in Georgia HB 192, that maximizes the services and supports of all core program partners to address the needs of jobseekers, employers, and the State as a whole. Each of Georgia’s goals have been outlined below and the core activities to implement the state’s strategy are detailed in relation to each goal. While some of these goals may fall more on one partner or another to fully execute, a joint effort by all core partners, Combined State Plan partners, and one-stop partners is underway in pursuit of these goals.

Utilize Sector Partnerships to Guide Strategies and Coordination

Because of the State’s investment in Sector Partnerships, Georgia is set on a course to utilize these lessons to guide the continued implementation of WIOA and improve coordination of the workforce system. As required by WIOA, sector partnerships set the foundation for what a true collaboration should be amongst workforce system stakeholders. Now that Georgia has a solid foundation of regionally-based sector partnerships, regions can leverage these partnerships to strengthen career pathways. This work has informed Georgia’s strategies for developing career pathways as these strategic partnerships are comprised of employers, education and training providers at all levels, workforce development representatives, and community-based organizations in key industries and occupational sectors. The career pathways developed by this group of diverse stakeholders allow for multiple ways to enter and exit education pathways, with marketable credentials at each step, linked to noncredit and credit training and short-term certificates with longer term credentials. The active participation of employers in pathway development, worksite training, placements, internships, apprenticeships to address regional workforce needs will continue to be crucial to achieving success for business and jobseekers alike. Additionally, Georgia will continue to focus on innovative program content and delivery, such as new K-12 occupation-focused learning opportunities, contextualized and accelerated employability skills, new technical certificates and diplomas, flexible class schedules, experiential learning, cohort-based instruction, and combinations of online and face-to-face instruction. Finally, sector partnerships will continue to inform the process of integrated support services,

such as career and academic coaching, financial assistance, access to public benefits, or other safety net supports provided by a range of partners, including Community Based Organizations.

At this phase of the WorkSource Sector Partnerships efforts, the State has learned many valuable lessons for continued implementation. Specifically, the regions will continue to address the skills gaps identified in the needs assessments, facilitate meaningful partnerships with employers in high demand industries.

The State aims to continue the WorkSource Sector Partnership work currently in progress across the 12 regions and build on that success. The WorkSource Sector Partnerships are a strategic tool for improving regional collaboration and integration across LWDA boundaries. The work of these partnerships has allowed the regions to engage businesses and inform the educational and workforce development efforts. And while each partnership is uniquely tailored to the local needs identified by the region, the continued implementation of WorkSource Sector Partnerships will help to inform the efforts of the State's workforce system as a whole. To this end, OWD has offered, and will continue to offer, a variety of trainings related to sector partnership work. The WorkSource Georgia Academy offers training and technical assistance to the LWDA's and has geared many of the trainings to sector partnerships. For example, the WorkSource Georgia Academy's annual conference has offered sessions the past two years that range from "Sector Partnerships 101" for those new to the work, as well as more in-depth sessions discussing best practices, lessons learned, and challenges to anticipate in the process. Those sessions included topics such as, "Strategic Doing: Innovative Approach to Tackling Sector Partnerships," "Building Career Pathways," "Tracking and Measuring Success of Sector Partnerships," and "Reflections on Round One Sector Partnership Efforts." These sessions were presented both by individuals within Georgia's workforce system and from experts in other states. To expand the reach of these trainings, a library of virtual training sessions, including recordings of sessions previously mentioned, has been published online to promote more accessible and relevant technical assistance and training to frontline workforce development professionals.

Create Opportunities for all Georgia Communities to Prosper

The State aims to increase the opportunities the workforce system provides, both to individuals and to businesses, and across rural and metro areas. As noted in the State's goals, Georgia's coordination between workforce development, economic development, and programs such as Georgia BEST, Rapid Response, and Registered Apprenticeships have further enhanced Georgia as a destination for business and led Georgia to the forefront in attracting employers to the State.

In conjunction with the efforts mentioned above, the State has utilized WIOA Title III and Rapid Response as proactive tools that offer workforce services to employers throughout the business lifecycle. The state's Business Engagement division leverages the relationships and knowledge of LWDA's to help provide services to employers and workers. This integrated approach allows the State to not only assist with large recruitments, mass layoffs, and other employer needs, but to assist local employers as they seek to identify additional services and resources needed.

Through the WorkSource Georgia Academy, OWD has offered Rapid Response-specific training across the State through regional seminars, as well as at the annual Academy conferences, a Business Services-specific conference, and a Business Services webinar. The Business Services Conference sought to bring WIOA business services from theory to practice and offer guidance and best practices for implementing these programs. With the increasing popularity of business service programs, the conference included sessions on Registered Apprenticeships, requirements for Business Services contracts, as well as Business Services data and performance requirements. In addition to these conferences, OWD has revised various Business Services policies to ensure accurate implementation of these services and has published Resource Guides on OJT, IWT, and CT to provide detailed instructions on implementing these programs. The Resource Guides include detailed description of the programs, frequently asked questions regarding implementation, and provide best practice examples. These Resources Guides are hosted on OWD's website (<https://tcsq.edu/worksource/resources-for-practitioners/resource-guides/>).

Align Workforce and Education Systems

The long-term goal in Georgia is to create seamless pathways for students from primary and secondary education, through college and/or training, into successful careers regardless of zip code. This work will include increasing the level of communication and collaboration between educational learning programs in the state, improving the early exposure students have to industry and career options, analyzing state policies

to ensure they properly foster this work, as well as other efforts.

To ensure the agencies engaged in this work can work together to address this goal, and in compliance with WIOA requirements, the OAE and local Adult Education programs have representation on the SWDB and Local Workforce Development Boards, respectively. This enables local Adult Education leaders and practitioners to remain connected to the workforce initiatives and partnership policies. Through the sector partnership work, education representatives from across the education spectrum (K-12 up through postsecondary) are regularly involved in the work of WIOA and connected to the workforce regions. Furthermore, OWD is currently partnering with the Georgia Department of Education on evaluating and improving their credentials of value in their CTAE programs. OWD will continue this partnership as the work progresses over the coming years and also work to pursue additional partnership opportunities between WIOA and Perkins in the state. The workforce system will also continue to engage USG, TCSG, and other education providers in Georgia to ensure a wide variety of institutions and programs are represented on the State's Eligible Training Provider Georgia's Perkins-funded secondary and postsecondary CTE programs and activities are strategically designed to create seamless pathways for students into successful careers, aligning closely with the state's broader workforce development goals. This alignment is achieved through robust collaboration and the development of coordinated career pathways. As described in Section B of the Perkins component of this Combined State Plan, GaDOE CTAE, TCSG, and USG have collaboratively developed or updated 54 CTE programs of study (as defined under Perkins V), encompassing 152 career pathways, 136 of which were identified as High Demand Career Pathways that align with the HDCL, all geared toward meeting Georgia's workforce needs. Career pathways are built upon the national Career Clusters framework.

A key element of this alignment is the emphasis on creating articulation agreements between secondary and postsecondary institutions. This initiative allows students to transition more smoothly from high school CTAE courses to TCSG programs, offering the opportunity to earn college credits for successfully completed high school coursework and relevant assessments or industry credentials. The Statewide Articulated Credit Agreement Initiative has resulted in 26 such agreements, with another four in the approval pipeline, enhancing the efficiency of credential attainment and preventing the duplication of coursework. Further, participation in the state's robust dual enrollment program allows eligible students to earn postsecondary credits while still in high school, providing early exposure to college-level studies and accelerating their career pathways.

The development and continuous improvement of secondary and postsecondary Perkins-funded CTE programs and activities are driven by state and local needs assessments and labor market data. GaDOE CTAE and TCSG utilize various data sources, including the Bureau of Labor Statistics and the state's High Demand Career List and associated High Demand Career Pathways List, to identify in-demand industry sectors and occupations. Data informs the creation of new career pathways and the ongoing refinement of existing pathways to ensure they remain relevant to the evolving needs of the Georgia economy. Industry stakeholders are actively involved in this process through participation in advisory committees, through which they provide valuable input on curriculum standards and program design. This collaborative approach ensures that CTE equips students with the academic, technical, and employability skills that are highly valued by employers. The Career Clear initiative, a joint effort by GaDOE CTAE and TCSG, further supports this alignment by educating students and parents about the value of career pathways and technical education programs and their direct connections to industry opportunities.

Utilizing Workforce Pell to Support High-Quality Workforce Programs

Georgia will use a coordinated, governor-led approach to ensure Workforce Pell is implemented consistently and aligned with labor market demand. Under federal authority, the Governor retains final approval power while designating the State Workforce Development Board (SWDB) as the approving entity and the Technical College System of Georgia (TCSG) and the Office of Workforce Development (OWD) to carry out the program review and recommendation process. The state will define "in-demand" programs using Georgia's High Demand Career List (HDCL) and apply centralized, data-driven reviews rather than regional or employer-letter-based approvals. Georgia may also establish guardrails such as employer validation and stackable credential requirements to ensure Workforce Pell funds support high-quality, workforce-relevant programs.

TCSG and OWD will manage the operational review of Workforce Pell programs by mirroring Georgia's existing Eligible Training Provider List (ETPL) process. Colleges will submit programs with required documentation, and OWD will conduct validation and verification to determine eligibility. Programs that meet standards will move to the SWDB for formal approval, after which eligible programs are reported to the U.S. Department of Education for Workforce Pell participation. The review framework will incorporate student outcome measures such as completion, employment, and wages, supported by data connections to state wage records. To enable this, Georgia will need to pursue legislation to partner with the Georgia Department of Labor to share wage data with TCSG and OWD for evaluation and accountability purposes.

The SWDB, TCSG, and OWD will also jointly support transparency, staffing, and continuous improvement of Workforce Pell. OWD will lead policy coordination, staffing, and data management, including dedicated approval and outcomes personnel. Georgia will maintain a Workforce Pell website listing all eligible colleges and programs with key metrics such as enrollment, graduation rates, job placement, program costs, and median wages by SOC code. These data will be reviewed and updated annually to ensure accountability and alignment with workforce outcomes. Through this shared governance model – strategic oversight by Georgia, operational execution by TCSG and OWD, and approval authority through the SWDB – the state will facilitate effective, high-quality use of Workforce Pell to strengthen Georgia's workforce pipeline.

Advancing AI and Digital Literacy Across Workforce and Education

The Technical College System of Georgia (TCSG) is positioning artificial intelligence and digital literacy as core competencies for all students, staff, and faculty to ensure success in a technology-driven economy. TCSG has established an AI Industry Advisory Committee and is hosting advanced and emerging technology listening sessions to align instruction with workforce needs. A systemwide AI policy was adopted in Fall 2025, and AI 101 training was deployed to all students and staff to build foundational awareness and capability. Additional training focused on ethical AI use and digital literacy is being rolled out to reinforce responsible, effective application of AI tools across the system.

On the academic side, TCSG has launched two General AI Technical Certificate of Credit (TCC) programs, including Generative Intelligence Foundations and an Artificial Intelligence Certificate, which introduce learners to prompt engineering, machine learning concepts, workplace applications, and ethical considerations. AI is also being integrated as an essential, cross-cutting skill in all programs, with faculty and industry advisory boards updating standards to embed AI and digital literacy over the next year. In partnership with employers, colleges have also developed specialized AI credentials such as AI in Manufacturing (CGTC), AI in Robotics (Columbus Tech), and AI in Automation (Lanier Tech), creating a scalable, systemwide approach to preparing Georgia's workforce for AI-enabled industries.

On the workforce development side, TCSG, through its Office of Workforce Development (OWD), is aligning AI education and training efforts with federal guidance, including TEGL 03-25 and America's AI Action Plan. OWD is supporting the use of WIOA funds to expand youth and adult participation in TCSG AI training programs and complementary online programs that build AI literacy. AI education is also being encouraged across the WIOA youth program elements, including work experience, to strengthen digital and AI competencies as participants transition into training or postsecondary education. In addition, OWD is reviewing the Eligible Training Provider List (ETPL) and working with Local Workforce Development Areas to identify and add regional AI training programs, expanding access to emerging AI-related occupations.

As part of these innovation efforts, in PY 2024, OWD enhanced the WorkSource Georgia Portal by implementing an Artificial Intelligence (AI) module within the Labor Exchange System. This AI functionality supports self-service job seekers with tasks such as job searching, résumé building, and interview preparation, while also assisting employers with creating job postings, developing screening questions, and more. OWD is continuing to explore additional AI-driven features to further assist job seekers, particularly in the area of interview preparation. These enhancements are designed to streamline the experience for all users – job seekers, employers, and staff – while also improving access to labor market insights and talent-matching tools.

Further Develop a Streamlined & Regionally Integrated Workforce System

Georgia's goal for the workforce system is to create a comprehensive system where, regardless of how a

customer accesses the system, they will be provided with seamless, integrated, and consistent services. To that end, OWD continues to work with the LWDAs to streamline their intake and eligibility procedures and work toward a uniform process across the regions. OWD is also supporting local-led efforts toward integration in regions with multiple LWDBs. In order to accomplish this goal, OWD is conducting interviews with local staff, reviewing intake, eligibility, and suitability documents, and attending regional meetings to ensure the smooth roll-out of standardization.

OWD is also working to provide coordinated services for business customers with common forms and processes. The OWD Business Services team has conducted training for local staff on these common forms and best practices for serving employers in their region, as mentioned above, in addition to the policy updates and additional guidance to the LWDAs. Another example of this is the roll-out of a Customer Relationship Management (CRM) system for state-level business-oriented teams. The implementation of this technology allows multiple programs to communicate and collaborate to serve business customers in an efficient, effective way.

Expand the Pool of Available Employees

Georgia recognizes that in order to reach the broadest possible range of individuals, efforts must focus on continually improving collaboration and communication between and amongst all partner agencies serving jobseekers. OWD continues to work to promote resources among strategic populations who may not be active in the labor market. Georgia has crafted programs focused on enhancing services to veterans and transitioning service members, opportunity youth, individuals with disabilities, and returning citizens to connect those individuals with employers across the state. As clearly stated in WIOA, serving individuals with barriers to employment is a priority for all core programs. OWD's Strategic Populations Team is specifically designed to prioritize these individuals by increasing their access to services from the state's public workforce system. To successfully complete this task, the Strategic Populations Team focuses on assisting the LWDAs with ongoing services and supports removing programmatic and physical barriers at the state and local level. These barriers limit the likelihood that these individuals will access services and achieve long-term success in the workforce system and employment.

Under WIOA, individuals with barriers include a wide range of categories from youth in the foster care system to veteran adults. The ultimate goal for OWD's Grants and Strategic Populations Team is to remove all barriers that negatively impact the individuals within these categories. The starting point of this work was through the creation of a new structure of support and services offered by the team to the LWDAs. The team currently has dedicated staff to focus on veterans and individuals with disabilities, and is also working to identify and build out a contact network and develop resources to serve other populations with unique barriers to employment. These additional populations include individuals who have been involved with the justice system, low-income, enrolled in the foster care system, older individuals, and more. Each category has a subject matter expert (or "Lead") that is available to the LWDAs to provide ongoing technical assistance and training to serve as a liaison to promote communication and best practices in and out of the state. These Leads will also review current state and local policy to remove programmatic and other relevant barriers. OWD's Grants and Strategic Populations Team will also continue partnering with the OWD Data & Information and Programs teams to pursue better methods for disaggregating data related to individuals with barriers to employment in order to develop targeted strategies for serving priority groups that may require a more tailored approach to training and placement. By analyzing the provision of WIOA resources and services in Georgia, OWD will be able to better identify and understand the needs of specific priority populations that may currently be missed due to inclusion in larger data categories that do not illuminate those specific needs. In addition to examination of the data, this goal will be accomplished by creating trainings for LWDAs serving these populations to address unique needs and ways the workforce system can meet those needs. For example, individuals experiencing homelessness have a bevy of needs that must be addressed prior to securing employment. While each person's experience is different, the State can develop best practices to guide the sequence of service, identify the types of organizations that can address unique needs (i.e., food banks, shelters and housing assistance, childcare, clothing, physical and mental health assistance, etc.), and other ways to leverage partner resources to fully address the individual's needs. Where possible, the State will also consider additional funding requests for those programs that seek to address the needs of special populations.

In addition to working with these populations with barriers to employment, the State has a goal to increase access points to individuals and businesses located in remote areas. This greatly enhances the workforce

system's ability to serve rural Georgia and increase statewide prosperity. As such, LWDAs are utilizing a number of resources to provide services, including mobile units, public libraries, technical college satellite campuses, and other service agencies to bolster the network of locations in the state of Georgia.

Create Flexible Pathways for Basic Skills Deficient Individuals to Obtain Jobs in High Demand Career Fields

To ensure individuals who are basic skills deficient can gain the skills necessary to obtain a career in a high-demand career field, OAE, in partnership with WorkSource Georgia and other TCSG divisions, developed flexible pathways for students to participate in adult education, postsecondary education, and career preparation and training, often simultaneously. These strategies include:

- **Integrated Education and Training (IET):** OAE requires that all adult education programs receiving Title II funds implement at least one IET per quarter (state requirement). Programs are required to ensure IETs align with regional and local workforce needs to ensure students can transition to employment in an in-demand industry. Programs also offer credit-bearing IETs where students earn postsecondary credits that can later be stacked towards a technical college diploma or associate's degree.
- **Multiple High School Equivalency Options:** Georgia offers three options for students to obtain a high school credential– the GED and HiSET examinations and the Career Plus High School Diploma program (CPH). These three options ensure all students have a viable pathway to attain their high school diploma or equivalency. The CPH program also offers students the opportunity to earn industry-specific credentials. Through CPH, students combine high school credit, GED and/or HiSET passing scores, and postsecondary credentials to earn their high school diploma. CPH graduates enter their chosen career field with the education, technical skills, and credentials needed to succeed.

II. Alignment with Activities Outside the Plan

TCSG, Business Services

Georgia's state-level registered apprenticeship promotion and expansion arm, commonly known as Apprentice Georgia, is located within OWD, and provides integrated services with WIOA Title I activities. A key focus of OWD's apprenticeship expansion strategy is further integrating the administration of RAPs with the delivery of WIOA services, both at the state and local levels.

Since 2018, OWD has been the state administrator of federal apprenticeship grants, which were critical to developing the infrastructure to deliver RAPs statewide. Specifically, establishing each of the 22 technical colleges as RAP sponsors. In 2022, Governor Brian Kemp signed into law the High Demand Career Initiatives Program which represented the first-ever investment of state funding into RAPs. The program has now become a hallmark initiative to expand the awareness of opportunities that RAPs provide to Georgia businesses. It has most recently been renamed the High Demand Apprenticeship Program (HDAP), and integrated public sector apprenticeships into its offerings. In 2023, Georgia SWDB established its own Apprenticeship Committee to serve as an advisory role in the state's expansion of RAPs and provide oversight of state policies and guidance specific to RAPs.

As Georgia's apprenticeship expansion and promotion arm, Apprentice Georgia, operated by OWD, is dedicated to building a more diverse and skilled workforce through quality RAPs that ensure Georgia businesses lead in the global economy. Through the Apprentice Georgia network, comprised of all 22 TCSG institutions that serve as RAP sponsors, businesses and job seekers in all parts of the state have access to RAPs.

The State Apprenticeship Expansion Formula (SAEF) Grant, awarded in 2023, will be a critical investment to further expand the RAP expansion capacity of the State of Georgia. With this investment, along with the state apprenticeship investment, OWD will:

1. Expand Statewide Apprenticeship Program Development Capacity

- By increasing state staff dedicated to assisting with the development of RAPs (identifying work processes and RTI schedules, appropriate apprenticeship models, apprenticeable occupations, etc.)

- Increase practitioner training on administering RAPs
 - Strengthening the Apprentice Georgia Community of workforce development and education partners
 - Develop robust toolkits on the various components of apprenticeship development
2. Modernize Georgia's Apprenticeship System, Apprentice Georgia
 - Formalize state-level role in apprenticeship development by developing apprenticeship policies and guidance
 - Adopting an apprenticeship database to track service delivery to grant-supported apprentices.
 3. Integration of Apprenticeships into WIOA Service Delivery
 4. Strengthen Talent Pipelines through Apprenticeships
 - Developing targeted outreach to special populations and CBOs.
 - Establishing a Georgia Pre-Apprenticeship framework

Develop and Strengthen Strategic State Level Partnerships

To strengthen Georgia's workforce system and ensure participants have a seamless experience, TCSG has developed and strengthened partnerships with other state agencies. Key partnerships include:

- **Georgia Children's Cabinet:** Comprised of agency heads from 11 state agencies as well as legislators and representatives from community organizations, the Georgia Children's Cabinet is charged with supporting a sustainable and comprehensive system of education and care to serve Georgia's children and families. In 2022, the Georgia Children's Cabinet launched the Georgia 2Gen Academy, a year-long leadership academy for staff from Georgia's family and child-serving agencies. The Academy promotes the implementation of 2Gen strategies and fosters interagency collaboration and coordination. TCSG staff from WIOA core programs, including adult education and WorkSource Georgia have participated in the academy.
- **Criminal Justice Partners:** TCSG also partners with several criminal justice agencies, including the Department of Juvenile Justice, the Department of Community Supervision, and the Department of Corrections to promote referrals to WIOA core partner programs and to develop, strengthen and promote training and career pathways for justice-involved individuals.
- **Georgia Department of Early Care and Learning (DECAL):** TCSG has partnered with DECAL to pilot and expand support for student parents. In 2022, DECAL designated student parents who meet income eligibility requirements as a priority group for CAPS, the state's Child Care and Development Fund (CCDF) child care scholarship program. Qualifying activities for student parents include activities offered by WIOA core programs, such as job training and adult education classes. As part of the pilot, DECAL has placed CAPS at four technical colleges – expanding access and expediting the application process for student parents to receive CAPS. The pilot's goal is to address child care barriers for students, while also ensuring children have access to high-quality early childhood education.

These partnerships support worker mobility by ensuring that students have access to public benefit programs and by ensuring alignment between worker activity requirements and available workforce training and postsecondary programs in the state.

Leveraging Relationships with Human Services

The Georgia Department of Human Services Division of Family and Children Services (DFCS) administers TANF and SNAP at the State level, while services are delivered at the local level through a network of DFCS offices located in each of Georgia's 159 counties. TANF and SNAP identify employment barriers and promote the development and maintenance of community connections and resources that address basic skill deficiencies. OWD will encourage partnerships and collaboration through policy cross-training for local and agency staff, as well as encouraging local decisions around co-location and ongoing communication between TANF and WIOA staff. In addition, TCSG is a Georgia Gateway Community Partner, which allows staff at local technical colleges to assist students in applying for benefits in Georgia Gateway – the state's

centralized application portal for public benefits, including TANF, SNAP, CAPS, and Medicaid.

Leveraging Registered Apprenticeships

Apprenticeships play a crucial role in bolstering Georgia's workforce by providing hands-on training and practical skills development tailored to the needs of the state's in-demand industries. As such, the Office of Workforce Development (OWD) sees Registered Apprenticeships as an essential piece of meeting the needs of Georgia's businesses as they modernize and advance their skills needs. In our state, industries like manufacturing, healthcare, and electric mobility are essential, and apprenticeships serve as a direct pathway for individuals to enter these fields equipped with relevant experience and expertise. By combining on-the-job learning with classroom instruction, apprenticeships not only address the skills gap but also offer employers a chance to mold talent according to their specific requirements, ultimately fostering a more skilled and adaptable workforce. Additionally, apprenticeships contribute to economic growth by increasing the wages of individuals enrolled in a Registered Apprenticeship Program (RAP). Georgia's expansion of RAP programs is detailed below in the Title I program-specific Adult & Dislocated Worker section below.

Leveraging Historical Infrastructure Investments

Building Georgia was launched in March of 2023 as a co-sponsored program between the Atlanta Regional Commission (ARC) and the Technical College System of Georgia (TCSG). The overarching purpose of Building Georgia is to foster collaboration across the state between government agencies, the private sector, the workforce training community, and others to "close the gap" between the current levels of workforce employment in the infrastructure construction sector and what will be needed for Georgia to successfully take advantage of new funding provided in the Bipartisan Infrastructure Law.

Under ARC's leadership and direction, the program has completed its two initial phases as of May 2023. Phase 1 harnessed the data and analysis power of ARC to produce a white paper outlining the need throughout the state, providing a clear call to action. Phase 2 culminated in the April 2023 "Building Georgia Summit." The Summit collected more than 90 stakeholders from around the state that included not only ARC and TCSG but also Hartsfield-Jackson International Airport (HJIA), MARTA, the GDOT, nationally recognized consultants, and leaders in the construction sector and members of both the private and public sector training communities. The results of this immersive program were conclusive: attendees agreed that working collectively on identifying new funding options to growing training programs is essential.

From there the impetus to move forward with a workforce training program, aligned to WIOA principles and tapping into regional transportation funds was born. In its pilot phase, Building Georgia will support the recruitment and training of 100 participants in the Atlanta Metropolitan Transportation Planning Area, prepping them in skilled trades and entry-level opportunities in the transportation infrastructure industry. (This planning area includes all or parts of the following twenty (20) counties: Barrow, Cherokee, Carroll, Clayton, Cobb, Coweta, Dawson, DeKalb, Douglas, Fayette, Forsyth, Fulton, Gwinnett, Henry, Newton, Paulding, Pike, Rockdale, Spalding, and Walton.)

The pilot will utilize funds from the ARC Congestion Mitigation and Air Quality Improvement allocation to support workforce development activities. These funds, to be re-appropriated for workforce development activities with the approval of the Georgia Department of Transportation, will provide the foundation for the project.

Building Georgia has four primary objectives:

- Training labor based on industry needs assessments using flexed federal transportation funding (long-term).
- Matching employers with job seekers (short and long term).
- Identify new/unique funding streams to support long-term WFD expansion efforts.
- Reframe and promote skilled trades at earlier points in the education pipeline.

TCSG/OWD is partnering with ARC to assist in program development/implementation, providing funding to support outreach, recruitment, and awareness campaigns through website development and social media promotion. Additionally, OWD will support the program through data collection/reporting, provision of

technical assistance to LWDAs regarding co-enrollment of participants engaged in the program, and ongoing planning and leadership activities to, ideally, expand the pilot program statewide. Lessons from the pilot program will inform the approach for ongoing training and placement initiatives for infrastructure jobs across the state.

III. Coordination, Alignment and Provision of Services to Individuals

Georgia has long supported the provision of coordinated and comprehensive workforce services to a universal population through Georgia's One-Stop delivery system. The One-Stop delivery system is responsible for administering the State's core program activities and providing access. The One-Stop Operator is the administrative entity responsible for accomplishing this in a seamless and fully integrated manner to provide better access to the various core programs services and improve long-term employment outcomes for individuals seeking assistance. One-Stop staff serves customers regardless of that individual's barriers to employment, level of need, or degree of career development. Services are accessible to the "universal customer" at all of the One-Stop centers throughout the state. Each LWDA has at least one Comprehensive One-Stop Center that includes all of the core partner programs in line with the statutory requirements of WIOA. However, many LWDAs have included multiple Comprehensive One-Stops throughout their area.

Additionally, all LWDAs have established affiliate sites throughout their geographic region to enhance the availability and accessibility of services. The requirements for accessible services in these locations are included in the Memorandum of Understanding executed by the heads of the state agencies that provide the required core program services. Services are generally available to individuals based on need and the availability of funding. Additionally, a variety of labor market information and career development tools are available to the universal population at all centers. With the transition of Title III to TCSG, planning is ongoing to determine any necessary changes to the workforce system's footprint and ensure increased access wherever necessary and feasible.

In line with the statutory requirements, the career and training services provided through the One-Stop centers comprise WIOA Title I and Title III Wagner-Peyser funded services that must be available for the universal population in all designated areas One-Stop centers. OWD continues to coordinate with partners to increase the flexibility of One-Stop services to ensure customers receive direct access to the services which best fit the individual's identified need(s). The State has created a policy to establish two levels of services for Adult and Dislocated Workers: career services and training services.

These services, including those coordinated by LWDAs through the One-Stop system and those provided by other WIOA core programs are listed below:

Career Services

Career services for Adult and Dislocated Workers include three types, as identified in 20 CFR 678.430: Basic Career Services, Individualized Career Services, and Follow-up Services.

1. *Basic Career Services* must be made available and, at a minimum, must include the following services, consistent with allowable program activities and federal cost principles:
 - Determination of whether the individual is eligible to receive assistance from the Adult, Dislocated Worker, or Youth programs;
 - Outreach, intake, and orientation to information and other services available through the one-stop system;
 - Initial assessment of skills levels, including literacy, numeracy, and English language proficiency using OAE and NRS approved assessment for Adult Education, as well as aptitudes, abilities (including skills gaps), and support service needs;
 - Labor exchange services, including:
 - Job search and placement assistance, and, when needed by an individual, career counseling, including the provision of information regarding in-demand industry sectors and occupations;

- Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services not traditionally offered through the One-Stop system;
 - Provision of referrals to and coordination of activities with other programs and services, including programs and services within the One-Stop system and, when appropriate, other workforce development programs;
 - Provision of workforce and labor market employment statistics information, including information relating to local, regional, and national labor market areas, including:
 - Job vacancy listings in labor market areas;
 - Information on job skills necessary to obtain the vacant jobs listed; and,
 - Information relating to local occupations in demand and the earnings, skills requirements, and opportunities for advancement in those jobs;
 - Provision of performance information and program cost information on eligible providers of training services by program and provider type;
 - Provision of information on how the LWDA is performing on federal performance measures;
 - Provision of information on the availability of support services or assistance, and appropriate referrals to those services and assistance, including:
 - Childcare;
 - Child support;
 - Medical or child health assistance available through the State's Medicaid program and the Children's Health Insurance Program;
 - Benefits under SNAP;
 - Assistance through the Earned Income Tax Credit;
 - Housing counseling and assistance services sponsored through U.S. HUD; and,
 - Assistance under a state program for TANF, and other support services and transportation provided through that program;
 - Provision of information and assistance regarding filing claims for unemployment compensation, by which the LWDA must provide assistance to individuals seeking such assistance;
 - Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA, including HOPE and Pell Grants.
2. *Individualized Career Services* must be made available if determined to be appropriate in order for an individual to obtain or retain employment. In accordance with TEGL 19-16, individuals must be declared eligible to receive these services. These include the following services, as consistent with WIOA requirements and federal cost principles:
- Comprehensive and specialized assessments of the skill levels and service needs of Adults and Dislocated Workers, which may include:
 - Diagnostic testing and use of other assessment tools; and,
 - In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
 - Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information regarding the ETPL;

- Group counseling;
 - Individual counseling and mentoring;
 - Career planning;
 - Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
 - Internships and work experience that are linked to careers;
 - Workforce preparation activities;
 - Financial literacy services;
 - Out-of-area job search and relocation assistance; and,
 - English language acquisition and integrated education and training programs
3. *Follow-up Services* must be made available, as appropriate, and include counseling regarding the workplace for Adult and Dislocated Worker participants who are placed in unsubsidized employment. These services must be provided for a minimum of 12 months from the first day of employment.
 4. *Title II Career Services:* To complement the career services provided through Titles I and II, Title II adult education providers also employ Career Service Specialists, who assist students in transitioning to postsecondary education and careers. Titles II and III are currently collaborating to expand and deepen, rather than duplicate, career services for students.

Training Services

Training Services are provided to equip individuals to enter the workforce and retain employment. Examples of training services include:

- Occupational skills training, including training for nontraditional employment;
- On-the-Job training (OJT);
- Incumbent Worker training (IWT);
- Workplace training and cooperative education programs;
- Private sector training programs;
- Skills upgrading and retraining;
- Entrepreneurial training;
- Apprenticeship;
- Transitional Jobs;
- Job readiness training provided in combination with other training described above;
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, in combination with training; and
- Customized training (CT).

As detailed in Section VI(b)(1) of this plan, the SWDB has approved additional policies related to these services, including, but not limited to, OJT, IWT, and Transitional Jobs. Additionally, OWD has crafted further guidance in the form of Resource Guides to elaborate on the use and implementation of various training services. Specifically, the Resource Guides on OJT, IWT, and CT provide detailed descriptions of the service, frequently asked questions regarding implementation, and direct excerpts of relevant federal and state policies to assist LWDAs in the use of these services. To complement and enhance the delivery

of career and training services through the One-Stop centers, the State is further integrating programs for targeted populations into the One-Stop system to ensure access to services by the most vulnerable. The following headers highlight Georgia's targeted population programming:

Supportive Services

Supportive services are services which are reasonable and necessary to enable a WIOA participant who cannot afford to pay for such services to participate in career and training activities funded under WIOA. These services can be an essential way to ensure that individuals can stay engaged in program offerings and reach their goals. The provision of supportive services must be determined on an individual basis; however, the State Policy Manual includes guidance on allowable types of supportive services. For the full State Supportive Services policy, please see Section 3.4.4. of the TCSG OWD Policy Manual. These include, but are not limited to:

- Assistance with transportation;
- Assistance with childcare and dependent care;
- Assistance with housing;
- Reasonable accommodations for individuals with disabilities;
- Assistance with uniforms or other appropriate work attire and related tools, including eyeglasses and protective eye and ear gear;
- Emergency auto repair (LWDA policy must ensure that the repair is necessary for the participant to attend training and is the most economical option for the participant's transportation needs);
- Emergency healthcare and medical services (LWDA policy must ensure that these types of payment are only provided when necessary for the participant to participate in training).

Additionally, supportive services are allowable after training in order to obtain employment. These include, but are not limited to:

- Assistance with uniforms or other appropriate work attire and related tools, including eyeglasses and protective eye and ear gear;
- Tools, work clothing, and boots/shoes required for employment;
- Drug testing required by employer;
- Financial counseling; and,
- Auxiliary aids and services necessary for persons with disabilities to obtain and retain employment.
- Adult education providers help support worker mobility by leveraging funds to provide dependent care and transportation support in alignment with OAE's dependent care and transportation policy. Particularly in rural areas, this support ensures students can attend class – enabling many of them to obtain their HSE in a short time period.

Low-Income Individuals

Through the use of the services listed above, the State seeks to provide assistance and opportunities to low-income individuals seeking WIOA services. Consistent with WIOA, priority for adult services must be given to recipients of public assistance or other low-income individuals. The State has updated policy and guidance to ensure these requirements are implemented appropriately in the LWDA's, and monitors adherence through the annual monitoring process. Additionally, in order to provide these individuals are aware of and able to receive services, the State and LWDA's continue to utilize partnerships to identify and attract participants meeting the low-income requirement. For example, LWDA's within the Metro Atlanta area have begun to incorporate organizations that serve individuals experiencing homelessness on the LWDB. The inclusion of these representatives allows the LWDA to understand the challenges faced by the population they are seeking to serve and ensure their delivery service is designed to meet the population's needs.

Individuals with Disabilities

Georgia is focused on ensuring universal access across its workforce system. The State and its local partners maintain compliance with the provisions of WIOA Section 188, which require programmatic and physical accessibility. Through monitoring performance at both the state and local levels, Georgia ensures that all One-Stops are in compliance with Section 188 of WIOA, the ADA, and other applicable regulations. Georgia's workforce system is focused on more than compliance with these laws and regulations though and seeks to truly increase access and availability of services to individuals with disabilities to address their barriers to employment. To ensure programmatic accessibility practices are effectively implemented, the OWD Strategic Populations Team provides robust policy development and program design technical assistance and guidance to designated One-Stop points of contact within the eighteen LWDAs. Specifically, the Strategic Populations Disability Services Lead works with the LWDAs to evaluate their practices, highlight best practices from around the state and country, and facilitate effective implementation of those practices. GVRA's team of rehabilitation professionals also provides accessibility guidance to the LWDAs as requested. GVRA maintains offices statewide, in both metropolitan and rural areas, and is present in the local workforce development areas providing access to services distinctly focused on individuals with disabilities. GVRA has also established an online referral portal.

Veterans

The State of Georgia is home to more than 700,000 veterans, representing the fifth largest veteran population in the nation. The State is expanding the alignment among the Workforce Development System (WIOA partners and other community organizations) in order to increase services for veterans and eligible spouses of veterans. The alignment of veteran services within the WIOA One-Stop system ensures that veterans receive the support they need to successfully transition to civilian employment, pursue meaningful careers, and achieve economic self-sufficiency. Alignment of veteran-focused services was significantly enhanced through the transition of WIOA Title III (Wagner-Peyser Employment Services) and the Jobs for Veterans State Grant (JVSG) program into the Office of Workforce development. Some of the strategies that facilitate the alignment and coordination of services for veterans in the Georgia Workforce Development System are:

- A common Labor Exchange System - WIOA Title I, Title III and the JVSG program are under the same labor exchange system, simplifying the registration process for the various programs and enhancing the system's ability to conduct internal job seeker referrals.
- Cross-training Opportunities – Staff from various programs within the Georgia Workforce system received training on how to co-enroll veterans, veterans priority of service, UniteGA (comprehensive referral platform), among others.
- Combined Guidance – The Office of Workforce Development (OWD) has created guidance to assist staff from various programs (i.e., Wagner Peyser and JVSG) to identify veteran's needs in order to provide basic career services, and individualized career services. Additionally, OWD has created guidance on how to co-enroll veterans with other community programs such as the Homeless Veterans' Reintegration Program (HVRP).

Although systems alignment requires continued improvement, one of the foundational goals for OWD is to continue to integrate services in a seamless way in order to successfully and effectively assist transitioning military service members, veterans and eligible spouses acquire good jobs with sustainable wages.

IV. Coordination, Alignment and Provision of Services to Employers

As the number one state in the nation to do business, OWD is charged with ensuring that Georgia businesses have access to transformative and integrated workforce development solutions that help attract, grow, and retain jobs in Georgia. With the addition of WIOA Title III program, OWD and Georgia's LWDAs now collectively offer a full suite of services that help Georgia businesses engage, train, hire, and retain job seekers.

The unique value proposition that WorkSource Georgia offers to Georgia businesses is access to individuals

who are often left out of the workforce or may not historically have had access to career paths in in-demand industries.

As the economic engine for the southeastern United States, Georgia has more available jobs than available job seekers currently participating in the labor force. Through engaging special populations, providing wraparound services, and mitigating barriers that individuals have, WorkSource Georgia is the state's top resource for expanding the workforce to meet the job needs of today and tomorrow.

WorkSource Georgia's business services teams play an important role in serving Georgia's local communities by making available employment and training services to residents that increase the competitiveness of their workforce and elevate job quality and the degree in which job seekers can participate in the local economy.

WorkSource Georgia Business Services comprises a range of business services teams, including:

WIOA Title I Business Services:

This statewide team is responsible for developing statewide policy guidance on WIOA Title I programs, creating and maintaining all resource guides and toolkits for business services programs, and administering statewide business services-related grants, including NDWGs.

Business Retention & Rapid Response Program:

This team delivers services, including layoff aversion services, to affected workers and businesses that are either at risk of, or currently undergoing, layoffs or closures. Additionally, the rapid response program manages the state's WARN listing and provides information on the WARN Act to partners in the state.

WIOA Title III Business Services:

This team delivers employment services to Georgia businesses that assist with recruiting and hiring job seekers. This includes hosting job fairs and other hiring events, assisting with job orders, assisting with the development of job descriptions and requirements, providing LMI, and providing access to the state Labor Exchange System.

Customized Recruitment:

This team administers the State of Georgia's discretionary incentive to businesses locating to or expanding in the state and creating a significant number of jobs.

WIOA Title I LWDA Business Services:

This group comprises LWDA staff and contractors that are dedicated to meeting business skills needs, and coordinating regional sector partnership activities, including engaging industry, economic development, education, and workforce development partners, and coordinating comprehensive solutions to address ongoing workforce challenges.

Jobs for Veterans State Grant Local Veteran Employment Representatives:

This team provides direct outreach to Georgia businesses to inform of the benefits and value of hiring veterans. They are focused on increasing veterans employed by Georgia businesses and assisting businesses with adapting workplaces to be more suitable to veterans.

Apprentice Georgia (Statewide Apprenticeship Team):

This team serves as the registered apprenticeship promotion and expansion arm of the State of Georgia by assisting Georgia businesses with the development and expansion of registered apprenticeships programs.

OWD will continue to work to provide services that address the workforce development needs of businesses more holistically in alignment with one another. Georgia businesses require a seamless process and experience that transforms their operations and the impact they have on the surrounding communities.

Workplace Literacy and Integrated Education and Training

The Office of Adult Education has several strategies to meet employers' current and projected workforce needs. All programs receiving Title II adult education funding are required to implement at least one Integrated Education and Training Opportunity per quarter. OAE's Instructional Services team reviews IET offerings to ensure they are aligned with workforce needs and that adult education providers have employer partnerships. In addition, adult education programs provide workplace literacy training for employers in their service delivery areas.

Title IV, GVRA

The VR program, Title IV, is committed to connecting qualified clients with employers seeking a diverse and talented workforce.

Employer Support

GVRA and its network of providers work with employers to find solutions to issues that might discourage businesses from hiring individuals with disabilities. The following services are provided to businesses at no cost:

- **Recruitment:** Can connect businesses with Providers who can refer prescreened and qualified candidates based on the business's needs.
- **Job Retention:** Post-hire follow-ups from our contracted providers.
- **On the Job Training (OJT):** Wage reimbursement for job training and job tryout.
- **Education and Training:** Staff training on disability awareness and etiquette, accommodations, and ADA education.
- **Accommodations and Retention Services:** Identifying job accommodations or worksite modifications barriers to support current employees.
- **Consultation:** Technical assistance with disability-related issues.

Partnering with OWD/WorkSource

As an integral part of the WIOA Ecosystem, GVRA, under Title IV, covers the entire state of Georgia. To provide high quality wrap around support to residents and businesses, GVRA partners with OWD/WorkSource Georgia. The partnership helps emphasize the achievement of competitive integrated employment by individuals with disabilities, including individuals with the most significant disabilities. These efforts include offering statewide joint WIOA program training to other agencies and businesses in the community, providing support and resources at events held by OWD/WorkSource, providing employment and training services to residents of Georgia, and leveraging Business Support Resources through local and statewide planning.

V. Partner Engagement with Educational Institutions and other Education and Training Providers

Perkins

Georgia recognizes the critical role of education and workforce development in fostering economic growth and prosperity. At the behest of Governor Brian Kemp, the Governor's Education and Workforce Strategy Team, consisting of representation from TCSG (Office of Workforce Development, Office of Technical Education), GaDOE, USG, the Georgia Student Finance Commission, the Governor's Office of Student Achievement, and the Georgia Student Finance Commission (GSFC), has as its goal the creation of a fully aligned workforce education system. This includes integrating the state's Perkins V and WIOA efforts in a Combined State Plan. This Combined Plan was jointly developed by leaders from the division of Career, Technical, and Agricultural Education (CTAE) at GaDOE and the Office of Technical Education at TCSG, with support from TCSG's Office of Workforce Development (OWD), the administrator of WorkSource Georgia, the state's WIOA-funded employment and training system.

TCSG and the GaDOE are working collaboratively to ensure that Perkins-funded CTE initiatives are aligned to high-demand industries, support access for all of Georgia's students to training leading to quality jobs and meet Georgia's overarching goal of building a skilled workforce to support high-demand jobs. Further, Georgia's CTE initiatives seek to increase enrollment, graduation, and placement in identified high-demand areas, while expanding the participation of non-traditional learners in the workforce pipeline.

The Office of Workforce Development will support this effort by:

- Prioritizing discretionary Youth funds to Local Workforce Development Areas (LWDAs) offering programs in partnership with local CTAE programs.
- Supporting the development of pre-apprenticeship and youth apprenticeship programs in association with CTAE programs. Through its Apprentice Georgia initiative, TCSG operates the state's largest network of Registered Apprenticeship Programs (RAPs). These programs combine classroom instruction with on-the-job training, allowing participants to "earn while they learn" in high-demand fields. Funding through the HOPE Career Grant and other resources makes these opportunities accessible.
- Facilitating inclusive stakeholder engagement, involving employers, educational institutions, community organizations, and other relevant partners. The development of this combined Perkins V/WIOA plan involved consultation with a broad range of stakeholders through a cross-agency working group and three regional stakeholder meetings attended by 389 individuals representing various sectors including secondary and postsecondary education, business and industry, workforce boards, and community groups. Discussions focused on identifying in-demand skills, challenges faced by untapped populations, and strategies to enhance early postsecondary credit opportunities.
- Providing Labor Market Information (LMI) data or other information and resources to assist with the development of performance metrics as needed. Georgia utilizes a High Demand Career List, a data-driven tool mandated by Georgia HB 982 of 2024 and operationalized across the secondary and postsecondary education and workforce ecosystem in HB 192 of 2025, to identify careers that are high-demand, high-wage, and high-skill across the state. This list, updated annually using labor market data and used to create companion statewide and regional High Demand Career Pathway Lists, helps align Perkins V-funded CTE programs with verified employer needs. Both GaDOE CTAE and TCSG also utilize Comprehensive Local Needs Assessments (CLNAs) to identify local workforce development and education needs, ensuring that programs remain relevant to economic demands.

The collaboration between Georgia's Office of Workforce Development (WIOA) and the Georgia Department of Education is integral to ensuring a cohesive and aligned strategy for the effective use of Perkins funding in CTE. This joint effort also includes initiatives like GEORGIA MATCH, a direct admissions program aimed at boosting postsecondary attainment. Furthermore, the Career Clear initiative, co-developed by GaDOE CTAE and TCSG, educates students and parents about the value of CTE and career pathways to postsecondary education and good jobs. This comprehensive approach exemplifies Georgia's commitment to creating a unified education-to-workforce system that guides both students and adults into high-demand careers statewide.

VI. Improving Access to Postsecondary Credentials

Postsecondary credentials, recognized attestations of qualification or competence, are issued by a relevant authority or certifying organization, such as educational institutions or industry bodies. These credentials commonly include diplomas, certificates, and degrees to signify individuals' achievements.

Georgia recognizes the significance of postsecondary credentials and strives to enhance accessibility to programs facilitating their attainment. Under the WIOA initiative, State and local workforce development boards and other DOL programs that utilize WIOA performance indicators to assess their performance have the responsibility to boost credential attainment among jobseekers. Businesses value workers with relevant skills, and postsecondary credentials help identify and upskill qualified individuals. For job seekers, credentials document skills, improving employability with higher earnings, advancement opportunities, and job security. Evidence presented by the Bureau of Labor Statistics emphasizes that postsecondary education increases the ability to secure family-supporting wages, with well-paying jobs often requiring such credentials.

Initiatives across the state that aim to increase access to postsecondary credentials include the following:

- WIOA Title I/II
- Georgia MATCH
- HOPE Career Grant
- High Demand Career Initiative Grant
- Registered Apprenticeships

WIOA Title I/II Services

Georgia's Adult Education programs provide students access to postsecondary credentials through the following activities:

- **Career Services Specialists:** Career Services Specialists support students in learning about and pursuing postsecondary education and credentials.
- **Dual Enrollment:** Adult education students can be dually-enrolled in adult education classes and many post-secondary courses offered at TCSG.,.
- **Credit-Bearing High School Diploma Programs:** The state operates two credit-bearing high school diploma programs (the Dual Achievement Program (DAP) and the Career Plus High School Diploma Program (CPH), Both programs allow eligible individuals to combine previously earned high school credits, completed portions of the GED® or HiSET® exam (CPH only), and technical college credentials to receive a high school diploma. Graduates enter their chosen career field with the education, technical skills, and credentials needed to succeed.
- **Integrated Education & Training (IET):** Through IET, adult education students earn industry-recognized credentials for high demand career fields. Adult education programs offer both non-credit and credit-bearing IETs. Credit bearing IETs are of particular interest to the state, as they allow students to earn stackable postsecondary credentials that lead to technical college certificates, technical college diplomas, and associate degrees. In addition, to further support industry driven strategies, Georgia will expand pre-apprenticeship IET opportunities to allow students to transition directly into Registered Apprenticeships.
- **High School Equivalency (HSE) Options:** Georgia offers the *HiSET*® exam in addition to the GED® test, both of which are available in-person and online.

GEORGIA MATCH

In October 2023, Governor Brian P. Kemp announced the launch of GEORGIA MATCH, a significant state-run direct admissions initiative. The program is the culmination of a collaborative effort across various state agencies and aims to simplify the process of connecting students to higher education opportunities. This initiative intends to involve all students and households across the state, reaching even those who would not typically explore postsecondary education options. At present, no other state in the country has implemented a direct admissions initiative on the same extensive scope and scale.

GEORGIA MATCH works in collaboration with GED and HiSET graduates, public and private accredited high schools throughout the state. Prospective students can utilize GEORGIA MATCH to easily determine the postsecondary institutions where they would be eligible for admission, based on recent calculated HOPE grade point average. Most colleges waive their application fees during the 'Apply to College' Month. Georgia Apply to College is part of the American College Application Campaign, a national initiative aimed at increasing the number of students accessing postsecondary education. The goal of GAC is to provide all Georgia high school seniors, especially first-generation and underrepresented students, with the opportunity to apply to college and receive assistance in navigating the application process.

HOPE Career Grant

Georgia's HOPE Career Grant is a program that provides financial assistance to eligible students pursuing specific high-demand career paths at the certificate and diploma levels. Students must meet certain eligibility

criteria, including Georgia residency requirements and enrollment in an eligible program at a participating institution. The grant covers a significant portion of tuition costs for students enrolled in eligible programs across various industries, including healthcare, information technology, logistics and transportation, and industrial maintenance. The grant aims to assist students in obtaining the necessary skills and training for entering high-demand fields, providing both financial support and increased access to postsecondary credential attainment through tuition assistance.

High Demand Apprenticeship Program (HDAP)

As Georgia's state-funded apprenticeship initiative, HDAP marked a historic investment in registered apprenticeships. It allocated funding to Georgia employers, encouraging the establishment and growth of registered apprenticeship programs statewide. The program is focused on upskilling Georgia's workforce and bolstering skilled talent in the state's high-demand industries. The program provides Georgia businesses with funding of up to \$50,000 to enhance workers' skills through registered apprenticeships, fostering increased skilled talent in Georgia's high-demand industries. Every year, the HDAP initiative has resulted in the establishment of hundreds of apprenticeships, contributing over \$11 million annually to Georgia's economy upon program completions.

Registered Apprenticeships

Georgia continues to work to grow the State's apprenticeship program and has utilized the services of both TCSG and USG to provide the mandated classroom component of apprenticeship training. OWD's Apprenticeship Team actively works to inform employers about the availability and benefits of Registered Apprenticeship Programs (RAPs) to meet their needs. Both TCSG and USG have provided flexibility to apprenticeship employers when creating the classroom component. Apprentices are able to enroll in for-credit diplomas, certificates, and degrees or industry recognized credentials.

The team has accomplished this via a "white glove" approach; they meet regularly with technical colleges, educational entities, and employer partners across the state to provide individual training on Registered Apprenticeship and discuss opportunities to help facilitate the expansion of these offerings across the state.

OWD continues to expand their efforts to further integrate the State's Registered Apprenticeship and WIOA Title I efforts. OWD has conducted numerous trainings with LWDAs and TCSG's apprentice-related staff members at the 22 technical colleges across the state to better inform and educate them on the ways in which Title I funds can be used to support RAPs. Currently, Title I funds are being used in several LWDAs through the use of Individual Training Accounts (ITAs) to cover the RTI costs associated with RAPs. Furthermore, several LWDAs have engaged in business services partnerships to develop On-the-Job Training (OJT) and Incumbent Worker Training (IWT) IWT contracts with employers to support the use of RAPs in their operations. The target of OWD in the near future is enhanced training for LWDAs regarding the combined use of WIOA funds in conjunction with OJT to maximize the potential impact of Title I funds in assisting RAPs.

VII. Coordinating with Economic Development Strategies

According to premier site selection periodical, Area Development Magazine, Georgia ranks as the No. 1 state in the Nation to Do Business, a record that it has held for 12 years and counting.

Georgia continues to outpace the rest of the nation when it comes to job growth and investment. According to the Georgia Department of Economic Development, Georgia has consistently broken jobs and investment records with the majority of these jobs created outside of metro Atlanta. Notable recent economic development projects include the expansion of KIA in West Point, Georgia, the expansion of the Hyundai Metaplant outside of Savannah, Georgia, and the location of Rivian Automotive plant in Social Circle, Georgia.

Georgia's workforce benefits from a diverse business landscape that is made up of multiple industry sectors core to Georgia's economy. From transportation, distribution, and logistics to the advanced manufacturing of automobiles to the growth of Atlanta as a technology hub, job seekers have access to well-paying career paths in growing, in-demand industries. To ensure that job seekers, and specifically individuals with employment barriers, are connected to recently created jobs, OWD will rely on relationships built between economic development organizations on the state level, regional level, and local level.

All WorkSource Georgia business services teams are in active communication with their respective economic development counterparts, and in many cases are a critical piece of the economic development project process. From providing LMI data to site selection consultants to supporting industry-leading training, OWD and LWDA staff and resources continue to be important to the state in maintaining its growth momentum.

- Georgia's Rapid Response team informs each economic development partner both at the state and local EDOs, of business downsizing and closing activity in real time. This helps to avert layoffs or swiftly connect affected workers to newly created jobs.
- Georgia's Business Services Unit supports the workforce recruitment needs of economic development projects, as well as provides information for ongoing expansions and attraction projects.
- Georgia's Customized Recruitment team is also a component of OWD. This team is responsible for providing hands-on recruitment services to significant projects that have located to the state. This team actively uses the WorkSource Georgia Portal, the state's labor exchange system, which ensures that economic development investment reaches job seekers being served through the workforce development system.
- TCSG's Office of Economic Development Program is dedicated to providing customized workforce training needed by Georgia's businesses to stay competitive in today's global economy.
- TCSG's Quick Start, Georgia's internationally acclaimed workforce training program, provides customized training free-of-charge to qualified new, expanding, and existing businesses. In addition, the economic development offices at each technical college work every day to make sure their local companies have the customized, contract training they need to keep their workforce skills up-to-date and cutting edge.

Customized Recruitment

The Customized Recruitment (CR) Program is a specialized program offered by the Georgia's Department of Economic Development to select prospective businesses in Georgia as part of the state's incentive package. This program offers an array of services that include but are not limited to recruitment, résumé screening, coordinating and facilitating hiring events, marketing through social media, and advertising through local workforce partners. The CR program collaborates with partner agencies, including QuickStart, the Technical College System of Georgia, local workforce investment partners, and apprenticeship programs.

The focus and goal of the Customized Recruitment program is to develop specialized recruitment strategies that address the specific needs of an employer by taking into consideration hiring timelines, requirements and qualifications for each job, and establishing a plan of action for the individual employer's needs. These strategies allow for a more streamlined process, reducing the cost to companies participating in the Customize Recruitment program.

Partnerships with economic development are even more important as a means to retain and grow small to medium sized businesses that also compete in Georgia's labor market.

Coordination with Economic Development Agencies

As workforce development is economic development, the State continues to coordinate with the economic development arms of state agencies and statewide economic development organizations, such as the Georgia Department of Economic Development, TCSG Economic Development, the Georgia Chamber of Commerce, and the Georgia Economic Developers Association, among others. The inclusion of these groups in the work of WIOA ensures that strategies are employer-driven and engage business leaders in opportunities to develop best practices. The State will continue to work with businesses and other economic development stakeholders to promote the workforce services available through OWD. WorkSource Georgia's continuous efforts to serve Georgia's business and industry allows the agency to place participants in transformational and sustainable careers. The State's determination to integrate service and delivery to employers ensures a strategic approach to assist collaborative partners in overcoming workforce challenges and plan for the workforce of the future.

Additionally, the State encourages local and regional partnerships with economic development organizations and entities, specifically through WorkSource Georgia Sector Partnerships. As economic development professionals throughout the state work to bring new or expanded employment opportunities to their respective regions and communities, it is critical that frontline business service staff are actively engaged in this process to promote the use of WIOA work-based learning services and inform local strategies to train and upskill current and incoming WIOA participants for the in-demand jobs in their communities.

At the local level, LWDBs include a local economic development representative, either from a city or county economic development department within the region, or as a representative from the local chamber of commerce. Similar to the partnerships at the state level, the inclusion of these individuals in the workforce system ensures that all parties are cross-trained in the opportunities available through the workforce system.

Finally, local adult education providers collaborate with their local Office of Economic Development to provide the workforce training component of Integrated Education & Training (IET) programs. These partnerships enable local providers to offer IET programs that will prepare students for regionally in-demand occupations as identified by the local workforce development board(s) (LWDB) in which they serve students.

B. STATE OPERATING SYSTEMS AND POLICIES

1. STATE OPERATING SYSTEMS SUPPORTING COORDINATED IMPLEMENTATION of STATE STRATEGY

WorkSource Georgia Portal

The WorkSource Georgia Portal (the Portal) is an online system used by OWD and LWDA staff for WIOA participant registration, case management, and reporting. TCSG – OWD began utilizing this same online portal at the beginning of PY23 for the administration and reporting of Title III employment services to job seekers and employers. The Portal can also be used to provide participants with labor market information. System reports enable state staff to make informed decisions when developing policies and procedures. For example, staff can use the system's LMI capabilities to identify emerging industries in a LWDA and then run a report to see if the workforce needs for occupations in that industry are being addressed by current participants in the same LWDA. The system is also able to track participants for non-WIOA grants.

OWD stills works closely with the Georgia Department of Labor (GDOL) as GDOL collects, analyzes, and publishes a wide array of information about the state's labor market. This information provides a snapshot of Georgia's economy, job market, businesses, and its workforce. Data on jobs and workers, including labor force, employment and unemployment, industrial growth, occupational trends, and wage rates, are increasingly important to remain competitive in the global marketplace. This data is available at the State and local workforce area level via the Georgia Labor Market Explorer at: <https://explorer.gdol.ga.gov/vosnet/Default.aspx>.

The website advertises career expos, employer seminars, and other events to the community, and provides access to a variety of labor market information resources, including Georgia Labor Market Explorer, and pertinent information for businesses, including the ability to download posters required of all employers. Also, the newly-designed website includes a responsive design for better viewing on any mobile device, as well as suggested search and translation options on every page. GDOL continues to provide and expand an array of resources, services and information in as many social media formats as possible to reach the most businesses and job-seeking customers. Updated information related to unemployment activities and requisites are published through the Department's presence on Facebook, YouTube, Twitter and RSS Feed. Smart phone applications for real-time labor market information and job matching services continue to be expanded.

All participant information is collected using the WorkSource Georgia Portal. System logic enables participant eligibility to be accurately determined and verified. Case managers are also able to track services provided throughout participation and outcomes are identified at the culmination of participation. With a plethora of canned and ad-hoc reports, local and state staff can note participant characteristics, monitor program progress, and stay on top of performance outcomes.

As Georgia continues through PY23 with the WP program utilizing the WorkSource Georgia Portal, the Title I and III programs will be able to synchronize participant elements, including a common participation and exit process that will ensure more accurate participation periods and subsequent outcome data.

OWD and GDOL have entered into a Memorandum of Understanding to facilitate the sharing of information on several levels, such as:

1. Matching Unemployment Insurance (UI) wage data of participants enrolled in the Portal. OWD provides GDOL with a wage match file, which GDOL returns populated with wage information. OWD then prepares and transmits a quarterly WIOA PIRL file through the USDOL/ETA E-WIPS system to check for possible errors and required edits. OWD corrects any edits as required, submits and certifies the file through the USDOL/ETA WIPS.
2. GDOL provides LWDAs with limited transactional access to the GWS system, for direct inquiry related to limited Unemployment Insurance information, Trade Services activities, and Georgia wage data, etc.

TCSG, OAE

The Office of Adult Education utilizes a statewide adult education data system to collect and track data related to adult education participants and its progress towards meeting state negotiated targets. The data system provides robust reporting options at both the state and local levels, allowing the state office and local programs to analyze data and make course corrections.

GVRA

The Title IV VR Program has implemented its own information and referral system to ensure that individuals with disabilities will be provided vocational rehabilitation information and guidance using appropriate modes of communication, to assist in preparing for, securing, retaining, advancing in, or regaining employment. The VR Program assures the referral of these individuals to other appropriate Federal and State programs if it is unable to serve them. An individual who is interested in vocational rehabilitation services may self-refer or be referred by a partner program by using the online referral portal located on the Agency's website. The referral portal interfaces with the Agency's cloud-based Case Management System, called AWARE. AWARE records, stores, and retains all VR Program client data, and is the official data collection system for Title IV VR Program Performance Reporting. GVRA has data sharing agreements with the Georgia Department of Labor for intrastate UI Wage data and with WorkSource/TCSG for interstate (SWIS) UI Wage data.

2. STATE POLICIES SUPPORTING IMPLEMENTATION of STATE STRATEGIES

One-Stop System Policies & Guidance

OWD outlines one-stop operator policies in its State Policy Manual (PM), WIG LS-19-015, and WorkSource Academy training resources. These resources outline the structure and function of one-stops in the state of Georgia. These resources are hosted on OWD's website (<https://tcsgeu/worksource/resources-for-practitioners/policies-guidance/>) and are available to LWDAs so that local staff are aware of the State's guidelines and expectation regarding one-stop centers.

OWD Policy Manual

Pursuant to Section 3.1 of the TCSG OWD Policy Manual (PM), Georgia's system is a customer-focused system created by WIOA. It is intended to help jobseekers find in-demand jobs and to assist businesses in finding skilled workers. In Section 3.1 PM, it outlines the goals of the one-stop system, the principles of one-stop delivery, and the five titles included in WIOA. The PM also elaborates on the roles of parties in the one-stop system, including one-stop operator, the required and optional one-stop partners, definitions and requirements of comprehensive and affiliate one-stop sites.

In describing the one-stop operators, the PM explains that operators are responsible for general operation

of the One-Stop centers as outlined in 29 U.S.C. and 20 C.F.R. Overall operations of the one-stop center requires entering into MOUs and IFAs with partners, direction of service flow, planning and monitoring center operations, and coordination with other service providers in the area. The one-stop operator is responsible for establishing a strategic operations plan with a specified mission and goals. The operator must ensure that the center is customer-focused and that it provides integrated and seamless service delivery. The operator must ensure it provides core services at the one-stop as specified in U.S.C. § 2864 (d)(2), and that the center and the services are accessible to all customers including individuals with disabilities. The next section of the PM lists the required and optional one-stop partners as described in WIOA.

The PM describes the requirements of Comprehensive One-Stop Centers. It explains that there must be at least one comprehensive center within each LWDA. In this section the PM lists the core services that the comprehensive center must provide, as defined in U.S.C. § 2864 (d)(2). There are additional programs and activities that One-Stop Centers must provide for, and those are listed in this section of the PM. Next the PM describes the qualifications and requirements of Affiliate One-Stop Centers. Included in 3.1 “One Stop System” are the expectations for seamless service delivery and the requirements of the one-stop certification process.

Per 20 CFR 678.500, adult education providers, as core WIOA partners, enter into an MOU with the LWDB(s) in the LWDA they serve students. Each MOU specifies how the adult education program: (a) will provide services through the one-stop, (b) fund a proportionate share of the infrastructure costs, and (c) how the one-stop will refer individuals to the adult education program.

Workforce Implementation Guidance Letters

In addition to the State Policy Manual, OWD has also issued further guidance in the form of Workforce Implementation Guidance (WIG) Letters, which are intended to function similar to Training and Employment Guidance Letters (TEGL) issued by USDOL. Regarding one-stop system guidance, OWD originally issued WIG LS-19-015 in November of 2019, which was revised in November 2021 to reflect the updated criteria approved by the SWDB. This WIG, titled One-Stop Certification Criteria, provides guidance regarding the minimum criteria for the certification of comprehensive and affiliate one-stops throughout Georgia. This WIG provides background on the American Job Center network and lists the categories of WorkSource Georgia’s One-Stop Certification, which are used to evaluate the one-stop for effectiveness: customer flow of services, operational details, WorkSource Georgia branding identifier, customer satisfaction, continuous improvement, and accessibility and equal opportunity certification. This WIG also provides information explaining how the One-Stop system is intended to function, with explanations and/or descriptions of components of the One-Stop system, including MOUs and IFAs, comprehensive sites, affiliate sites, specialized sites, Wagner-Peyser co-location, technical college campus site, mobile units, definitions of “access” and “access points.” Finally, LS-19-015R provides certification instructions and explains the process for LWDBs to complete one-stop certification for each location under consideration as either a comprehensive or affiliate site. The guidance states that sites must be certified by the LWDB in order to utilize their locally-negotiated infrastructure cost agreements. The WIG includes attachments that further detail the following: partner presence; accessibility and equal opportunity certification; comprehensive one-stop certification; and affiliate one-stop certification. OWD also issued guidance about Local Service Delivery Guidelines in WIG LS-19-017 in January of 2020, which was revised in December 2021 to reflect updated criteria approved by the SWDB, which provides clear guidelines to LWDA’s for development of a complete and compliant MOU to govern the local one-stop system.

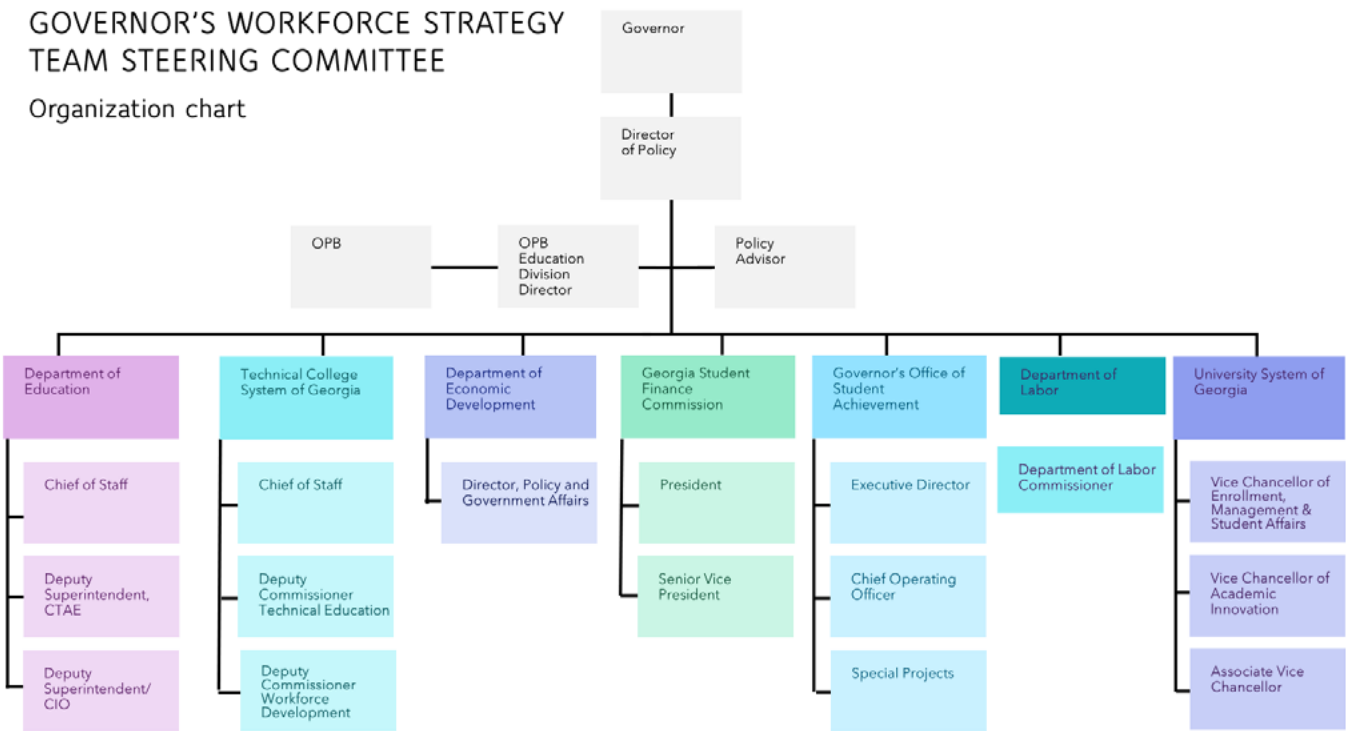
WorkSource Georgia Academy Trainings

The WorkSource Georgia Academy, the training arm of OWD, incorporated training curriculum for all LWDA’s and partner agency staff on the One-Stop System through multiple WorkSource Georgia Academy offerings, both virtual and in-person, which are available on the WorkSource Georgia website. Presentations included: One-Stop System 101; One-Stop Operations Panel: What Partners Wish They Knew, which included representation from all one-stop operators in the state; and One-Stop Certification, which corresponded with

3. STATE PROGRAM and STATE BOARD OVERVIEW

a. STATE AGENCY ORGANIZATION

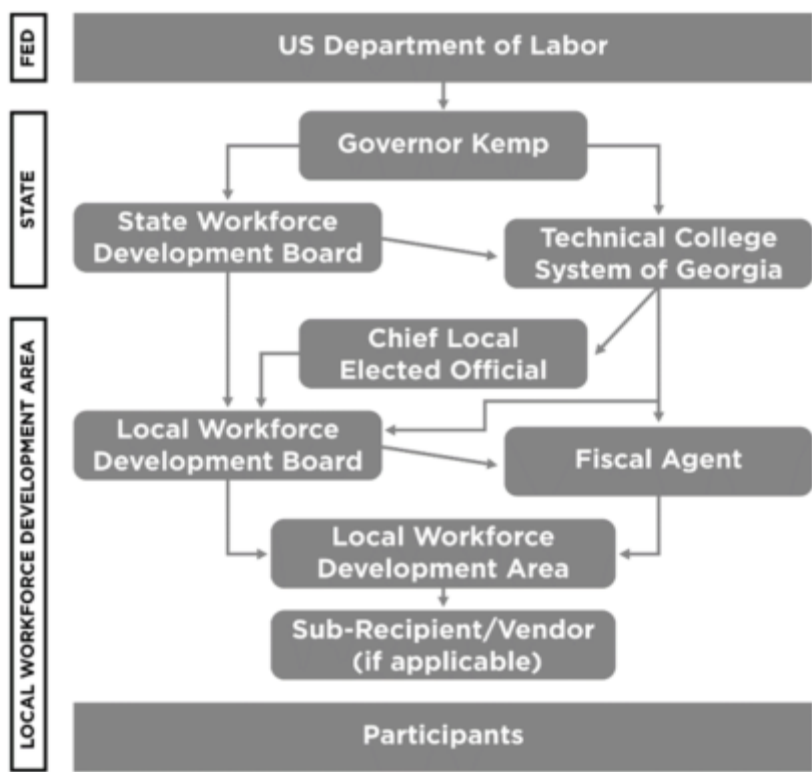
The Governor’s Workforce Strategy Team Steering Committee reflects Georgia’s commitment to breaking down silos between education and workforce systems through cross-agency collaboration. As shown in the organizational chart that follows, Governor Kemp and his Director of Policy work with the Governor’s Office of Planning and Budget (OPB), the OPB’s Education Division Director, and the Governor’s Policy Advisor to coordinate the efforts of state agencies spanning the entire talent pipeline. These agencies are the Georgia Department of Education (GaDOE), the Technical College System of Georgia (TCSG), the University System of Georgia (USG), the Georgia Student Finance Commission (GSFC), the Governor’s Office of Student Achievement (GOSA), the Georgia Department of Economic Development (GDEcD), and the Georgia Department of Labor.



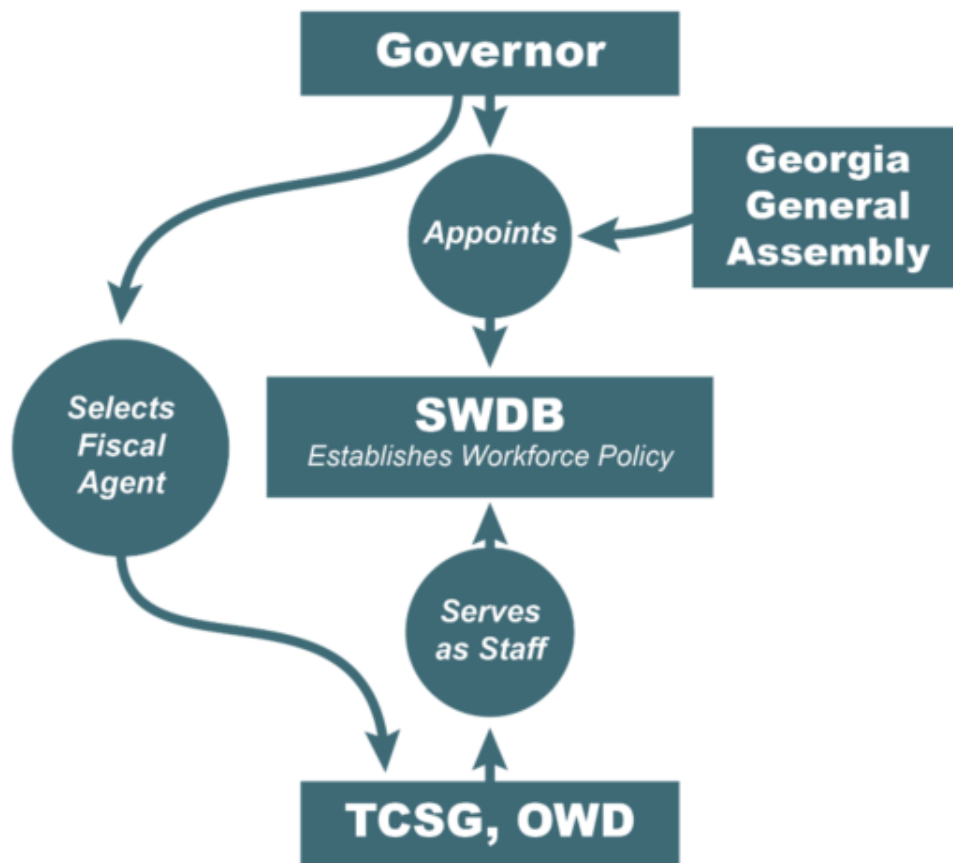
On July 1, 2018, the Governor transferred the fiscal and administrative responsibility of WIOA Title I from the Georgia Department of Economic Development (GDEcD) to the Technical College System of Georgia (TCSG). TCSG’s OWD serves as the WIOA fiscal recipient and also provides support, information, and guidance to both the Governor and SWDB. The graphic below illustrates the flow of funds and authority in the administration of WIOA from USDOL all the way to the participants served in the LWDAs.

Effective July 1, 2022, the Governor appointed the Technical College System of Georgia as the administrator of the State Employment Services Program funded by Title III of WIOA, as codified in Executive Order 07.01.22.03. The overarching objective, in transitioning Title III under TCSG’s purview, was to enhance the efficiency of employment services while preventing any potential duplication of services across agencies. Georgia’s mission is to serve a diverse clientele, including those impacted by layoffs and individuals seeking career services, education, and training, with a collective goal of providing support for the unemployed or

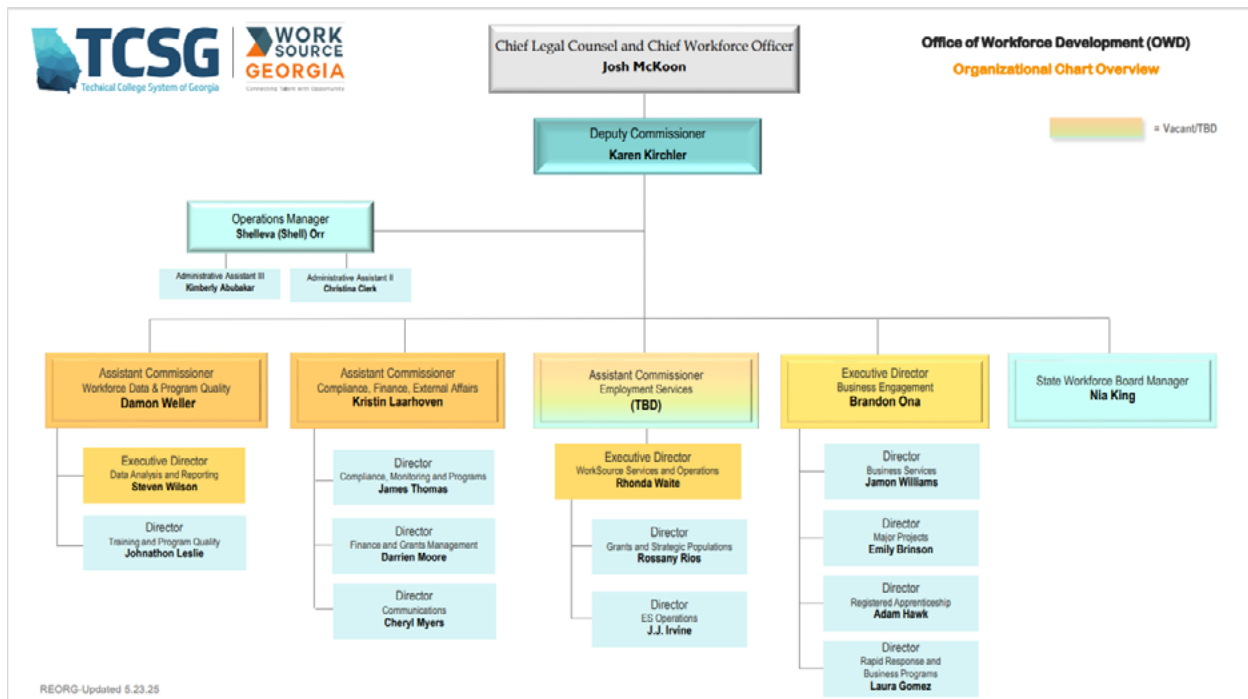
underemployed and enhancing the nation’s labor market by connecting skilled workers with employers in need.



OWD serves as staff to SWDB by providing support and detailed research that enables SWDB to make informed policy decisions. The graphic below illustrates the state’s governance system as it relates to WIOA, which mirrors the structure of the State’s LWDAs. Local Elected Officials (LEO) in those LWDAs come together to elect a CLEO, in accordance with their LEO bylaws. The CLEOs are responsible for choosing the fiscal agent, which can be a city government, county government, or regional commission, in accordance with state policy. The CLEOs are also responsible for appointing the LWDB, in accordance with WIOA and OWD regulations.



The current organizational structure for the Office of Workforce Development, inclusive of Titles I and III, is as follows:



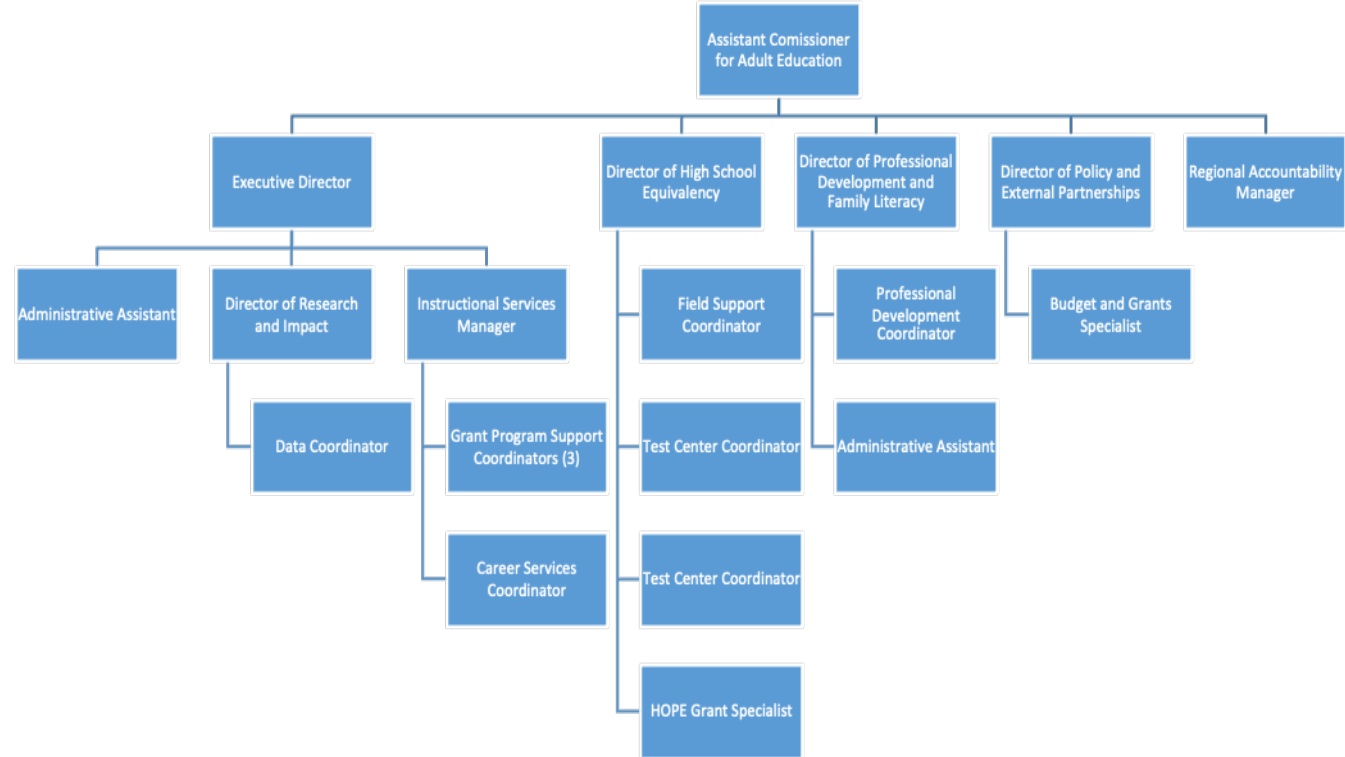
TCSG, OAE

Established under O.C.G.A § 20-4-15(c), the Technical College System of Georgia (TCSG) Office of Adult Education provides a range of adult education services to eligible individuals throughout the state. As the pass-through entity for WIOA Title II Funds, OAE grants federal and state matching funds to eligible providers to establish and operate adult education programs. Programs offer a variety of services, including adult education and English as a Second Language (ESL) classes, family literacy programs, and

workforce preparation initiatives, including support for students in transitioning to career and postsecondary opportunities.



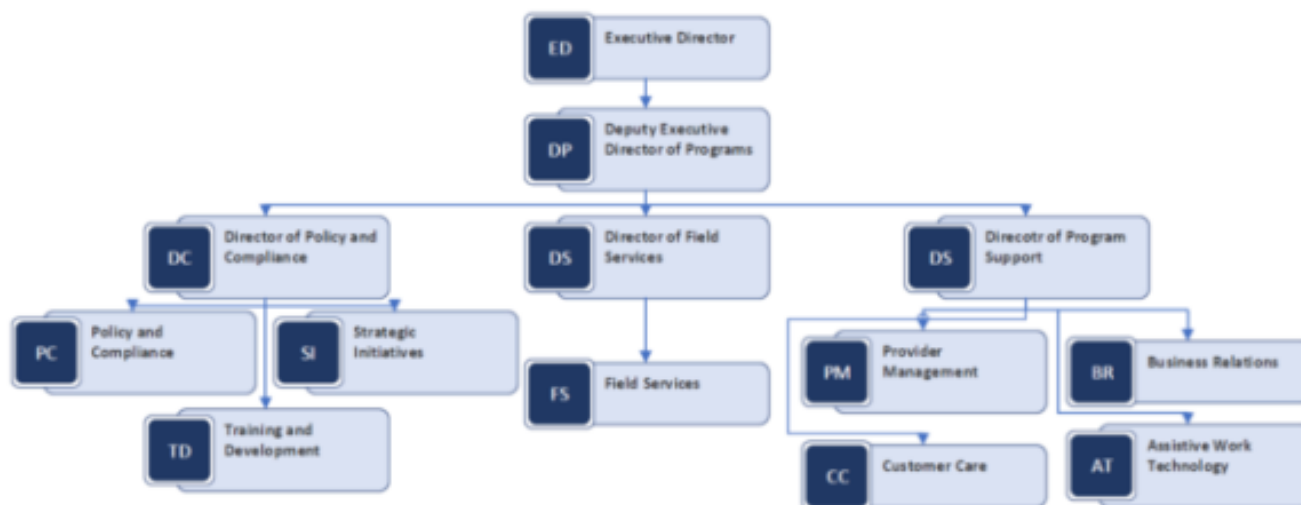
To ensure high-quality service delivery across the state, The Assistant Commissioner of Adult Education and the Executive Director of Adult Education lead the following teams: Accountability, Instructional Services, Professional Development, and Research & Impact as indicated in the chart below.



GVRA

The Georgia Vocational Rehabilitation Agency (GVRA) provides a comprehensive array of services to support individuals with disabilities in Georgia. Key services include vocational rehabilitation counseling, job placement and training programs, assistance with accessing and utilizing assistive technology, transition services for students, supported employment for those with significant disabilities, rehabilitation technology services such as assessments and training, independent living services, and disability benefits counseling.

The current organizational structure is as follows:



b. STATE BOARD

The membership of the State Workforce Development Board is as follows:

Current State Workforce Development Board Membership Roster		
Name	Entity	WIOA Requirement
Brian Kemp	Governor, State of Georgia	Governor
Amy Jordon	Chief Nursing Officer, AdventHealth Redmond	Business Representative
Bárbara Rivera Holmes	Commissioner, GDOL	GDOL
Steve Bradshaw	Business Representative	Business Representative
Bill Hightower	Funeral Director, Hightower Funeral Home	Business Representative
Cayanna Good	Asst. Commissioner Adult Ed., TCSG	Adult Education
Chris Tobiasson	President/Training Director, Ironworkers Local 387	Workforce Representative
Chris Wells	Executive Director, GVRA	Vocational Rehabilitation
Dell Keith	Executive Director, Wayne County IDA	Business Representative
Emily Davidson	Director, Employment Strategy and Innovation – Government Business Division, Elevance Health	Business Representative
Frank Ginn	Senator	State Legislature (Senate)
Frank “Chunk” Newman	Projector Executive, Batson-Cook Company	Business Representative
Greg Dozier	Commissioner, TCSG	WIOA
Heath Clark	Financial Services Professional, Griggers Wealth Management	Business Representative
James Wilburn	Director, Military Academic Programs (Georgia Tech)/VET ²	CBO
Jay Cunningham	CEO, Superior Plumbing	Business Representative
Kellie Brownlow	VP Development & Community Relations, First Step Staffing	Business Representative

Current State Workforce Development Board Membership Roster		
Name	Entity	WIOA Requirement
Ken Warnock	CEO, Swainsboro-Emanuel County Chamber of Commerce and Development Authority	Business Representative
Lindsay Hill	SVP of HR, Southern Company	Business Representative
Lisa Winton	CEO, Winton Machine Company	Business Representative
Logan Leslie	CEO, Northern Rock Inc.	Business Representative
Margaret Conrad	Dental Hygienist, Rabun County Health Dept.	Business Representative
Merry Fort	Executive Clinical Advisor, Health Advocates Network	Business Representative
Michael Long	President, Partners Risk Services	Youth Representative
Patricia Ross	Commissioner, Veteran Services	Veterans Services
Randy Beall	Manager/Treasurer, North Georgia Building Trades	Workforce Representative
Roy "Trey" Taylor	CEO, Taylor Insurance Services	Business Representative
Sam Dasher	Superintendent, Jefferson County Schools	Youth Representative
Sam McCachern	CEO/President, Thomas & Hutton	Business Representative
Stuart Countess	CEO/President, Kia Georgia, Inc.	Business Representative
Susan Andrews	Vice Chairman, Harris County Board of Commissioners	Local Government
Theresa Fisher	Training Specialist, Carrollton School System	Youth Representative
<i>Pending</i>	Business Representative	Business Representative
<i>Pending</i>	Business Representative	Business Representative
<i>Pending</i>	Representative	State Legislature (House)
<i>Pending</i>	Elected Official	Elected Official

As described in Section IIIA, State Board Functions, the SWDB plays a key role in ensuring the state's workforce development system is able to meet the needs of jobseekers and employers, as established under WIOA. To accomplish the statutory responsibilities assigned to the SWDB, this body consists of four subject matter committees and an Executive Committee to vet action items that come before the full board. These committees are responsible for the following:

- Adult & Dislocated Worker Committee: This committee is charged with the development of policies and programs that benefit the state's Adult and Dislocated Worker population.
- Youth Committee: This committee is charged with the development of policies and programs that benefit the State's Youth population.
- Finance & Performance Accountability Committee: This committee reviews information pertaining to the receipt of WIOA Title I funding and the distribution of the funds to local workforce providers throughout the state. The committee is charged with utilizing performance data and other available information to help drive the decisions of the SWDB, monitoring the State Eligible Training Providers, as well as reviewing the progress and results of the annual LWDA monitoring.
- Apprenticeship Committee: This newly established committee is the result of the continued growth of apprenticeship activities in Georgia. The committee is charged with dual roles of (1) serving in an advisory role for the state's apprenticeship promotion and expansion efforts through Apprentice Georgia; and (2) the oversight of policies and guidance on the administration of WIOA-funded services for Registered Apprenticeship Programs (RAPs). This committee will recommend WIOA-

related apprenticeship policies, review anticipated and published guidance, and advice on strategic investment of public funds towards apprenticeships. This committee is comprised of apprenticeship and business leaders, along with representation of a worker's voice.

- Executive Committee: This committee takes up the actions of the subject matter committees and votes to add the actions to the full SWDB meeting. When necessary, this committee can act on behalf of the SWDB.
- SWDB High Demand Career Lists Committee: The purpose of the High Demand Career Lists (HDCL) committee is to ensure the full State Workforce Development Board (SWDB) receives vetted recommendations from a core member group with a deep understanding of the lists and the process. The Committee will also review appeals from organizations seeking to have occupations added to or removed from the list. Dedicated state staff will provide deep data insights and guide the process. The annual review involves evaluating hundreds of occupations using complex data criteria, which is completed by OWD and GOSA staff.

If actions items or information before the SWDB crosses over these committees' areas of expertise, the information will be presented broadly to all applicable committees. Additionally, OWD staff coordinate the meetings on behalf of the Committee Chairperson and ensure that programmatic highlights are provided to all SWDB members to help connect them to the work being done across the state. With the inclusion of LWDA Directors and OWD staff on these committees as non-voting participants, the SWDB is able to gather valuable insights from both the state and local perspectives.

Once an action item is vetted by the appropriate subject matter committee(s), it is placed on the agenda of the SWDB Executive Committee. This committee's membership is made up of the chairperson, vice-chairperson, and the committee chairs. The chairperson may also appoint any other SWDB member to the Executive Committee, if deemed necessary. The Executive Committee takes up the actions of the subject matter committees and votes to add the action items to the SWDB full board meeting. When necessary, the Executive Committee can act on behalf of the full SWDB. However, in most circumstances, a motion will go before a subject matter committee, the Executive Committee, and the full body before adoption.

4. ASSESSMENT of CORE and ONE-STOP PROGRAM PARTNER PROGRAMS

a. ASSESSMENT of CORE and ONE-STOP PARTNER PROGRAMS

TCSG, OWD

In addition to the assessments of the workforce system described in Section II(b)(4), LWDAs, as well as regional planning areas, were assessed utilizing factors identified and described in their local and regional plans, as well as assessments utilizing core performance indicators and data validation. The assessments were included as a portion of the One-Stop Certification process and will continue to be employed on a yearly basis.

The factors to be assessed included, without limitation, the following:

- Whether or not the LWDA successfully executed an MOU with all core partner programs and are the programs aligned in providing seamless services to customers?
- Whether or not the LWDA engaged employers in workforce development programs, including small employers and employers in high demand industry sectors and occupations?
- Whether or not business and organized labor representatives on the LWDB contributed to the development of business needs strategies and partnerships?
- Whether or not the LWDA strengthened/coordinated workforce development programs and economic development?
- Whether or not the LWDA facilitated access to services provided through the one-stop delivery

system, including in remote areas, through the use of technology and through other means?

- Whether or not the LWDA, working with core partners, expanded access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment?
- Whether or not the LWDA, working with core partners, facilitated the development of career pathways and co-enrollment, as appropriate, in core programs?
- Whether or not the LWDA procured or provided successful models for youth workforce development activities, including activities for youth with disabilities?
- Whether or not the LWDA implemented initiatives, such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, utilization of effective business intermediaries and other business services and strategies designed to meet the needs of employers in the corresponding region in support of the business service strategy?
- TCSG - OWD utilizes the USDOL-ETA negotiated performance goals (See Section II(b)(3)) for its basis of assessment and has not developed any additional state-level performance measures. WP assessments will evaluate programmatic activities based on WIOA's federally negotiated Title III performance goals. Monitoring will appraise Entered Employment Rates, Retention, and Median Earnings of participants served in the workforce system. In addition, program evaluations will measure the effectiveness of:
 - Programmatic service delivery
 - Priority of Service delivered to customers with barriers to employment
 - Services to customers with disabilities and language barriers
 - Case Management effectiveness
 - Customer referrals to local workforce areas for training
 - Customer satisfaction (Employer & Participant)
 - Quality of referrals to employers
 - Accessibility plans
 - Services provided to customers through the electronic labor exchange systems
 - Resource sharing partnerships/agreements
 - Overall evaluation of services delivered in the Career Center and One-Stops

Monitoring and technical assistance are integral of OWD's oversight responsibilities required by law. Monitoring is an essential part of program and financial management to ensure compliance with applicable laws, regulations, integrated workforce plans, provider agreements, policies, and procedures. Monitoring identifies areas of strength and weakness in operations with the intent of improving program performance. Technical assistance improves program operation and management capabilities. OWD conducts program, data, and fiscal monitoring of LWDA's annually. Monitoring is conducted to review the previous program year(s). Monitoring reviews may consist of interviews with appropriate staff and reviews of policies, procedures, accounting reports, source documents, and other records as considered necessary.

The Title III Monitoring Process is a multi-step process that aims to assess and enhance the quality of Wagner Peyser Employment Services in the 34 career centers across the state of Georgia. This includes assistance with employment services registration in the labor exchange system (formerly employgeorgia.com and now the WorkSource Georgia Portal), job search activities, training referrals, services to eligible veterans and spouses, services and outreach to Migrant and Seasonal Farm Workers, re-employment services, workshops, referrals to training services, and assistance with removal of barriers to employment. For employers, services include registration assistance in the labor exchange system, as well as assistance

with posting job openings. Employers are also provided recruitment services and referrals of qualified applicants. The Compliance and Monitoring Unit utilizes desk and annual on-site reviews to ensure that the delivery of services in each Career Center follows WIOA and Administrative Requirements. Monitoring is used to ensure all offices comply with the non-discrimination requirements of WIOA Sec. 188 and 29 CFR 38.5.

TCSG, OAE

The Office of Adult Education (OAE) uses a statewide data system to generate federally-required reports for the National Reporting System (NRS) for Adult Education, as well as additional reports at the local and state levels for program monitoring and improvement. Reports provide information on the state performance accountability measures described in section 116(b) of WIOA. OAE uses these reports, combined with the methods detailed below, to assess each program's quality, effectiveness, and improvement.

Grant Program Support Coordinators: OAE has a team of three Grant Program Support Coordinators (GPSC) that provide technical assistance and support to local programs. Specifically, GPSCs regularly monitor program data to assess each program's progress toward meeting established statewide and program-specific performance benchmarks. GPSCs then provide tailored support, technical assistance, and training to programs to ensure continuous program improvement.

Risk Assessment & Monitoring: Per 2 CFR § 200.332, OAE conducts an annual risk assessment on its providers. This risk assessment evaluates each provider's risk of noncompliance with both fiscal and programmatic federal and state statutes, regulations, and the grant award terms and conditions. OAE uses risk assessment results to determine which programs to monitor as well as the type of monitoring visit the program will receive. Programs can receive a virtual or in-person monitoring visit in following areas: (a) fiscal, (b) instruction, programming & performance, and (c) data, assessment and intake.

Target Negotiation and Strategic Improvement Plans: OAE negotiates enrollment and performance targets with all providers annually. The purpose of the target negotiation process is to allow providers to negotiate reasonable, but ambitious, targets while still ensuring OAE fulfills its roles and responsibilities as a pass-through entity of WIOA funds. Programs that are not on track to meet their targets during the year will receive additional technical assistance, reporting requirements, or monitoring visits. Programs that do not meet their targets at the end of one year may be placed on a Strategic Improvement Plan.

Mid-Year and End of Year Program Snapshots: Each year, adult education programs negotiate performance targets with OAE for a variety of benchmarks, including several of the measures in Section 116(b) of WIOA. In addition to regularly reviewing each program's progress towards their targets, OAE uses Georgia Adult Learners Information System (GALIS) the statewide student information system data to produce mid-year and end-of-year program snapshots that capture program's progress towards their targets. The target negotiation process and mid-and-end-of-year performance snapshots hold programs accountable to measurable results. OAE staff, including the Instructional Services and Accountability teams, work with local providers to interpret program snapshots and use the data to surface best practices and inform program improvement.

GVRA

GVRA negotiates performance goals with the Rehabilitation Services Administration (RSA). Goals are established statewide with local accountability. Once these goals are finalized, GVRA monitors the data and develops plans of action to improve or enhance performance.

On an individual level, GVRA plans to provide personalized metrics to staff on a regular basis so that performance data is consistently available. Supervisors will monitor the performance and take action as necessary to ensure services to individuals with disabilities are provided timely and appropriately. Quality Assurance Specialists are being hired to enhance the case review process which addresses accuracy and compliance to improve service delivery and increase successful employment outcomes. In addition, to aid in performance, GVRA's training unit has been revitalized to ensure quality and consistent training is provided to all staff.

GVRA Program Reviews are conducted regularly to ensure contracted Providers are delivering quality services in compliance with standards, policy, and guidelines as outlined in the Provider Guidelines Manual.

During the Program Review, staff will conduct interviews, review billing and authorizations of services, etc. Program Reviews are arranged by GVRA staff and can be conducted without notifying Providers in advance. In the event a corrective action is required, the Report will address the findings and prescribed action. An unscheduled follow-up visit may be arranged by VR staff to ensure the noted concerns are addressed.

Assessment and Evaluation of Programs and One-Stop Program Partners

The assessment of one-stop partner programs is key to ensuring their compliance and alignment with federal, state, and local regulations and guidelines. While each State agency evaluates its subrecipients of WIOA funds for unique criteria further detailed in Section II(b)(4) and according to the core performance indicators, each partner approaches these monitoring activities with the Governor's strategic vision and goals for the WIOA program as a whole. The State of Georgia makes use of many activities to assess the successful provision of workforce services; and the activities discussed below all play a role in ensuring that the state is able to make continuous and quality improvements in adhering to federal and state regulations, providing quality services to the workforce system customer, and meeting federal and state outcome expectations. In addition to the activities detailed below, representatives from the core partner agencies (at the State level) meet monthly to discuss and evaluate current projects and progress in alignment with the vision and goals outlined in this State Plan.

The State ensures the overall effectiveness of the workforce development system through yearly onsite monitoring of each Local Workforce Development Area to promote continuous system improvement. As federal, state, and local guidance is released constantly, onsite monitoring ensures that LWDAs maintain up-to-date, compliant service delivery structures and practices. Onsite monitoring consists of policy and system reviews, which determine an LWDA's compliance with applicable laws, regulations, and policies. Additionally, onsite monitoring evaluates the local MOU(s) to ensure smooth and compliant implementation of the agreement amongst all one-stop partners in the LWDA. For example, local MOUs are evaluated for appropriate negotiation processes, required provisions (program service delivery, EO provisions, duration and review, partner roles and responsibilities, etc.), and necessary signatures. After that initial review, MOUs are evaluated annually to ensure effective implementation and that all partners are adhering to the agreed upon terms. To further assess job centers across the State and implementation of the required partner programs, the State has developed several tools to ensure compliance with the guidance issued for WIOA implementation and to identify potential deficiencies in the system. These tools evaluate the workforce activities both at a structural level to ensure effective systems and policies are in place, as well as at the individual level to ensure programs and services are being appropriately delivered. State staff utilize these tools, among others, to review One-Stop Certification and Re-certification, One-Stop Operator Procurement, One-Stop Memorandums of Understanding, and Infrastructure Cost Sharing Agreements. These tools allow State staff to evaluate adherence to service delivery requirements, accessibility, and appropriate partner presence, in addition to system capacity and implementation and effectiveness of partnerships.

The SWDB receives frequent updates regarding the monitoring process throughout the year and is annually presented a final monitoring summary detailing the results of these evaluations. The report highlights areas where further guidance or assistance may be necessary. Many policies, guidance letters, and technical assistance efforts result from the issues and best practices identified during this annual review and directly contribute to Georgia's consistent, continuous improvement of its workforce system.

TCSG, OAE

Each year, adult education programs negotiate performance targets with OAE for a variety of benchmarks, including several of the measures in Section 116(b) of WIOA. In addition to regularly reviewing each program's progress towards their targets, OAE uses Georgia Adult Learners Information System (GALIS) data and reports to produce mid-year and end-of-year program snapshots that capture program's progress towards their targets. OAE staff, including the Instructional Services and Accountability teams, work with local providers to interpret program snapshots and use the data to surface best practices and inform program improvement.

b. PREVIOUS ASSESSMENT RESULTS

As evidenced by the figures in the tables below, the State is consistently meeting the negotiated performance outcomes for nearly all of the measures. This is a result of active technical assistance, continuous training on the use of the WorkSource Georgia Portal, and year-round monitoring of LWDA performance.

OWD utilizes the WorkSource Georgia Portal to store participant information and to enroll WIOA participants. The system collects information which can be utilized by LWDA case managers and management to provide systems reports on LWDA performance. LWDAs can produce reports on hard-to-serve populations, as well as pre-determined performance measure achievement. This self-assessment by LWDAs is encouraged and the Portal is used extensively by OWD for performance monitoring. The Data and Information Team monitors performance year-round, and LWDAs are given an opportunity to renegotiate their performance levels if they are under-performing based on special and/or unforeseen circumstances. OWD staff also take a proactive stance and make every effort to intervene early, if quarterly performance data suggests that an LWDA is struggling with a measure. This type of support ensures that program design changes can be made in time to rectify issues and ensure final performance measure expectations are met. As many States have experienced, Youth can be a difficult population to serve. The State will continue additional technical assistance and evaluations of Youth program design, in particular evaluating and improving Youth services, to ensure that all performance measures are met or exceeded.

TCSG, OWD

Federal Performance Measures will be applied to all LWDAs and they must meet all the federal performance measure level applicable to the program(s) – Adult, Dislocated Worker, or Youth – for which they receive funding. LWDAs that fail to meet applicable performance standards will be subject to sanctions.

PY23 Performance Measures			
PY23		Actual	Negotiated Rate
Q2 Entered Employment Rate	Adults	82.8%	80.0%
	Dislocated Workers	83.9%	81.0%
	Wagner-Peyser	66.4%	66.4%
Q4 Entered Employment Rate	Adults	5	8.0%
	Dislocated Workers	83.7%	79.0%
	Wagner-Peyser	66.6%	67.1%
Q2 Median Earnings	Adults	\$8,995	\$7,121
	Dislocated Workers	\$10,826	\$9,558
	Wagner-Peyser	\$7,609	\$5,611
Credential Attainment Rate	Adults	3.2	73.0%
	Dislocated Workers	71.8%	75.0%
Measurable Skill Gains	Adults	66.8%	50.0%
	Dislocated Workers	64.4%	50.0%
Q2 Entered Employment/Education/Training Rate	Youth	80.4%	72.0%
Q4 Entered Employment/Education/Training Rate	Youth	76.2%	75.0%
Q2 Median Earnings	Youth	\$4,306	\$3,000
Credential Attainment Rate	Youth	68.0%	67.8%
Measurable Skill Gains	Youth	55.0%	50.0%

PY24 Performance Measures			
PY24		Actual	Negotiated Rate
Q2 Entered Employment Rate	Adults	83.3%	81.0%
	Dislocated Workers	81.0%	82.0%
	Wagner-Peyser	70.3%	66.4%
Q4 Entered Employment Rate	Adults	80.3%	79.0%
	Dislocated Workers	81.1%	80.0%
	Wagner-Peyser	69.6%	67.1%
Q2 Median Earnings	Adults	\$8,997	\$7,121
	Dislocated Workers	\$11,670	\$9,558
	Wagner-Peyser	\$8,153	\$5,611
Credential Attainment Rate	Adults	72.2%	75.6%

PY24 Performance Measures			
PY24		Actual	Negotiated Rate
Measurable Skill Gains	Dislocated Workers	71.8%	76.0%
	Adults	72.3%	50.0%
	Dislocated Workers	63.5%	50.0%
Q2 Entered Employment/Education/Training Rate	Youth	76.7%	73.0%
Q4 Entered Employment/Education/Training Rate	Youth	77.6%	75.0%
Q2 Median Earnings	Youth	\$4,666	\$3,100
Credential Attainment Rate	Youth	64.3%	67.8%
Measurable Skill Gains	Youth	59.1%	50.0%

TCSG, OAE

Each year, adult education programs negotiate performance targets with OAE for a variety of benchmarks, including several of the measures in Section 116(b) of WIOA. In addition to regularly reviewing each program's progress towards their targets, OAE uses Georgia Adult Learners Information System (GALIS) data and reports to produce mid-year and end-of-year program snapshots that capture program's progress towards their targets. The target negotiation process and mid-and-end-of-year performance snapshots hold programs accountable to measurable results. OAE staff, including the Instructional Services and Accountability teams, work with local providers to interpret program snapshots and use the data to surface best practices and inform program improvement.

Indicator	PY21 Actual	PY21 Negotiated	PY22 Actual	PY22 Negotiated
Q2 Employment	46.62%	41.1%	46.31%	41.5%
Q4 Employment	44.21%	40.8%	47.14%	42.5%
Measurable Skill Gains	46.01%	53.8%	45.95%	47.00%
Credential Attainment	58.57%	43.5%	62.61%	60.00%
Median Earnings	\$4690.48	\$3,765.00	\$4,983.58	\$4,530.00

Indicator	PY23 Actual	PY23 Negotiated	PY24 Actual	PY24 Negotiated
Q2 Employment	43.39%	41.6%	36.8%	47.0%
Q4 Employment	44.34%	42.6%	41.6%	48.0%
Measurable Skill Gains	48.28%	48.0%	48.8%	48.1%
Credential Attainment	63.63%	61.0%	57.7%	63.0%
Median Earnings	\$5535.27	\$4,630.00	\$6,155.74	\$5,050

GVRA

GVRA is assessed by the Rehabilitation Services Administration (RSA). Pursuant to Section 107(a)(1) of the Rehabilitation Act, RSA conducts an annual review of the Georgia Vocational Rehabilitation Agency (GVRA) to determine whether the State is substantially complying with the requirements of its Unified or Combined State Plan, including requirements governing the provision of pre-ETS to students with disabilities. Section 107(a)(1) of the Rehabilitation Act requires RSA to conduct annual reviews and periodic onsite monitoring of the VR agencies to determine whether they are in substantial compliance with their approved State plan, including the VR services portion of that Plan. In conducting the annual reviews, RSA must consider, at a minimum, budget, and financial management data (Section 107(a)(2)(I) of the Rehabilitation Act). Pursuant to Section 107(a)(4)(B) of the Rehabilitation Act, RSA must examine the provision of services, including pre-ETS. As data for the new common performance measures is submitted, GVRA leadership developed key performance indicators to capture productivity goals (number of applicants, eligibility determinations, and individual plans for employment completed annually), timeliness of effort (eligibility determination, work plans developed, and securing employment after service completion), quantity and quality of employment outcomes, the percentage of potentially eligible students that become participants or otherwise transition

successfully, and examining re-service and attrition rates. GVRA continues to evaluate its strengths, weaknesses and needed process changes.

Program Year	Served	Exited	MSG	MSG Neg'd Level	Q2 Empl. Rate	Median Earnings	Q4 Empl. Rate	Credential Attainment
PY19	21,887	7,447	34.1%	-	46.0%	\$3,284.00	44.3%	
PY20	16,495	5,037	30.3%	25.8%	45.4%	\$3,489.00	40.7%	23.2%
PY21	13,424	5,663	39.9%	25.8%	42.2%	\$3,677.00	42.4%	30.9%
PY22	10,582	4,525	46.3%	32.0%	44.9%	\$4,159.00	43.5%	41.0%
PY 23	12,008	1,857	47.4%	35.0%	43.5%	\$4,039.00	42.0%	39.8%
PY 24	16,376	1,521	63.5%	47.3%	67.0%	\$3,891.00	46.3%	42.9%

c. EVALUATION

The workforce system will continuously assess its core programs and evaluate them on their effectiveness and efficiency; some examples of these assessments include but are not limited to: constant monitoring of local and state performance measures, the State Workforce Development Board's Finance & Performance Committee meetings, and annual programmatic, compliance, and financial monitoring. In addition to compliance evaluations conducted through the annual monitoring process, OWD evaluates the efficiency and effectiveness of programs through desk reviews, technical assistance trainings, and monthly calls with LWDA leadership and staff. OWD seeks to continuously improve the one-stop delivery system by providing assistance to LWDBs, one-stop operators, one-stop partners, and providers with frequent WorkSource Georgia Academy trainings. These efforts assist OWD in monitoring the quality of programs and partner relationships, in addition to compliance with local, state, and federal policies and regulations, by ensuring information is disseminated throughout the system and additional guidance is given, as necessary. OWD identifies and disseminates information on best practices relating to business outreach, partnerships, and service delivery strategies to enable LWDBs to meet and exceed negotiated local levels of performance, sustain fiscal integrity, and achieve other measures of effectiveness (i.e., customer satisfaction, confidence from community partners, etc.). Many of the topics covered in these trainings and evaluated through desks reviews are identified by the monitoring process or are requested by local staff.

OAE also evaluates its mid-year and end-of-year progress towards meeting WIOA performance indicators, the State's workforce development system vision and goals, TCSG's strategic plan measurable objectives, and internal strategic planning goals set by OAE staff. OAE analyzes both quantitative and qualitative data to evaluate overall performance. OAE also works with the TCSG Research division and has partnered with the Adult Literacy Research Center housed at Georgia State University to research adult learner outcomes in Georgia.

5. DISTRIBUTION of FUNDS FOR CORE PROGRAMS

a. FOR TITLE I PROGRAMS

I. Youth Activities in Accordance with WIOA Section 128(b)(2) or (b)(3)

Youth Funds

The standard allocation formula gives equal weight to the following three formula factors:

- 33.3% - Relative number of unemployed individuals in areas of substantial unemployment in each LWDA, compared to the total number of unemployed individuals in all areas of substantial unemployment in the State;

- 33.3% - Relative excess number of unemployed individuals in each LWDA, compared to the total excess number of unemployed individuals in the State; and
- 33.3% - Relative number of disadvantaged youth in each LWDA, compared to the total number of disadvantaged youth in the State.

Note: Georgia has no LWDAs with rural concentrated employment program grants.

Note: If LWDA composition remains the same, the LWDA is guaranteed to receive an allotment percentage that is not less than 90% of the average allocation percentage for the prior two years.

II. Adult and Training Activities in Accordance with WIOA Section 133(b)(2) or (b)(3)

Adult Funds

The standard allocation formula gives equal weight to the following three formula factors:

- 33.3% - Relative number of unemployed individuals in areas of substantial unemployment in each LWDA, compared to the total number of unemployed individuals in areas of substantial unemployment in the State;
- 33.3% - Relative excess number of unemployed individuals in each LWDA, compared to the total excess number of unemployed individuals in the State; and
- 33.3% - Relative number of disadvantaged adults in each LWDA, compared to the total number of disadvantaged adults in the State.

Note: If LWDA composition remains the same, the LWDA is guaranteed to receive an allotment percentage that is not less than 90% of the average allocation percentage for the prior two years.

III. Dislocated Worker Employment and Training Activities in Accordance with WIOA Section 133 (b)(2) and Based on Data and Weights Assigned

Dislocated Worker Funds

Funds are allocated according to the six federally mandated factors, and three additional state-developed factors. The factors and their weights are as follows:

- 40% - Number of individuals who received unemployment insurance with earnings, for the most recent 24-month period;
- 5% - Number of unemployed individuals in excess of 6.5% of the civilian labor force for the most recent 24 months;
- 10% - Number of individuals who received unemployment insurance who were from firms that were part of the Mass Layoff Statistics data for the latest two years;
- 10% - Number of individuals employed in industries that have experienced a decline in employment of 5% or greater over the last two years;
- 2.5% - Number of individuals employed as farmers or ranchers according to the most recently available census data;
- 2.5% - Number of individuals who collected unemployment for 15 weeks or more for the last 18-month period;
- 10% - Number of individuals employed in manufacturing for the last 18-month period;
- 10% - Number of individuals employed in retail and wholesale trade for the last 18-month period; and
- 10% - Number of individuals enrolled in WIOA dislocated worker training services during the prior program year.

Note: If LWDA composition remains the same, the LWDA is guaranteed to receive an allotment percentage that is not less than 90% of the average allocation percentage for the prior two years.

b. FOR TITLE II

(i). Distribution

The Technical College System of Georgia's (TCSG) Office of Adult Education (OAE) awards funds to adult education program through a competitive grant process. Under the most recent competitive grant cycle, programs received funding from July 1, 2025 – June 30, 2029, contingent on an annual renewal process. OAE will hold its next competitive grant cycle in the spring of 2029, with funding beginning in July 2029.

OAE determines the amount of funding each program receives based on several factors, including enrollment, scope of services, and the size of the service delivery area. Program allocations are adjusted annually based on the factors noted above, as well as performance outcomes.

(ii). Direct and Equitable Access

Per WIOA 231(c), OAE will ensure all eligible providers have direct and equitable access to the competition by publicly posting the information on TCSG's website and using the same grant announcement and application process for all eligible providers. Eligible providers with demonstrated effectiveness providing adult and literacy services can apply for General Adult Education grant funds and/or Integrated English Literacy and Civics Education grant funds. In addition to adult education and literacy and/or IELCE, the state requires all funded programs to offer workplace adult education and literacy, workforce preparation activities, and Integrated Education and Training opportunities. Programs may also apply to offer English language acquisition and family literacy activities. In alignment with Georgia's 2Gen initiatives, OAE expanded family literacy activities under the previous competitive grant cycle.

Both the General Adult Education Grant and the IELCE Grant applications are structured to gather information related to the 13 considerations as specified in WIOA section 231(e), including the applicant's instructional program, plans to coordinate with the workforce and other education, training and support systems, and how the applicant will respond to community and regional needs. The application ensures that applicants use AEFLA grant funds to serve only eligible individuals as specified in WIOA section 203(4).

Reviewers score each eligible application using a rubric aligned to the 13 considerations listed in WIOA Section 231(2). OAE will use these scores, along with feedback from the respective Local Workforce Development Board, as required by 107(d)(11)(B), to make its final funding decisions.

c. VOCATIONAL REHABILITATION PROGRAM

GVRA is considered a Combined Program. As such, GVRA operates under one agency that serves all individuals with disabilities in the state. Therefore, there is no distribution of funds between two agencies.

6. PROGRAM DATA

a. DATA ALIGNMENT AND INTEGRATION

(i) Interoperable Management Information Systems

The State recognizes the importance of efficient data exchange to support assessment and evaluation across the core programs under the Workforce Innovation and Opportunity Act (WIOA). Our objective is to enhance the interoperability of management information systems (MIS) to maximize the efficient exchange of common data elements.

Currently, Title I and III utilize Geographic Solutions' Virtual One-Stop system for case management and reporting. Following the recent transition of Title III to TCSG, both Title I and Title III now operate on a unified

system, streamlining data management and reporting processes.

Title II, also housed within TCSG, operates on a distinct system, as does Title IV, which is managed by GVRA. Recognizing the diversity of systems in use, we acknowledge the need for concerted efforts to facilitate interoperability. In addressing the disparity among systems, the State actively collaborates with a third-party entity to identify co-enrolled participants across all four titles. This collaboration ensures a comprehensive understanding of participant engagement and facilitates coordinated services.

While acknowledging the current diversity in systems, the State remains committed to the long-term goal of achieving a unified system for all four titles. Ongoing efforts will be directed towards exploring opportunities for system convergence, with the ultimate aim of creating a seamless, integrated platform for workforce development.

To achieve interoperability, the State will invest in technological solutions that facilitate data sharing among the different systems. This includes exploring standardized data formats, developing APIs for seamless integration, and fostering collaboration with system providers to align functionalities.

The State commits to ongoing evaluation of the interoperability initiatives, with a focus on refining strategies based on emerging technologies and evolving programmatic needs. Regular assessments will guide adjustments to ensure the effectiveness of the interoperable MIS. By adopting these measures, the State aims to enhance the exchange of common data elements, promote collaboration among core programs, and ultimately improve the efficiency and effectiveness of workforce development efforts.

(ii) Integrated Data Systems

Building upon the successful integration of Title I and III into Geographic Solutions' Virtual One-Stop system, the State will leverage this unified platform to streamline intake processes and service delivery. This will enhance the ability to track participant engagement seamlessly across both Title I and Title III programs. Recognizing the existing disparities in data systems for Title II and IV, the State will implement strategies to bridge these gaps. Collaboration with Title II and Title IV programs will be a priority, aiming to establish mechanisms for data exchange and interoperability. Investments will be made in technology solutions that enhance data integration and streamline intake processes. This includes exploring the development of interfaces and APIs to enable seamless data exchange between systems, improving the overall efficiency of service delivery.

Currently, Title II's data system, GALIS, and Title IV's data system, AWARE, do not integrate directly with Title I and Title III's data system. Referrals occur at a local level. The state is exploring options to integrate these data systems to ensure more streamlined referrals between partners.

The State commits to continuous monitoring of the integrated data systems, with a focus on identifying areas for improvement. Regular assessments will inform adjustments to enhance the efficiency of intake processes and service delivery mechanisms.

By implementing these strategies, the State aims to establish a cohesive and integrated approach to data systems, fostering streamlined intake processes and service delivery across all programs included in this state plan.

(iii) One-Stop Partner Technology and Data System Alignment

The State Board plays a crucial role in assisting the governor in aligning technology and data systems across required one-stop partner programs, with the aim of enhancing service delivery to individuals, including unemployed individuals, as outlined in WIOA. The Board acknowledges the governor's vision for integrated and streamlined technology and data systems across one-stop partner programs. Through strategic leadership, the Board will actively contribute to the design and implementation of common intake

processes, data collection methodologies, and other collaborative efforts to achieve system alignment.

The ultimate goal of aligning technology and data systems is to improve service delivery, particularly for unemployed individuals. By creating a cohesive and integrated approach, the State Board aims to reduce barriers, enhance access to resources, and provide more efficient services to support individuals in their journey towards employment.

Through these initiatives, the State Board will actively contribute to the governor's vision of a unified and technologically advanced workforce development system, ensuring that the needs of individuals, especially the unemployed, are met with efficiency and effectiveness.

(iv) Performance Accountability Reports

For Title I and III programs, OWD relies on the robust capabilities of Geographic Solutions' Virtual One-Stop system. This system is meticulously designed to capture and organize the necessary data elements required for federal reporting. It streamlines the reporting process, ensuring compliance with Section 116 requirements. OWD has established rigorous data collection and validation protocols to ensure the accuracy and reliability of the information entered into the WorkSource Georgia Portal. These protocols include regular data audits, validation checks, and staff training to maintain the integrity of the data used for reporting purposes.

OWD is committed to ongoing enhancements of its data systems to adapt to evolving federal reporting requirements. Regular updates and system improvements are implemented in response to changes in policy, guidance, or reporting standards, ensuring continued compliance and accurate reporting.

The statewide adult education database serves as an electronic record of students' activities and accomplishments in adult education. The system integrates data matches the state's high school equivalency management system, the Georgia Unemployment Insurance database from the Georgia Department of Labor, and the State Wage Interchange System (SWIS) on an ongoing basis.

OAE uses the data system to generate all federally required reports for the National Reporting System for Adult Education under section 116, performance accountability system..

Specific to the VR Program, the Case Service Report (RSA-911) is mandated by the Rehabilitation Act of 1973, as amended by Title IV of WIOA. GVRA is required to collect and submit the RSA-911 Case Service Report quarterly per Program Year to the Rehabilitation Services Administration (RSA). The RSA 911 consists of data elements that collect case information through the VR Process; to include those that are directly correlated to the WIOA Participant Individual Record Layout (PIRL). Once collected, RSA aggregates the information as specified in the WIOA Annual Statewide Performance Report, which details the common Data Elements and technical specifications necessary for calculation of the State and Local Area performance report elements that will be used in reporting across all core programs.

GVRA utilizes a cloud-based Case Management System, called AWARE, that was developed by Alliance Enterprises, Inc. to record, store, and retain all VR Program client data. Stored procedures, developed by Alliance, processes client data to create RSA-911 records. These records are used for creating RSA-911 extract files that are uploaded to RSA's online reporting platform. Prior to the quarterly submissions, GVRA staff utilize RSA-911 edit checkers to identify data errors, anomalies, data omissions and duplications, as well as quarterly case reviews to ensure data accuracy and compliance related to service provision and RSA 911 reporting.

b. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

For Title I, II, III and IV participants, the assessment of progress is guided by key WIOA performance

measures. The primary indicators include the Entered Employment Rates (Q2 and Q4) and Median Earnings (Q2) for both Titles I, II, III and IV participants. Additionally, for Title I participants, as well as Title II participants, who receive training or education services, the assessment extends to include Credential Attainment and Measurable Skill Gains. OWD and all core partners closely monitor the Entered Employment Rates in both the second and fourth quarters post-program completion, providing insights into participants' successful integration into the workforce. Median Earnings in the second quarter post-exit serve as an additional metric to gauge the economic impact of program participation. For Title I participants engaged in training or education services, the assessment includes tracking Credential Attainment and Measurable Skill Gains. These indicators offer a comprehensive understanding of the value and impact of education and training services on participants' skill development and attainment of industry-recognized credentials.

c. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

GDOL currently manages the state UI program and makes UI wage information available to state partners, as the law allows, for employment and wage-related outcome identification for federal performance standards. Under WIOA, this information will be made available, as the law allows, to the core partners so that performance can be captured.

d. PRIVACY SAFEGUARDS

All core partners that will provide and/or share data in order to execute federal program requirements will do so under a signed MOU to ensure the security of sensitive information. All core partners will agree to follow all applicable federal, state, and local laws pertaining to confidential information. Each partner will ensure that the collection and use of any information that contains personally identifiable information will be limited to purposes that support the programs and activities described by the relevant MOU's.

The core partners will follow all applicable federal, state and local laws as well as any signed MOUs. In addition, there are written policies and procedures to safeguard the confidentiality of all personal information by following the requirements of CFR 34: 361.38. These policies and procedures include the following:

- All information regarding applicants and clients developed or purchased by the Program shall be held confidential;
- Confidential information is only released in accordance with state law, federal law or program policy and is exempt from the Georgia Open Records Act (O.C.G.A. 50-18-76) and from third party discovery in litigation (O.C.G.A. 9-11-34);
- Information shall be used only for purposes directly related with the administration of the vocational rehabilitation program;
- All applicants and clients are informed of their right to request removal or amendment of misleading or inaccurate information from their case file;
- Each applicant/client file shall be clearly labeled as CONFIDENTIAL
- All applicants/clients and/or their representatives shall be informed of these policies and procedures in their mode of communication, including the need to collect personal information and the policies governing the use of the information;
- Any medical, psychological or other information deemed harmful to the client shall not be released directly to the applicant/client;
- Third party information shall never be released unless a third party release has been obtained;
- Any information released shall be stamped with a property and confidentiality stamp;

- Information may be available to the applicant/client with the written consent of the applicant/client;
- Information may be released to another program or authority for its program uses with the written consent of the client; however, if the information is deemed harmful to the client, it shall only be released when assurance is received that the information will not further be released to the applicant/client;
- Information may be released without the written consent of the applicant/client in an emergency situation to protect the applicant/client or others when the applicant/client poses a threat to his/her safety or the safety of others;
- Information may be released without the written consent of the applicant/client in response to investigations involving law enforcement except when expressly prohibited by federal or state laws;
- Information may be released without the written consent of the applicant/client as mandated by judicial order;
- Information may be released for an approved audit, evaluation or research only for purposes directly connected with the administration of the program or for purposes which would significantly improve the quality of life for individuals with disabilities and only when confidential assurances have been met.

GVRA follows all applicable laws and has written policies and procedures regarding confidential information as outlined in CFR § 361.38 and found in the *Client Services Policy Manual*.

OAE's Policy and Procedure Manual contains written policies for data management that all programs must follow, including data collection requirements for participants and privacy safeguards. Data System users have restricted access to certain features depending on their tier. The database team also regularly performs security updates. OAE and all local programs are required to protect confidential information in accordance with the Family Educational Rights and Privacy Act (FERPA). Students must provide written consent for their records and the disclosure of information, and programs develop processes for students to withdraw their consent.

7. PRIORITY of SERVICE FOR VETERANS

Georgia is home to more than 700,000+ veterans, the fifth largest veteran population in the nation. The State is using the newest workforce development strategies and initiatives to expand services for veterans and eligible spouses of veterans.

The State LWDA's and applicable service providers have always provided priority of service for veterans and eligible spouses in all USDOL ETA-funded programs. Additionally, the Georgia legislature mandated priority of service for veterans and eligible spouses in all state-funded workforce services.

The LWDA's OWD Subrecipient Monitoring department maintains a risk assessment methodology for monitoring local Board activities. Priority of service for veterans and eligible spouses is included in the items that are applied to this methodology. Monitoring activities generally include on-site visits, interviews with staff, and regular reviews of local Board policies related specifically to priority of service for veterans and eligible spouses.

The Jobs for Veterans Act ensures the priority of service of covered veterans and eligible spouses for the receipt of employment, training, and placement services provided under WIOA. A veteran must still meet each program's eligibility criteria to receive services under the respective employment and training program.

Technical College System of Georgia (TCSG) Wagner Peyser Employment Services (WP ES) staff and Georgia Department of Labor (GDOL) staff share duties and ensures the requirements for priority of service apply to all workforce service programs funded in whole or in part by the USDOL ETA or state funds. Specifically, staff apply priority of service to the following two categories of qualified job training programs: Universal access programs (e.g., Wagner-Peyser-funded services) that deliver services as a whole and

that do not target specific groups, and programs with eligibility criteria (e.g., Workforce Innovation and Opportunity Act–funded services).

Veterans and eligible spouses are:

- identified at the point of entry.
- informed of their entitlement to priority of service.
- informed of the full array of employment, training, and placement services available; and
- informed of any applicable eligibility requirements for those programs and services.

Priority of service for WIOA and other programs with statutory priorities is then applied in the following order:

- Veterans and eligible spouses who meet the mandatory priorities or spending requirement or limitation must receive the highest priority for the program or service.
- Non-veterans within the program's mandatory priority or spending requirement or limitation must receive priority for the program or service over veterans and eligible spouses outside the program-specific mandatory priority or spending requirement or limitation; and
- Veterans and eligible spouses outside the program-specific mandatory priority or spending requirement or limitation must receive priority for the program or service over non-veterans outside the program-specific mandatory priority or spending requirement or limitation.

In Georgia, the Jobs for Veterans State Grant (JVSG) program was transitioned from the Georgia Department of Labor to the Technical College System of GA, Disabled Veteran Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVERs) are integrated with each of the 28 American Job Center (AJC) offices statewide. TCSG, LWDA Board's service provider staff, and Wagner Peyser Employment Service staff in each of its 155 Boards work collaboratively to coordinate and deliver employment and other supportive services to all veteran job seekers and their families.

Georgia's automated labor exchange, [Worksourcegaportal.com](https://www.worksourcega.com), has several features specifically tailored to serve veterans and eligible spouses, including the following:

- A two-day hold on all newly created job orders—these jobs are available only to veterans and eligible spouses for the first two days; they are open to ensure veterans get the first opportunity to review and apply.
- Employers may designate job orders for Veteran Applicants Only.
- [Worksourcegaportal.com](https://www.worksourcega.com) provides information to the veteran and eligible spouses when he or she registers online that explains every veteran's entitlement to priority of service and provides additional information related to available workforce services and programs.
- [Worksourcegaportal.com](https://www.worksourcega.com) sends email or mail notifications to veterans and eligible spouses who have completed online registration that reiterates their entitlement to priority of service for all workforce programs and services.
- [Worksourcegaportal.com](https://www.worksourcega.com) provides certain features that are tailored to veterans and eligible spouses, such as:
 - Icons that identify veteran job seekers to employers; and
 - Job search options for veterans and eligible spouses, including search options that provide listings for Veteran Only job orders and federal contractor job orders.

WorkSource Georgia uses a hands-off software-based process to gather job orders from the National Labor Exchange (USNLX.com) and other large job boards, such as Indeed and Career Builder, and adds them to Georgia automated labor exchange. This imported job data provides veterans and eligible spouses with as many quality job opportunities as possible through the state labor exchange.

With a large military presence, the State of Georgia has many resources available for veterans, both through the One-Stop partner programs and community and faith-based organizations around the State. Georgia provides Veterans Priority of Service for all USDOL-funded workforce programs, as outlined in 38 U.S.C. 42 and the Jobs for Veterans State Grant (see Section III(b)(7)). Covered individuals (veterans and eligible spouses) are identified at the initial point of contact of employment, training, job placement, and related services as stated in the Jobs for Veterans Act (P.L. 107-288).

As a part of the intake process, the veteran or other eligible person status is established for all Veteran customers, as defined at [38 U.S.C. 101\(2\)](#), and other eligibles, as defined in section 2(a) of [38 U.S.C. 4215\(a\)](#), as those individuals are eligible for POS.

To establish priority of service eligibility at the initial point of entry, staff utilize multiple methods: The WorkSource Georgia Veterans/Other Eligibles Priority of Service Information Sheet, a KIOSK, as well as signage in the local offices, if visiting a local office in person. A registration in the WorkSource Georgia Portal also identifies an individual's eligibility for Priority of Service.

When a customer visits a local office, the WorkSource Georgia Veterans/Other Eligible Priority of Service Information Sheet allows a person to self-identify prior to registration of their eligibility for Priority of Service. Each office where Wagner-Peyser staff are located is also equipped with a KIOSK. The KIOSK asks key questions to the customer to identify an individual who may be potentially eligible, and they are immediately placed in priority order to be seen first. There is also signage posted in the offices to notify customers of their potential eligibility and customers are informed to notify someone at the front desk if they believe they are eligible for Priority of Service. This allows for staff to check all those waiting to ensure the individual is placed in the appropriate order to be seen by staff. An individual who self-identifies as a veteran or other eligible person may be registered or enrolled into the program immediately and then be permitted to follow-up subsequently with any required verification of his or her status if applicable federal program rules require such validation.

All individuals are provided the Priority of Service Notification flyer upon identification of eligibility. Staff will document the notification upon a customer's registration in the WorkSource Georgia Portal (the State's Labor Exchange System). The WorkSource Georgia portal also identifies customers who are eligible for Priority of Service based on key questions within the portal. If a customer is self-service and completes the registration themselves, the system will notify the customer of their eligibility upon registration, and it is displayed within their dashboard. It will also appear if staff register the customer and then the customer subsequently signs into their account.

1. Wagner-Peyser staff assist with the initial intake, complete an assessment of the veteran or eligible person's needs and provide all initial services. If the individual is eligible for services from a DVOP based on the assessment and registration, the information is further documented in the WorkSource Georgia Portal and the customer is referred to the DVOP if they wish to receive services from JVSG staff.

The State uses its Service Priority for Individualized Services and Training Services policy to implement priority of service throughout its LWDA's to ensure services are provided to these populations. Each year, OWD conducts programmatic monitoring for each LWDA. During monitoring, OWD staff review a sample of participant case files to determine if the LWDA correctly implemented priority of service for individualized career services and training services. The size of the sample depends on the LWDA's score on the risk assessment. The assessment uses several risk factors, including the number of participants, the size of the LWDA's award, the number of prior year findings, etc. to generate a risk factor internal control range. The range corresponds with high, medium, and low risk, which determines the sample size of participant case files to be reviewed by OWD staff. Each adult case file in the sample is thoroughly reviewed for compliance with the Priority of Service policy. If an LWDA did not correctly implement priority of service for an adult participant, then OWD will issue a finding to the LWDA, which could lead to disallowed costs. Furthermore, through the corrective action period, OWD will review the LWDA's policies and procedures to ensure the LWDA has the correct information needed to administer priority of service. If any LWDA has a question about priority of service, they can submit their question to OWD's WorkSource Helpdesk, and it will receive technical assistance from a member of the OWD Programs team.

The services available through the JVSG program constitute one of the strategic programs that US

Department of Labor has available to assist transitioning military members, veterans, and their families. These services provide resources and prepare eligible individuals to obtain meaningful careers and maximize their employment opportunities.

In the Workforce world, the JVSG is a mandatory partner that provides direct support to covered military service members and their eligible families in two distinctive ways. The program provides:

1. Direct “*individualized career services*” to military members and their families through *the Disabled Veteran’s Outreach Program (DVOP) Specialists*.
2. Activities focused on *developing employment opportunities* for eligible veterans. The Local Veterans’ Employment Representatives (LVREs) perform these activities.

An eligible veteran or eligible spouse who is identified by an American Job Center (AJC) staff as having a SBE must be immediately referred to a DVOP or, in instances where a DVOP specialist is not available, another AJC provider of intensive services (Individualized career services) TEGL 19-13.

Referral Process Steps

1. Identification of veteran’s need

The identification of a veteran needing to be referred to a DVOP or LVER can take place throughout the Title I service delivery process:

- Initial Orientation (self-attestation);
- Intake Process (self-attestation, questionnaire, assessments, MOU between partners);
- Eligibility Process (self-attestation, questionnaire, assessments, MOU between partners);
- Objective Assessment Creation (self-attestation, questionnaire, assessments, MOU between partners);
- Individualized Employment Plan Creation (self-attestation, questionnaire, assessments, MOU between partners);
- Ongoing Service Provision (self-attestation, questionnaire, assessments, MOU between partners); or,
- Follow-up (self-attestation)

2. Completion of the referral

- Once the need for a referral has been identified, Title I/ LWDA staff needs to document the JVSG referral in the WorkSource Georgia Portal.
- After the referral is documented, Title I/ LWDA staff will reach out to the local JVSG staff - Disabled Veteran Outreach Specialists (DVOP)/ Local Veteran Employment Representative (LVER) - to complete the referral.
- After the referral is completed, Title I/ LWDA staff are required to document completion of the referral process and next steps in the WorkSource Georgia Portal.

Jobs for Veterans State Grant (JVSG)

In December of 2022 the Jobs for Veterans State Grant (JVSG) program and its employees were transitioned from the Georgia Department of Labor to the Technical College System of Georgia, Office of Workforce Development (OWD). These staff remained in the AJCs and their job duties, requirements, and expectations remained the same.

JVSG staff are present at Career Centers throughout the state where Technical College System of Georgia Wagner-Peyser Employment Services (WP ES) staff and GDOL staff also share duties. The location of JVSG staff is important because they are situated in areas where there is a high concentration of veterans, mainly caused by the presence of military installations.

Individuals coming into the Career Centers are met by WP ES staff (or sometimes GDOL staff) who will establish initial Priority of Service (POS) for Veterans and then review the POS information sheet to determine eligibility to receive individualized career services from a DVOP. Eligibility is determined by the identification of Significant Barriers to Employment as defined in VPL 03-14, (including Changes 1 and 2) and the companion TEGl 19-13. Once this determination is made, a warm hand-off from WP ES staff to a DVOP takes place.

JVSG staff, including Disabled Veterans' Outreach Program Specialists (DVOPs), Local Veteran employment Representatives (LVERs), and Consolidated DVOP/LVER (CON) provide a wide range of services to qualified veterans and businesses in Georgia. Some of the services provided by the JVSP include:

- **Employment Assistance:** DVOPs assist veterans in their job search by providing personalized employment counseling, career guidance, and job placement services. This can involve resume building, interview preparation, and matching skills gained in the military to civilian job opportunities.
- **Training Referrals and Skills Development:** DVOPs offer workshops, and referrals to educational opportunities to enhance veterans' skills and qualifications for civilian employment.
- **Job Referral Services:** JVSG staff connect veterans with job openings and employment opportunities within local communities and across different industries.
- **Business Services:** LVERs conduct outreach and recruitment of employers to facilitate veteran hiring. LVERs develop and maintain relationships with businesses and employers by attending job fairs, coordinating with unions and apprenticeship programs, and conducting job searches and workshops in conjunction with employers.

Currently, TCSG/OWD is working in partnership with the Georgia Department of Veterans Services to implement a statewide service referral database (UNITE Us) to provide veterans access to community resources through a managed network of providers. DVOPs and WP ES staff will be provided with training on and access to the UNITE Us database, as an additional tool to better assist veterans in need.

TCSG is committed to expanding JVSG services to all eligible veterans located in the state of Georgia. Georgia has a veteran population of over 700,000 with many located in hard-to-reach areas. To improve veterans' access to DVOPs, TCSG is in the process of piloting virtual service kiosks at eight locations. Once a process and service delivery model has been established, we will expand the footprint of virtual kiosks to ensure that wherever clients are based, they can have access to "face-to-face" services in a virtual environment, allowing DVOPs to provide case management services at a distance, while maintaining the benefit of visual cues, and of being able to walk participants through application processes or other paperwork needs through shared screens and visual demos.

In addition, TCSG is committed to helping veterans who enter, or are at-risk of entering the criminal justice system, identify and connect with appropriate services, treatment, and any other support they need to become productive citizens. TCSG will continue the existing partnerships brought by DVOPs with several Veterans Treatment Courts throughout the state such as Cobb County Court System, Hall County Court System, Macon-Bibb County Court System, Muscogee County Court System and will implement MOAs as needed to better facilitate collaboration. Veterans Treatment Courts are specialized diversion courts that work with troubled, justice-involved veterans.

Also, TCSG will continue partnering with the Homeless Veterans' Reintegration Program (HVRP) grantees in the state by providing employment services in support of reintegrating homeless veterans into meaningful employment within the labor force. Through the co-enrollment process WP ES staff assist these veterans, referred from HVRP grantees, in completing their ES registration and providing the participant with Priority of Service information. After an initial assessment, the co-enrolled veteran identified as having any Significant Barrier(s) to Employment will be referred to a DVOP to receive Individualized Career Services. The DVOP works closely with the co-enrolled veteran and the grantee representative to provide ongoing support, reemployment services and connection to supportive partner resources.

The program falls under the Director of Grants and Strategic Populations whose role is to ensure that a seamless service delivery system exists for customers and that staff are cross trained on all aspects of the

TCSG Workforce system. Full integration of the JVSG team within the AJCs, as well as the TCSG system is a high priority.

188

Georgia's One-Stop delivery system is focused on ensuring universal access across its workforce system. The State and its local partners maintain compliance with the provisions of WIOA Section 188, which require programmatic and physical accessibility. Through monitoring performed at both the state and local levels, Georgia ensures that all One-Stops are in compliance with Section 188 of WIOA, the ADA, and other applicable regulations. Individuals who seek to utilize Georgia's workforce system can expect facilities, whether physical or virtual, to meet federally mandated accessibility standards. In addition, the State maintains a Non-Discrimination Plan (NDP), formally called the Methods of Administration (MOA), which details how compliance with WIOA Section 188 will be maintained. The NDP is a "living" document, which ensures current federal regulations and directives are implemented at the state and local level as quickly as possible.

Each of the State's core program administrators monitor compliance independently. OWD, acting as the administrator of Title I-B, monitors for WIOA Section 188 compliance across Georgia's seventeen LWDA's. GVRA, the administrator of VR (Vocational Rehabilitation), coordinates physical accessibility across the service delivery system through its "ADA Checklist for Readily Achievable Barrier Removal," and the "Checklist for Existing Facilities." Effective January 2023, OWD has acquired the role of the Wagner-Peyser administrator, formerly administered by GDOL. OWD provides services at local career centers and monitors them for ADA compliance through an approved "Checklist for Facility Maintenance Responsibilities under the ADA." Generally, local Equal Opportunity Officers are responsible for resolving any discrepancies found during monitoring.

Per federal law, each LWDA must appoint a local Equal Opportunity Officer who is responsible for ensuring local WIOA Section 188 compliance. Local Equal Opportunity Officers are responsible for informing senior staff of applicable federal regulations and ensuring all programs and activities are implemented in compliance. Additionally, local Equal Opportunity Officers collect and resolve local grievances and complaints as needed. Local Equal Opportunity Officers actively liaise with the State's Title I-B Equal Opportunity Officer and USDOL's Civil Rights Center to remain current on regulatory updates and guidance. They are then responsible for circulating new information locally and ensuring it is properly implemented.

Additionally, to ensure programmatic accessibility practices are effectively implemented, the OWD Strategic Populations Team provides robust technical assistance and guidance to designated One-Stop points of contact within the eighteen LWDA's. Specifically, the Strategic Populations Disability Services Lead provides technical assistance and guidance to address the programmatic needs of individuals with disabilities.

One-Stop designated points of contact within the eighteen LWDA's will be provided training on topics such as customer self-identification of disabilities, outreach and engagement of customers who have self-identified, resource mapping with disabled customers to attain employment goals. Training will be delivered on a quarterly basis in partnership between the Disability Services Lead and subject matter experts within the disability arena such as American Dream Employment Network, Georgia Tools for Life, Disability IN (formerly US Business Leadership Network), and the NET (a division of the Council of State Administrators of Vocational Rehabilitation). Training will be delivered in a hybrid format, combining in-seat, web-conferencing, and self-directed videos. Lastly, OWD in Georgia will continue to utilize Workforce GPS for ongoing training. An example of this is recent training which focuses on serving disabled customers, forming partnerships for services and employer engagement for disabled customers. LWDA points of contact will be invited to attend online seminars.

One-Stop facilities currently vary in the type of assistive technology available to customers. Specific types of technology may include computer terminals in the lobby area equipped with software, hardware and physical accommodations as listed below:

- Visually impaired or legally blind accommodations such as:

1. JAWS text-to-speech software
 2. MAGic magnifier software
 3. OpenBook software
 4. NuEyes Pro R7
 5. Magni Pros 3X Ultra Bright page magnifier
 6. Colorblind glasses
- Hearing impaired or legally deaf accommodations such as:
 1. Purple virtual interpreter services
 2. Voice magnifier for telephone
 3. Interpretype C2.0 basic system
 4. Pocket talkers
 5. Speakers
 - Physical disabilities accommodations such as:
 1. Varidesk ProPlus 36 electric
 2. Ourlink Smart Plugs
 3. Logitech K400 Plus wireless touch keyboard and built-in touchpad
 4. Ergonomic handheld trackball mouse
 5. Laser ergonomic 5-button trackball
 6. Flamingo Buddy mic and headset
 - Learning disability accommodations such as:
 1. WYNN software for individuals with low literacy and writing abilities

As an added means of expanding programmatic accessibility, GVRA, as a core partner, will be leaned upon to share their professional expertise to support the local One-Stop operators with assistive work technology related services for individuals with disabilities. Additional supports in this area may include assistive technology assessments and trainings for staff within local One-Stop locations which (1) focus on a specific disability such as JAWS software for blind/ visually impaired customers or virtual interpreter services for deaf/ hearing impaired customers; (2) demonstrate how to offer access to assistive technology equipment using a more universal design model; (3) provide basic information on how to use the equipment. These supports are intended to remove programmatic barriers and increase accessibility at the One-Stops across the LWDAs.

Separately, as a component of one-stop certification, the State collects a business plan from each LWDA which details how a new one-stop will satisfy accessibility requirements and the provisions of WIOA Section 188. In order to be certified, each comprehensive One-Stop must satisfy the requisite federal criteria. This process ensures universal access to programmatic services and facilities are maintained across the state.

GVRA, when requested, assesses the physical accessibility of the service delivery system based on the ADAAG Accessibility Guidelines.

To facilitate expanding programmatic accessibility at the local One-Stop, GVRA provides assistive work technology related services for eligible individuals with disabilities. Additional supports delivered, as requested, to the One-Stop locations may include: assistive technology assessments and trainings for

staff that focus on disability awareness, providing services using the universal design model, and basic information on how to use assistive technology equipment. These supports are intended to remove programmatic barriers and increase accessibility at the local level One-Stops as well as across the 17 LWDAs.

9. ADDRESSING the ACCESSIBILITY of the ONE-STOP DELIVERY SYSTEM for INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

The State of Georgia is committed to ensuring accessibility within the One-Stop Delivery System. Program staff are equipped with the necessary resources to facilitate oral interpretation and written translations for Limited English Proficient (LEP) individuals, ensuring their access to programs and services. Furthermore, staff undergo training on these procedures to uphold this commitment.

Any entity administering WIOA programs and activities shall ensure that no individual is discriminated against based on national origin. The regulations governing the nondiscrimination and equal opportunity provisions of WIOA consider discrimination on grounds of national origin to include treating an individual “adversely because they (or their families or ancestors) are from a particular country or part of the world, because of ethnicity or accent (including physical, linguistic, and cultural characteristics closely associated with a national origin group), or because the recipient perceives the individual to be of a certain national origin, even if they are not” (29 C.F.R. § 38.9(a)). Further, recipients shall take reasonable steps to ensure that each limited English proficient (LEP) individual served or encountered is adequately informed about the services available to them and able to participate in the program or activity (29 C.F.R. § 38.9(b)). Georgia’s agencies responsible for administering the programs funded under WIOA continue to ensure that LEP individuals are provided meaningful access to all services and programs.

Georgia’s one-stop center operators and one-stop delivery system partners comply with the nondiscrimination and equal opportunity provisions of WIOA and continue to provide programmatic access to all individuals, including those with LEP. All one-stops must provide notice to LEP individuals that interpretation and translation services are available upon request. In some local area’s one-stops, where a significant proportion of LEP individuals seek services, a language identification chart may be used to assist LEP individuals in identifying their primary language. If an LEP individual is determined eligible for services, the staff is instructed to document in the WorkSource Georgia Portal. The State’s system tracks what language assistance was provided and may be necessary for continued participation. The information stored in the WorkSource Georgia Portal and the State tracking system is secure, and the participant’s LEP remains confidential. More robust LEP services are routinely provided in local areas that serve significant LEP populations. Bilingual staff proficient in speaking and interpreting the most commonly identified non-English languages are typically accessible on-site to assist customers with getting the services they need. If Bilingual staff are unavailable on-site, One-Stop staff members are instructed to use TCSG’s Multi-Lingual Directory. The Multi-Lingual Directory personnel is then able to immediately assist the LEP individual in accessing services. In addition, TCSG contracts with *Effectiff*, which provides translation and interpretation services over the phone, video, and in-person in over one- hundred languages, including sign language.

Additionally, The Office of Adult Education (OAE) is equipped to provide English language acquisition services and other adult literacy activities to LEP individuals when they are referred to adult education. Programs offering English language acquisition services receive ongoing targeted professional development and support from the OAE Professional Development and Transition Resources team. Programs must use OAE and NRS-approved assessments for English Language Learners to monitor learning and support LEP students. OAE also holds a competitive Request for Application process to determine Integrated English Literacy and Civics Education (IELCE) programs throughout the State. IELCE programs assist immigrants and other LEP individuals through instruction in literacy, English language acquisition, citizenship responsibilities, rights, civic participation, and workforce training.

IV. COORDINATION WITH STATE PLAN PROGRAMS

The development of the WIOA portion of this Combined State Plan is a coordinated effort amongst the TCSG Offices of Adult Education, Employment Services, and Workforce Development, along with the Georgia Vocational Rehabilitation Agency. The Plan is also submitted to the State Workforce Development Board for review and approval, which includes members from the Georgia Department of Veterans Services, Georgia Department of Human Services, as well as the core partners. Continued alignment of state agencies will contribute to the ever-growing partnerships amongst these entities and Georgia expects to see more partners included in this Combined Plan as those efforts come to fruition. Additionally, now that the MSFW and JVSG programs are housed within TCSG, alignment efforts with the Agricultural Outreach Plan and the JVSG plans are a priority.

To support the continued integration of these plans, the WIOA core programs meet monthly to discuss and assess progress toward the goals and activities established within this plan. Updates and report-outs on this plan and the progress made amongst the partners will be delivered regularly to the State Workforce Development Board.

With the development of this Combined Perkins V/WIOA State Plan, Georgia has established a strong foundation for coordination in its education and workforce development systems. This plan was a joint effort between GaDOE CTAE and the TCSG's Office of Technical Education, with support from TCSG's Office of Workforce Development. Cross-agency collaboration began with a working group comprised of staff from GaDOE CTAE and TCSG. The plan development process included extensive consultation with a wide range of stakeholders representing secondary and postsecondary education, business and industry, workforce boards, and community organizations, ensuring alignment with diverse perspectives and needs.

To ensure ongoing alignment and effective implementation of Perkins and WIOA, Georgia uses several coordination mechanisms. This Combined State Plan aims to create a comprehensive education-to-workforce system that guides both students and adults into high demand careers statewide. This system is supported by the High Demand Career List (HDCL), a data-driven tool updated annually using labor market data to ensure Perkins-funded CTE programs meet employer needs identified by the State Workforce Development Board. GaDOE CTAE has extended the utility of this tool by creating related High Demand Career Pathway Lists for state and regional use. Multiple agencies collaborated to establish the common definitions and metrics for high-demand occupations in this list. Similarly, the GEORGIA MATCH direct college admissions program also demonstrates successful interagency coordination, with five state education agencies working together to increase postsecondary enrollments at TCSG and USG.

The Governor's Education and Workforce Strategy Steering Committee facilitates the integration of Perkins, WIOA, and other key initiatives. Regular meetings are intended to discuss progress and ensure continued integration of state plans among core partners. This collaborative approach seeks to eliminate inefficiencies in the education-to-career pipeline and ensure a skilled workforce to support Georgia's economic growth.

V. COMMON ASSURANCES

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes

The State Plan must include	Include
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

A. GENERAL REQUIREMENTS

I. Regions and Local Workforce Development Areas

(a) Local Workforce Development Areas and Regions in the State

Upon the implementation of WIOA in 2015, each existing LWDA was required to reapply for LWDA designation. Per SWDB-established criteria, the strategic configuration of an LWDA must align with regional economic development activities and support the execution of sector strategies and career pathways. A map of the existing LWDA and Regional structure is provided in Appendix II, *Local Area and Regional Maps*. The regions with their respective LWDAs are as follows:

Region 1: WorkSource Northwest Georgia

Region 2: WorkSource Georgia Mountains

Region 3: WorkSource Atlanta, WorkSource Cobb, WorkSource Dekalb, WorkSource Fulton, and WorkSource Atlanta Regional

Region 4: WorkSource Three Rivers

Region 5: WorkSource Northeast Georgia

Region 6: WorkSource Middle Georgia

- Until 2023, Region 6 included two (2) LWDAs as Macon-Bibb and Middle Georgia were separate entities. However, Region 6 now contains only one LWDA as the result of a locally initiated merger in an effort to maximize funding and streamline services to job seekers and businesses across the region.

Region 7: WorkSource Central Savannah River Area

- Until 2024, Region 7 included two (2) LWDAs: WorkSource Central Savannah River Area and WorkSource East Central Georgia. However, Region 7 now contains only one LWDA – WorkSource Central Savannah River Area – as the result of a locally initiated merger in an effort to maximize funding and streamline services to job seekers and businesses across the region.

Region 8: WorkSource Lower Chattahoochee & WorkSource Middle Flint

Region 9: WorkSource Heart of Georgia

Region 10: WorkSource Southwest Georgia

Region 11: WorkSource Southern Georgia

Region 12: WorkSource Coastal

(b) Local Area Designation Process

In 1998, the Georgia General Assembly formally established twelve (12) State Service Delivery Regions for delivering state services to local units of government and citizens to set common state agency regional boundaries (excluding health and mental health districts). The current 12 State Service Delivery Regions are divided in a manner that takes into account population centers, occupation and industrial composition, employment location quotients, geographical boundaries, commuting patterns, economic trends, and industrial needs across counties. This regional model is leveraged by several state agencies, including the Georgia Department of Economic Development, Georgia Department of Labor, Technical College System of Georgia, and Regional Commissions. In 2015, the SWDB adopted the utilization of this structure as the Workforce Region model, citing the factors provided in the NPRM for determining region boundaries. This model is supported by data that mirrors the regulatory factors and it was logical to adopt the pre-existing regions be designated as workforce regions in a further effort to integrate and streamline service delivery under WIOA.

The SWDB has adopted policies to govern the process should changes to an LWDA or Region be requested or necessary, which can be found in [TCSG OWD Policy Manual](#) section 1.7.2 *Requests for Re-Designation of LWDA*. Upon initial assignment of LWDAs and Regions, the state administrative entity distributed guidance to Chief Local Elected Officials and LWDB members regarding the proposed region designations and requested time to speak with interested parties. In the guidance, the State reiterated WIOA's regional composition restrictions and the need to create regions from LWDAs that share labor markets and have similar service delivery profiles. Due to the new duties and responsibilities assigned to regions at that time, the guidance further detailed the State's expectations moving forward. Furthermore, *TCSG OWD Policy Manual* section 1.7.2 also details the requirements for consultation and public comment should future changes to LWDAs occur.

Consistent with 20 CFR 679.260, Georgia defines “performed successfully” and “sustained fiscal integrity” as follows:

Performed Successfully: “For subsequent designation determinations made at the conclusion of Program Year 2018 and at any point thereafter, a finding of whether a local area performed successfully must be based on all six of the WIOA indicators of performance [...] for the two (2) most recently completed program years.” For an individual measure, an LWDA is “passing” as long as they are within 50% of their goal. For the program score, OWD averages the percentage of goal achieved for all measures. If the average is above 90%, the LWDA is considered to be passing.

Sustained Fiscal Integrity “[...] means that the U.S. Secretary of Labor has not made a formal determination that either the grant recipient or the administrative entity of the area has mis-expended funds due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration for the 2-year period preceding the determination.”

(c) Appeals Process

The State designated all LWDAAs that requested designation. Future areas seeking to be designated or re-designated as an LWDA may follow the appeals process below if their request is denied:

1. An appeal must be delivered via electronic or certified mail to the OWD SWDB liaison within fifteen (15) days after notification of the decision;
2. The appeal must be in writing and contain specific grounds upon which the appeal is sought;
3. The SWDB Executive Committee has 60 days to review the appeal. Once the members have reviewed the appeal, the SWDB Chairperson may call a vote on the merits of the appeal; and,
4. The SWDB Executive Committee vote is final unless the Governor vetoes the decision.

Per WIOA sec. 106(b)(5), if the appeal does not result in such a designation, the Secretary of Labor, after receiving a request for review from the unit or grant recipient and on determining that the unit or grant recipient was not accorded procedural rights under the appeals process described in the State plan, as specified in section 102(b)(2)(D)(i)(III), or that the area meets the requirements of paragraph (2) or (3), may require that the area be designated as a local area under such paragraph.

(d) Appeals Process for Infrastructure Funding Determinations

The State developed and issued detailed One-Stop negotiation guidance, which includes a section on appeals. The appeals process for the application of the State Infrastructure Mechanism can be found in detail in *Workforce Implementation Guidance Letter LS-19-017R Local Service Delivery Guidelines*, which is hosted on TCSG OWD’s website. It outlines the possible grounds on which a required partner program may make an appeal, as defined by federal regulations.

II. Statewide Activities

(a) State Policies & Guidance

OWD, in coordination with SWDB, develops and maintains the OWD Policy Manual. This document is hosted on the TCSG OWD website, under [Policies & Guidance](#). The SWDB reviews and approves all substantial changes made to the guide. In order to inform LWDAAs of changes made to the document and other announcements, OWD conducts a monthly call with LWDA Directors and other staff. Changes to the document are discussed and the minutes for these calls are distributed to the LWDAAs. Additionally, in order to better disseminate detailed guidance on WIOA programs and services, OWD created the Workforce Implementation Guidance (WIG) Letter. WIGs were designed to replicate USDOL TEGs, and are created by OWD staff and enable staff to provide standardized technical assistance to LWDAAs on Federal and

State laws, regulations, and policies. OWD staff distribute WIGs via an electronic mailing list and host these resources on the OWD website. All current WIGs can be found on the TCSG OWD website under [Policies & Guidance](#).

The goal of OWD is to facilitate a robust technical assistance and training environment for the LWDAs. Through the Workforce Georgia Academy, OWD conducts webinars and hosts in-person trainings and conferences on a variety of topics. The State has also begun to record and catalogue these and future trainings via an online library which provides LWDA staff and LWDB members with ongoing access to these resources. OWD also recently implemented an online helpdesk for LWDA technical assistance requests and other formalized communication, which allows OWD staff to organize, track, and respond to requests from all LWDAs in a timely manner.

(b) Governor's Reserve

WIOA funds reserved by the State as a part of the Governor's set aside are managed by OWD. These funds are largely utilized for the statewide administration and oversight of WIOA activities to achieve the Governor's goal that OWD serve as a convener of partners to meet the workforce needs of Georgia employers. In addition, the State has leveraged a portion of the Governor's set aside to gather information to inform the direction of the workforce system and create career pathways. For example, the State utilized some of these funds to obtain current job openings and real-time labor market information to assist the state and LWDAs in aligning the available labor force with short-term and long-term demand occupations.

The Governor's set aside has also been a vital resource in cultivating successful sector partnerships across the state. The LWDA regions are actively engaged in developing and executing sector partnerships. This funding has and will continue to enable local areas to invest in the development of strategic relationship building and project development, which contributes greatly to the development of seamless career pathways that meet the needs of local economies.

Georgia also promoted innovative programs and supported strategies which provided opportunities for strategic populations, including, but not limited to, Veterans, Returning Citizens, and Out-of-School Youth. These programs utilized proven practices to connect high-need individuals with the workforce system. LWDAs apply for Governor's Reserve funding via the Additional Funds Request process. Funding is awarded based on previous program performance, alignment with SWDB strategic populations, proposed program structure, and availability of funding. Many local areas have utilized set aside funds to explore opportunities to train Returning Citizens within the skilled trades, connect Veterans with in-demand occupational fields after transition, and expand opportunities for credential attainment for Out-of-School Youth. Each one of these efforts allows Georgia to continue to face the challenges of a tightened labor pool by training individuals previously unable or not in the position to participate in the labor market.

Finally, state set-aside funds support required activities, such as annual evaluations of the workforce system and Rapid Response activities. In support of the Governor's vision to enhance the quality of services to businesses, the State has transformed its Rapid Response model and placed greater emphasis on early detection and layoff aversion strategies. The key to this structure has been the development of strategic relationships and partnerships within each LWDA and across planning regions that can provide timely intelligence on opportunities with employers. The state conducts yearly evaluation activities to ensure efficient delivery of services through the workforce system. This evaluation is conducted by the Data and Information team and the findings are included in the Georgia Annual Report. The team also provides evaluation data to the Governor and SWDB upon request to track the efficacy of strategic priorities.

(c) Rapid Response – Layoff Aversion & Company Closures

The OWD Rapid Response team and program, officially referred to as the Georgia Business Retention & Rapid Response Program, sets out to (1) avert business layoffs and closures, (2) minimize the impact of layoffs and closures on affected workers, and (3) build resiliency in communities in order to retain business operations and jobs in Georgia.

The program administration structure permits the State of Georgia to more effectively respond to forces that have negative impacts on the economy (i.e., closures and natural disasters), as well as modernize services to meet the current needs of workers and businesses. Therefore, with this structure, OWD has both a central-based team that is focused on coordinating state-level resources and processing layoff and closure notifications (also referred to as WARN filings), and a regionally-based team that is located throughout the state to respond quickly and effectively to both impending and active rapid response events.

The primary intent of the Georgia Rapid Response Program is to quickly identify layoffs (both major and non-major) and customize an approach of resources and services to help workers transition to new jobs as quickly as possible. This customized approach factors in the business structure, industry, worker demographics, worker skillsets, community dynamics, and a variety of other factors that influence both business decisions and workers' ability to gain reemployment.

When possible, the program attempts to intervene early to help businesses avoid the closure or layoff. Business and other entities in need of layoff aversion services, referred to as "at-risk", are generally employers who are: (1) faltering companies, (2) companies facing unforeseen business circumstances, and (3) companies affected by natural disasters.

To identify at-risk companies, OWD has established and actively relies upon an early warning system of workforce partners and stakeholders, including but not limited to : Title III Business Services Unit (BSU),AJC/ Career Centers, GDOL's Unemployment Insurance Division (UI), WIOA Local Workforce Development Areas (LWDAs), local and regional chambers of commerce, industry associations, economic development organizations, and city and county governments.

Through partners and stakeholders, the early warning system includes, in part, an analysis of factors and data points, such as:

- Unemployment Insurance Claims trends
- Labor market information and local economic trends
- Daily attention to business journals and news outlets, related social media sites, etc.
- Intelligence from employer partners and suppliers
- Routine engagement with local Workforce Development Boards, chambers of commerce, economic developments leaders, SHRM meetings, state, regional, and national education conferences, etc.

The team actively engages a consortium of supporting entities that can assist with providing services that help at-risk businesses with retaining operations in Georgia. This may include organizations that advise on profitability, operations and financing, employee training, etc. It may also include workforce and economic development organizations that can provide additional business retention tools, such as Incumbent Worker Training programs, and other funding mechanisms. These services may be critical to averting a lay-off or closure that is attributed to factors that include and go beyond workforce.

To identify and respond to companies actively laying off workers or closing operations, OWD relies on both the network of partners as well as the operation of Georgia's Layoff and Closure Filing System (also referred to as the WARN System).

Georgia's Rapid Response Program is responsible for receiving all WARN filings, as well as informal notifications, and distributing them to required partners, as necessary. OWD serves as the convener of these partners and helps coordinate the response activities for all separation events. Georgia's WARN filing process generally will include the following initial staff engagement:

1. Proactively contacting employers when becoming aware of possible RR events.
2. Educating employers on the Rapid Response Program and WARN Act.
3. Coordinating a coalition of partner agencies for an initial Employer Meeting.
4. Facilitating the initial Employer Meeting and determining services to be rendered by each partner.

5. Coordinating and facilitating the partner delivery services, including Employee Information Sessions, workshops, job fairs, WIOA eligibility intake sessions, etc.

The general sequence of service delivery for active layoffs and closures is as follows:

1. WARN (or non-WARN) Filing Receipt via online portal, mail, or email
2. Notification Memorandum
3. Pre-Employer Meeting
4. Employer Meeting
5. Employee Information Session
6. Delivery of Partner Services (e.g., WIOA Title I services, Employment Services, Unemployment Insurance)

The delivery of services is designed to connect dislocated workers to access points to partners who collectively work together in order to provide comprehensive services. The coordinated efforts of this team ensure that dislocated workers are quickly informed of available services, including job opportunities and skills training.

The team also works closely with State and local education agencies, community and economic development agencies, public assistance agencies, labor organizations, postsecondary institutions, literacy providers, rehabilitation services, and other agencies and organizations in order to facilitate customized services that are relevant to dislocated workers.

(d) Rapid Response – Disaster Response

A core function of Georgia's Rapid Response Program is the workforce response to natural disasters within the state. Unforeseen natural disasters can render long-term damage if there is no plan in place to respond to the loss of jobs or industry in the affected region. Partnerships and planning are vital to identify how the workforce system can continue to function and provide key resources to the recovery of an affected region.

The Rapid Response team leverages its flexibility and mobility to assist in recovery efforts in the event of natural disasters. The State prepares for natural disasters by following the direction and warnings of the State's emergency management officials (including TCSG Emergency Response staff), and the Georgia Emergency Management and Homeland Security Agency (GEMHSA). The State relies on advanced planning and communication so that all resources are immediately available upon declaration of an emergency situation. These plans may be enacted when the Federal Emergency Management Agency (FEMA), or GEMHSA issue an emergency declaration resulting from natural disasters. When this declaration is made, OWD serves as the initial point of contact for workforce response and works collaboratively with the team and partners to coordinate emergency workforce services for the affected region.

The Rapid Response team maintains a list of emergency contacts for state and federal partners, including FEMA, to connect the workforce system with overall recovery efforts. As the initial point of contact, the Rapid Response team will coordinate with LWDAs, core partners, and state and local staff which may assist in working with dislocated workers to find temporary or full-time employment during recovery efforts.

OWD has established relationships with the Regional ETA office and continues to serve as the designated signatory to complete and file National Dislocated Worker Grants (DWG) in the event that additional assistance would be required to serve a significant number of dislocated individuals. OWD also maintains a reserve of Rapid Response funds for LWDAs to request in response to a disaster. This funding may serve as gap funding until a DWG is awarded.

If the disaster results in a high number of affected workers, the Rapid Response Team may set up operations in a temporary Disaster Recovery Center to facilitate services; including, but not limited to, information on Disaster Unemployment Assistance, WIOA training, or temporary work in recovery efforts.

OWD may also leverage mobile units from LWDAs across the state to set up temporary offices in the affected region in order to provide improved access and services to individuals whose employment has been impacted by natural disasters.

(e) Rapid Response & Trade Adjustment Assistance

Georgia's Trade Adjustment Assistance (TAA) Program is currently administered by GDOL. The Rapid Response Team works closely with GDOL to provide services to workers and businesses that are affected by a trade-certified layoff or closure. All Trade customers are entitled to Rapid Response and employment services, which are provided consistent with the process for all layoff notifications.

Based on the nature of the layoff event, early-intervention services provided by the Rapid Response Team may include GDOL to share information with employers about TAA before a petition is filed. Trade-related information is also shared directly with impacted employees by GDOL staff during trade-related Rapid Response Employee Information Sessions

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

I. Work-Based Training Models

Georgia offers a variety of work-based learning (WBL) services, which benefit both participants and companies. These models allow employers to be reimbursed for the loss of productivity which may occur when hiring and training individuals with barriers to employment. WBL allows employers to customize training offered to future and current employees based on the tasks and the functions required of the job-for-hire. These programs also provide an opportunity for participants to learn transferable skills that lead to employment and future advancement.

On-the-Job Training (OJT) is the most widely utilized service offered to employers by LWDAs. Local areas work with business leaders in their community to determine the need for OJT. Georgia's LWDAs and OWD's Business Services Team work collaboratively to create streamlined and supportive services to participating employers. OJT assists the employer by paying for a portion of an employee's wages during their training period. OJT can support large scale hiring while ensuring that a company is able to properly train their employees.

Incumbent Worker Training (IWT) is increasingly being leveraged across the state as a layoff aversion strategy as well as an opportunity to retain, retrain, and upskill existing employees. In partnership with LWDAs, Georgia utilizes IWT to upskill workers who are at risk of losing their employment should they not receive appropriate training. The State will continue to expand the network and resources available to employers who may be facing closures or layoffs due to workforce challenges.

The State will also continue to utilize IWT in a proactive manner in order to increase the competitiveness of both employers and employees. Participants in IWT will receive training leading to new skills, better positions, and/or higher salaries while employers will cultivate a more competitive and productive workforce. LWDAs are able to utilize a portion of their Adult and Dislocated Worker funds to provide this training method. Priority for these opportunities will continue to be given to employers, who by participating in the service, will be able to serve unemployed individuals by backfilling the entry- or lower-level positions vacated by trained incumbent workers.

Customized Skills Training (CT) is designed to meet the special requirements of an employer or group of employers by allowing them to tailor and design work-based skills training. For each participant, the employer develops a training plan and measurable goals that determine the method by which the training is provided. CT is intended for the hire of new employees who are WIOA eligible. This opportunity is ideal for employers who are seeking resources to assist with training offered by a provider not included on the ETPL.

The training activity may take place at the worksite or in a classroom setting, which may be provided by the employer or an intermediary. Georgia continues to explore opportunities to best aid employers with this service

Work Experience (WEx) activities continue to play a vital role in state youth program offerings, providing enrolled youth with an up-close look into the world of employment. Participants learn skills specific to the jobs that they are working in as well as soft skills that can be applied everywhere. WEx services also allow adults to gain valuable on-the-job experience. A WEx activity can be utilized for adults that have little to no work experience or who have not been gainfully employed for a long period of time. The WEx activity allows these participants to learn valuable skills and fill their resume with current employment experiences that enable them to better market themselves to future employers. In the interest of expanding Work Experience opportunities and increasing accessibility of work-based training models, specifically for Youth, OWD has partnered with workforce intermediary CareerRise to develop and implement a virtual work experience program. This five (5) week program provides participants with the development of work-ready skills along with career exploration opportunities and job shadowing activities in a virtual environment.

Transitional Jobs (TJ) are also a beneficial service to employees and employers. TJ is especially helpful for individuals with multiple barriers to employment that may not be quite prepared for other WIOA programs. TJ programs allow employers to be reimbursed for up to 100% of the wages paid to that individual; this serves to incentivize a company to take a chance on someone and help them receive significant work experience to enhance their resume. Unlike OJT, TJ does not require the employer to commit to hiring that individual at the completion of the program. Participating individuals may need additional experience and assistance before they are ready to be employed long-term. The source of income and work experience earned with a TJ can alleviate many barriers individuals may be experiencing such as housing, mental health services, transportation, childcare, and more. OWD will continue to work with organizations within the continuum of care who work for individuals experiencing homelessness and other significant barriers as well as partner with companies who are willing to assist in assisting this demographic. WIOA is a vital resource in closing the service gap experienced by individuals with significant barriers. TJ serves as a stop gap measure and propels individuals on a path of long-term success.

OWD understands the importance of high-quality WBL programs that lead to participants receiving an industry-recognized credential, a stable and sustainable living wage, sufficient benefits offerings, and manageable work demands & environment. Therefore, the State continues to encourage LWDBs to strongly consider these factors when deciding which programs to approve and fund. The companies providing the best outcomes for their new or existing employees should take priority in receiving funding. OWD also strongly encourages the development and use of career pathways, especially when working with priority populations, such as individuals with disabilities, individuals experiencing homelessness, and individuals transitioning from incarceration. Entry-level jobs may not be the end goal; however, they (and the use of programming such as TJ just mentioned above) are often a necessary first step for many when beginning their journey toward self-sufficiency.

II. Registered Apprenticeship

Apprenticeships play a crucial role in bolstering Georgia's workforce by providing hands-on training and practical skills development tailored to the needs of the state's in-demand industries. As such, the Office of Workforce Development (OWD) sees Registered Apprenticeships as an essential piece of meeting the needs of Georgia's business and workforce. In our state, industries like manufacturing, healthcare, and electric mobility are essential, and apprenticeships serve as a direct pathway for individuals to enter these fields equipped with relevant experience and expertise. By combining on-the-job learning with classroom instruction, apprenticeships not only address the skills gap but also offer employers a chance to mold talent according to their specific requirements, ultimately fostering a more skilled and adaptable workforce. Additionally, apprenticeships contribute to economic growth by increasing the wages of individuals enrolled in a Registered Apprenticeship Program (RAP).

OWD continues efforts to expand and strengthen RAPs throughout the state. OWD has increased its Apprenticeship Team to seven state-level staff, allowing the increased ability to support employers and partners statewide in setting up new RAPs. The team has been structured to allow for specialization in three

primary areas: The first is program development, which assists our TCSG colleges, employers, and other organizations around the state with developing a quality RAP that meets the standards of the United States Department of Labor Office of Apprenticeships (OA). The second is grants and funding, which administers state and federal apprenticeship expansion funds. The High Demand Career Initiatives (HDCI) Program, a state-funded initiative, provides funding to Georgia employers to incentivize the creation and expansion of registered apprenticeship programs throughout the state. This program aimed to both upskill Georgians and increase skilled talent within Georgia's high-demand industries. The Apprenticeships for Economic Recovery (AER) Grant provides funding for apprenticeships that upskill members of Georgia's workforce into careers in industries key to the state's economic recovery. This grant is federally funded through Georgia's State Fiscal Recovery Fund (SFRF) and allocated to the State of Georgia through the American Rescue Plan Act of 2021. The AER Grant is administered through the Technical College System of Georgia's Office of Workforce Development (OWD) and provides apprenticeship funding for TCSG institutions to help offset the costs of training for eligible programs. The third is training and outreach, through which the Apprenticeship Team cultivates and leverages partnerships to train workforce and economic development partners on how to promote and expand apprenticeships throughout the state. This includes employer-specific engagement events, customized practitioner training for technical colleges, local workforce development areas, and other statewide apprenticeship sponsors. The Apprenticeship Team now includes an Outreach Coordinator to help facilitate relationships and partnerships with workforce development partners and ensure more consistent training that meets the state's needs, which will include a defined networking schedule, outreach plan, and hosting of special events.

OWD is committed to working to align Registered Apprenticeships in the State with the delivery of WIOA services. This will be achieved both systematically through the State Workforce Development Board Apprenticeship Committee, and individually through providing hands-on training with Local Workforce Development Areas (LWDA) staff. Our team helps LWDAs comprehend the intricacies of braiding funds and involves illustrating how WIOA funds may intersect with services pertinent to apprenticeships. By establishing connections with LWDA Business Services staff, we open avenues for directing employers or apprenticeship seekers to the statewide Apprenticeship Team, making sure they know there is someone who specializes in that area. It's imperative that we underscore the role of our Apprenticeship Staff as a vital element in WIOA business service delivery, exemplified by their involvement in the Business Services Summit event.

OWD's Apprenticeship Team is dedicated to providing access points throughout the state for local businesses to learn more about RAPs and the resources available to support their creation. Through TCSG's 22 technical colleges, the technical college system serves as the state's largest network of registered apprenticeship sponsors. OWD is committed to continuing to ensure that each college has the necessary resources and support to help create RAPs locally. This includes providing tailored training with all the colleges to help them better understand how to develop apprenticeships to the specific needs of their local workforce and business community. By serving as the state's primary liaison to the Office of Apprenticeship (OA), OWD and the technical colleges help streamline and eliminate the complexity and intimidation that is often associated with the RAP registration process.

As Georgia's apprenticeship expansion and promotion arm, Apprentice Georgia, operated by OWD, is dedicated to building a more diverse and skilled workforce through quality RAPs that ensure Georgia businesses lead in the global economy. Through the Apprentice Georgia network, comprised of all 22 TCSG institutions that serve as RAP sponsors, businesses and job seekers in all parts of the state have access to RAPs.

The State Apprenticeship Expansion Formula (SAEF) Grant, awarded in 2023, will be a critical investment to further expand the RAP expansion capacity of the State of Georgia. With this investment, along with the state HDCI investment, OWD will:

1. Expand Statewide Apprenticeship Program Development Capacity

- Increase state staff dedicated to assisting with the development of RAPs (identifying work processes and RTI schedules, appropriate apprenticeship models, apprenticeable occupations, etc.).
- Increase practitioner training on administering RAPs.

- Strengthen the Apprentice Georgia Community of workforce development and education partners.
 - Develop robust toolkits on the various components of apprenticeship development.
2. Modernize Georgia's Apprenticeship System, Apprentice Georgia
 - Formalize state-level role in apprenticeship development by developing apprenticeship policies and guidance.
 - Adopt an apprenticeship database to track service delivery to grant-supported apprentices.
 3. Integration of Apprenticeships into WIOA Service Delivery
 4. Strengthen Talent Pipelines through Apprenticeships
 - Develop targeted outreach to special populations and CBOs.
 - Establish a Georgia Pre-Apprenticeship framework.

III. Training Provider Eligibility Procedures

WIOA emphasizes informed customer choice, job-driven training, program performance and continuous improvement. The quality and selection of training programs is vital to achieving these core principles. The State Eligible Training Provider/Program List (ETPL), including performance and cost information, is publicly available online through OWD's website – The WorkSource Georgia Portal – with a searchable database to serve all significant populations groups. This list ensures access to training services throughout the state, including rural areas. The method of instruction, whether in-person or via electronic means, is included in the information provided on the ETPL to allow participants the opportunity to select the program most suitable to them. Georgia's current policy for training provider eligibility is stipulated in *TCSG OWD Policy Manual sec. 4.4*, which can be accessed at <https://www.tcsg.edu/worksource/resources-for-practitioners/policies-guidance/>. New training providers may submit an application for consideration through a local area for initial program eligibility for one year. Training providers wishing for a Registered Apprenticeship to be included on the State ETPL may submit an application to the State office via the ETPL@tcsg.edu address.

All Eligible Training Providers, excluding Registered Apprenticeships, will be reviewed annually for subsequent eligibility during the Annual Performance Reporting period. OWD will review the performance of providers to ensure they are meeting minimum levels of performance and ensure information on the ETPL remains up-to-date during these annual reviews. Subsequent review will also include verification of the registration status of RA programs. The following factors will be utilized to determine subsequent eligibility:

- The performance of training providers by WIOA standards, with performance disaggregated by LWDA being served
- The subsequent review must include other factors such as:
 - The degree to which training programs are in-demand industry sectors and occupations;
 - State licensure requirements;
 - Use of industry recognized certificates and credentials;
 - The ability of the ETP to provide training services that are physically and programmatically accessible for individuals who are employed and individuals with barriers to employment, including individuals with disabilities;
 - The ability of the ETP to partner with employers and provide job placement services;

- The dropout rate of the ETP; and,
- The student loan default rate of the ETP.

ETPs will be responsible for collection of performance data that is not available through the state data management system, and for transmitting that data to OWD annually.

All Registered Apprenticeships Programs operating in Georgia and registered through the USDOL Office of Apprenticeships are automatically eligible to be included on the State ETPL. *TCSG OWD Policy Manual sec. 4.4.5* identifies the procedure for RAPs to opt-in for inclusion on the State ETPL.

State & Local ETPL Roles and Responsibilities

WIOA requires the Governor, through the Technical College System of Georgia's Office of Workforce Development (OWD), to establish criteria, information requirements and procedures regarding the eligibility of providers of training services to receive funds under Section 122(b) of WIOA.

WIOA emphasizes informed customer choice, job-driven training, program performance and continuous improvement. The quality and selection of training programs is vital to achieving these core principles. The State Eligible Training Provider/Program List (ETPL), including performance and cost information, is publicly available online through OWD's website with a searchable database to serve all significant populations groups.

OWD's responsibilities include:

- Establishing eligibility criteria, information requirements and procedures which identify the roles of the State and LWDBs in determining the eligibility of providers and programs to receive funds through Individual Training Accounts (ITAs);
- Developing and maintaining the State ETPL including initial and continued eligibility and performance and cost information reporting;
- Ensuring programs meet eligibility criteria and performance levels, including accuracy of the information;
- Removing programs that do not meet established criteria or performance levels, ; upon informing the applicable LWDBs;
- Working with the SWDB to take appropriate enforcement actions against providers that intentionally provide inaccurate information or substantially violate WIOA requirements;
- Providing a secondary appeals process through the SWDB when providers have exhausted the applicable LWDB's appeal process;
- Disseminating the State ETPL, including performance and cost information, to the general public and the LWDBs throughout the State; and
- Administering and maintaining the State's mechanism to contact all Registered Apprenticeship programs of their automatic eligibility on the State ETPL, in concert with the USDOL Office of Apprenticeship (OA).

LWDBs responsibilities include:

- Determining initial eligibility of entities providing training programs and considering the possible termination of providers due to submission of inaccurate eligibility and performance information or a substantial violation of WIOA requirements;
- Working with OWD to ensure sufficient numbers and types of providers of training services exist, including providers with expertise in assisting adults in need of adult education and literacy activities;

- Ensuring the dissemination and use of the State ETPL, including formats accessible to individuals with disabilities;
- Requiring additional criteria and information from providers to become eligible in that local area, if desirable; and
- Setting higher levels of performance than those required by OWD as criteria for local programs to become or remain eligible to provide services in the local area, if desirable.

IV. Adult Priority of Service

The SWDB has approved *TCSG OWD Policy Manual sec. 3.2.5(II)*, which establishes service priority for individualized services and training services. In addition, OWD staff have provided technical assistance and training to LWDAs regarding the implementation of both Adult Priority of Service and Veterans Priority of Service. Each year, OWD conducts programmatic monitoring for each LWDA. During monitoring, OWD staff review a sample of participant case files to determine if the LWDA correctly implemented priority of service. The size of the sample depends on the LWDA's score on the risk assessment. The assessment uses several risk factors, including the number of participants, the size of the LWDA's award, the number of prior year findings, etc., to generate a risk factor internal control range. The range corresponds with high, medium, and low risk, which determines the sample size of participant case files to be reviewed by OWD staff. Each adult case file in the sample is thoroughly reviewed for compliance with the Priority of Service policy.

In the case any LWDA did not correctly implement priority of service for an adult participant, then OWD will issue a finding to the LWDA and provide technical assistance to rectify these concerns. Furthermore, OWD will review the LWDA's policies and procedures to ensure the LWDA has the correct information needed to administer priority of service.

V. Transfer of LWDA Adult & Dislocated Worker Funds

Consistent with the flexibility granted to LWDAs under WIOA, Georgia allows LWDAs to transfer up to 100% of their funding between the dislocated worker and adult funding streams. For consideration of transfers, all LWDAs must submit a written request to OWD via the online helpdesk, which must contain the approval by the LWDA Director and an authorized signatory of the fiscal agent. For all requests in excess of 50% of original fund stream being transferred, the LWDB Chair's signature is also required. All requests must contain a narrative section providing an explanation for the need to transfer the funds. Additionally, the OWD Grants Administration staff review the most recently submitted monthly Financial Status Report (FSR) to ensure that the recipient funding stream demonstrates a high level of expenditure and/or obligation. The Grants Administration team provides a copy of the request as well as additional expenditure and obligation data to leadership for discussion and approval from the Grants, Programs, Compliance, Data, and Business Services (as needed) teams. Upon approval from these Directors, the OWD Executive Director will issue final approval for the transfer request.

VI. WIOA & Trade Adjustment Assistance Co-Enrollment

The co-enrollment requirement of TAA participants in the Dislocated Worker program is codified within *TCSG OWD Policy Manual sec. 3.2.5*, of course allowing for deviations should the participant decline these services. The Georgia Department of Labor and TCSG have ongoing coordination efforts to ensure these requirements are met and to provide technical assistance to local staff engaging with participants within the TAA program. While a limited number of approved petitions are active in the State, both entities are aware of and engaged in the activities as required by TEGL 07-23, which covers the ongoing operations of TAA

program during phase out termination. Additional guidance and technical assistance will be provided by the state administrative entities of these programs to ensure services are available and accessible by impacted workers.

VII. WIOA & Trade Adjustment Assistance Receipt of Funded Benefits and Services

The co-enrollment requirement of TAA participants in the Dislocated Worker program is codified within TCSG OWD Policy Manual sec. 3.2.5, of course allowing for deviations should the participant decline these services. The Georgia Department of Labor and TCSG have ongoing coordination efforts to ensure these requirements are met and to provide technical assistance to local staff engaging with participants within the TAA program. While a limited number of approved petitions are active in the State, both entities are aware of and engaged in the activities as required by TEGL 07-23, which covers the ongoing operations of TAA program during phase out termination. Additional guidance and technical assistance will be provided by the state administrative entities of these programs to ensure services are available and accessible by impacted workers.

C. YOUTH PROGRAM REQUIREMENTS

I. State-Developed Criteria for Awarding Youth Contracts

The State developed and disseminated the required criteria and a checklist for use in the selection and award of youth providers by LWDBs. This guidance was released as Workforce Implementation Guidance Letter PS-15-009, which can be found on the OWD website at <https://www.tcsgeu.org/worksource/resources-for-practitioners/policies-guidance/>.

LWDBs must identify eligible providers of youth workforce development activities in the LWDB by awarding grants or contracts on a competitive basis based on the recommendation of the youth standing committee or full LWDB. LWDBs must utilize the state criteria to select youth providers, taking into consideration the ability of the provider to meet the performance accountability measures for WIOA. The requirement in WIOA sec. 123 that eligible providers of youth services be selected by awarding a grant or contract on a competitive basis does not apply to the design framework services when these services are more appropriately provided by the grant recipient/fiscal agent. Design framework services include intake, objective assessments, and the development of individual service strategy, case management, and follow-up services. The LWDB must ensure that the design framework for youth programs provided by the LWDB comply with the checklist.

Youth Contractor Checklist (if provided through competitive procurement or provided as part of the design framework provided by the LWDB)

- Provide an objective assessment for each youth participant that includes academic levels, skill levels, and service needs, for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy; Assessment shall include a review of the following: basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and development needs of each participant.
- Develop, and update as needed, an individual service strategy for each youth participant that is directly linked to one or more indicator(s) of WIOA performance. The strategy must identify appropriate career pathways that include education and employment goals, consider career planning and the results of the objective assessment, and prescribe achievement objectives and services for the participant.

- Provide case management of youth participants, including follow-up services.
- Provide referral services for all youth participants, including: providing participants with information about the full array of applicable or appropriate services available through the LWDA, other eligible providers, or one-stop partners; and referring participants to appropriate training and educational programs that have the capacity to serve them either on a sequential or concurrent basis.

WIOA requires 14 youth elements, either provided by or through contractors or the LWDA:

1. Tutoring, Study Skills Training, Instruction and Evidence based Drop-out Prevention and Recovery Strategies;
2. Alternative Secondary School Services or Drop-out Recovery Services;
3. Paid and Unpaid Work Experiences;
4. Occupational Skills Training;
5. Education Offered Concurrently with and in the same context as Workforce Preparation;
6. Leadership Development;
7. Supportive Services;
8. Adult Mentoring;
9. Comprehensive Guidance and Counseling;
10. Financial Literacy Education;
11. Entrepreneurial Skills Training;
12. Labor Market and Employment Information Services;
13. Activities that Prepare for Transition to Postsecondary Education and Training;
14. Follow-up Services.

Youth Program Proposers must provide the following:

- A detailed description of each program element;
- Past youth performance information (for WIA/WIOA youth providers);
- A detailed description of provider partnerships with business partners;
- Provider must be in business for at least six months prior to the initial application and have a current business license or proof of active compliance with the Secretary of State Corporations Division;
- Provider must be current on all federal and state taxes (Must supply certification from accounting/ tax firm of current tax standing regarding federal and state taxes, including Unemployment Insurance taxes);
- Provider must be in good standing with the Better Business Bureau with no outstanding complaints;
- Provider must not be found in fault in criminal, civil, or administrative proceeding related to its performance as a training or educational institution. Must disclose any pending criminal, civil, or administrative proceeding as either a defendant or a respondent;
- Provider must disclose any and all conflicts of interest with state or local LWDB staff or board members including, but not limited to, family ties (spouse, child, parent), fiduciary roles, employment or ownership interests in common;

- Provider must assure that the proposed facility is accessible and that reasonable accommodations are made for provision of services to disabled individuals;
- Provider must include a current federal tax ID number; and
- Provider must not appear on current federal, state, or local debarment and suspension lists.

II. Strategies for Serving Youth

The Georgia State Workforce Development Board has a long-established Youth Committee responsible for the oversight of WIOA youth programs across the state. Similarly, nearly all the Local Workforce Development Boards maintain a standing Youth Committee with membership that includes core and other required partners, in addition to many community-based organizations serving youth locally. At both the state and local levels, these groups set policy and oversee the implementation of WIOA youth programs with the specific aim to expand and enhance services to Out-of-School and In-School Youth.

Additionally, the TCSG Office of Workforce Development Youth Services Lead maintains contact with local staff to provide technical assistance, policy guidance, and training statewide. The state staff that serve in this role have created many resources and training opportunities, to include the following:

- *Youth Program Guide*: This resource provides a baseline reference tool for WIOA youth practitioners throughout the state and can be found at https://www.tcsg.edu/wp-content/uploads/2021/02/YouthProgramResourceGuide_v8.pdf. The guide is a living document, with continual updates based on input from local case managers, youth staff, service providers, subject matter experts, and other relevant stakeholders. The guide covers topics from eligibility, permissible use of youth funds, key definitions, and much more.
- *Youth Roundtables*: For a few years running, TCSG OWD has hosted regional Youth Roundtable training with local staff to discuss common challenges, success stories, policy needs, and more. These sessions were conducted in-person and yielded many good discussions regarding local needs, but also served as important peer learning opportunities for frontline staff.
- *Participation in ETA Youth Coordinators Call*: TCSG OWD staff regularly participate in the Youth Coordinators Call hosted by ETA. This has served as a key resource to ensure timely dissemination of information to states regarding Youth programming, as well as providing helpful connections with other states in Region 3. These peer connections have been key when state staff encounter new or unique challenges and allow for brainstorming on how to resolve them.

III. Youth Program Elements

LWDBs are expected to make available all 14 Youth Elements within the one-stop centers, either by contracting with service providers or delivering the elements themselves through a competitive procurement process. Should those services be contracted out, LWDBs are expected to maintain a robust subrecipient monitoring review process to ensure that services are being provided appropriately. These processes and evaluations are reviewed annually by the State to ensure compliance and effective service delivery under the LWDB's chosen structure. Additionally, the State provides training to these subrecipients, in conjunction with the LWDB, to ensure nothing is lost in translation between the federal, state, and local levels.

TCSG OWD provides continual technical assistance and guidance, to include Workforce Implementation Guidance (WIG) Letters on topics such as key Youth eligibility and definitions; Youth Work Experience; Youth Incentives; among others. These resources can be found at <https://www.tcsg.edu/worksource/resources-for-practitioners/policies-guidance/>. TCSG OWD also supports local efforts in youth programming through the active Youth Expenditure Waiver, which is discussed in detail below in the Waiver Request section.

The state also recognizes the importance of work experience, pre-apprenticeship, and registered apprenticeship programs in shaping successful career pathways at the local level. These programs offer invaluable hands-on learning opportunities, allowing individuals to acquire practical skills, gain industry-specific knowledge, and develop crucial soft skills that are highly valued by employers.

To prioritize these elements within a broader career pathway strategy, local areas should incorporate these key steps:

- **Collaboration with Local Industry Partners:** Encourage collaboration between local educational institutions, businesses, and industry organizations to design programs that align with the needs of the local labor market. This ensures that work experience and apprenticeship opportunities are relevant and responsive to current industry demands.
- **Supportive Infrastructure:** Establish supportive infrastructure, such as career counseling services and mentorship programs, to guide individuals through the process of exploring and accessing work experience and apprenticeship opportunities. This infrastructure should be inclusive and accessible to individuals from diverse backgrounds and should provide tailored support based on each individual's needs and aspirations.
- **Credentialing:** Ensure that work experience and apprenticeship programs offer meaningful recognition and credentialing, such as industry-recognized certifications or academic credit, to validate the skills and knowledge acquired through these experiences. This enhances the value of participation in these programs and facilitates individuals' transition into further education or employment.
- **Continuous Evaluation and Improvement:** Regularly evaluate the effectiveness of work experience and apprenticeship programs in achieving desired outcomes, such as increasing participants' employability and earning potential.

By prioritizing work experience, pre-apprenticeship, and registered apprenticeship programs within a broader career pathway strategy, local areas can empower individuals to build meaningful and sustainable careers while meeting the evolving needs of the labor market.

IV. State Policy for Additional Assistance

The State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” for In-School and Out-of-School Youth is codified in *TCSG OWD Policy Manual sec. 3.2.6*. “Requires additional assistance” is defined as experiencing one or more of the following:

Educational Barriers

- In School (secondary or postsecondary) with a Grade Point Average of less than 2.0
- Has quit secondary or postsecondary program without completing their education or obtaining a degree or recognized credential
- Has repeated at least one secondary grade level
- One or more years behind modal grade for one's age group, with particular emphasis on those two or more years behind modal grade
- Below average academic test scores relative to students in his/her class with particular emphasis on those in the bottom 25% of the test score distribution
- Placed on probation, suspended from school, or expelled from school one or more times during the past two years
- Documented behavioral problems at school

- Deemed at risk of dropping out of school by a school official
- Has received court agency referrals mandating school attendance
- For each year of secondary education, the individual is at least two semester credits behind the rate required to graduate from high school

Employment Barriers

- Has never held a job
- Has been fired from a job within the 12 months prior to program application
- Has never held a full-time job for more than 13 consecutive weeks
- Has a family history of chronic unemployment, including long-term public assistance
- Has been unemployed six months out of the last two years
- Has little or no successful work experience, a long and unsuccessful work search, or little to no exposure to successfully employed adults
- Is a high school graduate who has not held a full-time regular job for more than three consecutive months

Living Arrangements

- Resides in a non-traditional household setting (i.e., single parent, lives with unofficial guardian, latchkey, grandparents, etc.)
- Lives with only one or neither of his/her natural parents
- Lives in public housing
- Lives in a federally-designated high poverty area (see section III(B) for definition of high-poverty area)

Medical/School/Family Barriers

- Lacks parental support
- Has emotional, medical, physical, cognitive, or psychological impairment which creates a significant impediment to employment
- Has been referred to, or being treated by, an agency for substance abuse related problem(s) 108
- Has experienced recent traumatic events, is a victim or abuse, or resides in an abusive environment as documented by a school official or professional
- Faces significant personal challenges, including dysfunctional domestic situation, lack of supportive services, documented behavioral problems, and substance abuse by the youth or family members

Characteristics

- Children of incarcerated parents
- Emancipated youth
- Immigrant or refugee
- Migrant youth

D. SINGLE-AREA STATE REQUIREMENTS

E. WAIVER REQUESTS

Georgia's currently approved waiver regarding the 75% Out-of-School Youth expenditure requirement is in effect for the full amount of time that the state has to spend PY23 funds (June 30, 2027). Georgia now seeks additional waivers for the Program Years covered by the 2024-2027 State Plan.

WAIVER REQUEST CONTINUATION #1: OUT-OF-SCHOOL YOUTH EXPENDITURE REQUIREMENT

1. The statutory and/or regulatory requirements the state would like to waive:

WIOA Section 129(a)(4)(A) and 20 CFR 681.410, which states that the State and local areas expend 75% of Governor's reserve youth funds and local formula youth funds on out-of-school youth.

2. Actions the state has undertaken to remove state or local statutory or regulatory barriers:

Not applicable. No State or local barriers exist to implementing the proposed waiver.

3. State strategic goals and projected programmatic outcomes resulting from the implementation of the waiver

This waiver request is aligned with Georgia's stated goal of expanding the pool of available employees by including individuals with barriers to employment within the workforce system, as many of Georgia's local areas have experienced challenges with OSY recruitment and retention. OWD seeks an extension of the youth expenditure waiver to support the expansion of ISY programming for youth who are at risk of being disconnected from the education system and workforce. By implementing ISY programs, local areas are able to make connections with these youth prior to school dropout or other situations that may disconnect them from education and employment, eventually categorizing them as OSY. Particularly in the high-poverty counties of the state, early intervention is a key strategy to support positive personal and economic outcomes for youth. While Georgia recognizes the value and importance of WIOA's heightened emphasis on the alignment of programs that serve OSY in order to ensure they obtain the skills necessary to prepare for education achievement and workforce participation, it creates an undue burden for local areas who wish to provide quality ISY programming.

The desired programmatic outcomes from the implementation of this waiver remain the same, and include:

- The ability for LWDAs to strategically focus their allocated funds on an approach to better serve at-risk youth, while discouraging disconnection from education institutions. Specifically, LWDAs can fund a greater number of year-round and summer Work Experience activities targeting eligible ISY. Through these efforts, Georgia expects to see continued increase in graduation rates, and ideally, a statewide increase in the Measurable Skill Gains metric.
- The opportunity to provide support for ISY while equipping them with the academic and technical skills necessary to improve their employability. The expansion of ISY programs will strengthen the talent pipeline for employers, and therefore, reduce their training costs and employee turnover.

4. Alignment with department policy priorities

Continued implementation of Georgia's youth expenditure waiver will allow for more innovative and far-reaching programs to be developed at the local level to serve opportunity youth. As stated above, early intervention is a key strategy to ensuring these youth do not slip through the cracks. As highlighted in TEG 9-22, the needs of youth participants are ever evolving, and this has only been further highlighted by the pandemic. Georgia seeks this waiver to stay ahead of the challenges and ensure local programming can pivot to adequately address the needs of WIOA-eligible youth in their communities, regardless of school status.

5. Individuals, groups, or populations affected by the waiver:

This waiver is intended to benefit youth by opening up additional avenues for local programming geared toward in-school and out-of-school youth. By increasing the flexibility afforded to local areas, local programs

can reflect the needs of the community, particularly around dropout prevention. Workforce development partners, employers, parents, and school counselors will also benefit from the waiver by increasing the resources available to youth that will support their continued success in the realms of education and employment.

6. State plans for monitoring waiver implementation, including collection of waiver outcome information:

Youth funds under WIOA Title I are subject to various expenditure requirements. TCSG OWD will ensure regular checks of these requirements through a combination of FSR tracking, technical assistance, and annual monitoring reviews. These reviews are a joint endeavor between the Programs Team, Grants Team, and the Youth Services Lead to ensure a programmatic and financial focus on local operations. OWD reviews progress toward the required youth expenditures on a quarterly basis with the submission of the FSRs. Formal oversight of the requirements begins in the fall each year to allow enough time to intervene before the funding expires, but also to ensure OWD can capture progress toward the requirements from summer work experience programs.

In accordance with WIOA sec. 102(c)(3) and the implementing regulations, Georgia is submitting this waiver as part of the WIOA State Plan, which is subject to the requirements for public review and comment outlined in 20 CFR 676.130(d). Key stakeholders, such as LWDBs, are consulted prior to the submission of the State Plan regarding this waiver. It is important to note that this waiver has specifically been requested by the local areas, and they continue to support the State’s request through the State Plan process. OWD regularly polls the local areas regarding how the waiver has impacted their performance outcomes, specifically Q2 and Q4 Youth Education and Employment, Credential Attainment, and Measurable Skill Gains. Additionally, Information about waiver outcomes is included annually in the WIOA Statewide Performance Narrative Report.

7. Outcomes and Results of Existing Waiver

OWD tracks the use of the waiver by LWDA and has seen more local areas implement additional youth-focused programming given the additional flexibility provided by the waiver. Currently, about half of the local areas are utilizing the waiver and have experienced an increase in In-School Youth participation by an average of 25%, as well as an increase in performance outcomes. The performance outcomes for Program Year 2025 are projected to maintain or increase across the following Youth measures: Q2 and Q4 Youth Education and Employment, Credential Attainment, and Measurable Skill Gains. For the most recent years for which we have completed performance data (PY23 and 24), nearly every LWDA utilizing the waiver saw increases in Q4 Youth Education and Employment, Credential Attainment, and Measurable Skill Gains. From a statewide perspective, OWD believes the implementation of the Youth Expenditure Waiver has contributed to the success of increasing performance across these measures as well. While the peak years of the pandemic saw dips in performance outcomes, there has been a steady increase across nearly all youth metrics since Program Year 2020. Most notably, the following statewide performance increases were identified in a review of the data:

Performance Measure	PY23	PY24
Q4 Youth Education/Employment	76.2%	76.3%
Credential Attainment	68.0%	62.6%
Measurable Skill Gains	58.0%	63.6%

WIOA WAIVER REQUEST #2: WAIVE REQUIREMENT FOR LOCAL AREAS TO PROVIDE ALL 14 YOUTH PROGRAM ELEMENTS

The State of Georgia

The State of Georgia respectfully requests a waiver from the U.S. Department of Labor (USDOL) pursuant to Section 129(c)(2) of the Workforce Innovation and Opportunity Act (WIOA) and 20 CFR 681.460, which require local workforce development areas to make all fourteen (14) WIOA youth program elements available to eligible youth participants

Specifically, the waiver would support Georgia's efforts to focus greater funding on work-based learning opportunities, including paid and unpaid work experiences, pre-apprenticeships, and Registered Apprenticeships, beyond the statutory minimum 20 percent work experience expenditure requirement. In addition, the waiver would enable local areas to expand access to occupational skills training through Individual Training Accounts (ITAs), strengthening pathways to industry-recognized credentials and unsubsidized employment.

1. The statutory and/or regulatory requirements the state would like to waive:

The State of Georgia requests a waiver of WIOA section 129(c)(2), which requires each local workforce development area (LWDA) to make all fourteen (14) WIOA Title I youth program elements available to eligible youth participants.

Approval of this waiver would provide local areas with flexibility to prioritize and concentrate resources on high-impact youth services, particularly paid and unpaid work experiences, occupational skills training, pre-apprenticeships, and Registered Apprenticeships, beyond the statutory minimum 20 percent work experience expenditure requirement. While local areas would not be required to directly provide all fourteen elements, youth would continue to have access to the full range of required services through referrals, coordination, and partnerships with required one-stop partners and other community-based providers.

2. Actions the state has undertaken to remove state or local statutory or regulatory barriers:

There are no state or local statutory or regulatory barriers that would prevent implementation of the requested waiver. Georgia's statutes, administrative rules, and WIOA policies are aligned with federal requirements and provide sufficient flexibility for local areas to implement the waiver, if approved.

The State has provided guidance and technical assistance to local workforce development areas emphasizing strategic youth service delivery, allowable expenditures, and performance accountability. Ongoing oversight and monitoring processes will remain in place to ensure continued compliance with federal requirements.

3. State strategic goal(s):

This waiver supports Georgia's strategic goals outlined in the WIOA/Perkins Combined State Plan, which is part of the broader *Top State for Talent* initiative. Georgia's statewide talent strategy focuses on aligning education, workforce development, and employer needs to prepare every Georgian for meaningful careers. Key goals include:

- Utilize sector partnerships to inform and guide strategic workforce development strategies and enhance partnership coordination.
- Develop a streamlined and regionally integrated workforce system that delivers efficient services to both businesses and individuals.
- Capitalize on the workforce system's strengths to create opportunities for all Georgia communities to prosper.
- Continuously align workforce and education system objectives to current and future occupational skill requirements.
- Expand the pool of available employees by increasing the participation of individuals with barriers to employment in the workforce system.

By allowing local areas to strategically prioritize youth program elements, Georgia seeks to better align youth services with employer demand, local workforce needs, and the statewide vision of preparing talent for real opportunities across the state.

4. Projected programmatic outcomes resulting from implementation of the waiver:

The implementation of this waiver, will allow Georgia to achieve the following outcomes:

- Increase work experience participation by redirecting resources from lower-impact program elements to work-based learning activities.
- Increase occupational skills training via individual training accounts
- Increase participation in pre-apprenticeships and Registered Apprenticeships as part of enhanced work-based learning strategies.

In addition, implementation of the waiver is expected to support increased emphasis on paid and unpaid work experiences, including pre-apprenticeships and Registered Apprenticeships. The waiver will also reduce administrative complexity for local areas, allowing staff to focus on participant engagement and service quality, provide greater flexibility for local areas to tailor youth services based on local labor market conditions and participant needs, and ensure that youth can access remaining program elements through partners, even where full coverage by local workforce areas is not required.

5. Alignment with Department policy priorities:

This waiver aligns with USDOL priorities which encourage the public workforce system to innovate, modernize operations, and use existing WIOA flexibilities to improve service delivery, advance work-based learning, and enhance outcomes for participants and employers. Specifically, the waiver supports the five strategic pillars:

- Industry-Driven Strategies: Focus resources on work experiences, occupational skills training, and apprenticeships that meet local employer needs and skill demands.
- Worker Mobility: Support youth in gaining credentials and career pathways that lead to sustainable employment and self-sufficiency.
- Integrated Systems: Ensure youth access all required program elements through coordinated services with partners, reducing duplication and administrative barriers.
- Accountability: Direct resources to high-impact services, monitor performance, and ensure public investments generate measurable results for youth and employers.
- Flexibility and Innovation: Allow local workforce areas the flexibility to concentrate resources on high-impact elements, respond to local labor market conditions, and align services with in-demand occupations.

Overall, the waiver enables Georgia to concentrate resources on high-impact services, improve alignment with employer demand, and enhance outcomes for youth with barriers to employment.

6. Individuals, groups, or populations affected by the waiver:

The waiver will primarily affect WIOA Title I youth participants, including both in-school and out-of-school youth. The waiver is expected to particularly benefit youth with barriers to employment including but not limited to low-income youth, youth who are basic skills deficient, youth with disabilities, youth experiencing foster care or homelessness, as well as local workforce boards, schools, and service providers.

By focusing resources on work-based learning and occupational training, the waiver will enhance opportunities for youth who require direct connections to employment and career pathways.

7. State plans for monitoring waiver implementation, including collection of waiver outcome information:

Georgia will monitor implementation of the waiver through existing WIOA oversight and accountability mechanisms, including:

- Review of local youth service strategies and expenditures during annual and on-site monitoring activities.
- Analysis of youth performance outcomes, including employment, credential attainment, and measurable skill gains.
- Ongoing technical assistance and training to local areas to ensure continued access to all required youth program elements through partnerships and referrals.
- Collection and evaluation of waiver-related outcome data to assess effectiveness and inform future policy decisions.

8. Assurance of state posting of the request for public comment and notification to affected local workforce development boards:

In accordance with WIOA Section 102(c)(3) and the WIOA regulations at 20 CFR 676.135, the State of Georgia is submitting this waiver request as part of its PY 2024-2027 WIOA Combined State Plan, which is subject to the requirements outlined in the WIOA regulations at 20 CFR 676.130(d) regarding public review and comment. These waiver requests were posted on the Technical College System of Georgia website for

review and comment by key stakeholders, including all local Workforce Development Boards, businesses, and the general public, from January 15, 2026, through February 13, 2026.

WIOA WAIVER REQUEST #3: WAIVER OF THE REQUIREMENT TO ESTABLISH AND MAINTAIN A COMPREHENSIVE AMERICAN JOB CENTER (AJC) IN EACH OF THE STATE'S LOCAL WORKFORCE DEVELOPMENT AREAS.

The State of Georgia

The State of Georgia respectfully requests a waiver from the U.S. Department of Labor (USDOL) pursuant to Section 121(e) of the Workforce Innovation and Opportunity Act (WIOA) and 20 CFR 678.300(c), which require each local workforce development area (LWDA) to establish and maintain at least one comprehensive American Job Center (AJC).

This waiver would support Georgia's efforts to modernize workforce service delivery, expand access in rural and geographically dispersed areas, and ensure efficient use of public funds. The waiver would allow LWDAs to meet comprehensive service delivery expectations through a coordinated network of access points, affiliate sites, and technology-enabled services, while minimizing administrative costs and allowing the state to redirect funds toward direct participant services.

1. The statutory and/or regulatory requirements the state would like to waive:

Georgia requests a waiver of the requirement to establish and maintain a physical comprehensive American Job Center (AJC) in each local workforce development area, as required under WIOA Section 121(e)(1) and its implementing regulation at 20 CFR 678.300(c). Georgia is requesting that LWDAs be allowed to meet comprehensive service delivery expectations through a coordinated network of access points, including affiliate sites and technology-enabled services, without being required to maintain a physical comprehensive AJC in each LWDA.

2. Actions the state has undertaken to remove state or local statutory or regulatory barriers:

There are no state or local statutory or regulatory barriers that would prevent implementation of the requested waiver. The state has provided flexibility to LWDAs to design service delivery strategies that leverage existing community infrastructure, including technical colleges and partner facilities.

Georgia has also supported technology-enabled service delivery, including the provision of Wagner-Peyser Employment Services through a blended model. This approach combines in-person Employment Services delivered at affiliate locations and one-stop centers with virtual service options, including live chat and Employment Virtual Agent (EVA) kiosks. In addition, the state has encouraged flexibility in local Memoranda of Understanding and Infrastructure Funding Agreements to accommodate non-traditional service delivery arrangements while maintaining accountability and compliance with federal requirements.

3. State strategic goal(s):

This waiver supports Georgia's strategic goals outlined in the WIOA/Perkins Combined State Plan, which is part of the broader *Top State for Talent* initiative. Georgia's statewide talent strategy focuses on aligning education, workforce development, and employer needs to prepare every Georgian for meaningful careers.

Key strategic goals supported by this waiver include:

- Expand access to workforce services statewide, including those in rural and geographically dispersed areas.
- Reduce administrative and facility costs by allowing LWDAs to use flexible and innovative service delivery approaches.
- Strengthen participant and employer engagement by ensuring workforce programs are responsive to local labor market needs.
- Support workforce system innovation and adaptability so that LWDAs can tailor services to evolving labor market demands and regional priorities.

By allowing flexibility in how comprehensive services are delivered, this waiver enables Georgia to expand access to workforce services, particularly in rural and underserved regions, while ensuring that services

remain customer-centered, coordinated, and aligned with regional labor market needs.

4. Projected programmatic outcomes resulting from implementation of the waiver:

Implementation of this waiver is expected to result in measurable programmatic benefits that improve service reach and efficiency. Projected outcomes include:

- Increase access to workforce services through a network of affiliate sites, virtual services, and other coordinated access points.
- More efficient use of infrastructure and administrative funding, allowing greater investment in career services, training, and employer engagement.
- Improve engagement among individuals and employers who face geographic or transportation barriers.
- Maintain WIOA performance outcomes that are comparable to, or exceed, outcomes achieved through comprehensive physical AJCs.
- Enhance local flexibility and innovation allowing LWDAs to tailor service delivery models to the needs of participants and employers, local labor market needs, and regional priorities.

The waiver is also expected to reduce fixed facility costs in underutilized locations and allow local areas to redirect resources toward direct participant services and employer-focused strategies.

5. Alignment with Department policy priorities:

This waiver aligns with U.S. Department of Labor policy priorities by promoting innovation and modernization in workforce service delivery while maintaining accountability and performance integrity. The waiver supports expanded access to services, strengthens coordination across workforce and education systems, and encourages efficient use of public resources. Specifically, the waiver supports the five strategic pillars:

- **Industry-Driven Strategies:** Support sector partnerships and regional strategies that align training, education, and workforce development with employer demand.
- **Worker Mobility:** Increase participation of individuals with barriers to employment by reducing geographic, transportation, and infrastructure limitations.
- **Integrated Systems:** Minimize administrative and facility costs, redirecting funds to career services, training, and employer engagement.
- **Accountability:** Maintain WIOA performance standards through monitoring, reporting, and continuous improvement using local plans, MOUs, IFAs, and performance indicators.
- **Flexibility and Innovation:** Enable LWDAs to design service models leveraging technical colleges, partner facilities, and virtual platforms.

This waiver allows Georgia to provide workforce services that are flexible, accessible, and tailored to local needs. By combining physical centers, affiliate sites, and virtual options, the state can reach more job seekers, use resources more efficiently, and better match workforce programs to local labor market demands, benefiting both workers and employers.

6. Individuals, groups, or populations affected by the waiver:

Individuals and entities affected by this waiver include job seekers and employers located in rural or geographically dispersed LWDAs, particularly those who experience transportation or distance-related barriers to accessing centralized physical facilities. LWDAs and workforce system partners may also be affected by the increased flexibility to design service delivery models that reflect regional needs. All affected individuals will continue to have meaningful access to required workforce services through coordinated partner networks and virtual service delivery options.

7. State plans for monitoring waiver implementation, including collection of waiver outcome information:

Georgia will monitor implementation of this waiver through oversight by the State Workforce Development Board, in consultation with the Chief Elected Officials (CLEO), and ongoing review of local service delivery strategies as documented in local plans and MOUs.

In addition, the state will continue to review all sites during the annual monitoring process to ensure compliance with WIOA requirements. The state will also analyze WIOA primary indicators of performance to assess the impact of the waiver on participant and employer outcomes and will continue to monitor accessibility and equal opportunity compliance. Information on service utilization, performance outcomes, and customer feedback will be collected and reported through established WIOA annual reporting processes.

and used to support continuous improvement.

8. Assurance of state posting of the request for public comment and notification to affected local workforce development boards:

In accordance with WIOA Section 102(c)(3) and the WIOA regulations at 20 CFR 676.135, the State of Georgia is submitting this waiver request as part of its PY 2024-2027 WIOA Combined State Plan, which is subject to the requirements outlined in the WIOA regulations at 20 CFR 676.130(d) regarding public review and comment. These waiver requests were posted on the Technical College System of Georgia website for review and comment by key stakeholders, including all Local Workforce Development Boards, businesses, and the general public, from January 15, 2026, through February 13, 2026.

WIOA WAIVER REQUEST #4: WAIVER OF THE REQUIREMENT TO FORMALLY CERTIFY AFFILIATE ONE-STOP CENTERS

The State of Georgia

The State of Georgia respectfully requests a waiver from the U.S. Department of Labor (USDOL) pursuant to Section 121(d) of the Workforce Innovation and Opportunity Act (WIOA) and 20 CFR 678.800, which require Affiliate One-Stop Centers to be formally certified to ensure consistency and compliance with One-Stop standards.

Approval of this waiver would reduce administrative burden, support a more efficient and responsive service delivery system, and provide local workforce development areas (LWDAs) with flexibility to operate Affiliate One-Stop Centers in a manner that maintains quality and accessibility without the disproportionate administrative requirements of formal certification.

1. The statutory and/or regulatory requirements the state would like to waive:

Georgia requests a waiver of the requirement under WIOA Section 121(d) and 20 CFR 678.800 that Affiliate One-Stop Centers undergo formal certification. While certification is intended to ensure quality and consistency across the One-Stop system, it has resulted in a significant administrative burden relative to the scope of services typically provided at these locations. The process demands substantial staff time devoted to documentation, monitoring, and review activities that do not directly enhance service delivery or customer access.

This waiver is limited in scope to the formal certification process for Affiliate One-Stops. The State does not seek relief from any other WIOA statutory or regulatory requirements, including required partner participation, accessibility standards, nondiscrimination obligations under WIOA Section 188, service coordination, or performance accountability. All required programs and services will continue to be delivered at Affiliate One-Stop sites.

2. Actions the state has undertaken to remove state or local statutory or regulatory barriers:

There are no state or local statutory or regulatory barriers preventing the implementation of this waiver. Georgia has provided LWDAs with guidance and flexibility to structure Affiliate One-Stop Centers to meet regional and community needs while ensuring compliance with all applicable WIOA requirements.

3. State strategic goal(s):

This waiver supports strategic goals outlined in Georgia's WIOA/Perkins Combined State Plan and the broader *Top State for Talent* initiative. The statewide talent strategy focuses on aligning education, workforce development, and employer needs to prepare all Georgians for meaningful careers.

Key strategic goals supported by this waiver include:

- Encourage LWDAs to establish additional Affiliate One-Stop Centers in community and partner locations that currently do not pursue designation due to certification burden.
- Support flexible service delivery through community and partner facilities such as technical colleges

and other partner locations, without requiring formal certification.

- Increase the number of access points for individuals to enter the workforce system, particularly in rural or geographically dispersed areas, through Affiliate One-Stop Centers.
- Reduce administrative burden associated with formal certification of Affiliate One-Stop Centers, allowing local staff and partners to focus on service delivery, referrals, partner coordination, and employer engagement rather than documentation, monitoring, and review activities.

By providing this flexibility, the waiver enables LWDAs to operate an integrated and responsive workforce system that meets regional needs while maximizing operational efficiency.

4. Projected programmatic outcomes resulting from implementation of the waiver:

Implementation of this waiver is expected to result in measurable programmatic benefits, including:

- Enhance flexibility for LWDAs to deploy services in innovative ways tailored to local labor market needs.
- Increase staff capacity to focus on direct participant services, employer engagement, and performance outcomes.
- Sustain and improve access to WIOA services at affiliate sites and through virtual platforms.
- Maintain or improve WIOA performance outcomes at both the local and state levels.
- Reduce administrative time and costs associated with documenting, monitoring, and reviewing Affiliate One-Stop certification.

The waiver is also expected to reduce unnecessary duplication of administrative work, allowing local areas to redirect resources toward career services, training, and employer-focused strategies.

5. Alignment with Department policy priorities:

This waiver aligns with U.S. Department of Labor policy priorities by promoting modernization, efficiency, and customer-centered service delivery while maintaining accountability and performance integrity. Specifically, the waiver supports the five strategic pillars:

- **Industry-Driven Strategies:** Redirects resources toward aligning services with employer and industry needs.
- **Worker Mobility:** Expands access to services for individuals with barriers to employment, including those in rural or remote areas.
- **Integrated Systems:** Reduces administrative and monitoring overhead, redirecting resources to service delivery.
- **Accountability:** WIOA performance outcomes will continue to be monitored through local plans, MOUs, and performance indicators.
- **Flexibility and Innovation:** Provides LWDAs the ability to implement innovative service models at Affiliate One-Stops, including blended and virtual delivery approaches without formal certification.

This waiver allows Georgia to maintain a robust, high-quality workforce system while increasing operational flexibility and efficiency.

6. Individuals, groups, or populations affected by the waiver:

Individuals and groups affected by this waiver include job seekers and employers accessing services through Affiliate One-Stop locations, particularly those in rural, remote, or geographically dispersed communities where affiliate sites often serve as critical access points.

The waiver also affects LWDAs and required partners by reducing administrative burden and allowing staff to focus on activities that directly support service delivery, employer engagement, and performance outcomes.

7. State plans for monitoring waiver implementation, including collection of waiver outcome information:

Georgia will monitor implementation of this waiver through oversight by the State Workforce Development Board, in consultation with the Chief Elected Officials (CLEO), and ongoing review of local service delivery strategies as documented in local plans and MOUs.

In addition, the state will continue to review all sites during the annual monitoring process to ensure

compliance with WIOA requirements. The state will also analyze WIOA primary indicators of performance to assess the impact of the waiver on participant and employer outcomes and will continue to monitor accessibility and equal opportunity compliance. Information on service utilization, performance outcomes, and customer feedback will be collected and reported through established WIOA annual reporting processes and used to support continuous improvement.

8. Assurance of state posting of the request for public comment and notification to affected local workforce development boards:

In accordance with WIOA Section 102(c)(3) and the WIOA regulations at 20 CFR 676.135, the State of Georgia is submitting this waiver request as part of its PY 2024-2027 WIOA Combined State Plan, which is subject to the requirements outlined in the WIOA regulations at 20 CFR 676.130(d) regarding public review and comment. These waiver requests were posted on the Technical College System of Georgia website for review and comment by key stakeholders, including all local Workforce Development Boards, businesses, and the general public, from January 15, 2026, through February 13, 2026.

WIOA WAIVER REQUEST #5: WAIVER OF THE REQUIREMENT TO ESTABLISH AND MAINTAIN INFRASTRUCTURE FUNDING AGREEMENTS (IFAs) FOR ALL REQUIRED ONE-STOP PARTNERS

The State of Georgia

The State of Georgia respectfully requests a waiver from the U.S. Department of Labor (USDOL) pursuant to Section 121(h) of the Workforce Innovation and Opportunity Act (WIOA) and the implementing regulations at 20 CFR 678.700-678.755, which require local workforce development areas (LWDAs) to establish, negotiate, and maintain formal Infrastructure Funding Agreements (IFAs) with all required One-Stop partners.

Approval of this waiver would reduce administrative burden for LWDAs and required One-Stop partners, promote continued and increased partner participation in the One-Stop delivery system, support flexible and sustainable local operations, and provide LWDAs with discretion to cover shared infrastructure costs through alternative, locally determined approaches without requiring formal cost-sharing contributions from all required partners.

1. The statutory and/or regulatory requirements the state would like to waive:

Georgia requests a waiver of the requirement under WIOA Section 121(h) and 20 CFR 678.700-678.755 to establish and maintain formal IFAs with all required One-Stop Partners. These regulations govern the negotiation, execution, and collection of partner contributions to shared infrastructure costs.

Although the purpose of IFAs is to ensure all required partners contribute fairly toward infrastructure costs, the requirement has resulted in significant administrative burden for LWDAs and required partners. This burden is especially acute for partners facing declining funding, who may be discouraged from fully engaging in service delivery due to the substantial time and financial commitment required to develop, negotiate, and administer IFAs.

This waiver is limited in scope to the formal IFA process. The State does not seek relief from any other WIOA statutory or regulatory requirements, including partner participation in One-Stop Centers, service coordination, accessibility standards, nondiscrimination obligations under WIOA Section 188, or performance accountability. All required services will remain available to job seekers and employers through coordinated service delivery arrangements.

2. Actions the state has undertaken to remove state or local statutory or regulatory barriers:

There are no state or local statutory or regulatory barriers preventing the implementation of this waiver. Georgia has provided flexibility to LWDAs to develop service delivery strategies leveraging existing community infrastructure, including technical colleges, partner facilities, and virtual service delivery options.

The state has encouraged the use of blended models, combining in-person services with virtual services, such as Employment Virtual Agent (EVA) kiosks, and technology-enabled tools. Additionally, local boards have been provided guidance on negotiating Memoranda of Understanding (MOUs) that allow for flexible cost-sharing arrangements consistent with partner capacity. These efforts reduce administrative burden

while maintaining system sustainability and accountability.

3. State strategic goal(s):

This waiver supports strategic goals outlined in Georgia's WIOA/Perkins Combined State Plan as part of the broader *Top State for Talent* initiative, which aims to align workforce development, education, and employer needs to prepare Georgians for meaningful careers.

Key strategic goals include:

- Preserve and strengthen partner participation in the One-Stop system by removing financial and administrative barriers that may discourage continued engagement, particularly for partners with declining funding or limited administrative capacity.
- Provide LWDAs with discretion to assume infrastructure costs or use alternative funding strategies when doing so best supports local system stability.
- Enable locally tailored service delivery models that reflect regional labor market conditions, geographic realities, and partner capacity.
- Ensure sustainable One-Stop operations while prioritizing direct services to job seekers and employers.
- Reduce administrative burden on LWDAs and required One-Stop partners to allow more resources to be devoted to direct participant services, partner coordination, and employer engagement.

By allowing flexibility in infrastructure funding, this waiver promotes efficient and effective operations that support high-quality, customer-centered workforce services.

4. Projected programmatic outcomes resulting from implementation of the waiver:

Implementation of this waiver is expected to produce measurable programmatic benefits, including:

- Improve retention and engagement of required One-Stop partners who may otherwise withdraw due to cost-sharing or administrative requirements.
- Increase staff capacity to focus on service delivery, employer engagement, and system coordination.
- Greater local flexibility to maintain One-Stop infrastructure despite partner funding instability.
- Maintenance or improvement of WIOA performance outcomes compared to areas operating under traditional IFA requirements.
- Reduce administrative time and costs associated with formal IFA negotiation, execution, monitoring, and collection of partner contributions.

The waiver also provides flexibility to redirect resources from administrative overhead to career services, training, and employer-focused strategies.

5. Alignment with Department policy priorities:

This waiver aligns with USDOL policy priorities by supporting innovation, flexibility, and efficiency in workforce service delivery, while maintaining accountability. Specifically, it addresses the five strategic pillars:

- **Industry-Driven Strategies:** Allows LWDAs to prioritize employer engagement and aligning programs with employer needs, rather than on administrative negotiations.
- **Worker Mobility:** Frees resources to expand access to services for individuals struggling to find high-wage jobs.
- **Integrated Systems:** Reduces administrative overhead and rigid financial requirements while improving service delivery.
- **Accountability:** Maintains oversight through local plans, MOUs, certification processes, and WIOA performance reporting
- **Flexibility and Innovation:** Enables local boards to implement innovative, locally tailored approaches for covering shared infrastructure costs.

This waiver allows Georgia to operate a workforce system that is sustainable, efficient, and responsive to local needs.

6. Individuals, groups, or populations affected by the waiver:

Individuals and entities affected by this waiver include required One-Stop partners, who benefit from reduced administrative and financial burden while continuing to provide services; LWDAs that gain flexibility in managing infrastructure costs; and job seekers and employers in all LWDAs, who will experience increase access to services as staff time and resources are redirected to support participants and employers more effectively.

7. State plans for monitoring waiver implementation, including collection of waiver outcome information:

Georgia will monitor implementation of this waiver through oversight by the State Workforce Development Board, in consultation with the Chief Elected Officials (CLEO), and ongoing review of local service delivery strategies as documented in local plans and MOUs.

In addition, the state will continue to review all sites during the annual monitoring process to ensure compliance with WIOA requirements. The state will also analyze WIOA primary indicators of performance to assess the impact of the waiver on participant and employer outcomes and will continue to monitor accessibility and equal opportunity compliance. Information on service utilization, performance outcomes, and customer feedback will be collected and reported through established WIOA annual reporting processes and used to support continuous improvement.

8. Assurance of state posting of the request for public comment and notification to affected local workforce development boards:

In accordance with WIOA Section 102(c)(3) and the WIOA regulations at 20 CFR 676.135, the State of Georgia is submitting this waiver request as part of its PY 2024-2027 WIOA Combined State Plan, which is subject to the requirements outlined in the WIOA regulations at 20 CFR 676.130(d) regarding public review and comment. These waiver requests were posted on the Technical College System of Georgia website for review and comment by key stakeholders, including all local Workforce Development Boards, businesses, and the general public, from January 15, 2026, through February 13, 2026.

TITLE I-B ASSURANCES

The State of Georgia hereby certifies the following:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3).

VII. WAGNER-PEYSER ACT PROGRAM

A. EMPLOYMENT SERVICE STAFF

(a) Provision of Labor Exchange Services

The State of Georgia utilizes state merit staff to deliver Wagner-Peyser Services. This also includes the State Monitor Advocate.

(b) Utilization of Professional Development Activities for Employment Service Staff

As the administrator of Wagner-Peyser services, TCSG – OWD continues to develop training and professional development activities for all Employment Services staff. Relevant training is offered and accessible to staff each year through various units within the Office of Workforce Development.

These training courses or seminar topics include but are not limited to labor exchange system training, interviewing techniques, effective presentation skills and workshop training, administering career assessments, accessing and interpreting labor market information, job search strategies and placement techniques, customized service strategies for employers and jobseekers, developing workforce partnerships, identifying available supportive services, résumé writing expertise, and counseling to address barriers to employment and to assist with career selection.

Additional programmatic and service delivery training will be provided in the following areas: strategies for business recruitment events, as well as multiple methodologies to connect qualified jobseekers with employers and quality jobs, providing workforce statistics and prevailing industry wages, guidance on employment laws as it relates to the workplace and the complaint system, and strategies for marketing employer incentives to job seekers and employers to include Federal Bonding and the Work Opportunity Tax Credit Program to assist in placement of target populations. Other staff development activities include:

- Participation in federally sponsored professional opportunities offered by the Employment and Training Administration's Workforce GPS
- Internal online resources
- Job shadowing for new staff at State and local offices
- Annual Business Services training with both Title I and III
- Active participation in professional organizations related to workforce development activities to include IAWP, NASWA, SETA, as well as local associations.
- Ongoing assessment of staff training needs by ES Regional Operations Managers
- Participation on LWDBs to keep abreast of information on local, State, and national issues; and
- Regular reviews, delivering on-site extensive technical assistance and staff training during site visits, and identifying training needs based on policy changes, new initiatives, etc.

WorkSource Georgia Academy webinars are also made available to all staff. The WorkSource Georgia Academy, along with core WIOA partners hold a conference each year to bring staff together to learn about various workforce-related topics, as well as provide networking opportunities for staff from across the state.

(c) Training and Awareness Strategies

TCSG Office of Workforce Development collaborates with the Georgia Department of Labor on Unemployment Insurance eligibility requirements. As partners, Wagner-Peyser and UI staff are co-located at many of the local offices. GDOL continues to offer training, technical assistance, and support to partner staff who serve local job seekers and employers. This is completed in coordination with GDOL's UI Training &

Monitoring Unit and TCSG OWD's Training & Compliance Unit. When questions arise regarding a process, TCSG OWD contacts GDOL and when responses are provided, TCSG OWD disseminates this to the Wagner-Peyser staff. This facilitates a constant exchange of information on core programs, UI legislation, new workforce training providers, and available programs.

The Unemployment Insurance (UI) and Career Center Operations Divisions of GDOL provide subject matter expertise and technical assistance on UI policies, rules, procedures, and systems to all staff within the local offices. TCSG-OWD and GDOL coordinate responses to customer issues to ensure referral to the appropriate individuals when responses are needed to customer questions whether it be questions on the labor exchange service and available employment services, UI questions and issues, ensuring seamless service delivery. This is typically completed through coordination with both TCSG OWD's Compliance and Training Unit and GDOL's UI Training & Monitoring Unit.

When a potential eligibility issue is identified by Wagner-Peyser staff, they are trained to report the issue(s) to Unemployment Insurance staff, as well as document job referral results to include employment and/or refusals in the labor exchange system. Workforce partners also have access to select data elements, as allowed per the regulations. Sharing data between organizations assists staff in providing comprehensive, unduplicated services while eliminating unnecessary trips or contacts for the customer and ensures UI issues are identified timely.

Finally, TCSG OWD and GDOL partner in providing services under The Reemployment Services and Eligibility Assessment (RESEA) program. TCSG-OWD and GDOL provide joint training to staff on the labor exchange system and RESEA processes to ensure communication between both Wagner-Peyser and GDOL RESEA staff on the services available to claimants through WorkSource Georgia while keeping GDOL RESEA and UI staff informed of any potential issues with UI eligibility.

TCSG OWD Compliance and Training Unit delivers all trainings to Wagner-Peyser staff and has provided training to GDOL on the labor exchange system for RESEA staff. Training is completed remotely and in-person depending on the content and length of training. During initial Employment Services training on the labor exchange system, which is typically completed in-person, training is delivered on the registration requirements for Unemployment Insurance claimants, as well as A&A requirements. Included in trainings is the process for documentation of A&A issues and referral to GDOL. Additional trainings and guidance are being developed as TCSG OWD and GDOL continue to implement file exchanges.

All trainings are tracked via sign-in sheets if in-person and via Webex/Zoom log-in activity for remote trainings. All trainings are mandatory for Wagner-Peyser staff.

B. PROVISION OF INFORMATION & MEANINGFUL ASSISTANCE

TCSG OWD works in partnership with GDOL to provide meaningful assistance to claimants filing for unemployment through one-stop centers. Staff are trained to provide general assistance and information to customers who have questions about filing an unemployment insurance claim. This includes assistance with general unemployment insurance questions. Questions regarding individual claims, appeals, or those that require specific UI expertise are referred to GDOL UI staff for responses.

Training for Wagner-Peyser staff is delivered by TCSG OWD's Training & Compliance Unit remotely, as well as in-person. This is coordinated with GDOL's UI Training & Monitoring Unit, as well as their UI Policy & Procedures Unit. GDOL provides guidance to TCSG OWD and TCSG OWD's Training & Compliance team disseminates the information to Wagner-Peyser staff. TCSG OWD continues to work with GDOL to schedule regular joint operations meetings and to work toward developing and delivering joint guidance and presentations.

In addition, customers have access to self-service online capabilities. All comprehensive one-stop centers have designated computers that allow customers to file a new claim online. Staff also ensure universal

access for customers who are limited English proficient, as staff have access to interpreter services at all locations.

Access and meaningful assistance are critical, whether the customer is in rural Georgia, relies on public transportation, or needs access to the Internet. Assistance is also assured through:

- Orientations provided to new claimants explaining the full range of workforce services available, to help them to return to work.
- Online access to the MyUI Claimant Portal via www.dol.georgia.gov where customers can file a claim electronically from any location where internet access is available.
- Resource centers at all career centers, including Internet access, copier, phones, fax, and resource libraries with trained staff available to assist customers in accessing the MyUI Claimant Portal, as well as the labor exchange system.
- A dedicated GDOL toll-free number for customers seeking assistance with filing for UI at one-stops and a dedicated TCSG-OWD line for customers seeking assistance with reemployment services and the labor exchange system.
- An opportunity for each claimant to access reemployment services, as they come to career centers and one-stops to complete the UI filing process.
- Fully accessible services, online and in person, to serve any customer with a disability.
- Joint participation of UI staff with other workforce partners in large layoff events.

Furthermore, TCSG OWD and GDOL continue to evaluate the triage process for referring claimant customers to UI to ensure a seamless delivery of services and timely assistance. As additional processes are being developed through file exchanges and system usage by GDOL, additional training may be offered on new processes and procedures with both TCSG OWD's Training & Compliance and GDOL's UI Training & Monitoring.

C. STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE

Employment services provided with WP funding are available to all individuals eligible to work in the United States – those with jobs looking for better career opportunities; individuals who have lost their jobs; and those seeking employment for the first time. These services form a continuum ranging from self-service online, to group presentations, to customized one-on-one assistance. Individuals with more specialized needs (e.g., veterans, ex-offenders, migrant and seasonal farmworkers, etc.) receive customized services to further their career goals. To increase accessibility and service efficiency, WorkSource Georgia implements a blended service delivery model. This model offers in-person services at affiliate locations and one-stop centers, alongside virtual service options through live chat, a centralized call center, and Employment Virtual Agent (EVA) kiosks.

All UI recipients must register for employment services unless a waiver is granted, per State law. As such, services are provided upon registration. In addition, the Worker Profiling & Reemployment Services (WPRS) program, a required UI activity is administered through GDOL. Profiling is designed to assist UI claimants who may be unlikely to find employment before their benefits are exhausted. WPRS may operate as a stand-alone program or be integrated with RESEA, which is a voluntary program. Georgia integrates WPRS with the RESEA program.

As of PY2023, Georgia implemented the RESEA program statewide, thus exempting the requirement of WPRS administration as a separate program. Within the UI claim process, information from intake records and employers' files assesses each claimant's likelihood of finding another job within the period of UI eligibility. The claimant's occupation, job tenure, education, last employer's industry, and the area's unemployment rate are factors used in calculating a percentile score. The higher the score, the more likely a claimant will exhaust benefits before finding work. Those UI claimants who are least likely to find work

receive structured job search services. Services provided under the RESEA program are administered by GDOL, in partnership with TCSG-OWD, who administers the labor exchange system and provides services under the Wagner-Peyser program.

Claimants who are identified by the system as meeting or exceeding the career center's threshold are mandated to participate in required services. Services may include (but are not limited to): a one-on-one meeting to establish an individual reemployment plan; an orientation to the services available through the career centers and other workforce partners; provision of information on the local and state labor market, including entry level wages, educational requirements, and outlook for various careers; an assessment of skills relative to available jobs; and individualized counseling to assist claimants in their job search.

TCSG-OWD and GDOL are collaborating and working to streamline services and improve efficiency with the RESEA and Wagner-Peyser programs by coordinating service delivery and automating processes such as scheduling and data transfers. Through automated processes, data will be sent to the labor exchange system to automate the scheduling of claimants for RESEA services, allowing for more focus on service delivery and efficiency in co-enrollment with Wagner-Peyser.

Other activities to promote reemployment of UI claimants include claimant access to:

- Access to WorkSource Georgia Portal, the State's Labor Exchange System
- Information on community resources, labor market information, GED, occupational training, OJT, and support services that make training possible to enhance an individual's ability to return to work.
- Access to events listings to allow customers access to statewide career fairs, hiring events, and other activities to connect with hiring businesses, as well as workshops happening across the state.
- A strong network of faith-based organizations that support reemployment efforts.
- Access to services for qualified veterans through the Jobs for Veterans State Grant.
- Access to various WIOA core partners that offer re-employment and training programs.

D. USE OF W-P FUNDS TO SUPPORT UI CLAIMANTS

I. Coordination and Provision of Labor Exchange Services

(a) Use of W-P Funds and Communication Between ES and UI

TCSG-OWD and GDOL partner to ensure proper referral protocols and ease of access for workforce system participants. Coordination begins with the requirement that all UI claimants are required to register with employment services on the labor exchange system, the WorkSource Georgia Portal. All UI recipients receive reemployment services as required ES registrants, with a few waiver exceptions.

Regardless of the claim filing method (online, phone or in person), the claimant is informed of the requirement to register with employment services during the claims process and before benefits are issued. As a result of UI claimants being registered on the WorkSource Georgia Portal, the Employment Services staff are able to assist claimants with job search activities early in the claims process.

GDOL career centers also have a resource area which customers can access for their employment needs. TCSG-OWD Wagner-Peyser staff are co-located in many of the offices. Both GDOL and TCSG-OWD assist customers in the resource areas.

Some of the resources available to all customers include access to the labor exchange system; labor market information; O*Net tools and other resources; self-directed career exploration and assessment tools; instructional software for typing; training and education resources; financial aid information; online filing of initial UI claims; and telephones, fax machines and copiers.

Services routinely provided to ES job seeker customers, including UI claimants, throughout the State include (but are not limited to):

- Access to computers and job search software
- Résumé development and typing tutorials
- Labor market information for career exploration, fields in demand, average salaries, etc.
- Training and education resources, as well as financial aid options
- Vocational assessment
- Automated referral assistance
- Workshops on a variety of employment-related topics (e.g., job search strategies, interviewing, résumé development, and networking)
- Career expos
- Job search assistance and job referral
- Job development
- Individualized assistance for customers with unique needs
- Specialized assistance for veterans, other eligible individuals, and migrant and seasonal farm workers
- Assistance for ex-offenders
- Assistance with federal bonding; and
- Referral to partner and community provider services

II. Registration of UI Claimants

Georgia law requires that UI claimants register with the State's ES. This process is fully integrated into the claims application process. Claimants are given up to 10 days after the issuance of their first benefit payment to complete the ES registration process. A letter is mailed to the claimant and a payment stop is placed on the claim if the claimant fails to register by the deadline. The claimant is then given 7 additional days to register before being disqualified for benefits.

Once Georgia UI claimants are approved for their first UI payment, they are required to register for employment services. Appropriate data exchanges between the WorkSource Georgia Portal and the UI claim system are being established to ensure compliance.

In addition, through the Eligibility Review Program (ERP) and RESEA, claimants receive additional guidance and resources for effective reemployment. TCSG-OWD partners with GDOL to ensure customers are aware of the array of services available through WorkSource Georgia.

III. Administration of the Work Test for the State UI System

Individuals receiving unemployment benefits in Georgia must be able to work, available for work, and actively seeking full-time work. Individuals who earned the majority of wages in the base period used to establish the claim doing part-time work, are allowed to restrict their work search to part-time work. The only exceptions to the work search requirements are:

- Individuals with a job attachment. This includes individuals for whom their employer filed a “partial” unemployment claim or individuals with a definite recall to work within six (6) weeks of their last day worked
- Union members in good standing
- Individuals who are approved and enrolled in a Commissioner-approved training program.

The state’s labor exchange system, the WorkSource Georgia Portal, captures a customer’s résumé and job referrals. Should an employer contact GDOL or TCSG’s OWD / WorkSource Georgia staff that a job candidate did not respond to a request for an interview, that claimant is contacted to determine compliance with work search requirements. They are referred to a GDOL UI Advanced Specialist who conducts a Benefit Eligibility Review to determine if the individual is able, available, and actively seeking work.

WorkSource Georgia staff are always on hand to assist claimants with the use of the WorkSource Georgia Portal to include how to view any notices in the portal from employers. In addition, if the customer does not have a résumé, WorkSource Georgia staff will guide individuals through the steps to create one or assist with creating one. All claimants are subject to a work search audit and can be required to report to GDOL for an eligibility review.

During the initial claims filing application, individuals are asked questions regarding their availability. Negative responses require adjudication of the potential availability issue by GDOL claims examiners or services specialists. TCSG-OWD also obtains information within the WorkSource Georgia Portal during ES registration regarding an individual’s availability (e.g. shift, days, salary requirements etc.). This information is available to GDOL to assess potential A&A issues (e.g. refusal of suitable work). If an eligibility issue arises while providing employment services, WorkSource Georgia staff refer the case to GDOL UI staff for immediate resolution.

GDOL administers RESEA. During the RESEA appointments, UI eligibility reviews are performed. GDOL staff review the claimant’s work search records and question the individual about availability for work, as well as any barriers to work that they may be facing. During the RESEA appointment, staff ensure claimants are registered on the WorkSource Georgia Portal and will refer RESEA participants to WorkSource Georgia, Wagner-Peyser Staff for additional services (e.g. workshops, job search etc.). If during service delivery, WorkSource Georgia Staff identify eligibility issues, the staff will notify RESEA and/or GDOL for a Benefit Eligibility Review.

IV. Provision of Referrals and Application Assistance

GDOL and TCSG-OWD partner to ensure proper referrals are made for training and education programs and resources. Information provided to UI customers includes community resources, labor market information, GED, occupational training, OJT, and support services that make training possible to enhance an individual’s ability to return to work. Individuals who may require additional assistance are identified through various means to include:

- A self-assessment given to all customers who request employment services. The form allows job seekers to identify areas where they would like more information to include training and education programs and resources.
- An assessment and Individual Employment Plan completed with GDOL RESEA staff in which staff may identify a need or request for additional training.
- Telephone and email contact with job seekers when delivering employment services. The WorkSource Georgia call center also provides an option for job seekers to speak with WorkSource Georgia Staff regarding training and education programs and resources.
- Information posted on the TCSG, WorkSource Georgia, and GDOL website to direct customers on who to contact if interested in training and/or additional education.

Integrated service delivery with staff located in career centers throughout the state who identify customers' needs and assist them with UI, employment and reemployment assistance, trade services, automated resources, workshops, and referrals to more intensive services such as training, available through WIOA LWDBs, and other partners.

E. AGRICULTURAL OUTREACH PLAN (AOP)

I. Assessment of Need

The Agricultural Outreach Plan (AOP) lists activities planned for providing services and outreach to both domestic Migrant and Seasonal Farmworker (MSFW), H2-A MSFW's and agricultural businesses. The AOP is prepared in accordance with the Workforce Innovations Opportunity Act (WIOA), proposed Section 167 and Unified Planning Guidance and is a four-year plan. The plan is administered by the Technical College System of Georgia's (TCSG) Office of Workforce Development.

Agribusiness is a large industry in Georgia, and this is often supported with Migrant and Seasonal Farmworkers (MSFWs). MSFWs are recruited through the Agricultural Recruitment System and the H2A program. Through the H2A program, US farmers who anticipate shortages of seasonal workers are certified by DOL, allowing them to recruit and employ H-2A workers to fill seasonal jobs for up to 10 months. Over half of certified H2A jobs are in five states. Georgia continues to be one of those five states. Therefore, there are two categories of MSFW workers: foreign and domestic. TCSG OWD and WorkSource Georgia staff are committed to ensuring that H-2A foreign guest workers and domestic farmworkers understand their rights and how federal and state labor laws protect them.

Acknowledging the persistent concerns regarding housing conditions for H-2A workers in Georgia, TCSG OWD intensified its commitment to this critical issue. Recognizing the critical importance of this matter, the TCSG OWD has increased its housing inspector staff from three to six and will be adding an additional inspector in South Georgia, totaling seven inspectors to ensure comprehensive statewide coverage. Targeted training programs have been implemented to support this expansion. These steps are part of a broader strategy to ensure that housing provided to MSFWs is clean, safe, and habitable, aligning with both ETA and OSHA guidelines and underscoring TCSG OWD's dedication to upholding the rights and well-being of farmworkers. TCSG OWD is bolstering its efforts to ensure housing compliance, with the SMA actively involved in closely monitoring preoccupancy housing inspections. This increased oversight aims to elevate compliance levels. Additionally, there's a focus on enhancing the skill set of outreach workers through planned training, including cross-training events with inspectors and MSFW outreach personnel to sharpen their ability to identify housing-related issues, ensuring a comprehensive approach to address and resolve housing concerns effectively. Based on PY24 data, FLC staff conducted 2188 housing inspections to include 352 sleeping units. The FLC grant was transitioned to TCSG OWD in January 2024. TCSG's OWD Foreign Labor Certification (FLC) staff will coordinate housing inspections with assigned housing inspectors and WorkSource Georgia staff across GA, ensuring compliance with both ETA and OSHA guidelines. Worker's rights information, as well as other helpful materials for agribusiness employers will be provided during housing inspections to the employer.

TCSG OWD also utilizes 10 Outreach Specialists whose full-time duties are to conduct outreach to MSFWs. Their duties also include visiting farmworkers (domestic and H2A workers) at worksites to inform the workers of their rights and to provide information on services available to qualifying MSFWs. The information provided includes information on training and employment opportunities. TCSG OWD is dedicated to enhancing its outreach plan through robust collaborations with various stakeholders, including farmworkers, employers, state agencies, non-profits, and private organizations. The office actively seeks to formalize these partnerships, for instance through initiatives like East Coast Migrant Headstart and Georgia HeadStart, and we are in the final steps to complete the Wage and Hour MOU. Detailed attention in Section 4, Outreach Activities. Outreach Activities to these partnerships over the upcoming four years will significantly contribute to the

comprehensive development and effective execution of the outreach strategies. Addressing the previously unmet needs in the northern part of the state, TCSG OWD is expanding its outreach efforts by adding a new position, bringing the total to ten. This strategic move aims to ensure comprehensive coverage and effective outreach across more counties, significantly enhancing our ability to connect with and support a larger portion of the MSFW population. This expansion not only improves service delivery but also aligns with the Final Rule’s mandate, ensuring the SWA meets its obligations to engage with the majority of MSFWs in the state.

II. Assessment of Agricultural Activity

Georgia crops requiring a significant number of migrant and seasonal workers are: blueberries, onions, wa-termelon, corn, cantaloupe, pecans, peaches, peppers, and cucumbers. Many employers continue to utilize mechanical equipment for other major crops such as peanuts, cotton and field corn just to name a few. The top five major crops, peak seasons for which labor is typically needed, and geographical area of prime activ-ity is as follows:

Top Five Major Crops, Peak Seasons and Prime Activity Areas		
Crop	Months of Peak Labor Needs	Geographical Area of Prime Activity (Counties)
Peppers (Plant & Harvest)	Mar-Nov	Southwest Georgia: Baker, Colquitt, Mitchell; South Central Georgia: Ben Hill, Berrien, Irwin, Tift, Turner; Southeast Georgia: Lowndes, Lanier, Echols, Cook, Brooks, Candler, Evans, Jeff Davis, Montgomery, Tattnall, Toombs
Blueberries (Harvest & Pack)	Apr-Aug	Southeast Georgia: Appling, Atkinson, Bacon, Coffee; Central Georgia: Emanuel, Johnson, Laurens, Treutlen, Wheeler, Dodge, Bleckley, Telfair, Wilcox; South Central Georgia: Ben Hill, Berrien, Irwin, Tift, Turner; Southeast Georgia: Lowndes, Lanier, Echols, Cook, Brooks, Brantley, Charlton, Clinch, Pierce, Ware.
Onions (Harvest)	Apr-Jul	Central Georgia: Emanuel, Johnson, Laurens, Treutlen, Wheeler, Dodge, Bleckley, Telfair, Wilcox; Southeast Georgia: Lowndes, Lanier, Echols, Cook, Brooks, Candler, Evans, Jeff Davis, Montgomery, Tattnall, Toombs, Brantley, Charlton, Clinch, Pierce, Ware
Watermelons (Harvest)	Jun-Jul	Southwest Georgia: Marion, Schley, Sumter, Taylor, Webster, Crisp, Dooly, Macon; Central Georgia: Emanuel, Johnson, Laurens, Treutlen, Wheeler, Dodge, Bleckley, Telfair, Wilcox; South Central Georgia: Ben Hill, Berrien, Irwin, Tift, Turner; Southeast Georgia: Lowndes, Lanier, Echols, Cook, Brooks, Candler, Evans, Jeff Davis, Montgomery, Tattnall, Toombs, Brantley, Charlton, Clinch, Pierce, Ware
Corn	Jul, Oct-Nov	Southwest Georgia: Decatur, Early, Miller, Baker, Colquitt, Mitchell Seminole; Central Georgia: Emanuel, Johnson, Laurens, Treutlen, Wheeler, Dodge, Bleckley, Telfair, Wilcox; South Central Georgia: Ben Hill, Berrien, Irwin, Tift, Turner; Southeast Georgia: Candler, Evans, Jeff Davis, Montgomery, Tattnall, Toombs

Table 1 below outlines the significant levels of agricultural activity that require seasonal labor, and the peak seasons for which labor is typically needed. It shows that of these labor-intensive crops there is activity es-sentially year-round:

Other Significant Levels of Agricultural Activity Requiring Seasonal Labor

Crop	Months of Peak Labor Needs
Beans & Peas (Plant/Harvest)	Mar-Oct
Blackberry (Harvest & Pack)	May-Aug
Blueberry (Harvest & Pack)	May-Aug
Broccoli (Harvest & Pack)	Jan-Apr, Oct-Dec
Cabbage (Plant/Harvest)	Nov-June
Cantaloupe (Plant/Harvest)	Feb-Apr, May-Aug
Carrots	Dec-May
Cotton (Ginning)	Aug-Feb
Cucumbers (Harvest)	May-Sep
Eggplant (Plant/Harvest)	Mar-Oct
Greens (Plant/Harvest)	Oct-Jun
Muscadines (Harvest)	Jul-Nov
Okra	May-Oct
Peaches (Prune/Thin/Harvest)	Jan-Aug
Peanuts (Ginning)	Sep-Dec
Pecans	Sep-Dec
Squash (Plant/Harvest)	Mar-Oct
Strawberries (Plant/Harvest)	Oct-Feb, Mar-Jun
Sweet Potatoes (Plant/Harvest)	Apr-Jun, Aug-Nov
Tobacco (Plant/Harvest)	Mar-Sep
Tomatoes (Plant/Harvest)	May-Oct
Vidalia Onions (Plant)	Nov-Dec

Summarization of Agricultural Employer Needs

Based on data from the Center for Agribusiness and Economic Development, Georgia has 41,300 farms totaling 10,200,000 acres. The average size of a farm in Georgia is 247 acres with 3,628,707 acres of harvested cropland. TCSG OWD makes a strong effort and is committed in assisting agribusiness employers with filling their labor needs.

Farmers continue to have challenges with meeting the demands of production, as well as dealing with seasonal changes that affect their operations. More Georgia employers are turning to the use of the H-2A program to fulfill the highly laborious jobs, as a result of not being able to find domestic workers. The demand for workers is evident in the number of H-2A certified cases for Georgia. Statistics from the Office of Foreign Labor Certification for FY24 shows that Georgia had 43,436 positions certified for H-2A workers representing a 15.7% increase compared to FY23. Georgia accounted for 11.3% of all certified H-2A cases and remains in the top 5 of states for H-2A workers. The majority of positions are for Agricultural Equipment Operators, General Farmworkers, and Beekeepers.

In FY24, FLC staff processed 927 job postings from employers requesting to use the H-2A program. Information from the National Center for Farmworker Health (NCFH) and USDOL's OFLC's Seasonal Jobs website indicate that around 576 employers were certified to fill more than 43,000 positions in FY24. Of those employers:

- 11 requested 500 to as many as 1,598 workers;
- 32 requested 200 to 499 workers;

- 56 requested 100 to 199 workers; and
- 477 requested 1 to 99 workers.

Another important fact to note that there are over 200 Foreign Labor Contractors (FLCs) registered in Georgia to help with recruitment for farm labor. This shows the demand for workers and how some Georgia employers are recruiting.

Factors Affecting Agriculture in State

Many of the factors affecting agriculture in Georgia are driven by natural hazards and weather variability, and those risks have been growing in frequency and cost. NOAA's Billion-Dollar Disasters dataset shows 134 weather and climate disaster events (each \$1B+ in losses, CPI-adjusted) affecting Georgia from 1980–2024. A recent example is Hurricane Idalia (Aug. 2023), which caused significant impacts in South Georgia; reporting tied to the Fifth National Climate Assessment put damages at around \$2.5 billion in Georgia. Even more recently, Hurricane Helene (Sept. 2024) was estimated to cost Georgia's economy at least \$5.5 billion in agricultural and timber losses.

Climate change is also influencing production conditions. A warming climate contributes to a longer growing season, which can create opportunities like double-cropping, but it also increases uncertainty and can intensify stressors such as heat, drought, and heavy rainfall. In 2023, for example, a mid-March freeze contributed to what growers described as one of Georgia's worst peach seasons in decades, with projections of up to 95% yield loss and reported industry losses in the tens of millions. That same year, severe drought conditions led USDA to designate 11 North Georgia counties as primary natural disaster areas (enabling access to emergency credit through FSA).

Despite these challenges, agriculture remains a major pillar of Georgia's economy. UGA's Ag Snapshots (based on the 2022 Georgia Farm Gate Value Report) estimated \$83.6 billion in statewide output and more than 323,300 jobs supported by food and fiber production and related industries. The newer UGA Georgia Ag Impact reporting based on the 2023 Farm Gate Value Report) estimates that in 2023 these industries supported \$91.4 billion in output and more than 381,200 jobs, with a 2023 farm gate value of about \$17.6 billion.

III. Assessment of Unique Needs of Farmworkers

The National Center for Farmworker Health estimates that there are approximately 2.9 million agricultural workers in the United States. Within the population, 15% identify as migratory, while 85% are settled agricultural workers. In terms of migratory patterns, 15% of respondents identified as migratory, with nearly half being domestic (46%), 48% international, and 6% having been in the U.S. for less than a year. These demographic insights provide a comprehensive overview of the diverse characteristics within the farmworker community. The bulleted list below provides agricultural worker demographic information from the 2011-2022 National Agricultural Workers Survey (NAWS) results, which profiles hired U.S. crop workers (and does not include H-2A workers).

Demographics

- **Migrant status:** Most workers were settled; 15% were classified as migrants. Among migrants: 32% domestic, 43% international, and 25% newcomers (in the U.S. less than 1 year).
- **Birthplace:** 61% were born in Mexico; 32% in the U.S./Puerto Rico; 6% in Central America; and 2% elsewhere. (This implies roughly about two-thirds are foreign-born.)

- Among Mexico-born workers, the largest shares came from Michoacán (20%), Guanajuato (17%), Oaxaca (12%), Guerrero (9%), Jalisco (6%), and Baja California (5%); regionally 45% were from West-Central Mexico, 29% from Southern Mexico, and 25% from Northern Mexico.
- Ethnicity: 75% of all crop workers were Hispanic; among U.S.-born workers, 26% were Hispanic.
- Race & Indigenous identity: 32% self-identified as White, 3% as Black/African American, and 64% used an open-ended “other” response; 9% were identified as Indigenous (based on NAWS methods).
- Gender & age: 68% were men. Average age was 39 (median 38); 42% were under 35, and 18% were 55+.
- Language (most comfortable conversing): 57% Spanish, 27% English, 8% bilingual (Spanish/English), 7% more than one language, and 2% an Indigenous language.
- English ability (self-reported): Speaking—27% not at all, 23% a little, 13% somewhat, 37% well. Reading—34% not at all, 19% a little, 10% somewhat, 37% well.
- Education: Average completed education was 9th grade; 4% had no formal schooling, 30% completed 6th grade or lower, 23% completed grades 7–9, 27% completed grades 10–12, and 16% reported education beyond high school.
- Work authorization (additional updated context): 58% were work-authorized in the NAWS classification; the authorized group included U.S. citizens (38%), lawful permanent residents (18%), and ~2% authorized through another visa program.

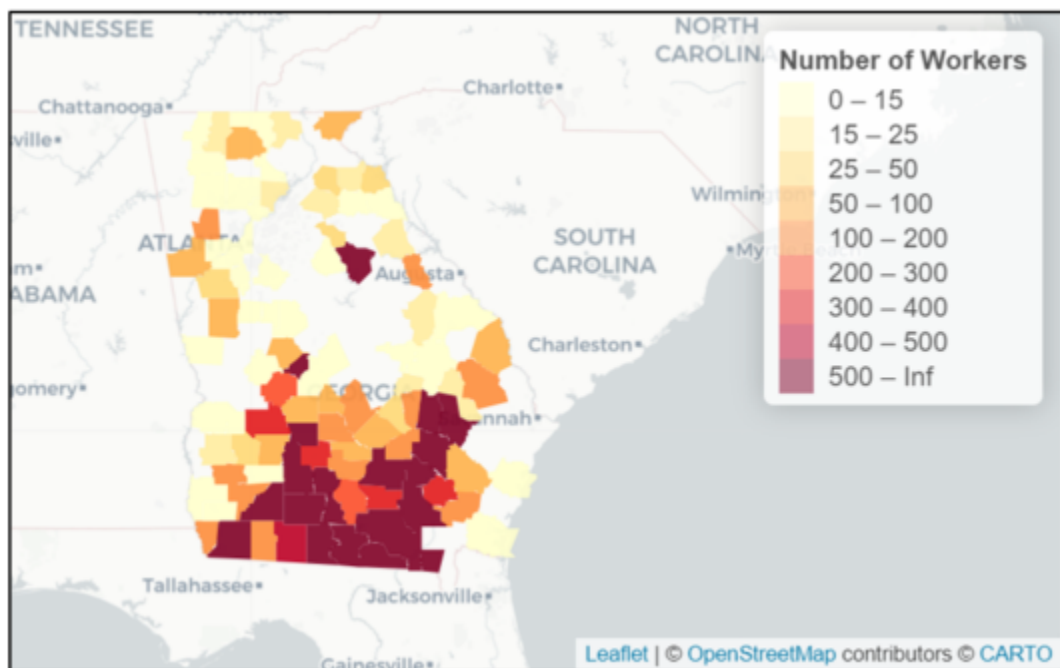
Employment Characteristics

- Agricultural workers had an average of 18 years of U.S. farm experience.
- Agricultural workers worked an average of 37 weeks a year in agriculture,
- 78% of agricultural workers said they were hired directly by the grower or producer, while 22% said they were employed by a labor contractor.
- Agricultural workers reported being employed in a variety of agricultural tasks:
 - 31% performed technical tasks
 - 27% performed pre-harvest tasks
 - 26% harvested products
 - 16% performed post-harvest tasks
- The breakdown of the primary crops worked by agricultural workers is as follows:
 - 40% worked with vegetables
 - 24% worked with fruit and nuts
 - 23% worked in horticulture
 - 10% worked with field crops
 - 1% reported working in miscellaneous or multiple crops.

MSFWs in Georgia

The Center for Agribusiness and Economic Development reports that Georgia has 32,264 farms totaling 9,939,313 acres. The average size of a farm in Georgia is 253 acres with 3,661,777 acres of harvested cropland. Due to the expanding variety of crops across the state, farmers have expressed a need for increased labor support, year-round. The need for workers is seen in the employer's participation in the Agricultural Recruitment System and the H-2A program.

Given the unique characteristics of the farmworker population in Georgia, TCSG OWD and WorkSource Georgia Outreach Staff place a significant emphasis on employing bilingual outreach workers to effectively serve both domestic and foreign MSFWs and Agribusiness employers. This approach ensures that communication barriers are minimized, enhancing the quality and accessibility of services provided. TCSG actively recruits bilingual candidates, recognizing the critical role they play in bridging cultural and linguistic gaps within this diverse workforce. The National Center for Farmwork Health (NCFH) has developed resources for outreach workers to track job postings from DOL's seasonal jobs website and plan outreach. An H-2 tool that was developed by Texas Rio Grande Legal Aid and allows users to track where MSFWs may be located by state. Below is a snapshot of the number of workers in June of 2025. It also confirms that many are located in the Southern part of the state but that the Northern part should not be ignored.



In Georgia, the agricultural workforce is bolstered by approximately 35,000 H-2A workers, highlighting the state's reliance on this program for seasonal agricultural labor. Additionally, in a collaborative effort to support local domestic migrant and seasonal farmworkers (MSFW), Telamon and the State Workforce Agency, WorkSource Georgia, have successfully registered 650 local domestic MSFWs. This commitment ensures that all local agricultural workers have access to employment opportunities and support services. Furthermore, H-2A workers are provided access to the Employment Service (ES) complaint process, compliance materials, and resources from partner agencies, reinforcing a comprehensive support system for all individuals within Georgia's agricultural sector.

Farmworkers in Georgia speak various language to include Spanish, Haitian Creole, and/or are English Language Learners (ELL). Many of the MSFWs countries of origin include Mexico, Puerto Rico, Central America, El Salvador, and other regions. The U.S. born domestic workers include workers from Georgia, Texas, Florida, and Puerto Rico

Farmworkers, MSFWs and year-round workers have similar needs including:

- Access to transportation, housing, and health resources.

- Access to traditional services during non-traditional business hours.
- Assistance with finding sustainable employment opportunities.
- Referrals to partner services and training opportunities.

Below is a review of the PY 2024 agricultural activity and the estimated (estimate of need) migrant and seasonal farmworker activity:

Ag Centers and Counties Served	Crop(s)	Estimated MSFW's
Thomasville CC: Decatur, Early, Miller, Seminole, Baker, Grady	Cotton	191
	Sweet Corn	939
	Tomatoes	202
	Squash/ Organic Vegetables	107
	Pecan	26
	Blueberry	119
	Nursery	81
Americus CC: Marion, Schley, Sumter, Taylor, Webster, Crisp, Dooly, Peach, Macon	Cucumbers	50
	Cotton	128
	Green Beans	190
	Peaches	132
	Corn	10
	Pinetree Seedlings	25
	Watermelons	440
	Squash	100
	Strawberry	40
	Cabbage	50
	Peanut	106
Douglas CC: Appling, Atkinson, Bacon, Coffee	Blueberries	3,493
	Blackberries	50
	Strawberries	30
	Cotton	172
	Peanuts	169
	Pecans	34
	Tobacco	135
	Pine straw Baling	120

Dublin CC: Emanuel, Johnson, Dublin-Laurens, Treutlen, Wheeler Dodge, Bleckley, Telfair, Wilcox	Apples	397
	Blueberries	108
	Corn	413
	Cotton	9
	Cucumber	65
	Tobacco	80
	Peanuts	69
	Pecans	511
	Olives	18
	Onion	44
	Watermelons	881
	Strawberries	497
	Blackberries	447
	Muscadine	400
	Pine Seeding	66
	Peaches	397
Moultrie CC: Baker, Colquitt, Mitchell, Worth	Greens	513
	Cabbage	1,588
	Squash	1,858
	Cotton	211
	Peanuts	89
	Cucumbers	1,452
	Eggplant	1,225
	Peppers	1,352
	Sweet Corn	127
	Cantaloupe	35
	Broccoli	65
	Tomatoes	125
	Pecans	20

Tifton CC: Ben Hill, Berrien, Irwin, Tift, Turner	Greens	710
	Cabbage	715
	Squash	1,166
	Cotton	184
	Peanuts	194
	Cucumbers	910
	Eggplant	410
	Peppers	900
	Sweet Corn	608
	Watermelons	844
	Cantaloupe	556
	Broccoli	410
	Tomatoes	500
	Blueberries	62
	Blackberries	574
	Strawberries	105
	Pinetree Seedlings	15
	Pecans	55
	Pumpkin	306
	Tobacco	130
	Beans	110
	Peas	110
	Muscadines	420
	Transplanting	15
Valdosta CC: Lowndes, Lanier, Echols, Cook, Brooks	Greens	27
	Broccoli	52
	Cabbage	27
	Squash	564
	Cotton	70
	Cucumbers	588
	Eggplant	370
	Peppers	654
	Watermelon	50
	Tomatoes	300
	Blueberries	606
	Tobacco	30
	Sweet Potatoes	400
	Carrots	400
	Onions	400
	Peaches	20

Vidalia CC: Candler, Evans, Jeff Davis, Montgomery, Tattnall, Toombs	Greens	243
	Cabbage	425
	Squash	375
	Cucumbers	270
	Cantaloupe	37
	Peppers	450
	Pine needle	25
	Sweet Corn	843
	Watermelons	845
	Broccoli	750
	Blackberries	114
	Pecans	146
	Tobacco	112
	Tomatoes	90
	Green Beans	650
	Sweet Potatoes	724
	Carrots	270
	Vidalia Onions	5,012
	Tangerines	250
	Turnips	70
	Celery	70
	Beets	80
	Bees (Apiaries)	26
Waycross CC: Brantley, Charlton, Clinch, Pierce, Ware, Wayne	Cotton	100
	Peanut	100
	Watermelon	50
	Blueberries	2,904
	Blackberries	449
	Palmetto Berries	43
	Tobacco	48
	Onion	50
	Strawberry	152
	Pine Straw Baling	95
Athens CC: Jackson, Madison, Barrow, Clarke, Oconee, Walton, Morgan, Newton, Jasper, Greene, Oglethorpe, Elbert	Labor/Poultry Shelter	43
	Greenhouses	56
	Hay	3
	Eggs	51
Total Number of Estimated MSFWs		48,504

IV. Outreach Activities

(a) Strategies for Contacting MSFWs Not Reached by Normal Activities

The Georgia State Workforce Agency (SWA) is dedicated to reaching Migrant Seasonal Farm Workers

(MSFW) through both traditional and non-traditional channels. To effectively address the barriers and limitations faced by MSFWs, the agency identifies their specific needs and tailors outreach strategies accordingly across different service areas.

In Georgia, ten MSFW career centers are designated as significant offices, located in Americus, Athens, Douglas, Dublin, Moultrie, Thomasville, Tifton, Valdosta, Vidalia, and Waycross. Beyond the ten significant MSFW career centers in cities like Americus, Athens, and Valdosta, outreach representatives are committed to expanding their reach. They not only focus on the designated centers but also strive to cover all service areas, with particular attention to increasing presence in Northern Georgia. This proactive approach is informed by a careful analysis of data from Section 3, ensuring that outreach efforts are strategically coordinated based on the actual distribution and needs of MSFWs across the state.

Diverse outreach activities take place in locations catering to the unique needs of MSFWs, such as faith-based communities, Georgia Farmworker Health Clinics, food banks, thrift stores, community colleges, laundry mats, Georgia Migrant Education parent/student meetings, and Hispanic/Latino shops. Additionally, outreach representatives visit sites where farmworkers live, work, and gather, including mass recruitments, farm orientations, migrant health clinics, and social service sites.

Outreach staff are not only well-versed in delivering information and providing crucial referrals but also engage in ongoing training to stay updated on the services offered by the career centers. Regular check-ins with career offices, coupled with practical shadowing sessions, ensure that they are well-equipped to detail specific employment opportunities, including H-2A jobs and other agricultural or non-agricultural positions, thereby effectively meeting the diverse needs of MSFWs. They also offer a summary of farmworker rights and information on the Employment Service and Employment-Related Law Complaint System. Continuous follow-up services ensure that employment needs are met, and additional services are provided if required. The Telamon Corporation, an NFJP grantee, contributes to strengthening these efforts by offering MSFW training and employment opportunities.

While outreach material is available in various languages, Spanish remains the primary language of preference. All nine significant offices have bilingual Agricultural Representatives capable of addressing the specific needs of the MSFW community. Information is primarily conveyed in person, but outreach staff can also deliver information electronically if preferred by MSFWs. The MSFW outreach staff in Georgia are dedicated to full-time, year-round outreach per 20 CFR 653.107(a)(4).

Below is a chart showing each Significant MSFW office and the counties served. Georgia is expanding this to add an outreach worker and housing inspector on the Northern part of the state.

Career Centers and Counties Served

Career Center	Counties Served
Americus	Marion, Schley, Sumter, Taylor, Webster, Crisp, Dooly, Macon
Athens	Jackson, Madison, Barrow, Clarke, Oconee, Walton, Morgan, Newton, Jasper, Greene, Oglethorpe, Elbert
Douglas	Appling, Atkinson, Coffee, Bacon
Dublin	Emanuel, Johnson, Laurens, Treutlen, Wheeler, Dodge, Bleckley, Telfair, Wilcox
Moultrie	Baker, Colquitt, Mitchell
Thomasville	Decatur, Early, Miller, Thomas, Seminole

Tifton	Ben Hill, Berrien, Irwin, Tift, Turner
Valdosta	Lowndes, Cook, Lanier, Echols, Brooks
Vidalia	Candler, Evans, Jeff Davis, Tattnall, Toombs, Montgomery, Long
Waycross	Brantley, Charlton, Clinch, Pierce, Ware, Wayne

(b) Strategies to Provide Technical Assistance to Outreach Staff

The SWA provides outreach representatives with on-going comprehensive training in all facets of employment-related services for Migrant and Seasonal Farm Workers (MSFWs). Newly onboarded outreach staff initially receive training on Wagner–Peyser services, the WorkSource Georgia portal, Workforce GPS sponsored by U.S. Department of Labor, Workforce Implementation Guidance Letters, and peer shadowing. Subsequently, the State Monitor Advocate offers on-site technical assistance, focusing on MSFW regulations covering outreach requirements, application processes, reporting obligations, and complaint compliance. Furthermore, the Complaints Coordinator and the State Monitor Advocate imparts training on the employment service complaint system, identifying violations, and educating on basic farmworker rights.

To ensure adherence to regulations, outreach workers are prompted to conduct routine visits to worksites, assessing employers’ compliance with field sanitation and pesticide regulations. They are equipped to engage with farmworkers, asking pertinent questions to ascertain if any violations have occurred. Although pesticide issues are not a common complaint, staff know this is one of the complaints that may occur. Common complaints may include sanitation relating to the cleanliness of restroom facilities and sleeping quarters, which are all logged, reported, and investigated. Based on data, complaints from the complaint system overall are wage related; however, MSFW specific complaints are related to facilities.

Resources and materials are provided to support outreach workers in acquiring knowledge about services offered to MSFWs by other organizations and understanding employment-related laws. Outreach workers do provide a summary of farmworker rights to include “Protections for U.S. Workers under the H-2A Program, H-2A Worker Rights Card, and the Farm Worker Rights Flyer”.

Continuous learning is encouraged through online training materials, webinars covering the complaint system and MSFW requirements, accessible to all SWA staff. The Wage and Hours Division and Occupational Safety and Health Administration are invited to the yearly meeting for refresher training with outreach staff. Refresher training is also provided quarterly and as needed to cover such topics: agricultural outreach program, complaint processing, filing and referrals process, identifying and logging apparent violations, identifying opportunities for farm work and transitioning to other industries, informing MSFW’s about their rights, identifying and providing referrals to support services, and providing services in the language workers understand.

TCSG OWD staff also provides training on identifying MSFW’s seeking assistance, as well as provides awareness of Unemployment Insurance programs with the Georgia Department of Labor. Staff attend the same training as the other Wagner-Peyser staff regarding these services.

Outreach representatives are provided with training from other community organizations, such as Ruth’s Cottage a shelter for domestic violence, Southeast nonprofit Housing a housing grant, and University of Georgia a Nutritional Education Program for farm workers. Such organizations also service MSFW’s, allowing mutual referrals.

In addition to training specific to outreach workers and the work they do, the staff are required to attend the same training that all Wagner-Peyser staff attend, such as training on One-Stop Services and WIOA, as well as providing employment services and how to refer individuals to training and support services (e.g. What’s in a Title? All about WIOA). As TCSG OWD continues to build out their training unit, the plan is to offer more trainings on various topics that would be pertinent to all staff.

(c) Strategies for Increasing Outreach Staff Training and Awareness

The SWA conducts training sessions and provides information to enhance the awareness of outreach representatives. Each outreach staff member undergoes individualized training, supplemented with continuous technical assistance throughout the program year. Additionally, outreach staff actively participate in relevant conferences, such as the Agricultural Labor Relations Forum and the Southeast Regional Fruit & Vegetable Conference. They also engage in various webinars organized by the U.S. Department of Labor and attend meetings to stay informed about agricultural activities across the state. Ongoing training is specifically tailored for MSFW Outreach staff, aiming to elevate awareness across core programs, including VET, JVSG, OFLC, WP/ES, and Rapid Response.

TCSG-OWD continues to partner with GDOL to provide awareness on the Unemployment Insurance Program. The Outreach Staff are co-located in GDOL offices. Staff are trained to provide general assistance and information to customers who have questions about filing an unemployment insurance claim. This includes assistance with general unemployment insurance questions. Questions regarding individual claims, appeals, or those that require specific UI expertise are referred to GDOL UI staff for responses. All WorkSource Georgia Staff are trained on identifying eligibility issues. If during service delivery, WorkSource Georgia Staff identify eligibility issues, the staff will notify GDOL for a Benefit Eligibility Review.

(d) Strategies for Providing Professional Development Activities to Outreach Workers

TCSG OWD is committed to offering professional development activities to Outreach representatives to focus on the delivery of services to job seekers and employers at state and local level. This ensures their ability to deliver high-quality services to Migrant and Seasonal Farm Workers (MSFWs) and employers. Outreach staff are included on trainings with all other Wagner-Peyser staff in addition to their job specific training. Outreach staff will receive comprehensive information about core programs, including Unemployment Insurance, and will be consistently briefed on expected performance levels, service delivery standards, and service quality. The delivery of these training initiatives will encompass workshops, seminars, shadowing experiences, and web-based training. On-going training is provided as needed and as new topics arise.

TCSG OWD is also affording staff the ability to attend conferences that may be of value to the activities they perform, such as SETA. This is contingent upon the information provided at the conferences; however, if it is directly related to the work they do, they are encouraged to attend when able. They are also included in any training hosted at the state office such as leadership training, effective communication strategies, and time management to name a few. The most recent training offered was “Work Smart, Acquire More”.

In this endeavor, the State Monitor Advocate plays a crucial role by providing technical support and guidance to the SWA, including outreach representatives. This assistance covers state and federal regulations related to MSFW outreach and the complaint system, reinforcing the agency’s commitment to compliance and effective service delivery.

(e) Strategies for Coordinating Outreach Efforts

NFJP grantees and the State Workforce Agency (SWA) in Georgia collaborate to conduct outreach and deliver measurable services to the Migrant and Seasonal Farm Worker (MSFW) population. Southeast Non-Profit Housing (SENP) plays a vital role by providing employment and training services, along with supportive services for MSFWs, their dependents, and spouses. SENPH representatives are strategically located in Douglas, Tifton, Vidalia, and Valdosta, Georgia, stationed near or within career centers to foster effective partnerships. The agencies have formalized their collaboration through a signed memorandum of

understanding (MOU), outlining requirements for both SENPH and significant offices. The MOU includes provisions for mutual referrals, coordinated outreach, attendance at quarterly meetings, cross-training initiatives, and addressing MSFW needs, with common goals centered on employment services, meeting supportive service needs, and addressing deficiencies.

The Georgia Migrant Education program services families across the state by actively participating in parent meetings, yearly state meetings, and other cross-training events. The SWA engages with MSFWs in local areas and throughout the state, establishing partnerships with migrant outreach staff within their service areas. Outreach materials are provided in Spanish, the preferred and understood language of the attendees, to ensure effective communication.

The Georgia Farmworker Health Program plays a crucial role in providing health services to MSFWs at clinics located in Colquitt Co., Decatur Co., East Georgia Healthcare Center, Migrant Farmworker Clinic, Phoebe Sumter Healthcare Clinic-Ellaville, and South Central Primary Care Clinic. Outreach staff actively collaborate with the farmworker clinic outreach teams in their service areas to maximize outreach efforts.

The overarching goal is to provide MSFWs with information about employment services, their rights, the complaint system, assistance with referrals, and overall support for the welfare of farmworkers.

V. Services Provided Through One-Stop Delivery System

(a) Strategies to Provide Full Range of Employment and Training Services

TCSG OWD provides basic and individualized career services to Migrant and Seasonal Farmworkers (MSFWs), with bilingual services provided, as needed. All services are provided in a manner that is equal in quantity and quality, as services provided to non-MSFWs. Services through the one-stop is administered to customers via a variety of ways. MSFWs may register online on the WorkSource Georgia Portal and access employment and training resources online. MSFWs may also contact WorkSource Georgia staff via the customer service line or visit a local office. MSFW outreach staff are also providing services in areas where MSFWs are located.

Employment Services staff are readily available to assist individuals. Within the registration, staff are able to identify an individual who may be an MSFW. Services include but are not limited to:

- Access and assistance with the State's Labor Exchange system, The WorkSource Georgia Portal
- An individual employment plan
- Job referral and placement services
- Resume writing assistance
- Career guidance and counseling
- Skills assessment and referral to training
- Information on the Employment Service and Employment-related law complaint system
- Summaries of farm worker rights (terms and conditions of employment)

The Outreach Specialists and all ES staff are knowledgeable of the various training programs available through Title I and thoroughly explain available programs to MSFWs. Staff refer individuals to training if they are interested in training programs. Outreach contacts with MSFWs are made year-round and especially during peak agricultural activity periods, which vary for different crops. Contacts are made at locations where MSFWs live and congregate. Written and oral presentations are provided in the language(s) readily under-

stood by the workers.

TCSG OWD and WorkSource Georgia Staff continue to explore ways on how to support the workforce needs of agricultural employers. Services delivered in the one-stop centers include information on the Agricultural Recruitment System and assistance with writing job descriptions. Staff also assist employers with posting their job orders and recruiting individuals for their job postings.

The Business Services Recruiters and WorkSource Georgia Staff also assist Agribusiness employers with offering recruitment events in the local offices. Staff may identify a recruitment need whether during an on-site visit and/or through outreach. Participation in local events affords staff an opportunity to assist both MSFWs looking for farmwork and farmers looking for workers. Staff partner with other career centers in their area to provide services at the locations most convenient for both the employer and the migrant workers. For example, the Dublin and Vidalia career centers work together to serve both growers and MSFWs that live within those areas, regardless of the counties each office typically serve.

TCSG - OWD continues to share agricultural recruitment information with Southeast Non-Profit Housing (SENP), Georgia Migrant Education, community food banks, the Salvation Army, and religious organizations who also provide assistance to the migrant populations. Referrals are made to Georgia's technical colleges and regional educational organizations who provide Adult Literacy, English as a Second Language and GED services to MSFWs. Outreach staff also collaborate with Local Workforce Development Areas to ensure that MSFWs have training opportunities for in-demand occupations. Georgia continues collaborative efforts to assist MSFWs to access needed resources.

(b) Strategies for Marketing Employment Service Complaint System

To foster a collaborative approach, the State Monitor Advocate plays a pivotal role in overseeing the integrity of the complaint system, while the State Complaint Coordinator actively manages the resolution of all MSFW complaints. This synergy ensures a robust and supportive framework for addressing the concerns of MSFWs effectively. The State Complaint Coordinator manages the complaint system and the resolution of all complaints. The State Monitor Advocate (SMA) monitors the complaint system as it relates to MSFWs. The State Complaint Coordinator provides the Complaint System Logs to the SMA and both work closely together.

Outreach workers provide information on the ES Complaint System to all MSFWs they encounter during outreach. The information is also provided when an MSFW reaches out to staff regarding possible violations of labor law. Workers seeking to file formal complaints are assisted with completing the complaint form. The complaint form is available in the offices, as well as online. Where workers do not want to file formal complaints, the staff work with businesses to discuss potential local resolutions.

Other marketing includes ensuring the Complaint System Poster is visibly displayed at every one-stop center. Information on the complaint system is also provided to partner agencies. The ES Complaints System and Employment-Related Law information is posted online on TCSG's OWD WorkSource Georgia webpage, as well as on GDOL's webpage as many WorkSource Georgia staff are co-located in GDOL offices. The Complaint Coordinator and State Monitor Advocate's contact information is also published online, on the poster, and on any other related printed materials. Both the State Monitor Advocate and Complaint Coordinator maintain a singular mailbox for receiving complaints. The Complaint's System Coordinator will monitor the mailbox and notify the SMA when needed.

All staff receive annual training on the complaint system. Staff participate and attend partner agency meetings when available to educate and train others on the ES Complaint system, as well as providing partner agencies copies of the Complaint System Poster.

(c) Strategies for Marketing Agricultural Recruitment System

Georgia ensures that staff are promoting the Agricultural Recruitment System. Staff communicate with potential employers how the system is an additional option to help identify qualified labor for their business. Information is also published online informing employers of their options in utilizing services and the Agricultural Recruitment System to recruit for U.S. workers.

TCSG OWD is continuing to increase awareness of services by collaborating with MSFW outreach staff and connecting with neighboring states to recruit domestic workers. TCSG OWD is also ensuring staff are participating in labor forums, as well as other partner events to reconnect with farmers and farmworkers throughout the state. TCSG OWD will ensure there is a focus on MSFWs and Agricultural employers and that staff are in place and available to assist. TCSG OWD hired a manager dedicated to the delivery of agricultural services and outreach.

The State Monitor Advocate also promotes the Agricultural Recruitment System during field visits. The SMA does keep a record of each field visit and documents services and information provided. TCSG OWD is also working with Business Services in the marketing of the Agricultural Recruitment System and representatives are conducting outreach to agricultural employers in their area to promote services available.

VI. Other Requirements

(a) Collaboration

To better assist with providing services to MSFW workers there is currently a Memorandum of understanding (MOU) between the TCSG OWD and Southeast Non-Profit Housing (SENP). This will continue to ensure MSFW workers have meaningful access to services in a way that meets their unique needs as well as access to career pathways, job training, and other supportive services offered through the workforce development system to improve their livelihoods.

The partnership between TCSG - OWD and SENPH which operates the National Farmworker Job program (NFJP) in Georgia continues to grow stronger. This program is funded under Title 1 of the Workforce Investment Act to provide core, intensive and training services and related assistance for MSFWs. The cooperative agreement between TCSG - OWD and SENPH was developed to coordinate and enhance service delivery to MSFW workers. Along with the sharing of personalized labor market information, training, supportive services and job-related resources available to MSFW workers, TCSG - OWD and SENPH share informational reports on the staff hours spent performing MSFW outreach activities.

SENP staff are located in the areas near our local career centers. Service locations:

- Douglas
- Moultrie
- Vidalia/Lyons
- Tifton
- Valdosta

Outreach staff also collaborate with The Southeast Non-profit Housing, an NFJP grantee, to serve Georgia by offering financial assistance to farmers and growers for housing needs and assisting MSFWs with home repairs. The MOU outlines responsibilities for both agencies, emphasizing efficient service delivery, mutual referrals, and goal-oriented support.

The Georgia Migrant Education program also services families across the state by actively participating in parent meetings, yearly state meetings, and other cross-training events. Staff engages with MSFWs in

local areas and throughout the state, establishing partnerships with the program's outreach staff within their service areas. Outreach materials are provided in Spanish, the preferred and understood language of the attendees, to ensure effective communication.

The Georgia Farmworker Health Program is also another partner. They play a crucial role in providing health services to MSFWs at clinics located in Colquitt Co., Decatur Co., East Georgia Healthcare Center, Migrant Farmworker Clinic, Phoebe Sumter Healthcare Clinic-Ellaville, and South Central Primary Care Clinic. Outreach staff actively collaborate with the farmworker clinic outreach teams in their service areas to maximize outreach efforts.

TCSG OWD is also working on an MOU with Wage and Hour to partner in delivery of services. The MOU will allow for data sharing, referrals, coordinated enforcement, joint outreach and compliance assistance. TCSG OWD has also begun strengthening the partnership with East Coast Migrant Head Start and has had preliminary conversations regarding establishing an MOU in place.

(b) Review and Public Comment

The following groups and organizations are invited directly to share their input and comments during the public comment period of the State WIOA Plan:

- Consul General de México
- Consulate, El Salvador
- Consulate, Guatemala
- Consulate, Honduras
- East Georgia Health Care Center
- Farmworker Health Project
- GALEO (Georgia Association of Latino Elected Officials)
- Georgia Agribusiness Council
- Georgia Department of Agriculture
- Georgia Department of Education, Migrant Education Agency
- Georgia Farm Bureau
- Georgia Farmworker Health Program
- Georgia Fruit and Vegetable Growers Association
- Georgia Hispanic Chamber of Commerce
- Georgia Legal Services, Farmworker Division
- Latin American Association
- League of United Latin American Citizens (LULAC #950)
- Mexican American Chamber of Commerce

- South Central Primary Care Centers (SCPCC)
- Telamon Corporation Head Start
- Southeast Non-Profit Housing
- University of Georgia, Center for Agribusiness and Economic Development (CAED)
- University of Georgia, Extension County Operations
- USDOL, Wage and Hour (Savannah office)

Comments received regarding WIOA Wagner-Peyser, Title III- Agricultural Outreach Plan (AOP):

No comments were received during the comment period; however, TCSG OWD's intention was to invite the above partners directly and there was an oversight, and the direct invitation was not completed. TCSG OWD has sent the AOP directly to the above partners for comments and this section of the AOP will be updated with any comments received and responses to those submissions. Any accepted suggestions will be incorporated and updated in the next 30 days.

The State Monitor Advocate did meet directly with NFJP SENPH on February 28, 2024 on the AOP to discuss the plan and the state's four-year strategy. There were no comments or changes requested by SENPH at that time.

(c) Data Assessment

As of January 2023, TCSG OWD has been operating the Wagner-Peyser program. In reviewing this past year of Wagner-Peyser reports on performance, TCSG OWD has met most of its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. However, there remains one area of concern, which is the Equity Ration Indicator (ERI), "Received Unemployment Insurance (UI) Claim Assistance". To ensure that staff are providing these services to MSFWs, staff were provided with training in August 2023, covering all the requirements and the equity indicators. Staff were advised to ensure they are documenting services when provided. This training will be an annual training, as well as when new staff are hired, or issues are detected in monitoring.

Data shows that this ERI continues to be an area of concern and TCSG OWD is reviewing processes to determine ways of identifying MSFWs at point of entry in a local office vs. during a registration, as well as possible file exchanges with GDOL. If staff can identify MSFWs who are filing a claim, staff would be able to provide additional and more hands-on assistance in the claims process, as most unemployment claims are filed online by the claimant vs. receiving assistance from a staff member. Customers may often be confused by the claims process, as well as the requirement to register for Employment Services. By identifying MSFWs that have filed a claim, staff may reach out to those individuals to determine if additional assistance is needed so that they may directly connect them with a GDOL staff member regarding any follow up or additional documentation needed for their claim.

The second area of concern is the Minimum Service Level Indicator for Median earnings of individuals in unsubsidized employment. TCSG OWD will continue to monitor this data, as well as work with employment services and business services staff on matching individuals to jobs. TCSG OWD has continued to provide training to staff on Employment Services and referrals to jobs. Additionally, TCSG OWD has emphasized the need for job developments, as well as referrals to training opportunities when additional support is needed. Through additional training for Wagner-Peyser staff, as well as Outreach staff, TCSG OWD expects to make strides toward meeting this MSLI.

(d) Assessment of Progress

- TCSG OWD continues to increase interaction and connect with partners and community organizations who also support the state's agricultural community continues to bring value to the programs purpose. TCSG - OWD staff meet quarterly with various partner organizations such as, SENPH, Georgia Department of Education, Georgia Migrant Health Programs, Abraham Baldwin Agricultural College and the Georgia Department of Agriculture to improve the seamless sharing of needed resources. A dedicated manager ensures continued connection with partners and increasing participation in other events such as labor forums.
- TCSG OWD is currently working on an MOU with Wage and Hour to improve coordination of services. The MOU will allow for data sharing, referrals, coordinated enforcement, joint outreach and compliance assistance.
- TCSG OWD has full-time outreach workers. Staff continue to assist Ag employers and MSFW's with various work-related challenges that may arise. All staff were also trained on the ES and Employment-Related Law Complaint's System. A Complaints System Coordinator was hired and works with the State Monitor Advocate (SMA) to offer one on one compliance/technical assistance training to staff as needed throughout the year. Training is now required annually for all staff.
- TCSG OWD implemented a new labor exchange system, The WorkSource Georgia portal, that collects needed information to identify MSFWs, allowing staff to conduct outreach to these individuals and provide services. The new labor exchange system presents the specific questions required to determine and collect PIRL data element 413. Within the application, the system also asks staff to determine element 808.
- The Agricultural staff continue to contact growers prior to planting and harvesting seasons to plan for upcoming labor needs. The plans are to partner with the Business Services Recruiters to assist in recruitment efforts and to market services to growers. With leadership in place overseeing agricultural activities and outreach, connections have increased and resources have been identified to assist with outreach. TCSG - OWD will continue collaboration with the Georgia Department of Agriculture to ensure all resources for growers and agricultural workers are coordinated in a seamless fashion. The department continues to build relationships and work with other partners such as the University of Georgia County Extension Service/Department of Agriculture field staff.
- TCSG OWD plans on extending its reach to MSFWs by hiring and placing an outreach worker and housing inspector in the Northern part of the state. TCSG OWD acknowledges the growing number of farmers and their labor needs, as well as the growing number of agricultural workers that could be reached.
- Policies and processes have been established and prescribed policies and procedures regarding documentation and reporting as outlined by the US Department of Labor are followed.

(e) State Monitor Advocate

The State Monitor Advocate has been given an opportunity to review and discuss the AOP plan with the State Agriculture staff to address any concerns or feedback regarding the plan activities. The State Monitor Advocate is directly involved in the development of the plan and has approved the drafted plan as required by USDOL and said federal requirements.

WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

VIII. ADULT EDUCATION AND FAMILY LITERACY PROGRAM

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

In 2016, TCSG's Office of Adult Education (OAE) adopted OCTAE's College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELPS). To ensure alignment with the Georgia Standards for Excellence (GSE), the state's K-12 content standards, it conducted an extensive review and crosswalk between the CCRS/ELPS and the GSE. OAE now requires that adult education programs utilize the CCRS and ELPS. OAE's Instructional Services and Professional Development teams provide training and technical assistance to ensure programs implement the standards with fidelity.

B. LOCAL ACTIVITIES

- Adult education;
- Literacy;

- *Workplace adult education and literacy activities;*
- *Family literacy activities;*
- *English language acquisition activities;*
- *Integrated English literacy and civics education;*
- *Workforce preparation activities; or*
- *Integrated education and training that—*
 1. *Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and*
 2. *Is for the purpose of educational and career advancement.*

Special Rule. *Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.*

The Technical College System of Georgia's (TCSG) Office of Adult Education (OAE) awards funds to adult education programs through a competitive grant process in accordance with 34 CFR 463 subpart C. Under the most recent competitive grant cycle, programs received funding from July 1, 2025 – June 30, 2029, contingent on an annual renewal process. OAE plans to hold its next competitive grant cycle in the spring of 2029, with funding beginning in July 2029.

Per WIOA 231(c), OAE ensures all eligible providers have direct and equitable access to the competition by publicly posting the information on TCSG's website and using the same grant announcement and application process for all eligible providers. Eligible providers with demonstrated effectiveness providing adult education and literacy services can apply for General Adult Education grant funds and/or Integrated English Literacy and Civics Education grant funds. In addition to adult education and literacy and/or IELCE, the state requires all funded programs to offer workforce preparation activities and Integrated Education and Training. Programs may also apply to offer English language acquisition and family literacy activities.

To demonstrate effectiveness, applicants submit a completed demonstrated effectiveness table that includes quantitative data related to their effectiveness in the following areas:

- Improving the skills of eligible individuals who have low levels of literacy in reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application; and
- Obtaining outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

To demonstrate effectiveness, applicants must provide two years of valid and reliable data in each of the performance indicators, as well as meet the predetermined threshold of participants demonstrating progress.

Both the General Adult Education Grant and the IELCE Grant applications are structured to gather information related to the 13 considerations as specified in WIOA section 231(e), including the applicant's instructional program, plans to coordinate with the workforce and other education, training and support systems, and how the applicant will respond to community and regional needs. The application also ensures that applicants use AEFLA grant funds to serve only eligible individuals as specified in WIOA section 203(4). Applicants must also submit a description of how funds will be spent, including supporting budget documents, consistent with AEFLA requirements. Per WIOA Section 233, programs must ensure that no more than 5% of funds are spent on administrative costs. If their administrative costs exceed 5%, they must

negotiate a higher administrative cost percentage with OAE.

Reviewers will score each eligible application using a rubric aligned to the 13 considerations listed in WIOA Section 231(e). OAE will use these scores, along with feedback from the respective Local Workforce Development Boards, as required by 107(d)(11)(B), to make its final funding decisions. OAE will determine the amount of funding each program receives based on several factors, including, but not limited to, each program's scope of services and anticipated enrollment.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- *Adult education and literacy activities;*
- *Special education, as determined by the eligible agency;*
- *Secondary school credit;*
- *Integrated education and training;*
- *Career pathways;*
- *Concurrent enrollment;*
- *Peer tutoring; and*
- *Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.*

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The Technical College System of Georgia's (TCSG) Office of Adult Education (OAE) awards funds for adult education programs to offer corrections education through a competitive grant process in accordance with 34 CFR 463 subpart C. Under the most recent competitive grant cycle, programs received corrections education funding from July 1, 2025 – June 30, 2029, contingent on an annual renewal process. OAE plans to hold its next competitive grant cycle in the spring of 2029, with funding beginning in July 2029.

Per WIOA 231(c), OAE will ensure all eligible providers have direct and equitable access to the competition by publicly posting the information on TCSG's website and using the same grant announcement and application process for all eligible providers. Eligible providers with demonstrated effectiveness providing adult education services can apply for grant funds to offer corrections education.

To demonstrate effectiveness, applicants will submit a completed demonstrated effectiveness table that includes quantitative data related to their effectiveness in the following areas:

- Improving the skills of eligible individuals who have low levels of literacy in reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application; and
- Obtaining outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

To demonstrate effectiveness applicants must provide two years of valid and reliable data in each of the performance indicators, as well as meet the predetermined threshold of participants demonstrating progress.

All eligible providers applying for corrections funding must address:

- The correctional and institutional facilities in which they plan to serve students,
- The programs they will offer students including: (a) adult education and literacy activities; (b) special education; (c) secondary school credit; (d) integrated education and training; (e) career pathways; (f)

concurrent enrollment; (g) peer tutoring; and (h) transition to re-entry initiatives and other post release services with the goal of reducing recidivism, and

- The applicant's plans to prioritize serving individuals who are scheduled to be released within five years.

Applicants must also submit a description of how funds will be spent, including supporting budget documents, consistent with AEFLA requirements.

Reviewers will score each application using a rubric aligned with the 13 considerations as specified in WIOA section 231(e), as well as the extent to which the applicant: (a) will offer activities that meet the unique needs of students in correctional facilities, and (b) has a logical process to prioritize serving students who will leave the correctional facility within five years. OAE will use these scores, along with feedback from the respective Local Workforce Development Boards, as required by 107(d)(11)(B), to make its final funding decisions. OAE will determine the amount of funding each program receives based on several factors, including, but not limited to, each program's scope of services and anticipated enrollment. In alignment with WIOA Section 222, the state will award up to 20 percent of the funds made available for grants under Section 231 for corrections programs.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

The Technical College System of Georgia's (TCSG) Office of Adult Education (OAE) awards funds for adult education programs to offer Integrated Education and Civics Education (IELCE) through a competitive grant process in accordance with 34 CFR 463 subpart C. Under the most recent competitive grant cycle, programs received IELCE funding from July 1, 2025 – June 30, 2029, contingent on an annual renewal process. OAE plans to hold its next competitive grant cycle in the spring of 2029, with funding beginning in July 2029.

Per WIOA 231(c), OAE will ensure all eligible providers have direct and equitable access to the competition by publicly posting the information on TCSG's website and using the same grant announcement and application process for all eligible providers. Eligible providers with demonstrated effectiveness providing adult education services can apply for grant funds to offer an IELCE program.

To demonstrate effectiveness, applicants will submit a completed demonstrated effectiveness table that includes quantitative data related to their effectiveness in the following areas:

- Improving the skills of eligible individuals who have low levels of literacy in reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the application; and

- Obtaining outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

To demonstrate effectiveness, applicants must provide two years of valid and reliable data in each of the performance indicators, as well as meet the predetermined threshold of participants demonstrating progress..

In their application, all IELCE applicants must address:

1. How their program will strategically integrate the following components:
 - Instruction in literacy and English language acquisition, which includes the use of the English Language Proficiency Standards (ELPS);
 - Instruction on the responsibilities of citizenship and civic participation; and
 - Workforce preparation activities and integrated education and training (IET) which, together, will prepare English language learners for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
2. How their program will serve professionals with degrees and credentials in their native countries; and
3. How they will align their activities with Georgia's workforce system, including their local LWDB(s) and one-stop(s).

Applicants must also submit a description of how funds will be spent, including supporting budget documents, consistent with AEFLA requirements. Per WIOA Section 233, programs must ensure that no more than 5% of funds are spent on administrative costs. If their administrative costs exceed 5%, they must negotiate a higher administrative cost percentage with OAE.

Reviewers will score each application using a rubric aligned with the 13 considerations listed in WIOA 231(e) as well as the criteria noted above. OAE will use these scores, along with the feedback it receives from the Local Workforce Development Review, as required by 107(d)(11)(B), to make its final funding decisions. OAE will determine the amount of funding each program receives based on several factors, including, but not limited to, each program's scope of services and anticipated enrollment.

OAE requires all adult education providers, including those offering IELCE programs, to provide at least one Integrated Education and Training offering per quarter (state requirement). OAE monitors the progress and effectiveness of IET offerings through regular data reviews of IET enrollment and credential attainment. Grant Program Support Coordinators also provide technical assistance to ensure each IELCE program has IET offerings aligned to both student interest – including students who have degrees and credentials in their native countries – and workforce needs.

IELCE programs must integrate English language instruction with instruction on the rights and responsibilities of civic participation. Funded adult education programs must align instruction with the IELCE Content Competencies which include: Government and Law, Consumer Economics, Education, Community Resources, Health, Employment, and Community Engagement. Programs teach English in real-life contexts to ensure students acquire practical skills to navigate life in the United States.

Each IELCE program has a Career Services Specialist (state requirement) that support students in planning for and obtaining unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Specifically, Career Services Specialists offer workshops and help students plan career pathways. They also partner with WIOA Title III to offer basic career services.

In addition to partnering with Title III, IELCE providers integrate with the local workforce development system in several ways. First, per 34 CFR § 463.305, providers work with the one-stop centers in their LWDBs to ensure that customers have access to adult education services through the one-stop center. Adult education programs ensure access by: (a) having a Title II representative physically present at the one-stop, (b) having a staff member from a partner program trained on how to provide information about adult education services, or (c) by ensuring a “direct linkage” between the one-stop and the adult education provider. Second, IELCE program leaders attend LWDB meetings and collaborate with LWDBs to plan and implement IETs. Finally,

the state is exploring additional methods to support the co-enrollment of IELCE students in training provided through Title I, including pre-apprenticeships and registered apprenticeships.

E. STATE LEADERSHIP

e. 1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA

Alignment with One-Stop Partners and Core Programs

Per 121(b), OAE's adult education providers enter into a memorandum of understanding (MOU) with the one-stop centers in the Local Workforce Development Area(s) (LWDA) where they serve students. In addition to fulfilling the MOU terms, representatives from local adult education providers regularly attend LWDB meetings and establish strategic partnerships with LWDBs and other core WIOA partners to support adult education students. One-stop providers refer individuals in need of adult education services to the adult education provider.

While the nature of each partnership varies by region, some examples of how LWDBs, one-stops, and adult education providers collaborate are listed below.

- LWDBs provide funding, through individual training accounts and other means, for adult education students, specifically students participating in IET.
- Adult education providers offer classes at their local one-stop.
- Adult education providers develop their IET to prepare students for in-demand occupations and career pathways as identified by their LWDB.
- Adult education programs offer pre-apprenticeships that help students transition into registered apprenticeships.
- Some technical colleges receive both Title II adult education funds as well as Title I youth funds – streamlining services and promoting co-enrollment for youth participants.

OAE staff leverage state leadership funds to support local programs in navigating the MOU process as well as continually strengthening partnerships with LWDBs and one-stops.

At a system level, OAE staff collaborate with staff from other core programs, including WorkSource Georgia (also housed at TCSG) and the Georgia Vocational Rehabilitation Agency to identify barriers and opportunities to strengthen and align Georgia's workforce system. Examples of system alignment include: (a) monthly meetings with representatives from the WIOA core programs and cross training so that staff from each core program better understand eligibility requirements and available services. In 2025, Titles I and II collaborated on co-enrollment pilot designed to examine barriers to co-enrollment for adult participants. The state plans to use the lessons learned from this pilot to expand co-enrollment opportunities for students.

These efforts illustrate Georgia's commitment to identifying and addressing barriers to employment, such as basic skills deficiency. Georgia defines basic skills deficient as "an individual who is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society satisfies the basic skills deficient requirement for WIOA services." In assessing basic skills, Boards must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities. For an adult, a participant is basic skills deficient if they: (A) lack a high school diploma or high school equivalency and are not enrolled in any secondary education; (B) are enrolled in a Title II Adult Education and Family Literacy Act (AEFLA) program authorized by WIOA and administered by the Education Department (ED); or (C) are reading or writing English, or computing or solving problems at or below an 8.9 grade level, according to a TABE assessment or another standardized assessment pre-approved by OWD.

The Establishment and Operation of High-Quality Professional Development Programs

OAE's Professional Development team conducts targeted professional development for local providers, determined by an annual statewide needs assessment, research-based practices, and federal recommendations. Professional development includes but is not limited to an annual statewide conference, quarterly operations meetings for program administrators, regional institutes, online courses, and webinars. While the specific offerings change annually based on needs, local providers consistently access training on standards-based instruction (CCRS and ELPS), best teaching practices, IET, and technology integration. Additionally, OAE provides professional development on reading instruction via the Student Achievement in Reading (STAR) program.

Technical Assistance to Local Providers

OAE's Instructional Services and Accountability teams provide technical assistance to local providers. Each adult education program has an assigned Grant Program Support Coordinator whose positions are supported with state leadership funds. The Instructional Services team supports programs in improving instructional quality, implementing integrated education and training and distance education, collecting and reporting data, engaging with one-stop centers, recruiting and retaining students, and facilitating student transitions to postsecondary education and employment. The Accountability team supports adult education providers in understanding state and federal regulations pertaining to adult education and grant management. Both teams also ensure programs leverage grant funds to drive student outcomes, particularly those included in WIOA Section 116.

Monitoring and Evaluation

OAE utilizes state leadership funds to monitor, evaluate the quality of, and improve adult education programs in the following ways:

- **Annual Program Reviews:** OAE conducts annual program reviews based upon a risk assessment that considers prior year progress on performance targets, fund utilization, and other pertinent criteria. The program review process evaluates multiple factors, including, but not limited to program compliance with local, state, and federal rules and regulations, instructional quality, data quality, integration with the local workforce system, student recruitment and retention, and partnerships. OAE uses the program review process to identify promising practices and areas where programs need additional support. The annual review process also ensures that adult education providers have measurable results that support students in transitioning into in-demand careers.
- **Quarterly Audits and Compliance Checks:** OAE's Accountability team conducts quarterly audits to ensure compliance with local, state, and federal rules and regulations. This process enables OAE to catch and remedy any instances of noncompliance in real time.
- **Regular Data Reviews:** Each year, adult education programs negotiate targets for key performance indicators, such as MSGs, with OAE. OAE evaluates progress towards performance targets by weekly, quarterly, and mid-year data analysis using the state's adult education data system.
- **Mid-Year and End-of-Year Program Snapshots:**, OAE produces mid-year and end-of-year program snapshots to assess program performance on a variety of metrics, including WIOA performance accountability measures, spending, and progress towards negotiated targets. OAE shares the mid-year and end-of-year program snapshots with local providers and supports these programs in interpreting the data to strategically inform program improvement.
- **Strategic Improvement and Corrective Action Plans:** If needed, OAE utilizes two formal methods to improve program quality and compliance with state and federal regulations.
- **Strategic Improvement Plans:** If needed, OAE utilizes two formal methods to improve program quality and compliance with state and federal regulations. These methods ensure program utilize taxpayer dollars on programs that deliver measurable outcomes in meeting the state's workforce needs.
- **Corrective Action Plans:** Programs that are noncompliant with state or federal rules and regulations may be placed on a Corrective Action Plan (CAP). CAPS outline the specific policy violation and provide specific steps and timeframes to remedy the instance(s) of noncompliance.

- **Specific Conditions:** Per 2 CFR 200.208, OAE also utilizes the risk assessment to determine programs that are at a high risk for noncompliance with the grant terms and conditions and places specific conditions on these grant awards.

e.2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable

OAE also utilizes state leadership funds to carry out the following permissible activities in WIOA Section 233:

- **The support of state or regional networks of literacy resource centers.** Georgia's Certified Literate Community Program (CLCP) is a network of county-based nonprofit organizations with the mission of combatting low literacy. OAE supports CLCPs through professional development and technical assistance focused on strengthening program and increasing community impact. OAE collaborates with state agencies and foundations to offer grants to CLCPs, supporting adult education programs and students with services like child care and transportation. In addition, CLCPs collaborate with adult education programs on the development and implementation of family literacy programs to support adult learners in meeting their education and career goals, while also supporting their children's literacy. OAE's goal is to ensure all areas of the state have active and engaged CLCPs.
- **The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.** In 2020, OAE implemented the Blackboard Learning Management System to deliver distance education to students of all levels across the state. OAE continues to support distance education through training, technical assistance, and technical support. OAE models effective distance education by using Blackboard to provide professional development and training to local program faculty and staff. In addition, OAE maintains several statewide technology contracts that supplement class-based and distance education instruction. OAE coordinates with each contractor to provide training and support for the full implementation and usage of each application.
- **Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.** Currently, OAE offers the Student Achieving in Reading (STAR) training program to adult education providers. The STAR curriculum includes the strategic assessment of struggling readers and incorporates the core components of effective, evidence-based reading instruction.
- **Developing content and models for integrated education and training and career pathways.** Per state requirement, all adult education providers are required to offer at least one IET per quarter. To ensure students participating in IETs obtain employment, IETs must align with the state's High Demand Career List. OAE's Instructional Services Team supports IET implementation through training and technical assistance. At the system level, OAE leadership collaborates with other TCSG departments, including Economic Development, Academic Affairs, and WorkSource Georgia, to identify new IET models, such as credit-bearing IETS and IETs that align with pre apprenticeships. OAE has also collaborated with the Georgia Department of Early Care and Learning (DECAL) to develop and implement IETs that prepare individuals for careers in child care.
- **The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.** Per state requirement, each program is required to have a Career Service Specialist that assists students in transitioning from adult education to postsecondary education or career. OAE's Instructional Services team includes a Career Service Coordinator that supports the CSSs at the local program. TCSG is also developing and strengthening pathways that enable adult education students to advance through the postsecondary education system. Specifically, OAE partners with TCSG's Student and Academic Affairs divisions to develop IET pathways that lead to technical college certificates (TCCs). TCCs can be stacked towards technical college diplomas and associate degrees. In addition, TCSG is collaborating with the University System of Georgia (USG) to develop articulation agreements that enable students to transfer technical college credits to other postsecondary institutions.
- **Standards and academic requirements for enrollment in non-remedial, for-credit courses in**

postsecondary educational institutions or institutions of higher education supported by the State or outlying area. Georgia has developed the Career Plus High School Diploma program which allows students to earn technical college credits while obtaining their high school diploma. Through CPH, students combine high school credit, GED and/or HiSET passing scores, and postsecondary credentials to earn their high school diploma. CPH graduates enter their chosen career field with the education, technical skills, and credentials needed to succeed. OAE has also implemented credit-bearing IETs which allow adult education students to earn postsecondary credits while still enrolled in adult education classes.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

OAE utilizes several methods to assess and improve the quality of its local programs. The specific methods are detailed below.

- **Grant Program Support Coordinators:** OAE's Instructional Services team includes Grant Program Support Coordinators (GPSC) that provide technical assistance and support to local programs. Specifically, GPSCs monitor and analyze program data to assess each program's progress toward meeting established performance benchmarks. GPSCs then provide tailored support, technical assistance, and training to programs to ensure continuous program improvement.
- **Program Monitoring Process:** Per 2 CFR § 200.332, OAE conducts annual program monitoring on its adult education programs. The program monitoring process includes an assessment of program quality in key areas such as instruction, workforce partnerships, career services, data, recruitment and retention, and student support. OAE uses the results of the program monitoring process to disseminate best practices and, as needed, provide technical assistance and support to ensure continuous program improvement.
- **Target Negotiation and Strategic Improvement Plans:** OAE negotiates annual enrollment and performance targets with all providers. OAE regularly monitors each program's progress towards their targets to surface best practices and identify areas for support. During the year, programs that are not on track to meet their targets receive additional technical assistance. At the end of the year, programs that fall well below their targets may be placed on a Strategic Improvement Plan for the following year. OAE also uses these data to determine areas where programs may need additional professional development, such as preparing students to take and pass the mathematics portion of the GED or recruiting ABE students.
- **Mid-Year and End-of-Year Program Snapshots:** OAE uses data from the statewide adult education data system to produce mid-year and end-of-year program snapshots, which are provided to local programs. The snapshots capture program performance on a variety of metrics, including WIOA performance accountability measures, statewide performance benchmarks, and grant spending. OAE staff, including the Instructional Services and Accountability teams, work with local providers to interpret program snapshots and use the data to inform program improvement.
- **Professional Development:** OAE's Professional Development team conducts targeted professional development for local providers, determined by an annual statewide needs assessment, research-based practices, and federal recommendations. Professional development includes but is not limited to an annual statewide conference, quarterly operations meetings for program administrators, regional institutes, online courses, and webinars. While the specific offerings change annually based on needs, local providers consistently access training on standards-based instruction (CCRS and ELPS), best teaching practices, IET, reading, and technology integration. OAE assesses the quality of each professional development offering through evaluation surveys administered to participants.

Adult education programs also offer local professional development to their staff. OAE’s Instructional Services team observes local professional development and reviews evaluation forms to monitor the quality and consistency of professional development throughout the state.

Adult education staff report their professional development activities and attendance the state’s adult education data system.

SECTION 427, GENERAL PROVISIONS ACT (GEPA) – ADULT EDUCATION

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients’ responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

(a) Access and Participation

One of OAE’s core values is Access for All. Access for All means all students, educators and adult education program staff – regardless of gender, race, national origin, color, disability, or age – have access and participation in adult education activities.

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

(b) Barriers to Access and Participation

Two key barriers may impede access to adult education programs for students, educators, and adult education program staff: (a) the geographic diversity of the state, and (b) the differing needs of students, educators, and adult education staff.

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

(c) Addressing Barriers to Access and Participation

At a state level, OAE provides resources, technical assistance, and professional development to adult education program leaders, instructors, and other program staff. OAE utilizes a variety of strategies to ensure all participants have access to participate in OAE’s programming. Some examples of these strategies include, but are limited to:

- OAE delivers training and professional development using a variety of modalities to support the various needs of program participants. For example, OAE regularly delivers training that include both audio and visual components.
- As a large state, Georgia has significant geographic diversity. To ensure both rural and metro adult education providers have equitable access to training, technical assistance, and professional development, OAE holds its in-person professional development sessions at rotating locations

throughout Georgia as well as virtual professional development sessions which participants can access from any location.

- OAE utilizes its website to post technical assistance documents and resources for its local programs. OAE, housed under the Technical College System of Georgia, makes every effort to ensure that its website and published documents meet accessibility standards. TCSG adopts and implements the guidelines established by the World Wide Web Consortium for digital accessibility.
- OAE supports local adult education providers in ensuring they deliver instruction through a variety of modalities as well as through distance, hybrid, and in person courses.

In addition, OAE will ensure that all its local providers comply with GEPA and ensure their participants have access to participate in adult education programming. Specifically, in alignment with GEPA Section 427, as part of the application process adult education grant applicants must describe potential barriers individuals will face in accessing the program and the steps they will take to address those barriers. In addition, during its monitoring process, OAE assesses whether its local programs are taking steps to ensure all participants have access to the program.

What is your timeline, including targeted milestones, for addressing these identified barriers?

(d) Timeline and Targeted Milestones

OAE provides ongoing professional development opportunities throughout the year. OAE staff continuously ensure that OAE takes the steps noted above – offering a variety of modalities, rotating locations through the state, and ensuring published documents meet accessibility standards.

OAE held its last competitive grant cycle in 2025, with funding provided to programs through June 30, 2029, contingent on an annual renewal process. In the application, applicants must reflect on potential barriers individuals will face in accessing the program and the steps they will take to address those barriers. During program monitoring, OAE monitors to ensure programs are ensuring all students can participate in the program. Where there are concerns, OAE provides technical assistance and support to programs in ensuring participants have access to participate in the adult education program.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

IX. VOCATIONAL REHABILITATION PROGRAM

A. STATE REHABILITATION COUNCIL

The Georgia SRC meets quarterly. GVRA is garnering interest for membership on the SRC through agency outreach efforts and current SRC member outreach efforts. GVRA solicited input from the SRC by providing the prompts of the state plan to the SRC. To ensure that the SRC's input is integrated into the ongoing work of GVRA, GVRA and the SRC have implemented the following:

- Ongoing technical support for the Council's meetings and membership development efforts.
- SRC presentations at Georgia Vocational Rehabilitation Services (GVRS) Board meetings; agency and Vocational Rehabilitation (VR) staff presentations at quarterly SRC meetings; and
- SRC and agency/VR collaboration to address opportunities for improvement of service delivery.

Furthermore, service delivery improvements are identified through regular open public comment sessions during each quarterly SRC meeting. Additionally, public comment can now be received electronically if an individual cannot attend an SRC meeting.

Specific SRC Input and Recommendations:

While GVRA consumers still report barriers to services, the agency's implementation of significant policy and operational changes are enabling more Georgians with disabilities to access and receive services. The council recognizes the importance of implementing effective changes that create stability for GVRA and the individuals with disabilities needing GVRA's support. The SRC would like to highlight and comment on some of these changes:

1. The Georgia SRC supports GVRA's goal of leveraging technology to best utilize state resources. GVRA uses virtual forums to perform outreach making meetings and events more accessible to the public. To support these efforts, the SRC has centralized its meeting locations, offering opportunities for council members to meet and tour partner agencies, their staff, and their operations. Also, the SRC has expanded the use of technology during their meetings to allow for more input and feedback from stakeholders who often have full-time careers.
2. The Georgia SRC strongly supports GVRA's goal of improving organizational culture to result in staff retention and services to internal and external customers. Georgia SRC supports GVRA's efforts in expanding opportunities for recruiting teachers and stakeholders interested in furthering GVRA's goal through its changes to the minimum qualifications for counselors. GVRA now uses the WIOA standard instead of the master's in Rehabilitation Counseling or the Certified Rehabilitation Counselor certificate. This is a priority for the SRC. One of the unintended impacts of GVRA's transition has been a high rate of staff turnover and vacancies. These vacancies have negatively impacted GVRA's customer service to clients seeking and/or receiving services and community partners. The changes have resulted in an increased number of counselors.
3. The Georgia SRC strongly supports GVRA's establishment of a call center to handle customer inquiries with a goal of decreasing complaints and establishing positive relationships with the disability community.

GVRA does not reject the SRC's input and recommendations regarding the GVRA section of the State Unified Plan.

1. Leadership strongly believes in maximizing funding to ensure fiscal accountability and responsible use of resources. Therefore, GVRA encouraged the SRC to centralize its meeting locations and to expand its use of technology. The SRC has leveraged technology to best utilize state resources.
2. GVRA leadership continues to review organizational structure as well as processes and procedures, with the goal of improved services and increased staff retention. This ongoing review by current leadership will identify opportunities and solutions that lead to a more client- focused future and better

service delivery. Pay for vocational rehabilitation staff, specifically counselors, has been increased significantly to increase retention.

GVRA acknowledges the long-standing service delivery issues the SRC has identified. However, the organization views these issues as the catalyst for aggressive problem-solving efforts through systemic evaluation and strategic planning, rather than a result of the ongoing transition. GVRA is increasing outreach activities through online forums and staff attendance at disability related/education fairs and conferences. Additionally, GVRA is utilizing its network of service providers and state Centers for Independent Living (CIL) to increase awareness of the services that GVRA offers. Currently, GVRA staff are expected to work out of a provider site or CIL once a week to be available to take applications and meet with clients.

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA)

I. VR Services For Individuals With Disabilities

(a) Individuals with Significant Disabilities

GVRA contracted with the Institute on Human Development and Disability at the University of Georgia, to conduct and interpret the CSNA required for PY 2022-2024. This is the most recently completed assessment. The purpose of the CSNA is to inform the Georgia SRC and GVRA regarding the issues and needs of the disability community in GA. Specific requirements of the CSNA can be found in the Rehabilitation Act of 1973, at Section 101(a)(15) and at federal regulation 34 CFR § 361.29.

In PY 2024, 44% of Georgia's clients were in Supported Employment. To address our clients with the most significant disabilities, Georgia offers three types of supported employment services. These services include planned support activities (including intensive ongoing support) which are required to assist an individual to learn their job duties and work site behaviors in an integrated competitive position, based on the participant's needs as specified in the Vocational Rehabilitation Plan for Supported Employment. GVRA's three models of supported employment include traditional supported employment services (TSE), individual placement and support (IPS), and customized supported employment (CSE).

- Traditional Supported Employment (TSE) - is used for participants who qualify for supported employment services and need intensive job coaching, ongoing support, and extended support.
- Individual Placement and Support (IPS)- is an evidenced-based model of supported employment, indicating it is a well-researched and well-defined approach to helping people with serious mental illness obtain and maintain employment. The Georgia Department of Behavioral Health and Developmental Disabilities – Behavioral Health collaborates with the Georgia Vocational Rehabilitation Agency – Vocational Rehabilitation to support participants seeking employment who are eligible for services from both agencies.
- Customized Supported Employment (CSE) uses a person-centered approach with supported employment services. It is a process-driven concept with four required components:
 - Discovery: A person-centered planning process that is used to determine the job seeker's interests, skills, preferences, and ideal employment conditions that guide the development of a customized position.
 - Customized Employment Planning: Opportunity to use the information learned during the Discovery process to develop a plan towards competitive integrated employment.
 - Job Development and Negotiation: Working collaboratively with the job seeker and the employer to negotiate a customized position; identify the supports needed for the job seeker to be successful, agree to the terms and conditions of employment necessary for success, and the specific unmet needs of the employer that will be fulfilled by the job-seekers contributions.
 - On-going supports: Through the provision of supported employment services, employment supports are provided after the job starts with ongoing monitoring to ensure the satisfaction of

both the participant and the employer.

The Comprehensive Statewide Needs Assessment (CSNA) underscores the critical importance of providing comprehensive support to Social Security recipients requiring supported employment in Georgia. Key findings reveal that education and assistance with benefits planning, counseling, and work incentives are vital. The assurance of income protection and Medicaid eligibility serves as a significant incentive for maintaining Social Security status, often leading individuals to limit or avoid work altogether. While Social Security Work Incentives Programs exist to facilitate employment without jeopardizing benefits, they remain complex and poorly understood by recipients, families, and professionals. Therefore, there is a clear need for benefits counseling to help individuals with disabilities understand how employment will impact their benefits, including SSDI and Medicaid. Moreover, individuals with significant disabilities often require ongoing support, such as job coaching and supported employment services from Vocational Rehabilitation, to sustain employment. Stakeholders emphasize the importance of on-the-job support, including job coaching and long-term assistance, in enabling individuals to maintain employment successfully. Additionally, services like job skills training, job development, and vocational guidance are identified as essential for obtaining and retaining employment. In summary, addressing these identified needs through targeted interventions and collaborative efforts is crucial for empowering individuals with disabilities to achieve meaningful and sustainable employment outcomes. By providing comprehensive support, including benefits counseling and ongoing job coaching, we can help individuals with significant disabilities overcome barriers and achieve greater independence and economic self-sufficiency.

(b) Individuals with Disabilities Who Are Minorities

The executive summary of the Comprehensive Statewide Needs Assessment (CSNA) shed light on critical issues facing individuals with disabilities, particularly those from different backgrounds. Initial data shows that current recipients of GVRA services are reflective of Georgia's population; however, detailed barriers articulated by different individuals and stakeholders of current and prospective vocational services applicants include transportation, awareness of general services, and concerns about losing SSI/SSDI benefits. The summary identified barriers in the following populations:

- **Significant Disabilities:** Individuals with complex disabilities, including intellectual or developmental disabilities, were identified as having unmet needs or unserved, requiring tailored support.
- **Minority Groups:** Individuals from varied Racial and ethnic backgrounds faced distinct challenges, including transportation barriers and limited awareness of available services.

The summary provided the following proposed strategies to address the barriers:

- **Education and Training:** Beginning in 2022, GVRA implemented three training programs, with assistance from providers, focusing on self-employment and cybersecurity to equip populations with limited resources or access with the skills necessary for meaningful employment. GVRA also revamped its Roosevelt Warm Springs program to include 8 career pathway programs. GVRA will continue to focus on additional training opportunities through our provider network and state-owned CRP.
- **Career Counseling:** Beginning in 2020, GVRA began to focus on expanding its Pre-ETS services by providing comprehensive career counseling and guidance to help individuals explore employment opportunities and navigate vocational rehabilitation services effectively. These efforts resulted in significant increases in the number of students served. GVRA will continue to focus on providing these services through its Pre-ETS initiatives.
- **Outreach and Awareness:** GVRA launched multiple outreach initiatives to raise awareness of vocational rehabilitation services among communities with limited access to information or resources, including:
 - Monthly VR Orientation for parents, students, teachers, and other stakeholders.
 - Quarterly outreach events such as GVRA day at the Fair and GVRA day at Fort Valley State University

- GVRA will continue to explore and implement outreach and awareness opportunities by providing brochures, rack cards, posters, and other printed materials in both English and Spanish.
- **Partnerships:** GVRA has increased its focus on fostering partnerships with community organizations, transportation providers, and advocacy groups to address transportation barriers and enhance service delivery opportunities.

(c) Individuals with Disabilities Served Through Other Components of Workforce Development System

To better serve individuals with disabilities, it is imperative to ensure that comprehensive information about the services offered by the workforce development system through the Georgia Vocational Rehabilitation Agency (GVRA) are widely disseminated and understood. This includes individuals currently served by GVRA and those accessing services through other components of the workforce development system. Furthermore, it is essential to equip staff across various components with the knowledge and resources necessary to address the diverse needs of individuals with disabilities effectively. With education and collaboration, GVRA can coordinate service delivery and ensure that those mutual recipients provide services holistically.

Certifications and micro-credentials are a major focus of Georgia's Workforce system. Micro-credentials focus on individual competencies for high-demand career fields such as manufacturing and healthcare. Led by the Technical College System of Georgia (TCSG) micro-credentialing allows students to receive credit-based certificates for completing short-term skills-based programs (one to six weeks), which can be stacked to support student award attainment. As TCSG continues to expand stackable credentials, GVRA will continue to partner with TCSG to accommodate progress toward serving students. With the elimination of the GVRA's Financial Needs Assessment in October of 2023, this is an area where GVRA will be able to develop workforce partnerships.

Certifications are also an area where GVRA has focused its attention. In 2023, GVRA re-focused its State-Owned Comprehensive Rehabilitation Programs to focus on 20-week certificate programs to align with the Georgia Department of Education's focus on Career, Technical, and Agricultural Education (CTAE). GVRA now offers high school students who are VR clients the opportunity for dual enrollment through TCSG to participate in programs not offered by their schools. As Georgia's workforce system shifts to focus on apprenticeships as well, GVRA is developing strategies to partner and meet this need as well.

Key Areas of Focus:

- **Education and Awareness:** Develop educational materials and outreach campaigns to inform individuals with disabilities about the unique services provided by GVRA. Emphasize the importance of accessing specialized services such as transportation, childcare, and disability-related accommodations, which may not be readily available through other components of the workforce development system.
- **Training for Staff:** Offer training sessions and resources for staff working within other components of the workforce development system to enhance their understanding of GVRA services and eligibility criteria. This will enable them to better identify individuals who may benefit from GVRA support and facilitate seamless referrals.
- **Collaborative Partnerships:** Foster collaborative partnerships between GVRA and other workforce development components to streamline service delivery and maximize resources. Encourage open communication and information sharing to ensure that individuals with disabilities receive comprehensive support that addresses their unique needs.

Implementation Strategies:

- **Educational Workshops:** Host workshops and informational sessions for individuals with disabilities and staff from other workforce development components to promote awareness and understanding of GVRA services.
- **Resource Sharing:** Develop online resources, brochures, and informational materials that outline

GVRA services and eligibility criteria. Distribute these materials to partner organizations and community agencies to reach a wider audience.

- **Cross-Training Initiatives:** Facilitate cross-training opportunities for staff from GVRA and other workforce development components to enhance collaboration and coordination of services. Encourage shared learning experiences and knowledge exchange to improve outcomes for individuals with disabilities.

Monitoring and Evaluation:

- Regularly assess the effectiveness of education and collaboration efforts through stakeholder feedback, outcome data, and performance indicators.
- Adjust strategies as needed to address emerging needs and ensure continuous improvement in service delivery.

By prioritizing education, training, and collaboration, GVRA can enhance its ability to serve individuals with disabilities effectively and efficiently. Through proactive outreach, informed partnerships, and a commitment to holistic support, we can empower individuals to overcome barriers and achieve their vocational goals.

(d) Youth with Disabilities

GVRA and the Department of Education (GaDOE) developed a five-year SEA agreement with one-year annual renewals to accommodate changes each year. The renewed Memorandum of Understanding began on July 1, 2021, and runs through June 30, 2026. The MOU outlines the collaboration between the agencies, including the planning, coordination and provision of transition services and Pre-ETS. The MOU has also been the catalyst to work with our Local Education Agencies (LEA) to develop specific opportunities to serve each school district based on resources, needs, schedules, and local requirements.

As a result of the annual review in June 2023, GVRA established standards and expectations for its provider network to serve a minimum of 750 students to reach its stated goal of 50,000 students by 2026. GVRA also began working with providers to expand Pre-ETS services on postsecondary education and career exploration. To ensure GVRA reaches these goals, quarterly updates are given to providers regarding the number of services rendered and the number of students served. This quarterly approach allows GVRA to identify and address service gaps. As part of GVRA's continued planning initiatives, GVRA will continue to include local GVRA and LEA leadership. GVRA's annual assessment of Pre-ETS delivery identified the following primary needs:

- Summer programs to prepare for the workforce and further education,
- Access to affordable and reliable transportation,
- Access to digital resources and technology needed for employment and education,
- Increased GVRA presence at schools and better support during IEP meetings,
- Increased provider choice in delivering services,
- Increased expectations and collaboration on the benefits of Pre-ETS, and
- Increased training and education of special educators on the benefits of Pre-ETS and VR Services.

II. Community Rehabilitation Programs

(a) Establishment, Development and Improvement of Community Rehabilitation Programs

The need to establish, develop, and improve community rehabilitation programs (CRPs) within the State continues. GVRA has established provider stakeholder meetings to improve relationships with CRPs and other rehabilitation providers to promote more effective collaboration. The focus of these meetings has been to move towards shared performance outcomes and serving individuals in a more collective capacity. The

following were identified as areas of improvement: (1) develop more community-based, integrated training opportunities; (2) develop more services in rural areas of Georgia; (3) improve communication with all parties through joint meetings with clients, counselors and provider staff members (include discussion on clients' progress and plan for achieving successful outcomes); (4) revisit the fee structure for providers; (5) standardize metrics to enhance provider performance; (6) streamline fiscal operations, such as invoicing and payments, to expedite processing; (7) review authorization processes to enhance efficiency, and (8) update the specific skills and/or customized training programs to ensure alignment with employer demand in the local communities.

The results of the 2023 CSNA indicate there is a need to establish new CRPs, develop newly established CRPs, and improve established CRPs. Also noted is a need to develop the CRPs' ability to provide services including training and support (which leads to improved job skills and job placement), customized employment, and transportation services. Additionally, there is a need to develop CRPs with expertise in working with specific populations such as Deaf and Hard of Hearing, visual impairments, transition-age youth, racial and ethnic groups, and individuals with more significant disabilities. Finally, the CSNA identified the need for statewide expansion of CRPs like the Roosevelt Warm Springs/Cave Springs Residential programs of GVRA, which provide opportunities for young adults with disabilities to gain training, job skills, and independent living skills.

GVRA has identified the need to improve its two-state owned and operated CRPs: Roosevelt Warm Springs (RWS) and Cave Spring Center (CSC). A brief description of the CRP and the identified needs are outlined below:

- The GVRA Roosevelt Warm Springs (RWS) Campus houses a Vocational Rehabilitation (VR) program, a Long-Term Acute Care Hospital (LTCH), an Inpatient Rehabilitation Hospital (IRF) operated by WellStar and additional services provided by third parties for the benefit of people with disabilities. RWS VR program is a comprehensive interdisciplinary employment-focused training program for individuals with disabilities and is operated by Georgia Vocational Rehabilitation Agency nestled on a historic campus of over 900 acres. The campus operations are twenty-four hours a day, seven days a week designed and implemented to ensure that students with disabilities receive an array of services that promote independence, self-determination, and employment skills. The campus includes multiple cottages, many of which are in use for administrative and programmatic purposes. The RWS campus of more than 900 acres has almost 750,000 square feet of space comprised of over 80 buildings. Most of the acreage and buildings are owned and managed by GVRA, but some of the land and buildings are owned and/or operated by private individuals, the Georgia Department of Natural Resources, WellStar, or other entities.

RWS currently offers nationally credentialed career training pathways, all of which allow students the opportunity to earn prestigious, industry recognized certifications upon their completion. Current pathways at RWS include - Hospitality (7 stackable certifications offered), Certified Nursing Assistant (C.N.A.), CVS/Retail (3 stackable certifications offered through the National Retail Federation), Construction Jumpstart (4 stackable certifications offered through Home Builders Institute including Electrical, Carpentry, Masonry, and Commercial/Residential Painting), Logistics/Warehousing (2 stackable certifications offered through the Manufacturing Skills Standards Council (MSSC) as well as a forklift operator's license), and Heavy Equipment Operation (2 stackable certifications), Landscape Maintenance/Design, and Auto Detailing. Additionally, all pathways include opportunities for students to achieve Measurable Skill Gains (MSGs) via additional relevant trade related training platforms (OSHA, Basic Life Saving, etc.) All vocational training pathways offered at RWS are strategically selected based on labor market data, both current and future projections, for the state. This ensures that students completing the programs can obtain viable employment, in high demand job fields, across the state of Georgia.

- CSC currently offers preemployment transition services (Pre-ETS) opportunities for students enrolled in secondary institutions from various neighboring counties. These students have an opportunity at CSC to participate in certificate programs if vocational services are the next steps for eligible students. Students at CSC can participate in a Hospitality pathway with the opportunity to earn national certification as guest room attendants, breakfast servers, or front desk/reception specialists. The priority goal for CSC is that the programs, pathways, and services offered will closely align with those of RWS.

RWS Needs

Through its annual bond and capital budgeting process, GVRA has identified capital improvement projects essential to providing student services. With a goal of increasing the capacity to serve, GVRA's capital needs included a holistic facilities assessment and capital planning process that resulted in a strong, well-developed plan to support strategic capital investment and provide a risk assessment report to identify and reduce risk hazards. Essentially, evaluating and assessing the condition of all campus buildings and site systems to develop a prioritized forecast of anticipated capital expenditures over the 10-year study period between 2023 and 2032. The information gleaned will be used to inform the long-term investment plan for buildings by identifying various projects that can be entered into a planning model from which sound management decisions can be made to best utilize funding resources to increase student capacity.

This evaluation process led to the establishment of the following objectives:

- Identification and documentation of the present condition and risks of the buildings,
- Recommendation of corrections for all deficiencies,
- Provision of cost estimates for such corrections,
- Forecasting of future facility renewal costs based on the documented methodology of the facilities and equipment in the buildings, and
- Obtaining a Facilities Condition Index (FCI) and Facility Condition Needs Index (FCNI) to illustrate the relative condition of the subject building.

The primary purpose of the facilities condition assessment was to identify visually apparent deficiencies in structures/systems across the campus. The evaluation included site visits to inspect the buildings and site systems, interviews with building management and maintenance personnel, reviews of available maintenance systems, and analysis of design and construction documents and plans. The assessment led to the identification of facilities' key issues and provided a summary of the significant financial investment required in order to maintain the aesthetics, preserve the historical landmarks, and ensure the functionality of RWS facilities over the next ten years.

Throughout the facilities assessed, it was apparent that there has been little capital investment allocated for maintaining or renewing systems/components within the last 15 to 20 years. This was especially evident in the facilities that have been heavily used for five years or more. There have been some capital improvements completed in the last seven years for the dorm and education and training buildings, which included new roofs, electrical infrastructure upgrades, fire alarm system replacements, and HVAC system replacements. All other facilities on the RWS campus have received only basic maintenance and "as needed" repairs. These services are typically completed on a reactionary basis and have proven to garner only temporary solutions.

The reactionary approach of providing maintenance and/or replacement solely upon failure comes with inherent risks. To fully comprehend the magnitude of these potential hazards, GVRA weighed the costs of system/component renewal versus the costs incurred at the time of a system breakdown, including collateral costs resulting from the failure. Reactionary spending carried a much higher premium, up to 75% or more in many instances, than those of proactive capital renewal projects. This was evident in numerous facilities as the collateral damage created by the lack of timely capital renewal/repair has resulted in extensive deterioration and increased capital costs. For example, multiple structures have received minimal capital investment to integral components (e.g., roof, windows, electrical, mechanical, exterior facades) which has resulted in significant interior damage from water infiltration. In many instances, this has led to the complete deterioration of multiple structures.

GVRA realized that a proactive rather than reactive approach must be taken to help mitigate the inherent risks associated with aged facility systems/components. To accomplish this, a structured capital investment plan is currently being implemented. A strategic capital investment plan focused on reducing the deferred maintenance backlog and planning for future capital renewal items will help ensure that the operations and overall mission at RWS are not adversely affected. Without this approach, the risks, costs, and frequency of facility system and/or component failures will continue to increase exponentially. The potential expenditures

are tied to pathway expansion and increasing capacity associated with the expected need and support services tied to each student.

Most likely sufficient funding will not be received to address the entire Deferred Maintenance backlog at once. Therefore, categorizations and risk prioritization help RWS identify the greatest needs and direct funding resources in the right direction. Extensive strategic planning will be required to develop a plan that will address the funding requirements.

A capital renewal funding level of between 2% and 3% of a portfolio's replacement value is typically required to maintain a facility's condition, this excludes addressing Deferred Maintenance and primarily only addresses timely Capital Renewal. The 2-3% range for the 18 facilities at RWS would equate to approximately \$2,300,000 to \$3,400,000 per year. Given the condition of the facilities, a significant increase of funding is required in the next five years to address the Deferred Maintenance and future Capital Renewal requirements, before a steady annual level of funding can be recommended.

POTENTIAL EXPENDITURES BY FACILITY AT RWSRC

- Educational and Training - \$3,824,569
- Blanchard Hall - \$3,214,164
- Dorm - \$11,625,210
- Major Infrastructure - \$8,314,430
- VRU Building - \$29,922,874
- Roadways - \$25,193,625
- Sewage System - \$1,270,890
- Water Management - \$2,619,175
- Center of Therapeutic Recreation - \$9,599,875
- Golf Course \$10,000,000
- Golf Clubhouse – \$1,184,880
- Auditorium - \$345,075
- Cafeteria - \$1,474,000
- Tennis Courts - \$405,500
- Apartments A & B- \$327,000
- Spencer Cottage- \$310,319
- Mansion Cottage-\$389,465
- Elm Road Apartments- \$679,950
- Huntington Cottage-\$846,075
- Fryer Cottage-\$685,500
- Desportes- \$767,000
- PeaBody-\$873,000
- Boiler Building- \$303,150

- Water Treatment and Pump House-\$724,800
- Camp Dream Lodge- \$2,600,000

As previously indicated, RWS is focused on increasing the number of students served and broadening the scope of its service offerings. To date, RWS is limited to a residential capacity of only 150, as this is the maximum occupancy the dorm can accommodate. Increasing this number is not currently possible due to the extensive deterioration of Camp Dream (a 74-acre outdoor recreational area comprised of a 12-acre lake, paved walking trails, and four expansive lodges) and many of the campus's historic cottages. With appropriate renovations, these structures could be utilized to serve students in various ways. Residing in the type of setting provided by the Camp Dream lodges and campus cottages would significantly bolster the development of the campus' capacity to serve. Moreover, these facilities will not only provide for increased student housing options, but they will also serve as externship sites, allowing students to practice the skills associated with their specific pathways in a real-world, hands-on environment. These tangible experiences and the relevant, real-life application that they bring will have an immeasurable impact on students' engagement in the program and will be a tremendous benefit in the development of employability skills.

In correlation with GVRA's mission of providing more services to more Georgians, RWS plans to expand its pathway offerings beginning in August 2024 with the addition of Pharmacy Technician, Heavy Equipment Operation, and Construction Jumpstart vocational tracks. As with current offerings, these pathways were selected based on the shortage of workers in these areas across the state. The addition of these programs, along with current pathway offerings, solidify the importance of the revitalization of campus facilities and its impact on increasing both the number of services offered and number of citizens served. These structures can provide not only housing but also the chance to practice the vocational skills learned, bolstering both their knowledge and confidence, making them a more attractive candidate to potential employers.

As student enrollment and pathway offerings increase, so will the need to provide services that correlate to real life application and opportunities for hands-on implementation on the RWS campus. Much like the benefit of Camp Dream lodges and the various campus cottages, restoration of the historic Roosevelt Golf Course will be a focal point, as its effective operation aligns with curriculum/skill-set components from several pathways. Once the golf course is brought back on-line, the Hospitality, CVS/Retail, and Landscape Maintenance/Design (component of Construction Jumpstart) programs will be provided externship opportunities in the following areas: clubhouse receptionist, food & beverage preparation and service, greenskeeper, fairway cutting, light maintenance/repair, and customer service. Spearheading the day-to-day operation and management of the golf course will provide real-world experiences and unique opportunities. Students will be able to apply their knowledge in practical scenarios, enhancing their adaptability, problem-solving abilities, professional interactions/communications, and other crucial employability skills before entering the workforce.

By partnering with Blaze Sports, a curriculum and service delivery program has been developed at RWS that focuses on self-advocacy - supporting students in developing the skills to effectively communicate their interests, needs, and desired outcomes. Instruction centers on helping students cultivate a sense of self-determination so that they can plan their own lives, implement appropriate steps to achieve their goals, and experience the same opportunities for personal and professional growth as other citizens. These skills are enhanced via a variety of instructional techniques, both individual and collaborative, in correlation with relevant physical activities to promote a healthier social, emotional, and physical lifestyle for students.

Outlined below are how aspects of the RWS campus are (and will be) utilized in correlation with vocational instruction and hands-on externship experiences for students:

Hospitality

- Use of kitchen area for food preparation and kitchen cook certification training.
- Kitchen area serves as a platform for management-type training/activities (meal planning, scheduling, ordering supplies, customer service, etc.) (Golf Course).
- Use of facilities to practice housekeeping components associated with Guest Room Attendant Certification (Camp Dream/Cottages/Golf Course).

- Use of RWS Guest Services area as hands-on practice of Reception/Front Desk Specialist Certification (Golf Course).

Certified Nursing Assistant (C.N.A.)

- The program is housed in Options Cottage (instructional space and serves as an area for skills implementation).
- Coordinates with WellStar to provide practicum experiences.
- Works with campus nurse as an externship opportunity.

CVS/Retail

- CVS approved “mock store” on campus.
- Extensive externship experience in various local CVS locations.
- Practice customer service, inventory, and loss prevention components of the curriculum in various settings on campus (Golf Course).

Logistics/Warehousing

- Uses RWS forklift on-site to practice for operator’s license.
- Externship experience in campus warehouse.
- Two simulators to allow for virtual training in a safe, supervised environment.
- Industry partnerships that allow for off-campus experiences in the job field.

Landscape Maintenance/Design

- **Partners with RWS grounds staff to perform various landscaping tasks on campus (Camp Dream/Roadways/Golf Course).**

Auto Detailing

- Partners with the transportation department in support of maintaining RWS fleet vehicles (Golf Course – carts, lawn equipment, etc.).

Pharmacy Technician

- Expand on the current partnership with CVS.
- Externship experience in local CVS stores.

Construction Jumpstart

- Work with maintenance staff on various small repairs throughout campus (Camp Dream/Cottages/ Golf Course).
- Assist in various areas of Golf Course operations/up-keep (lawn maintenance, greens keeping, equipment repair).
- Support RWS Groundskeeping staff in the upkeep of various areas throughout campus (Camp Dream/Cottages/Golf Course).

Heavy Equipment Operation (HEO)

- Assist maintenance, warehouse, and groundskeeping staff with small HEO needs.

- Utilize the expansive space campus provides to practice the performance of basic HEO functions (Camp Dream/Cottages/Golf Course).

To fulfill the GVRA mission of Roosevelt Warm Springs, the need to increase student housing options to accommodate growing enrollment and restore parts of the campus to broaden the services provided will be eminent. Campus master planning will identify cottages that will function as independent living quarters, and the refurbishing of the lodges of Camp Dream will provide additional options as well. RWS intends to double its current enrollment capabilities, and attention to restoration of campus facilities is the foundation required in building toward this goal.

Cave Spring Center (CSC)

CSC is situated on an approximately 20-foot-high earth-filled north-facing slope. In 2018, GVRA employees noticed a crack near the crest of this slope. In April 2018, GVRA contacted Schnabel Engineering, LLC (Schnabel) and requested a proposal to provide geotechnical engineering services to evaluate the stability of the slope and to propose recommendations for repair measures if required. Schnabel undertook a subsurface exploration program and performed geotechnical engineering evaluations of the existing slope. This showed that the portions of the slope had a factor of safety less than the industry norm of 1.5.

To address the poor compaction of the existing slope face, the re-grading plan requires the face of the entire slope to be excavated to a depth of approximately two feet and then re-compacted to specified compaction criteria. To achieve adequate compaction, the slope will need to be overbuilt and cut back, so that adequate compaction can be achieved. The new slope will need to be “benched” into the existing slope to mitigate differential settlement of the new fill placed against the existing fill. This benching, also known as a serrated slope, provides a ‘key’ onto which the new fill is placed and compacted in a stair-step configuration. In-place density testing should be performed on the fill to verify that a minimum of 95% of standard proctor compaction is achieved at a water content of $\pm 2\%$ of optimum water content. Schnabel also recommended that this earthwork be done under the full-time observation of the geotechnical Engineer of Record, or his designated representative.

GVRA asked Schnabel Engineering to propose various options for soil stabilization and prepare a conceptual design to stabilize substandard areas of the CSC Campus. The most cost-effective solution to bring the slope into compliance with normative standards is to re-grade the area. If the soil conditions worsen, the HVAC equipment (a 77-ton cooling tower) sitting on the suspect soil could cease to operate, resulting in a complete shutdown of the Center. The cost of a total shutdown of the campus and lost training time for students is estimated at \$9,000 per day. Replacement of the cooling tower could cost \$359,000 and a temporary cooling tower (six-month rental) to get the Center operational again could cost an additional \$79,000. The temporary cooling tower rental cost would increase if it took longer than six (6) months to replace the tower and associated pumps, underground piping, and other equipment.

To increase capacity at CSC, several site and building improvements must be completed. The following are examples of improvements and their costs:

- Structural Soil Stabilization - \$2,225,000
- Deferred Maintenance - \$500,000
- Instructional Area Improvement - \$1,000,000

C. GOALS, PRIORITIES, and STRATEGIES

GVRA and the SRC have a collaborative relationship which has allowed for productive discussions and planning between the two entities. The SRC has expressed their support of GVRA’s goals and their continued improvements.

GVRA updated its Strategic Plan in May 2023 to reflect organizational and operational changes and to align with the state’s strategic goals. GVRA selected its goals and priorities by considering the results the CSNA, GVRA performance accountability measures, SRC recommendations, and monitoring reports.

Goal 1 – Improve staff retention and recruitment.

- Measurable Objective 1: Broaden recruiting efforts and outreach efforts.
 - Strategy 1: GVRA will attend four statewide career events per fiscal year.
 - Strategy 2: GVRA will host a minimum of four information and educational sessions at colleges and universities per fiscal year.
 - Strategy 3: GVRA will expand internships to include two additional programs.
- Measurable Objective 2: GVRA will create employee engagement opportunities and awards.
 - Strategy 1: GVRA will conduct quarterly surveys on agency initiatives beginning in January 2024
 - Strategy 2: GVRA will launch an internal newsletter to engage and inform employees by September 2024.
 - Strategy 3: GVRA will launch a redesigned employee intranet site by December 31, 2025.
- Measurable Objective 3: Invest in employee growth and offer professional development opportunities.
 - Strategy 1: GVRA will establish a minimum number of professional development opportunities for all positions and employees by July 1, 2024.
 - Strategy 2: GVRA will implement a mandatory training track for each position by July 1, 2024.
 - Strategy 3: GVRA will develop leadership and mentorship opportunities for emerging leaders by July 1, 2024.

Goal 2 – Continual Process Improvement

- Measurable Objective 1: GVRA will enhance business processes.
 - Strategy 1: GVRA will identify all manual processes to transition to automated processes by July 1, 2026.
 - Strategy 2: GVRA will map out 25% of business processes transitioning to automation by each fiscal year to be completed by July 1, 2026.
- Measurable Objective 2: GVRA will evaluate standard operating procedures (SOPs) and job aid resources.
 - Strategy 1: GVRA will develop a standard timeline for periodic review and revision (as needed) of existing SOPs by July 1, 2024.
 - Strategy 2: GVRA will establish a policy review committee that meets quarterly to review current policies and determine the need for additional policies.

Goal 3 – Improve Service Delivery

- Measurable Objective 1: Increase the number of individuals served.
 - Strategy 1: GVRA will increase the number of potentially eligible students served to 40,000 by July 1, 2026.
 - Strategy 2: GVRA will increase the number of clients served from 28,100 in PY2023 to 60,000 by July 1, 2029.

- Measurable Objective 2: Improve efficiency and effectiveness of services.
 - Strategy 1: GVRA will reduce the average number of days from referral to service delivery to 45 days by July 1, 2026.
 - Strategy 2: GVRA will reduce the number of days for eligibility determination to 15 days by July 1, 2026.
 - Strategy 3: GVRA has established dedicated teams and caseloads for certain disability types and supported employment services.
- Measurable Objective 3: GVRA will increase its focus on customer service.
 - Strategy 1: GVRA will develop and conduct agency-wide customer service training programs by July 1, 2024.
 - Strategy 2: GVRA will establish quarterly services-related training opportunities by GVRA programs and specialty areas by July 1, 2024.
 - Strategy 3: GVRA will develop quarterly informational and public outreach events on GVRA service offerings for prospective clients and stakeholders by July 1, 2024.

Goal 4 – Enhance Partnerships

- Measurable Objective 1: GVRA will increase collaborative partnerships with providers.
 - Strategy 1: GVRA will create a quarterly newsletter for distribution to 150 providers, with a target of a 40% open rate for the newsletter campaign by June 30, 2024.
 - Strategy 2: GVRA will expand quarterly outreach to providers to include “feedback sessions” designed to enhance service delivery beginning in January 2024.
- Measurable Objective 2: GVRA will increase collaborative partnerships with state agencies.
 - Strategy 1: GVRA will update their website to include links to additional resources provided by other state agencies by June 30, 2025.
 - Strategy 2: GVRA will identify and collaborate with other state agencies on quarterly outreach events by June 30, 2024.
 - Strategy 3: GVRA will increase co-enrollments of clients with other state agencies, including GVRA's core partners, to expand collaborative relationships with other state agencies around mutual clients.
- Measurable Objective 3: Increase collaborative partnerships with other stakeholders.
 - Strategy 1: Identify and arrange annual outreach opportunities with the following organizations:
 - Georgia National Fair in Perry, Georgia by June 30, 2024,
 - United Way of Coastal Empire – Savannah by June 30, 2024,
 - Georgia Superintendent’s Conference annually for FY 2024–FY 2026,
 - Georgia Procurement Conference annually April 2024, April 2025, April 2026,
 - United Way of Central Savannah River Area in Augusta, Georgia by June 30, 2025,
 - United Way of Southwest Georgia by June 30, 2025,
 - Georgia Chamber of Commerce by June 30, 2025, and
 - Blind/deaf services and advocacy organizations by June 30, 2025.

Goal 5 – Infrastructure

- Measurable Objective 1: GVRA will create a capital improvement master plan.
 - Strategy 1: GVRA will complete the needs assessment of current facilities and capital assets by July 1, 2024.
 - Strategy 2: GVRA will develop a 10-year capital outlay for facility and equipment needs by July 1, 2025
 - Strategy 3: GVRA will develop an enterprise review process for equipment, capital and facilities by June 1, 2026.
- Measurable Objective 2: GVRA will enhance business applications and network infrastructure.
 - Strategy 1: GVRA will complete the case management re-implementation process by July 1, 2024.
 - Strategy 2: GVRA will integrate all program IT systems into the enterprise environment by July 1, 2025.
 - Strategy 3: GVRA will establish a review process to automate repetitive business functions by July 1, 2025.

Goals and Priorities Specific to Supported Employment:

- **Goal 1: Enhance and increase partnerships:**
 - GVRA will continue to collaborate with the Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD) around existing SE services for individuals with severe and persistent mental illness (SPMI) and individuals with intellectual and/or developmental disabilities (I/DD). GVRA will expand and increase collaboration with Local Education Agencies and contracted SE providers to meet the employment needs of transitioning students with significant disabilities through the Project SEARCH model and other LEA-developed internship sites. This model assists students in preparing for, engaging in, and maintaining competitive integrated employment and connects youth with SE services including extended services. GVRA assumed statewide lead for the coordination of Project SEARCH in 2024 and will continue to expand and refine partnerships to maximize funds and increase access to services.

The GVRA is embarking on a strategic initiative in its commitment to bolstering the success of participants in Project SEARCH internships and similar programs. This involves establishing a dedicated Project SEARCH coordinator to manage relationships with Project SEARCH sites and similar entities. GVRA aims to optimize support for participants across all initiatives by recognizing the availability of comparable services site-wide, such as Community Based Work Adjustment Training (CWAT), job coaching, job development, and work-based learning.

Key Objectives:

1. **Efficient Coordination:** The appointed Project SEARCH coordinator will serve as the central liaison for GVRA, overseeing relationships with Project SEARCH sites and analogous programs. This role ensures streamlined communication and collaboration.
2. **Comprehensive Support:** By harnessing the breadth of services available within GVRA, including CWAT, job coaching, job development, and work-based learning, participants will benefit from a comprehensive support framework tailored to their individual needs.

GVRA is poised to elevate the support provided to participants in Project SEARCH internships and similar initiatives by establishing a dedicated Project SEARCH coordinator and integrating site-wide services. GVRA reaffirms its commitment to empowering participants to achieve vocational success and realize their full potential by fostering efficient coordination, harnessing collective resources, and prioritizing continuous

improvement.

- **Goal 2: Increase and improve service delivery to SE participants.**

- GVRA will train specialty staff in the unique needs and strengths of individuals receiving SE services.
- GVRA will expand the partnership with DBHDD to provide evidence-based services to individuals with SPMI and individuals with I/DD.
- GVRA will monitor and track supported employment services and the provision of extended services to ensure quality and adherence to performance expectations by the community rehabilitation programs.
- GVRA will increase the number of qualified SE providers in the state. Focusing on these goals and priorities will increase successful outcomes for individuals who qualify for and need SE services to reach their competitive integrated employment goals while optimally utilizing funds and resources.

D. EVALUATION AND REPORTS OF PROGRESS

I. Progress in Achieving Identified Goals and Priorities

For PY22, goals were to have a well-trained and effective workforce, to increase service delivery and customer satisfaction, to improve technology and infrastructure, to create a data driven culture, to increase productivity (applications, DOEs and IPEs), to increase timeliness of services, to improve the quantity and quality of employment outcomes, to increase the percentage of potentially eligible students who become applicants or otherwise transition successfully, to improve the accuracy of case documentation and management, and to improve data validation.

I. Progress in Achieving Identified Goals and Priorities For each goal, GVRA should indicate whether goals are continuing into the next program year, are being revised, or are being retired based on information gathered through the CSNA or other sources. If a goal is continuing, GVRA should place it in description c.2., Goals, Priorities, and Strategies.

Progress to report is based on PY 2024 (July 1, 2024 – June 30, 2025)

Goal 1 – Improve staff retention and recruitment.

- Measurable Objective 1: Broaden recruiting efforts and outreach efforts.
 - During PY 2024, GVRA participated in eight hiring events, seven of which were on-campus at colleges and universities across Georgia. Additionally, GVRA took part in a virtual job fair and networking event for veterans, helping connect those who have served our nation with career opportunities at GVRA. As of July 2025, GVRA employed 170 VR Counselors, which was a 38% increase compared to the 123 counselor positions filled in July 2024.
 - GVRA has implemented a second internship program focusing on college students with disabilities. During PY 2024 the agency piloted this opportunity and will go live in the fall of 2026. In the fall of 2026, GVRA will be able to host up to 20 interns from multiple schools. As part of its goals, the agency expanded the number of eligible interns to universities operating outside the state as long as they have a physical presence.
- Measurable Objective 2: GVRA will create employee engagement opportunities and awards.

- GVRA Communication, Collaboration, and Customer Service Surveys are distributed each July, October, January, and April. The purpose of this survey is to gain a better understanding of how the staff across all GVRA programs perceive the Agency, their roles, the work environment, their supervisors/managers, training and advancement opportunities, and their overall job satisfaction. The survey is sent to all Agency staff. GVRA is also updating its exit survey to align with the quarterly pulse survey to align and compare responses of individuals leaving the agency to the pulse survey.
- Since July 2023, GVRA distributes the monthly “On-Target” Official Employee Newsletter Each month the newsletter highlights accomplishments, upcoming events, client success stories, and agency updates. Currently the newsletter has an on open rate of 50%.
- Measurable Objective 3: Invest in employee growth and offer professional development opportunities.
 - Beginning in March 2024 and continuing into the following year, GVRA staff participate in mandatory quarterly professional learning days, which are now held monthly for VR Program Staff. Multiple sessions are pre-planned for each of the mandatory training days, all with the goal of empowering staff with the knowledge and skills necessary for professional growth and development. These sessions average 250- 300 staff members in attendance.
 - During PY 2024, VR Program Managers and Directors were required to create training plans for all positions within their unit.
 - New Hire On Boarding for Client Services staff within the VR Program was revamped in SFY 2024 to incorporate a senior staff member to serve as a mentor for each new hire during their initial months in their position. For counselor positions, the mentor assists with Case Management System (Aware) training, job shadowing and technical assistance upon receiving an assigned caseload.

- **This Goal will continue through 2027**

Goal 2 – Continual Process Improvement

- Measurable Objective 1: GVRA will enhance business processes

GVRA utilizes a cloud-based software platform, called PowerDMS, to store agency and program specific policies, as well as related Standard Operating Procedures. During PY 2024, GVRA utilized this platform to automate workflows for policy approvals, and to track staff assignments and acknowledgements.

- Measurable Objective 2: GVRA will evaluate standard operating procedures (SOPs) and job aid resources.
 - During PY 2024, GVRA’s Policy Committee completed the review of all policies available on PowerDMS.

During PY 2024, GVRA’s General Counsel published the Policy Maintenance Policy, which outlines the internal functions related to policy development and continued maintenance. This policy also detailed the role and function of the Policy Committee, Division Director responsibilities, and the requirement of the committee to meet quarterly. - **This goal will continue through 2027**

Goal 3 – Improve Service Delivery

- Measurable Objective 1: Increase the number of individuals served.
 - In PY 2024 GVRA served 24,259 Potentially Eligible Students and 19,645 Vocational Rehabilitation Participants.
 - Total individuals served (unique count) in PY 2024 was 44,310
- Measurable Objective 2: Improve efficiency and effectiveness of services.
 - During PY 2024 the average number of days from referral to Individualized Plan development (IPE) and Service Delivery was 89, a reduction of 5 days from PY 2023; as well as reduced the average number of days for eligibility determination to 28 days.
 - In PY 2024 GVRA implemented a re-organization within the VR Client Services field offices, to include the creation of specialty units for serving individuals with Blind-Low Vision Disabilities, Deaf and Hard of Hearing Disabilities and those referred for Supported Employment services through GVRA's collaboration with the Georgia Department of Behavioral Health and Developmental Disability.
- Measurable Objective 3: GVRA will increase its focus on customer service.
 - Beginning in March 2024 and continuing into the following year, GVRA implemented mandatory quarterly professional learning days. At the onset of these planned learning events, all GVRA staff were required to complete customer service virtual training modules developed by the Technical College System of Georgia.
- **- This goal will continue through 2027**

Goal 4 – Enhance Partnerships

- Measurable Objective 1: GVRA will increase collaborative partnerships with providers.
 - During PY 2024 GVRA hosted quarterly provider forums (virtual and in-person), which have approximately 95% participation rate among all VR Program service providers. Dedicated time for Q&A and obtaining provider feedback is an essential component of these forums. Furthermore, during PY 2024, GVRA's Provider Relations team was re-organized to improve customer service and staff resources, allowing each provider relations specialist to begin holding weekly virtual "open office hours", a time when their assigned providers can join a live call and receive technical assistance on a number of topics.
- Measurable Objective 2: GVRA will increase collaborative partnerships with state agencies.
- In early 2025, a redesign of GVRA's website was completed to include updated content for each webpage and topic area, updated links and resources. As part of the redesign, a new landing page was created under the Vocational Rehabilitation Services tab for "Partnerships." This page outlines the various partnerships GVRA has with other state and local agencies as well as additional resources.

- Measurable Objective 3: Increase collaborative partnerships with other stakeholders.
 - During PY 2024 GVRA participated in approximately 325 events statewide, with many in partnership with other stakeholders. Highlights include partnering with the state's Center for Independent Living to host SenseAbility week, connecting over 200 individuals with sensory disabilities to free services and resources across seven locations, as well as partnered with the Georgia Farm Bureau to host GVRA Day At the Fair at the Georgia National Fair where more than 1,300 students engaged in an immersive day of career exploration and work-based learning, focusing on opportunities within Georgia's agriculture industry.
- - This goal will continue through 2027

Goal 5 – Infrastructure-

- Measurable Objective 1: GVRA will create a capital improvement master plan.
 - GVRA successfully completed comprehensive risk assessments at each Vocational Rehabilitation (VR) facility in PY 2024 and are taking proactive steps to address findings and mitigate potential risks across all facilities.
 - GVRA has contracted with the Sizemore Group, a design firm, to develop the comprehensive master facilities plan. The master plan, including timelines, budgets, and responsible parties, will be completed by December 31, 2025.
 - GVRA has a plan in place to utilize the findings from the needs assessments and facilities master plan when available to address long-term needs, including the condition and projected lifespan.
- Measurable Objective 2: GVRA will enhance business applications and network infrastructure.
 - Due to the upcoming expiration of the Vocational Rehabilitation program's Case Management System (CMS) vendor contract, and as a requirement of the state's procurement agency, GVRA developed a Request for Proposals (RFP) in PY 2024, which was based on input gathered by a contracted consulting firm from end-users and Subject Matter Experts . The draft of the RFP was forwarded to the state's Department of Administrative Services for approval and posting. A contract is expected to be awarded prior to July 1, 2026.
 - As of June 30, 2025, All IT systems and staff were integrated as part of the GVRA enterprise IT environment.
 - During PY 2024, GVRA's IT Department put a heavy emphasis on leveraging technology to improve/automate processes. Projects initiated or completed include automated processes for new employee equipment requests, GVRA contract approval routing, as well as multiple GVRA Human Resource functions. Also, this year, a ticketing system was created for the VR Program's Intake Unit to assist them with managing incoming VR referrals.

This Goal will continue through 2027

II. Performance Accountability Indicators (Section 116 of WIOA)

PY 2024	Negotiated	Actual
Employment Rate (Second Quarter After Exit)	45.0%	67.0%

PY 2024	Negotiated	Actual
Median Earnings (Second Quarter After Exit)	\$4,200	\$3,891
Employment Rate (Fourth Quarter After Exit)	43.6%	46.3%
Credential Attainment Rate	42.0%	42.9%
Measurable Skill Gains Rate	47.3%	63.5%

The Georgia Vocational Rehabilitation Agency (GVRA) conducted a comprehensive review of its performance metrics for Program Year 2024 (July 1, 2024 - June 30, 2025) and identified areas of success and areas needing improvement. Below is a summary of our findings and the actions taken to address them:

Employment Rate (Second Quarter after Exit and Fourth Quarter after Exit):

- **Exceeding Targets:** GVRA surpassed negotiated levels for both employment rate in the second and fourth quarter after exit which rely on quarterly wage records to verify continued employment and earnings.
- **Data Exchange Agreements:** To ensure consistent and accurate wage matches, GVRA maintains data exchange agreements/MOUs with the Georgia Department of Labor (GDOL) and the Technical College System of Georgia/Workforce Development (TCSG). These agreements enable GVRA to obtain wage data for program participants from both in-state and out-of-state sources via a secured interface. Furthermore, strengthened data validation procedures throughout the year assisted in reducing the number of cases with no wages bei
- **Credential Attainment (CA) Rate and Measurable Skill Gains (MSG):**
- **Successes:** GVRA met or exceeded negotiated levels for both CA Rate and MSG, thanks to the implementation of a data improvement plan aimed at enhancing data entry accuracy and timeliness. I
- **Actions Taken:** Subject matter experts provided technical assistance, continuous feedback, reporting, and stronger data validation procedures throughout the program year ensured accurate and timely recording of MSG and Credential achievements.

Median Earnings (Earnings reported for cases employed at Second Quarter after Exit):

- **Challenges:** Although GVRA exceeded the negotiated rate for the Employment Rate- Second Quarter After Exit indicator, the wages reported fell short of the negotiated rate by \$309.00. This is in part due to a fewer number of individuals achieving an employment outcome at exit compared to previous years, as well as the age at closure for 44% of the cases in the ER-Q2 denominator was 24 years and younger, many of whom obtained entry level positions.
- **Action Items:** In addition to obtaining 100% wage matches through data exchange agreements and reducing participant attrition, GVRA developed Key Performance Indicators (KPI) for Employment Service Providers in PY 2024, which emphasizes quality employment outcomes and service delivery. Data validation procedures also monitor Supported Employment outcomes to ensure consistency with the definition of Competitive Integrated Employment. GVRA remains committed to continuous improvement and proactive strategies to support

he vocational success of individuals with disabilities.

III. Use of Funds Reserved for Innovation and Expansion

GVRA used innovation and expansion funds to support the State Rehabilitation Council, including all meeting expenses and expenses related to the Annual Report of the council and the comprehensive

statewide needs assessment. GVRA provided funding in support of the Statewide Independent Living Council (SILC).

E. SUPPORTED EMPLOYMENT SERVICES

I. Acceptance of Title VI Funds GVRA requests to receive Title VI funds.

II. Goals and Priorities in the Use of Title VI Funds

GVRA has a robust supported employment (SE) program, both for youth and adults. GVRA will utilize reserved funds (based on section 603) for individuals who are youth with the most significant disabilities and additional 110 funds to focus on continued expansion of SE services. Title VI funds will be used to increase the number of individuals who receive SE services and to maximize the quality of services provided. GVRA does not charge any administrative costs to the Title VI grant. GVRA will reserve and expend 50% of Title VI funds for youth with the most significant disabilities.

Utilization of Reserved Funds and Title VI Funds:

- **Section 603 Reserved Funds for Youth with Most Significant Disabilities:** GVRA will allocate Section 603 reserved funds to support youth with the most significant disabilities in accessing tailored, supported employment services. These funds will be utilized to provide specialized support and resources to enhance their transition to competitive integrated employment.
- **Additional 110 Funds for Continued Expansion:** GVRA will leverage 110 funds to expand its SE program further, focusing on serving youth and adults with disabilities. These funds will be instrumental in scaling up service provision and addressing the growing demand for SE services across the state.

By strategically allocating reserved funds, and additional 110 funds, and Title VI funds, GVRA aims to expand and enhance its SE program to better serve individuals with disabilities. Through targeted investments in service provision, provider enhancement, and innovation, GVRA is committed to fostering greater access to competitive integrated employment opportunities and promoting the independence and inclusion of individuals with disabilities in the workforce.

III. Quality, Scope, and Extent of Supported Services

GVRA authorizes SE services for individuals with the most significant disabilities for whom competitive integrated employment has not traditionally occurred or for whom competitive integrated employment has been interrupted or intermittent as a result of a severe disability; and, who, because of the nature and severity of their disabilities, need intensive supported employment service and extended services to enter and retain competitive integrated employment. SE services are also authorized for youth with the most significant disabilities that need extended services and expanded support employment opportunities for up to four years or until their twenty-fifth birthday, whichever occurs first. The maximum period for SE services is twenty-four months following placement on a supported employment work site. This time can be extended, however, if it is determined and documented on the individualized plan for employment (IPE) that additional time is necessary for the client to achieve job stability prior to transition to extended services.

Three models of supported employment are utilized by GVRA: Traditional Supported Employment, Individual Placement and Support (IPS) and, Customized Supported Employment (CSE). Supported employment services begin after placement.

GVRA has agreements with providers for the provision of Traditional Supported Employment, Individual Placement Support Supported Employment (IPS) and Customized Supported Employment (CSE) services. GVRA currently has 163 total agreements in place: 102 agreements include traditional SE services, 21 agreements include IPS SE services, and 37 agreements include CSE services.

Service Structure:

- Traditional Supported Employment (TSE) is used for individuals who qualify for Supported Employment (SE) services and need intensive job coaching, ongoing supports, and extended supports, but are not in need

of job carving or job negotiation, and are typically placed in the open job market. Upon commencement of employment, TSE services progress through distinct phases, beginning with Training & Initiation of Ongoing Support. This phase is followed by Stabilization and Transition to Extended Services, ensuring continuity of support for individuals with disabilities in the workplace.

- Customized Supported Employment (CSE) uses Discovery to explore an individual's unique skills and interests and take what is learned to customize an employment opportunity to that individual's needs. CSE services may lead to a customized position in a business in the community, or the creation of a new business or self-employment venture through supported self-employment. Upon commencement of employment, CSE services progress through distinct phases, beginning with Training & Initiation of Ongoing Support. This phase is followed by Stabilization and Transition to Extended Services, ensuring continuity of support for individuals with disabilities in the workplace.
- Individual Placement and Supports (IPS) is a specific evidence-based model that was developed for individuals with severe and persistent mental illness. This model places an individual into employment as soon as possible, as it is believed that employment is an essential component of recovery. Supported Employment services are integrated and coordinated with mental health treatment and vocational rehabilitation services. This model is a collaboration between GVRA and the Department of Behavioral Health & Developmental Disabilities (DBHDD). Upon commencement of employment, IPS services progress through distinct phases, beginning with Training & Initiation of Ongoing Support. This phase is followed by Stabilization and Transition to Extended Services, ensuring continuity of support for individuals with disabilities in the workplace. State-specific parameters for this service have been implemented and outlined in a memorandum of understanding with DBHDD.

Core Principles of IPS:

- IPS providers adhere to the Eight Principles of IPS, ensuring fidelity to evidence-based practices:
1. **Zero Exclusion:** All individuals with SPMI are eligible for IPS services, regardless of the severity of their disability or other factors.
 2. **Competitive Integrated Employment:** The primary goal is to help individuals secure competitive, integrated employment in the community.
 3. **Rapid Job Search:** The job search process is initiated promptly upon enrollment in IPS services, with an emphasis on securing employment quickly.
 4. **Systematic Job Development:** IPS providers employ a systematic approach to job development, actively seeking out and securing employment opportunities tailored to the individual's skills, preferences, and goals.
 5. **Worker Preference:** The individual's preferences and interests guide the job search and employment placement process, ensuring a good fit between the individual and their job.
 6. **Time Unlimited Supports:** Ongoing support is provided for as long as the individual requires it, with no time limits imposed on the duration of services.
 7. **Integrated Services:** IPS services are integrated with other supports and services, such as benefits planning and mental health services, to address the holistic needs of the individual.
 8. **Benefits Planning:** IPS providers assist individuals in understanding and navigating benefits systems to ensure that employment does not jeopardize their access to essential benefits and supports.

Provider Qualifications:

To become an IPS provider, organizations must meet specific qualifications and undergo training:

- Providers must demonstrate a commitment to delivering IPS services in adherence to the Eight Principles.
- Completion of specific training programs approved by the Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD) and the Georgia Vocational Rehabilitation Agency (GVRA) is required prior to approval as an IPS provider.

IPS providers uphold the principles of accessibility, individual choice, and ongoing support to empower individuals with disabilities to achieve competitive, integrated employment. By adhering to evidence-based practices and completing required training, IPS providers play a crucial role in facilitating the successful employment outcomes of individuals with disabilities in the community.

Providers providing CSE services are required through their collaborative agreements to utilize employment specialists that have been trained through an Association of Community Rehabilitation Educators (ACRE) accredited program in Customized Employment. CSE providers are working towards dual approval by GVRA and DBHDD -Developmental Disabilities. Ongoing technical assistance is provided by both agencies as well as monitoring the delivery of CSE services. Services that are provided by CSE Providers include: benefits counseling, Discovery, interviews with those close to the individual in their home and community settings to assess a full picture of their daily experiences, job exploration, job search planning, ensuring that the employment process utilizes positive language ensures employment process is person-centered by meeting with the individual, their support person, ES/provider, VRC to clarify the value the individual can bring to a company, job development and negotiation, follow-along and on-going supports, and job coaching. Additional support services that can be provided include items such as uniforms for work, transportation assistance, and assistive work technology.

When self-employment is identified as the best option for an individual to achieve competitive integrated employment through Discovery, Supported Self-Employment (SSE) services can be utilized. SSE incorporates many of the concepts of supported employment, including the provision of ongoing supports throughout the VR case and transitioning to extended services and supports, not funded by GVRA after case closure. Supported Self-Employment services are provided by Certified Business and technical Assistance Consultants (CBTAC). CBTAC is a proprietary training and consultative system developed and implemented by Griffin Hammis Associates to address the needs of state Vocational Rehabilitation (VR) and other disability agencies as they increase their use of self-employment and micro-enterprise to meet the needs of their customers. GVRA purchases SSE services only from Community Rehabilitation Providers and their staff who have been certified as a CBTAC and have been approved to provide SSE services. The individual delivering Supported Self-Employment services must hold ACRE certification and a certification as a Certified Business and Technical Assistance Consultant (CBTAC).

In collaboration with the Department of Behavioral Health and Development Disabilities, cases must have a primary diagnosis of Developmental Disability. These cases are either fully funded by the Medicaid Waiver or are pre-approved and on the “planning list” for the waiver. Transition to extended services begins once the individual has received supported employment services, meets the objectives of the IPE plan, and has been in the stabilization phase for at least 30 days. At the time of transition to extended services, an individual must be employed in a competitive integrated setting for a minimum of 90 days. Stabilization and transition to extended services is measured for each individual by considering all circumstances including support needs, consumer choice and satisfaction regarding services, and employer feedback. Prior to case closure, an individual should be maintaining their employment, with the help of their extended support, for a minimum of 90 days (min. total of 180 days employed prior to case closure). Supported employment services may be provided for up to 24 months, if needed, to achieve stabilization on the job.

Although GVRA does not use Title I or Title IV funding for adults in need of extended services. GVRA does use Title I and Title IV funds for youth with the most significant disabilities. Extended Services are those services provided to individuals with the most significant disabilities, which may include youth with the most significant disabilities. Services may be provided by the State agency, a private nonprofit organization, the employer, or any other appropriate resource when the individual no longer receives support services from the agency. Extended services may include such things as natural support, transportation support from the community, or direct support from the supported employment provider. Following exit from GVRA services, in accordance with the collaborative agreement, extended services are delivered by the provider for the life of the job.

GVRA also serves individuals through Project SEARCH sites throughout Georgia. Project SEARCH partnerships increase access for students and youth to supported employment services. These various approaches allow us to meet the continuum of needs for individuals with the most significant disabilities, including youth with the most significant disabilities.

- **Coverage:** GVRA will only cover costs for services that fall under Pre-Employment Transition

Services (Pre-ETS) for students served by LEAs. These services aim to prepare students with disabilities for future employment opportunities and may include activities such as career exploration, job readiness training, and workplace skills development.

- **Financial Support for Accessibility Needs:** GVRA will also cover expenses related to accessibility needs, such as uniforms, tools, equipment, or other accommodations required for students with disabilities to participate in training programs. This ensures that all students have equal access to vocational training opportunities.
- **Quarterly Community of Practice Meetings:** GVRA will organize and host quarterly Community of Practice meetings, bringing together stakeholders from LEAs, community organizations, and other relevant entities to share best practices, discuss challenges, and collaborate on strategies to improve outcomes for students with disabilities transitioning into the workforce.

Adult Sites (Non-LEA Sites):

- **Participant Cost Coverage:** GVRA will cover participant costs associated with work-based learning, training, job coaching, and other support services at adult sites that are not affiliated with LEAs. This financial support aims to remove barriers to employment and ensure that individuals with disabilities receive the necessary assistance to succeed in their vocational goals.
- **Exclusion of Staff Salaries and Site Supplies:** However, GVRA will not fund the salaries of staff or cover the costs of site supplies at these adult sites. Instead, the focus will be on directly supporting participants and providing them with the resources and assistance they need to achieve employment outcomes.

By strategically allocating funds and defining financial arrangements with LEAs and adult sites, GVRA aims to ensure that individuals with disabilities receive comprehensive support to access and succeed in vocational training and employment opportunities. These financial arrangements are designed to maximize the impact of supported employment programs while leveraging resources effectively.

IV. Cooperative Agreements with Other State Agencies

GVRA participates in interagency collaborations to expand services for persons with the most significant disabilities receiving Supported Employment (SE) services, including youth with the most significant disabilities. All SE services lead to competitive integrated employment with on-going supports for the employee as long as they are employed at that job. GVRA does not support, contract for, or provide subminimum wage Extended Employment services.

GVRA is collaborating with DBHDD to combine the previous separate MOUs with DBHDD's two divisions into one MOU.. This combined MOU will join the evidenced based practices of the IPS Supported employment model and the best practices of customized supported employment under one agreement to create a streamlined way for the two agencies to work in tandem to serve those with the most significant disabilities.

GVRA also collaborates with Georgia Department of Education, Local Education Agencies (LEAs) and contracted SE providers to meet the employment needs of transitioning students with significant disabilities through Project Search as well as the three models of SE.

GVRA also has an intergovernmental agreement with the Department of Juvenile Justice (DJJ) to provide access to Pre-ETS for students with disabilities enrolled in DJJ's school, Georgia Preparatory Academy, through a platform called Pathful Explore.

F. ANNUAL ESTIMATES

I. VR Program

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	23,753	21,378	\$32,065,241	N/A

2. Supported Employment Program

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	6,645	6,246	\$5,046,991	N/A

G. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:
- A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES
- GVRA does not have plans to implement an order of selection and all eligible individuals will be served. GVRA does have an established order of selection that may be applied if necessary.

When applying the Order of Selection (OOS) and assigning the individual to a priority category, the counselor must determine the individual eligible for services. GVRA utilizes the following OOS: Priority Category Description

Priority Category 1 (Individual with a Most Significant Disability): An eligible client shall be classified in this category if he/she has been determined to be an individual who has:

- limitations in 3 or more functional capacities in terms of a competitive integrated employment outcome; and
- requires multiple VR services over an extended period of time

Priority Category 2 (Individual with a Significant Disability): An eligible client shall be classified in this category if he/she has been determined to be an individual who has/is:

- limitations in 1 or more functional capacities in terms of a competitive integrated employment outcome; and
- requires multiple VR services over an extended period of time

Priority Category 3 (Individual with a Disability): All other eligible individuals.

The following table captures the capacities, number of services and extended periods of time for GVRA's Order of Selection.

Order of Selection			
Priority Category	# Capacities	# Services	Extended Period of Time = Three (3) Months or more
(1) Individual with a Most Significant Disability	3 or more	Multiple	Over an Extended Period of Time
(2) Individual with a Significant Disability	1 or more	Multiple	Over an Extended Period of Time
(3) Individual with a Disability		1 or more	Not Over an Extended Period of Time

H. WAIVER OF STATEWIDENESS

Not applicable.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

II. Analysis of Current and Projected Personnel Needs

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
District Manager	9	11	11
Director of Client Services	1	1	1
Director of Program Support	1	1	1
Supervisor	32	32	33
Counselor 1 & Counselor 2	164	180	210
Counselor 3	31	35	35
Intake Manager	0	1	1
Intake Supervisor	4	4	3
Intake Specialist	29	31	31
Transition Liaisons	15	17	30
AWT Manager	1	1	1
AWT Engineer	1	1	1
AWT Occupational Therapist	2	2	1
AWT Technologist	5	7	7
AWT Technician	1	1	1

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Office Assistants	24	30	33

The ratio of qualified VR counselors to clients is currently 1:101. GVRA projects that the number of VR Participants to be served in 5 years to be 31,635, with a 10% per year.

II. Data on Personnel Preparation and Development

(a) Higher Education Institutions and Programs

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
Fort Valley State University	Masters in Rehabilitation Counseling	56	17
Georgia State University	Masters in Rehabilitation Counseling	34	15
Mercer University	Masters in Rehabilitation Counseling	40	9
Thomas University	Masters in Rehabilitation Counseling	179	55

The table above indicates a list of the institutions of higher education the in the State that are preparing VR professionals; the number of students enrolled at each institution; and the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with credentials for certification or licensure.

(b) Recruitment, Preparation, and Retention of Qualified Personnel

GVRA's commitment to building and sustaining a highly skilled workforce is embedded within the Agency's broader strategic plan. The approach is comprehensive, focusing not only on attracting new talent but also on preparing staff for success and fostering long-term retention.

Recruitment and Outreach To expand the pipeline of qualified professionals, GVRA will:

- Participate in statewide career events – Four per fiscal year beginning January 2027, ensuring visibility across diverse communities.
- Host information and educational sessions – Four per fiscal year at colleges and universities beginning October 2027, strengthening partnerships with academic institutions and inspiring future professionals.
- Expand internship opportunities – By June 30, 2027, GVRA will add two new internship programs, offering students practical experience and a pathway into the rehabilitation field.

Retention and Engagement Recognizing that retention is as critical as recruitment, GVRA will implement initiatives designed to foster a positive and supportive workplace culture:

- Employee engagement opportunities and awards – Celebrating excellence and innovation across the Agency.

- Quarterly surveys – Beginning January 2027, staff will provide feedback on agency initiatives, ensuring their voices shape organizational priorities.
- Internal newsletter enhancements – Starting January 2026, GVRA's newsletter will spotlight a local team each month, highlighting success stories and promoting a culture of recognition and pride.

Career Development and Advancement GVRA is committed to creating clear pathways for professional growth:

- Evaluation of the counselor job series – Ensuring opportunities for advancement and alignment with evolving service needs.
- Investment in professional development – Counselors and supervisors will continue to benefit from Communities of Practice, collaborative forums that provide peer support and knowledge-sharing across specialized service areas, including:
 - o Blind and Low Vision Services
 - o Deaf and Hard of Hearing Services
 - o Transition Services
 - o Project Search
 - o Counselor III role development
 - o Supervisor leadership training

Through these integrated strategies, GVRA will strengthen its workforce, enhance service delivery, and ensure that staff remain motivated, prepared, and empowered to meet the diverse needs of the communities we serve.

GVRA coordinates with several institutions of higher education through the internship program. The internship program is structured to be educational for the interns and provide an opportunity for employment at the end of the internship.

Efforts to promote recruiting and hiring of individuals with disabilities and from culturally diverse backgrounds are part of the GVRA personnel process. GVRA uses on-line and print resources such as the National Rehabilitation Association website, Deaf Digest and Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) publications to increase GVRA's visibility for recruitment of persons with diverse backgrounds. GVRA maintains affiliations with disability organizations and advertises career opportunities in disability related publications.

The on-boarding process for new staff members provides a historical, in-depth, position-specific orientation and training conducted primarily through local mentoring by subject matter experts and individual instruction. GVRA has revamped this program to meet current needs and new staff are participating as they are hired. GVRA continues to examine and improve this program in order to provide the most effective experience possible. Staff training for all positions was also lacking and GVRA has redesigned its training program in order to ensure all staff have the knowledge, skills and abilities to perform their jobs. Specific training is outlined in section (C) below.

(c) Staff Development, Policies, and Procedures

GVRA has a robust training program that provides opportunities for all professionals to enhance their skills for the provision of high-quality services. The comprehensive training program includes specific training on the rehabilitation process, skills required, effective utilization of the case management system, regular needs assessment, vocational counseling, job development, fiscal management, assistive technology, performance measurements, measurable skill gains, and credential attainment. GVRA continues to take full advantage of the RSA technical assistance center's training offerings and guidance regarding staff development. Specific

trainings offered are:

- New Employee Orientation: GVRA new employee orientation will provide foundational training that includes the following: (1) A robust history of the GVRA and its mandate for providing services that meet performance outcomes set forth by GVRA and funding entities; (2) A review of the programs and their core functions; (3) An introduction to how systems are integrated and how policies guide seamless delivery of services agency-wide; and (4) Steps to building effective relationships and having positive and normalized interactions with individuals with disabilities.
- Counselor On-Boarding: is designed to ensure that new staff members are fully equipped with the knowledge, skills, and confidence necessary to excel in their roles. This structured training approach blends task-specific modules with immersive, hands-on experiences, creating a comprehensive foundation for effective case management and service delivery.

Training modules are carefully curated to connect course instruction with practical application, enabling counselors to immediately translate learning into real-world practice. Core topics include:

- Roles of the Counselor – Establishing professional identity, responsibilities, and ethical standards.
- The Rehabilitation Process – Understanding the continuum of services and client-centered approaches.
- Needs Assessment – Developing skills to evaluate client strengths, barriers, and individualized goals.
- Service Delivery – Implementing tailored interventions and coordinating resources effectively.
- Performance Measurements – Utilizing data-driven strategies to monitor outcomes and ensure accountability.
- Case Studies – Applying theoretical knowledge to realistic scenarios for problem-solving and decision-making.
- Case Management System – Building proficiency in the tools and technology that support efficient service tracking.

Beyond classroom instruction, learning continues in the office setting through mentorship with senior counselors. This stage emphasizes experiential learning, where new staff engage in shadowing, guided practice, and collaborative case reviews. Multiple instructional styles—such as peer-to-peer coaching, role-playing, and reflective discussion—are employed to reinforce knowledge and foster professional growth.

This dual approach of structured modules and experiential mentorship ensures that counselors not only understand the technical aspects of their role but also develop the interpersonal and analytical skills essential for guiding clients toward successful rehabilitation outcomes.

- Annual On-going Staff Development Training Sessions:
- GVRA continues to develop comprehensive annual training opportunities for rehabilitation professionals to grow the team's knowledge base and strengthen their technical competencies in evidence-based practices, emerging assistive technologies, counseling techniques, and cultural competency. The

objective is to help these professionals provide high-quality, person-centered services to individuals with disabilities while ensuring that staff members are equipped with the skills, adaptive mindsets, and resources necessary when organizational changes occur. GVRA embeds change management principles into its training framework to prepare staff for the dynamic nature of vocational rehabilitation services, including new policy implementation, procedural updates, system changes, and evolving service standards, helping rehabilitation professionals navigate organizational shifts smoothly while maintaining continuity and quality of services to clients. GVRA will continue to partner with Local Education Agencies (LEAs) and Workforce Development organizations for ongoing cross-training initiatives, strengthening the team's understanding of educational transition planning, labor market trends, employer engagement strategies, and integrated service delivery approaches.

- Leadership Development: GVRA continues to develop and refine a leadership program to educate, develop, and empower current and future leaders of the agency. One example is Supervisor training that includes:
- History of WIOA
- Communication Skills
- Conflict Resolution and Negotiation Skills
- Coaching and Mentoring Skills (including Positive Discipline and Open Coaching)
- Transitioning into a Management and Supervisory Role
- Situational Management
- Change Management and Problem-Solving and Decision-Making Skills
- Team Building (including Achieving Buy-in and Building Morale)

GVRA regularly disseminates information gathered from current research and relevant trends to provide resources to staff through email, webinars, and in-person trainings. As appropriate, materials are also permanently housed on various password-protected online platforms, including a shared drive and a learning management system.

III. Policies and Procedures for Establishment and Maintenance of Personnel Standards

GVRA's goal is to hire and retain staff with the competencies necessary to improve individual performance and agency outcomes. Although Georgia state law does not require certification or licensure for rehabilitation professionals or paraprofessionals, GVRA established the CRC credential awarded by the CRCC as the highest preferred standard for the Counselor. GVRA has developed a counselor series that will allow for those without the CRC credential to develop their skills and abilities as well as further their knowledge while working with individuals with disabilities. The minimum qualifications for the counselor series are Bachelor's Degree in Rehabilitation Counseling or a related field (Counselor Education, School Counseling, Mental Health Counseling, Counseling Psychology, Education, etc.) AND two years of experience working with individuals with disabilities; OR a Master's Degree in Rehabilitation Counseling or a related field (Counselor Education, School Counseling, Mental Health Counseling, Counseling Psychology, Education, etc.); OR a CRC in good standing; OR Interns who are within 12 weeks of graduation from a regionally accredited Master's Rehabilitation Counseling Program. Successful completion of an internship will be deemed equivalent to one year of professional experience.

CRC Certification Reimbursement: In 2021, GVRA established opportunities for staff to pursue CRC certification. The initiative is designed to promote the highest quality service for all GVRA clients through employee training and professional development. The goal of the initiative is to eliminate the barriers for staff pursuing agency-approved industry-recognized credentials. The focus will award counselors with the opportunity to pursue their Certified Rehabilitation Counselor (CRC) certificate by absorbing the costs of the Commission on Rehabilitation Counselor Certification's (CRCC) CRC examination, practice tests, and renewal.

- Ongoing Training Programs: GVRA offers ongoing training programs to staff covering a variety of topics regularly to enhance their skills and knowledge. Training programs include weekly team meetings and/or work sessions, monthly workshops or webinars on relevant topics, quarterly staff development sessions, and yearly conferences or symposiums.
- Opportunities to Attend Conferences: GVRA actively encourages staff to attend conferences, seminars, and other professional development events relevant to their roles. These events provide opportunities for networking with other VR professionals, learning about new trends and best practices, and gaining insights from experts in the field. Annually, VR staff have the opportunity to submit conference attendance requests and are approved based on the content of the training program and the benefit of attendance to enhance their ability to serve clients. Staff are charged with returning from the events and sharing information with their teams so all can benefit.
- Individualized Professional Learning Plans: GVRA provides staff with the opportunity to develop individualized professional learning plans (PLPs) that align with their career goals and desired areas for growth. The PLPs outline specific objectives, training opportunities, and timelines for achieving professional development goals.
- Access to Virtual Learning Resources: GVRA provides staff access to virtual learning platforms, resources, and databases to support staff in staying updated on industry trends, research findings, and evidence-based practices in vocational rehabilitation. Method(s) the VR agency uses to ensure that personnel are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

IV. Methods for Ensuring Appropriate Modes of Communication

GVRA recognizes the need for counselors who are fluent in non-English languages when English is not the first language of the client. Although personnel do not represent all languages spoken by individuals served, GVRA has an internal directory of multi-lingual employees which includes speakers of more than a dozen languages. To meet the demands across the state, staff can utilize statewide contracts for translation services that allows personnel to communicate with any potential client regardless of their proficiency in the English language. There are also statewide contracts for the translation of documents such as manuals, policies and procedures, where applicable.

IV. Coordination of Personnel Development Under Individuals With Disabilities Act

In implementing WIOA and IDEA, GVRA and Ga DOE provide reciprocal best practices training for personnel serving youth and students with disabilities. Training activities include, but are not limited to:

- A co-sponsored quarterly training to provide personnel with information about the applicable laws; best practices in coordination of services; and innovative strategies to serve students;
- Co-created informational packets disseminated to personnel;
- Local GVRA professionals participating in LEA meetings of Special Education Directors and/or special education staff; and
- Participation in pre and post planning meetings with LEA special education staff around the delivery of Pre-ETS

J. COORDINATION WITH EDUCATION OFFICIALS

(a) Plans, Policies, and Procedures

GVRA provides services to students with disabilities as part of their transition from high school to postsecondary education and/or employment through pre-employment transition services (Pre-ETS). Pre-ETS are designed to give students opportunities through early career exploration and occupational exposure to make informed decisions that will maximize their potential to enter competitive integrated employment.

Pre-ETS may be provided by GVRA professionals (in-house delivery of services), in collaboration with education professionals within Local Education Agencies (LEAs) and/or by a provider who has a current provider agreement with GVRA. Pre-ETS may be delivered to students with disabilities who are considered potentially eligible for services and to those students who are eligible for GVRA services.

GVRA provides the five required Pre-ETS, which includes:

1. Job Exploration Counseling
2. Work Based Learning
3. Counseling on Postsecondary Opportunities
4. Workplace Readiness Training
5. Instruction in Self-Advocacy

GVRA has a policy and procedures for rehabilitation professionals that define WIOA Pre-ETS requirements, ensure effective coordination of services with GaDOE and comply with expectations for documentation and reporting. Policy and procedures will continue to be incorporated into staff training to ensure effectiveness and efficiency of program operations. Staff training, from GVRA client facing professionals to the GVRA leadership level, will focus on the benefits of internal controls for accuracy in reporting, as well as improved program effectiveness and efficiency in operations.

The core policies related to Pre-ETS include:

1. GVRA will provide the five required Pre-ETS;
2. GVRA will work collaboratively with LEAs statewide to develop an annual plan for the provision of Pre-ETS;
3. GVRA will maintain compliance with Pre-ETS reporting elements according to internal and Federal guidelines;
4. GVRA will follow procedures to accurately track Pre-ETS expenditures;
5. GVRA will establish and maintain effective internal controls related to Pre-ETS provision, coordination and documentation;
6. GVRA will maximize the case management system (AWARE) to evaluate outcomes in relation to Pre-ETS.

While Pre-ETS provide additional work exposure for students with disabilities, effective transition services must also support postsecondary success when an identified student needs warrant a student's application for GVRA services. Transition services purchased by GVRA may include, but are not limited to, vocational assessments, vocational training, postsecondary education, job development and job placement services.

GVRA staff will participate in Individualized Education Plan (IEP) meetings as requested to assess needs and goals for each student's transition. Pre-ETS will be provided in a logical and sequential manner to support student exposure to careers and increase in Career Pathways participation. For a more seamless transition, GVRA participants are expected to have an Individualized Plan for Employment (IPE) in place prior to exiting high school. Staff will develop IPEs as early as possible during the transition planning process. GVRA services will be provided to eligible participants in compliance with GVRA policies and procedures.

GVRA has a long history of collaboration with the Ga DOE/State Education Agency (SEA) and Local Education Agencies (LEAs) across the state in the provision of transition services for students (over the

age of 14 and under the age of 22) and youth with disabilities (over the age of 14 and under the age of 24). GVRA and the SEA renewed their Memorandum of Understanding on July 1, 2021. This MOU outlines the collaboration between the agencies, including the planning, coordination, and provision of transition services and Pre-ETS. Since the inception of WIOA, GVRA has been committed to following the expectations of WIOA and the development of Pre-ETS that support student success after high school. GVRA is also committed to quality Pre-ETS that support those potentially eligible students' exposure to employment options should they decide to become participants.

Planning for Pre-ETS occurs between local GVRA leadership and LEA leadership. GVRA supervisors attend monthly regional Georgia Learning Resource System (GLRS) meetings with the Ga DOE Special Education Directors to ensure seamless services for students with disabilities. An annual needs assessment to determine Pre-ETS at the individual and group services delivery level is also conducted locally. Pre-ETS are intended to provide an early start in job exploration and should enrich, not delay, the transition planning process or the application to GVRA and the continuum of services.

(b) Status and Scope of Interagency Agreement Between VR and State Educational Agency

A. Consultation and Technical Assistance:

GVRA and GaDOE will work together to ensure that consultation and technical assistance, which may include video conferences and conference calls, are available for LEA staff in planning for the transition of students with disabilities to postsecondary activities. This includes implementing a structure to ensure Pre-ETS and GVRA services are available statewide for students with disabilities. GVRA and GaDOE will collaborate and promote transition planning to adult services through participation in existing councils, committees, and other workgroups within each respective agency. GaDOE in consultation with GVRA will develop training and communications for LEA staff regarding WIOA, to ensure there is understanding and compliance with the provision of Pre-ETS not supplanting the LEAs responsibilities under IDEA. GVRA and GaDOE will continue to collaborate and provide joint staff training opportunities across agencies to support effective transition planning for students with disabilities.

B. Transition Planning for IEPs

GVRA and GaDOE staff will provide technical assistance and consultation regarding the following five required Pre-ETS available to students with disabilities:

1. Job exploration counseling to assist students with disabilities in understanding their work related strengths, interests and opportunities;
2. Work-based learning experiences, which may occur during school or outside of the school schedule, to promote experiential learning in an integrated environment in their local communities, including internships with preference to paid work experiences;
3. Counseling on opportunities for enrollment in comprehensive transition or post- secondary educational programs at institutions of higher education;
4. Workplace readiness training to develop skills and behaviors necessary for successful employment, including social, communication, and independent living skills;
5. Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).

GVRA and GaDOE agree to share responsibility for ensuring that LEA staff are knowledgeable about the tools available to support students with disabilities. These agencies also share responsibility to help LEAs inform students of supports available based on their strengths, interests, and preferences in order to make informed choices regarding post high school opportunities and pathways to competitive integrated employment.

C. Roles and Responsibilities

GVRA will assist students with disabilities in making informed choices to prepare for, obtain, maintain, advance in, or regain competitive integrated employment. Services include the provision of Pre-ETS for students who are eligible or potentially eligible for services. GVRA also assesses an individual's vocational rehabilitation needs, develops and implements the Individualized Plan for Employment, and assists with the achievement of employment goals for eligible individuals who have applied for services.

GVRA and GaDOE are each financially responsible for the services they provide under their own laws and rules. No commitments reduce the obligation under IDEA of an LEA or any other agency mandated to provide or pay for any transition services that are also considered special education or special education-related services that are necessary for ensuring a free and appropriate public education.

GVRA and GaDOE will use due diligence to provide support to local rehabilitation professionals and LEAs to prevent an inappropriate shift of burden for providing a service, for which it otherwise would be responsible, to the other entity. The LEAs and local GVRA staff members will decide which entity will be responsible for providing transition services, Pre-ETS or vocational rehabilitation services that can be considered both a special education and a vocational rehabilitation service. In making these decisions, LEAs and local rehabilitation professionals will consider:

1. The purpose of the service: Is it related to outcomes for employment or education?
2. Which agency customarily provides the service?
3. Is the student eligible for transition services under the IDEA and/or Pre-ETS or vocational rehabilitation services under the Rehabilitation Act?

D. Procedures for Outreach and Identification

GVRA and GaDOE will work together to develop outreach tools related to competitive integrated employment for students with disabilities, parents or representatives of students with disabilities, school personnel and other community agencies. Materials will include a description of the purpose of the GVRA program, application procedures, eligibility requirements, priority for services and scope of services that may be provided to eligible individuals. GVRA transition teams will work with LEAs statewide to ensure outreach and identification of students who could benefit from Pre-ETS. The parties agree to conduct an annual comprehensive needs assessment to evaluate and improve services.

Collaboration with education, disability, and advocacy groups, as well as community organizations, is essential to identifying students and out-of-school youth with disabilities in need of transition services. Transition teams exist to ensure implementation of the WIOA transition regulations and provide guidance and training. Below is a brief listing of collaborative partnerships.

Local: LEA, Workforce Investment Board, Family Connection, Local Interagency Planning Team, Community Services Board (Public Behavioral Health Authority), Local Interagency Transition Council, Project Search, Parent Mentors, Supported Employment Providers, two- and four-year Technical Colleges, Colleges, Universities, Employer Committees, employers

State: Georgia Workforce Development, Georgia Department of Education, University System of Georgia, Georgia State University Center for Leadership in Disability, Parent to Parent of Georgia, Georgia Advocacy Office, University of Georgia Institute on Human Development and Disability for Disability, Georgia Inclusive Post- Secondary Consortium, State Interagency Transition Council, Georgia Department of Family and Children's Services, Georgia Department of Community Health, Georgia Department of Education State Advisory Panel for Special Education, Atlanta Workforce Board's Youth Council, Georgia Department of Behavioral Health and Developmental Disabilities, Parent Mentor Partnership of Georgia, Georgia Council on Developmental Disabilities, Georgia College Transition Partnership, Georgia System of Care/Mindworks, Project Search, Individualized Transition to Adulthood Plan Advisory

National: National Technical Assistance Center on Transition: The Collaborative

GVRA professionals participate in local and state community resource fairs, attend parent/teacher functions,

and serve on groups that promote the availability of services and supports to youth with disabilities in integrated community-based settings. GVRA staff share information about community resources, partner in the transition process, and provide workshops on services and support opportunities for students, families, and school personnel.

To further outreach efforts, GVRA developed a dedicated landing page for transition services on its website. As a part of this webpage there is a recorded Parent Forum for parents, guardians, stakeholders and/or students. This forum provides information on services, how to access Pre-ETS, apply for Vocational Rehabilitation services, types of GVRA services, and allows for questions. The landing page also has links to training programs, post-secondary opportunities and other resources.

E. Requirements

GVRA and GaDOE will coordinate to document the requirements set forth in WIOA and 34 C.F.R. § 397.1(b) (1) and (2) with regard to students and youth with disabilities seeking subminimum wage employment.

F. Assurances

GVRA's agreement with GaDOE includes assurances from GaDOE that they nor a LEA will enter into a contract with an entity for the purpose of operating a program to employ youth to be compensated at subminimum wage.

K. COORDINATION WITH EMPLOYERS

GVRA has an established provider network across the state with the goal of connecting clients with businesses in the communities where they live. Staff at these providers are responsible for providing the following to help develop career opportunities for individuals with disabilities to achieve their competitive integrated employment goals:

- Interface with employers to identify specific workforce needs and provide the employers with qualified candidates to meet their needs;
- Interface with employers to create employer-based training and education opportunities for individuals with disabilities, such as specific employer job education, apprenticeships, on-the-job training, and internships to increase the qualifications of individuals with disabilities as potential job candidates for that employer;
- Interface with employers who are federal contractors and/or federal subcontractors to identify their specific workforce needs and provide qualified candidates to meet their needs and fulfill their federal workforce compliance standards; and

In addition to the above, GVRA's network of providers interface with employers and identify their willingness to provide employer presentations, industry tours for career exploration, work-based learning opportunities (including apprenticeships, internships, and job sampling), and job opportunities to transitioning students and potentially eligible students. Lastly, GVRA staff also interface with employers when requested to provide consultation, technical assistance and support to employers on workplace accommodations and assistive technology. As GVRA continues to examine its effectiveness in this area, efforts will be made to expand partnerships with WIOA programs to develop greater employer relationships, work-based learning opportunities, and supports to facilitate increased successful outcomes.

L. INTERAGENCY COOPERATION

(a) Section 4 of the Assistive Technology Act of 1998

While there is no formal agreement in place currently, GVRA has a collaborative relationship with Tools for Life, Georgia's program under section 4 of the Assistive Technology Act of 1998. Tools for Life provides

assistive technology devices and services to Georgians with disabilities, in addition to providing training to individuals with disabilities, families, and professional service providers. Tools for Life refers individuals that come to them for assistive technology to GVRA for services. GVRA, in turn, will refer those who are not seeking employment to Tools for Life for training. GVRA will continue to work with Other State entities such as GA Public Service Commission (PSC) for telecommunications, equipment distribution program as well as audible universal information access services to provide blind and print services.

(b) Rural Development

GVRA partners with the University of Georgia's AgrAbility project Farm Again. The project assists agricultural workers with disabilities or chronic health conditions that impact their ability to work by addressing barriers with solutions that allow them to maintain their farm businesses. GVRA provides time-limited services such as assistive technology, work site modifications and accommodations, self-employment start-up costs, counseling and guidance and home modifications.

(c) Non-educational Agencies Serving Out-of-School Youth

The Georgia Vocational Rehabilitation Agency (GVRA) is deeply committed to enhancing service delivery for out-of-school youth with disabilities, recognizing the importance of providing tailored support to help them overcome barriers and achieve their vocational goals. As part of this commitment, GVRA collaborates closely with the Georgia Department of Juvenile Justice (DJJ) to coordinate referrals and services for youth involved in the juvenile justice system.

GVRA's collaboration with DJJ extends beyond mere coordination; it involves active engagement in providing workplace readiness and Community Work Adjustment Training to youth in DJJ custody. Through quarterly meetings and intermittent communications, GVRA serves as an integral team member of the DJJ Reentry Task Force, working alongside Juvenile Justice Reentry services staff and other partnering agencies to ensure a comprehensive approach to supporting youth transitioning back into the community.

Local VR staff further strengthen the connection to youth with disabilities through participation in DJJ Reentry Planning Meetings, offering assistance to those planning to return to the community after release. This collaborative effort ensures a seamless transition from youth detention to VR services, enabling youth to access employment preparation and placement support quickly and effectively.

Additionally, GVRA has formalized an agreement with DJJ to coordinate and deliver Pre-ETS to students with disabilities, aiming to engage them early on and facilitate their transition into VR services as out-of-school youth. This proactive approach helps youth remain connected and supported as they navigate the challenges of transitioning into adulthood.

In alignment with its commitment to comprehensive support, GVRA also collaborates with the Department of Family and Children's Services (DFCS) to ensure opportunities for VR referrals for youth exiting the foster care system. Established procedures facilitate communication between GVRA and DFCS, enabling them to address the complex needs of these youth with disabilities effectively.

Furthermore, GVRA actively participates in local Workforce Investment boards, including local youth councils across the state. These partnerships foster cross-communication, resource sharing, and targeted service delivery to out-of-school youth populations in need, ensuring that no individual is left behind in their pursuit of vocational success.

GVRA is a proud partner of the Mindworks Georgia Collaborative, formerly known as the Interagency Director's Team. This collaborative was founded in 2010 following O.C.G.A. 49-5-220 designating DBHDD as having "the primary responsibility for planning, developing, and implementing the coordinated system of care for severely emotionally disturbed children." The primary goal of Mindworks Georgia, in partnership

with the Behavioral Health Coordinating Council and DBHDD, is to connect the dots of the behavioral health system to improve access and outcomes for Georgia's children, ages 0-26, and their families. Mindworks Georgia's current System of Care State Plan includes five work groups focused on: Equitable Access, Sustainable Workforce, Whole Person Health, Purposeful Funding, and System Evaluation.

At a local level, to assist with the coordination of care for youth with behavioral health challenges, GVRA is a mandated partner and participant in Local Interagency Planning Teams (LIPTs). LIPTs were established by O.C.G.A 49-5-225 and are comprised of legislatively mandated local or county-level child-serving agencies and partner participants who work with families to improve and coordinate services for youth with a mental health diagnosis. The approach, based on the SOC framework, is child centered, and highlights family strengths and supports by providing needed care and resources in the home and community.

Through these collaborative efforts, GVRA continues to uphold its mission of empowering individuals with disabilities to achieve independence and thrive in the workforce, leaving a lasting impact on the lives of out-of-school youth across Georgia.

(d) State-use Contracting Programs

The Georgia State Use Council and the Department of Administrative Services (DOAS) administer the State Use law. GVRA's Georgia Industries for the Blind, a program established under the Javits-Wagner-O'Day Act to create employment opportunities for people who are blind in a manufacturing and service setting, participates in this program.

(e) State Medicaid Plan Under Title XIX

The State of Georgia was approved for an 1115 waiver. As a result, GVRA is collaborating with the Department of Community Health (DCH) and the Department of Human Services (DHS) to enroll qualifying individuals in Georgia's Pathways to Coverage Medicaid program. Additionally, GVRA provides data to DCH and DHS to verify that individuals are participating in vocational rehabilitation activities that qualify them for Medicaid coverage under the Pathways to Coverage program.

(f) Services for Individuals with Developmental Disabilities

GVRA has a current MOU with the Department of Behavioral Health and Developmental Disabilities (DBHDD), the State agency responsible for providing services to individuals with developmental disabilities. This MOU regarding supported employment for individuals with intellectual/developmental disabilities describes how the parties will collaborate and facilitate information sharing and referrals to streamline the delivery of services, as required by WIOA, and how both parties will work in a coordinated effort to maximize resources and to improve and expand opportunities for competitive integrated employment.

GVRA is also an active member of the Georgia Council on Developmental Disabilities participating in their strategic plan development and collaborating on projects to promote independence and employment for the specific population.

(g) Mental Health Services

GVRA has a current MOU with DBHDD, the State agency responsible for providing services to individuals with mental illness. This MOU regarding adult mental health supported employment describes how the

parties will collaborate and facilitate information sharing and strengthen the collaborative framework between the parties aimed at improving and expanding opportunities for competitive integrated employment for individuals with severe and persistent mental illness and to streamline these services, as required by WIOA. The agreement also describes how both parties will work in a coordinated manner to maximize resources and to improve and expand opportunities for competitive integrated employment.

GVRA is also a member of the Georgia Behavioral Health Planning and Advisory Council (GBHPAC). Federal statute 99-660, passed in 1986, and Public Laws 101-639 and 102-321, passed in 1990 and 1992 respectively, require U.S. states and territories to conduct mental health planning as a condition for receiving Community Mental Health Services Block Grant (MHBG) funding from the Substance Abuse and Mental Health Services Administration (SAMHSA). The planning process must comprise of various stakeholders to include consumer groups, consumers of mental/ behavioral health services, parents of children with behavioral health disorders, family members of individuals living with behavioral health conditions, and representatives from state agencies, as well as public and private providers concerned with the need, planning, operational funding and use of mental health and related support services. In the state of Georgia, the Georgia Behavioral Health Planning and Advisory Council is the mandated group charged to review and comment on the State plan for the allocation of MHBG funding. Under federal law, GBHPAC has three primary duties:

1. To review the State's annual Mental Health Services Block Grant application and the State's implementation report of the previous year and make formal recommendations.
2. To serve as advocates for individuals with mental illness, including adults with serious mental illness (SMI) and children and adolescents with serious emotional disturbances (SED)
To monitor, review, and evaluate, not less than once each year, the allocation and adequacy of mental health services Statewide.

(h) Agencies Outside of Workforce Development

GVRA also works collaboratively with all of the following entities around services to individuals with disabilities in Georgia:

- University System of Georgia
- Georgia State University Center for Leadership in Disability
- Parent to Parent of Georgia
- Georgia Advocacy Office
- University of Georgia Institute on Human Development and Disability
- Georgia Inclusive Post-Secondary Education Consortium
- State Interagency Transition Council
- Department of Education State Advisory Panel for Special Education
- Parent Mentor Partnership of Georgia
- Georgia Council on Developmental Disabilities
- Georgia College Transition Partnership
- Georgia System of Care/Mindworks
- Project Search
- Individualized Transition to Adulthood Plan Advisory

(i) Other Private Non-Profit Organizations

GVRA has an established network of private non-profit providers that offer a variety of employment training and work preparation services available to GVRA clients. These services include, but are not limited to: vocational evaluation, vocational training, work-based learning, employment skills training, supported employment, job coaching, job development, job placement and specialized services. Cooperative agreements have been established with all entities from which services are purchased.

VOCATIONAL REHABILITATION ASSURANCES

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).

The State Plan must include
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.
4.j. With respect to students with disabilities, the State,
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. Financial Administration of the Supported Employment Program (Title VI):

The State Plan must include
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State’s allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

SECTION 427, GENERAL PROVISIONS ACT (GEPa) – VOCATIONAL REHABILITATION

(a) Access and Participation

Mission: GVRA is dedicated to serving individuals with disabilities, striving to make Georgia the premier state in the nation for people with disabilities to live and work independently and with dignity.

Vision: Our vision is to establish a client-focused agency that collaborates closely with the community to broaden opportunities for Georgians with disabilities. By fostering partnerships and promoting accessibility, we aim to create a more accessible and supportive environment for individuals with disabilities to thrive.

Commitment to Access and Opportunity: GVRA is committed to ensuring access to program services for all individuals across the state, including those in areas with limited resources. We recognize the importance of increasing resources and services in these areas to address disparities and ensure that all Georgians have equal opportunities to achieve their vocational goals.

Through our mission, vision, and commitment to opportunity, GVRA endeavors to empower individuals with disabilities to lead fulfilling lives and contribute meaningfully to their communities. By working collaboratively with stakeholders and prioritizing accessibility, we strive to build a more inclusive and supportive society for all Georgians.

(b) Barriers to Participation

Possible barriers to access and participation in GVRA services and/or competitive integrated employment in Georgia include:

- Lack of transportation or access to public transit
- Employer perspectives and expectations
- The geographic diversity of the state
- Being an individual who is part of a group with limited access to resources or opportunities
- Lack of knowledge regarding work and Social Security benefits
- Lack of knowledge regarding vocational rehabilitation services.

(c) Addressing Barriers to Participation

GVRA proposes to address the barriers identified in a variety of ways. VR counselors are available in our 27 field offices not including our satellite offices housed in our Centers for Independent Living, Community Rehabilitation Program offices, and our WorkSource Partner locations. Through our online referral portal, individuals can apply when it is convenient for them, and a VR counselor will contact them within five (5) days to complete an application. This can be done virtually, over the phone, or in person based on the individual's preference. VR staff have access to fleet vehicles to allow them to go to the individual seeking services and thus reduce the burden on those seeking services, as transportation is a known barrier to potential and existing recipients.

(d) Timeline and Targeted Milestones

GVRA is actively working to address these barriers through counselor training and is working to re-develop the onboarding training process to allow new staff to begin serving clients quicker. By increasing access to staff through virtual means and the use of fleet vehicles, the re-occurring barrier of transportation and access to services should be alleviated or at least less burdensome to those seeking GVRA assistance in going to work. GVRA is working to eliminate unnecessary and non-essential paperwork to expedite the time from application to service delivery. This will encourage more active engagement by all parties. Increased monitoring of vendors and the pursuit of specialized vendors to provide services to those with the most significant disabilities will be an ongoing effort. The expansion and focus on increasing the deliverables of the employment services staff and their direct involvement with employers will provide the necessary education to reduce if not alleviate the fears of employers hiring individuals with disabilities.

X. JOBS FOR VETERANS STATE GRANT (JVSG)

(a) Providing Employment, Training, and Job Placement Services

In 2022, legislation passed in Georgia allowing the Governor to designate the agency to receive WIOA Title III Wagner Peyser Employment Services funds. Whereas the Georgia Department of Labor (GDOL) had previously administered these funds and associated programming, the Governor designated the Technical College System of Georgia (TCSG) to be the recipient of Title III funds and responsible for delivering Employment Services to the citizens of Georgia. As this transition began to be implemented, it was deemed

appropriate that the Jobs for Veterans State Grant be transitioned to TCSG, as well, largely because of its strong tie to Wagner Peyser services.

As such, in December of 2022 Jobs for Veterans State Grant (JVSG) employees were transitioned from the Department of Labor to TCSG. These staff remained in AJCs and their job duties, requirements, and expectations remained the same. The expectations regarding grant activities and the work of DVOP Specialist (DVOP), Local Veteran employment Representative (LVER) and Consolidated DVOP/LVER (CON) positions remain unchanged and should continue to align and comply with federal requirements.

JVSG staff are situated at twenty two Career Centers throughout the state where Technical College System of Georgia Wagner Peyser Employment Services (WP ES) staff and GDOL staff also share duties.

Veterans seeking services may access them in person, through Career Centers or via phone or online requests for assistance. Individuals coming into the Career Centers are met by WP ES staff (or sometimes GDOL staff) who will establish initial Priority of Service (POS) for Veterans and then review the POS information sheet to determine eligibility to receive individualized career services from a DVOP. Eligibility is determined by the identification of Qualifying Employment Barriers as defined in VPL 05-24, and the companion TEGL 03-24.

Once this determination is made, a warm hand-off from WP ES staff to a DVOP takes place. Ideally, this will be in-person in the Career Center, but in the event that a DVOP is unavailable at that time, a connection is made by phone to a DVOP who is assigned to serve clients either virtually or by phone. Currently all staff (WP ES and JVSG) monitor email and phone queues to ensure client needs are met. In 2023, TCSG implemented a pilot of virtual service kiosks at eight Career Center locations. Once a process and service delivery model has been established, OWD will expand the footprint of virtual kiosks to ensure that wherever clients are based, they can have access to “face-to-face” services in a virtual environment, allowing DVOPs to provide case management services at a distance, while maintaining the benefit of visual cues, and of being able to walk participants through application processes or other paperwork needs through shared screens and visual demos.

Veterans designated as qualified to receive services from a DVOP will be provided case management services to include: a comprehensive assessment, development of an Individualized Employment Plan, immediate access to reemployment workshops, job referrals and job placement, training referrals, referrals to a multitude of supportive resources offered by partners agencies and will maintain consistent contact with veteran.

TCSG/OWD partnered with the Georgia Department of Veterans Services to implement a statewide service referral database (UNITE Us) to provide veterans access to community resources through a managed network of providers. DVOPs and WP ES staff were provided training and access to the UNITE Us database, as an additional tool to better assist veterans in need. As the partnership advances, DVOPs will continue to take the lead in maintaining the Unite Us referral database.

Although DVOPs are accountable for facilitating individualized career services and case management services to veterans with SBEs, as well as other eligible persons, providing such services is not a singlehanded effort. TCSG administers both Title I and Title III services, therefore, a streamlined connection to Title I services is available for individuals who qualify and may need retraining support. TCSG launched a new labor exchange system which is now linked to the Title I case management system. This will minimize the burden of the application process on Veterans as they are referred for Title I services, and it will facilitate communication across programs.

Additionally, TCSG provides oversight to the state’s twenty-two technical colleges and all TCSG colleges have been recognized as Purple Heart Technical Colleges by The Department of Georgia, Military Order of the Purple Heart (GAMOPH) making TCSG the only technical college system in the nation recognized as a Purple Heart System. TCSG earned this distinction by GAMOPH because of the emphasis and support

that each technical college in the system provides their military-affiliated students. JVSG staff will learn about financial aid opportunities, and support systems for veterans at each college, such as “Green Zones”, an initiative to support student veterans by designating locations recognized as a “safe place.” Veteran customers who do not identify an QEB are referred to WP ES Specialists who provide information on current employment opportunities listed within the labor exchange system.

Veterans may also receive reemployment services from the Georgia Department of Labor through the UI Reemployment Services and Eligibility Assessment (RESEA) program. RESEA provides customized workforce services, including reemployment orientation, individualized career assessment, and job search assistance. The GDOL RESEA program will be utilizing the TCSG Labor Exchange System to manage participants, thus making hand-offs and tracking of Veterans across programs much more streamlined. Veterans that are eligible for both RESEA and JVSG will benefit from a holistic approach with RESEA providing customized workforce services and the DVOPs providing individualized career services.

LVERS are integrated into the work that WP ES staff do relative to outreach and recruitment of employers. TCSG has a Business Services team that focuses on serving employers through standard WP ES activities, Rapid Response services, and Title I opportunities such as Incumbent Worker Training, Registered Apprenticeships, and On the Job Training. LVERS are incorporated into this team with a focus on promoting veterans in the business community and connecting veterans to training opportunities. LVERS are also being cross trained to become knowledgeable of all TCSG services that employers can utilize, in an effort to further support employer engagement with veterans. All of the Business Services team and the LVERS were trained on a new Customer Relations Management tool will allows all members to share information on employers and keep one another informed regarding opportunities for employer engagement. LVERS are included in all training events for the Business Services team and participate in local community outreach efforts such as local chamber of commerce functions.

(b) Populations Served by Disabled Veterans’ Outreach Program (DVOP)

As stated previously in Section (a) above, DVOPs will serve those veterans and eligible persons who meet the criteria for having a significant barrier to employment or are designated as a special population. VPL 05-24, the companion TEG 03-24 define the criteria for having Qualifying Employment Barriers (QEBs), and provide expansion and clarification of QEBs .

Under 38 U.S.C. 4103A(a), a TCSG DVOP provides individualized career services and facilitates placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor. An eligible veteran or eligible individual is determined to have a QEB if he or she attests to belonging to at least one of the categories listed below:

- A special disabled; disabled veteran, or Other disability (per the ADA definition) as those terms are defined in 38 U.S.C § 4211(1) and (3); special disabled and disabled veterans are those:
 - who are entitled to compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or,
 - were discharged or released from active duty because of a service-connected disability;
- A homeless person, as defined in Sections 103(a) of the McKinney-Vento Homeless Assistance Act as amended (42 U.S.C. 11302(a));
- A recently separated service member (within three years),
- Referred for employment services by a representative of the Department of Veteran Affairs.
- Justice-Involved, as defined by WIOA Section 3 (38)
- A veteran lacking a high school diploma or equivalent certificate;

- A low-income individual
 - Meets the definition of low-income individual for WIOA,
 - Unemployed
 - Heads of single-parent households with at least one dependent child;
- Veterans aged 18-24 years old;
- Vietnam-era Veterans; and
- Eligible Transitioning Service Members, Spouses and Caregivers.

This criterion guides TCSG DVOPs and WP ES staff determination of eligibility for services.

In addition, TCSG is committed to helping veterans who enter, or are at-risk of entering the criminal justice system, identify and connect with appropriate services, treatment, and any other support they need to become productive citizens. TCSG will continue the existing partnerships brought by DVOPs with several Veterans Treatment Courts throughout the state such as Cobb County Court System, Hall County Court System, Macon-Bibb County Court System, Muscogee County Court System and will implement MOAs as needed to better facilitate collaboration. Veterans Treatment Courts are specialized diversion courts that work with troubled, justice-involved veterans.

TCSG's DVOPs provide direct services to Georgia's Veteran Treatment Court system to help address the numerous barriers to employment of veterans convicted of nonviolent crimes. While the offender is on probation, the DVOPs work directly with the court to provide case management services, job opportunities, and the full array of services available in Georgia's One-Stop system to help the veteran become reintegrated into his or her community. DVOPs also coordinate with other supportive partnership agencies and volunteer veteran mentors from their local communities, which collaboratively assist participants overcome their barriers, improve the quality of life for the veteran and their families, and to further encourage the veteran's continued connection to sustainable employment and self-sufficiency.

Also, TCSG will continue partnering with the Homeless Veterans' Reintegration Program (HVRP) grantees in the state by providing employment services in support of reintegrating homeless veterans into meaningful employment within the labor force. Through the co-enrollment process WP ES staff assist these veterans, referred from HVRP grantees, in completing their ES registration and provide the participant with Priority of Service information. After an initial assessment, the co-enrolled veteran identified as having any Qualifying Barrier to Employment will be referred to a DVOP to receive Individualized Career Services. The DVOP works closely with the co-enrolled veteran and the grantee representative to provide ongoing support, reemployment services and connection to supportive partner resources. If, in collaboration with the grantee, it is determined that the co-enrolled veteran would benefit from additional training or educational opportunities to improve their job readiness, those supportive service referrals may be made with our WIOA partners directly within the One-Stop operation, for example WIOA-approved training in a high demand area or Vocational Rehabilitation that may also be available. Upon the veteran overcoming the barrier(s) to employment and being determined "job ready", the DVOP will work with the LVERs and WP ES staff to connect veteran clients to employers who have a need for the skills and education the veteran has acquired.

Additionally, in regard to VPL 05-24, TCSG will be exploring opportunities to partner with military bases around the state and the nine Transition Assistance Program sites to support Capstone activities and other transitional opportunities for service members. Our partnership through the Georgia Veterans Education Career Transition Resource (VECTR) Centers located in Warner Robins and Marietta Georgia provide an additional partner through which transitioning service members can be made aware of services. Further, we are seeking to create either satellite offices or virtual service kiosks on bases throughout the state in an effort to expand outreach in providing JVSG and general ES services to transitioning service members.

(c) Roles and Responsibilities of DVOP Specialists

The duties assigned to a TCSG/OWD DVOP are aligned to those outlined in Veteran's Program Letter

(VPL) 05-24 “JVSG Program Reforms and Roles and Responsibilities of American Job Center (AJC) Staff Serving Veterans”. In accordance with 38 U.S.C. 4103A(a), VPL 05-24 DVOPs provide individualized career services, within the case management framework to veterans experiencing significant barriers to employment, with an emphasis on assisting veterans who are economically or educationally disadvantaged. These services include:

- Comprehensive assessment interviews
- Career guidance services
- Individual Employment Plans (IEPs)
- Staff-assisted job search activities
- Labor Market Information
- Basic Staff-assisted career services
- Service referral for identified client needs.

DVOPs also provide outreach services to veterans, and group job counseling. Ideally, DVOPs will develop strong rapport and relationships with the veterans they serve, assisting them along the path toward reaching their employment goals, integrating all appropriate services within the workforce network.

The duties assigned to a TCSG/OWD LVER specialist match those outlined in Veteran’s Program

Letter (VPL) 05-24 JVSG Reforms and Roles and Responsibilities of American Job Center (AJC) Staff in Serving Veterans

. In accordance with 38 U.S.C. 4104(b), LVERs only perform duties that are related to outreach to the employer community and facilitate employment, training, and placement services furnished to veterans in a State under the applicable State employment service delivery systems. LVERs perform duties that promote to employers, employer associations, and business groups the advantages of hiring veterans. LVER staff advocate for employment and training opportunities on behalf of veterans with business, industry, and community-based organizations. The LVER staff participates in a variety of outreach activities, including:

- Planning and participating in job fairs.
- Conducting employer outreach.
- In conjunction with employers, conducting job searches and workshops, and establishing job search groups.
- Coordinating with unions, apprenticeship programs, and business organizations to promote employment and training opportunities for veterans.
- Informing Federal contractors of the process to recruit qualified veterans.
- Promoting credentialing and training opportunities for veterans with training providers and licensing agencies.
- Coordinating and participating with other business outreach efforts.
- AJC staff training/capacity building.
- Cross-training with Title I programs and TCSG Veterans Services Coordinators

(d) DVOP/LVER Integration into State Employment Service Delivery Systems

JVSG staff are assigned to AJCs, or a specific geographical area of responsibility, throughout the state. They are included in all WP ES updates and activities. This ensures that JVSG staff are included on all communication provided to WP ES staff and are engaged as integral partners within the AJCs. Training opportunities made available to WP staff are also made available to JVSG staff accordingly. For instance, JVSG staff were included in recent training for the new Labor Exchange System and are slated for inclusion in upcoming training on additional components to be implemented in conjunction with the new system. As part of this training, a review of POS requirements and identifying/referring Veterans was presented to all participants. Also, some scenario-based cross-training has begun, with JVSG staff engaged with Title III staff. Teams work through scenarios to discuss what resources and services are available to customers and to educate one another in regard to these. While this is more informal, JVSG staff were able to provide insights to Title III, Title I and the Apprentice Georgia staff on services and resources available to qualifying participants through the JVSG program. These activities will continue through regular staff meetings with JVSG and Title III staff.

The program falls under the Director of Grants and Strategic Populations whose role is to ensure that a seamless service delivery system exists for customers and that staff are cross trained on all aspects of the TCSG Workforce system. Full integration of the JVSG team within the AJCs, as well as the TCSG system is a high priority. For instance, a training utilizing DVOPs and the TCSG Title I Disability Specialist to provide insights to LWDAs on co-enrollment in Title I is in the works.

As mentioned previously, LVERs are considered a component of the overall Business Services team and coordination of efforts between Business Services staff in geographic areas necessitates ongoing communication to ensure no duplication of effort happens and that all staff members can adequately present resources to employers. To that end, the LVERs and other Business Services team members are equipped with a toolkit that can be provided to employers to showcase the full spectrum of services available and to further encourage their participation in the statewide workforce system. Also, as previously mentioned, LVERs and the Business Services team, as a whole, were trained on a new Customer Relations Management tool being implemented. This reduces duplication of services and facilitate communication among team members.

Additionally, LVERs and DVOPs are consulted for Rapid Response events when veteran populations have been identified by an employer facing layoffs or closures. LVERs work in partnership with the Rapid Response team to assist in Employee Information sessions and job fairs and DVOPs are given referrals for case management services to eligible individuals.

(e) State Performance Incentive Programs

i. Nomination and Selection Procedures

In accordance with Public Law 109-641, and VPL 01-24, incentive funds will be awarded to local AJCs who exhibit exceptional outreach on behalf of veterans. In Georgia, AJCs with JVSG staff are eligible to participate in a statewide competition where they may submit their nomination for consideration. For an AJC to submit a nomination they must have conducted a community-based project, or event, which focuses on one or more of the following criteria:

- Special group of veterans served
- Need within community for the services/assistance provided
- Creative nature of the project, which demonstrates services provided that go “above and beyond” the regular, day-to-day duties of a LVER, DVOP, of Consolidated personnel.
- Impact of the project or event on the community and targeted group(s) (i.e., Veterans in OJT, Homeless Veterans, etc.)

- The level of collaboration involved (i.e., inclusion of Vocational Rehabilitation and Employment Services, The Offender Parolee Probationer State Training Employment Program-TOPPSTEP, WIOA, Veterans Services Organizations)

Nominations submitted will be reviewed by a panel of JVSG state staff and WP ES Regional Operations Managers who will evaluate each submission for completeness, originality, and meeting the above referenced criteria.

ii. Cash Awards and Incentive Award Allocation

The total amount of funds designated for performance incentive awards is 1% of the total JVSG allocation. The total of the annual incentive awards will be divided evenly between the AJCs who were selected as the final awardees. After final approval of the awardee submitted spending plan, funds will be expended in accordance with VPL guidance, the State of Georgia legislation and agency purchasing guidelines. Per the aforementioned guidance, all funds are to be obligated no later than September 30th applicable FY, as well as all funds must be expended at the close of the following quarter by December 31st. Any unspent incentive award funds will be de-obligated during closeout.

For example, if the state received approximately \$48,000 for IA funds and six AJCs are selected for exceptional performance; each AJC receives \$8,000. The \$8,000 IA funds will be used by the selected AJCs for any purpose.

iii. Non-Performance Incentive Awards

At this time, the State of Georgia's incentive award program does not currently issue non-cash performance incentive awards.

iv. Anticipated Challenges

The State of Georgia's JVSG incentive award program is part of the overall restructuring and realignment of the JVSG program from Georgia DOL to TCSG. The previous incentive award plan is now obsolete. The new policy for the JVSG incentive award program, along with the plan itself, is undergoing concurrent review through the appropriate channels to include the State of Georgia legal division, the ethics board, TCSG Policy and Development and the Office of Workforce Development.

(f) Performance Targets for Direct Services

Per VPL 01-24 Attachment 4, JVSG Performance Targets TAG, JVSG conforms to three employment related primary indicators of performance. The following established JVSG targets will cover veterans served by JVSG staff only.

JVSG Performance Measures	
Performance Indicators	
Employment Rate - 2 nd Quarter After Exit	50%
Employment Rate - 4 th Quarter After Exit:	48%
Median Earnings - 2 nd Quarter After Exit:	\$4,900

XI. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006, AS AMENDED BY THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT (PERKINS V) (TITLE 20, UNITED STATES CODE (20 U.S.C. 2301 ET SEQ.))

NOTE: Unless otherwise noted, statutory references in this section are to Pub. L. 115–224,—The Strengthening Career and Technical Education for the 21st Century Act (“Perkins V” or “the Act”). (20 U.S.C. 2301 et seq.) The term “the State” used throughout this section refers to the State Perkins Eligible Agency and “the State Plan” refers to the “Perkins State Plan”.

(OMB Control Number: 1830-0029)

Introduction

In September 2024, Governor Brian Kemp announced Georgia’s recognition as the “Top State for Business” for the 11th consecutive year by *Area Development* magazine.¹

Launched in 2022, Governor Kemp’s cross-agency **Top State for Talent initiative**, now codified in Georgia HB 192 of 2025, the Top State for Talent Act,² seeks to align education and workforce development to guide students and adults into high-demand careers. The initiative prioritizes data-driven decision-making, workforce-education alignment, talent pipeline development, program quality improvement, and stakeholder engagement. Initially focused on federal programs — the **Strengthening Career and Technical Education for the 21st Century Act** (Perkins V) and the **Workforce Innovation and Opportunity Act** (WIOA) — Top State for Talent now encompasses all secondary, postsecondary, and adult education and workforce training programs to create a seamless pipeline to postsecondary attainment and good jobs in Georgia’s high-demand industry sectors.

One notable result is **GEORGIA MATCH**, a college admissions program developed collaboratively by five state education agencies — the Georgia Department of Education (GaDOE), the Technical College System of Georgia (TCSG), the University System of Georgia (USG), the Governor’s Office of Student Achievement (GOSA), and the Georgia Student Finance Commission (GSFC). Designed to increase postsecondary enrollment among eligible students, this initiative, alongside the transfer of WIOA responsibilities to TCSG in 2023 and the creation of a unified **High Demand Career List**,³ mandated by Georgia HB 982 of 2024⁴ and operationalized statewide in HB 192, underscores Georgia’s commitment to expanding educational access and career readiness for all Georgians, no matter where they live, and ensuring that Georgia employers have access to the highly skilled talent they need to continue growing the state’s robust economy.

To implement these and other Top State for Talent initiatives, the Governor’s Education and Workforce Strategy Team, comprised of GaDOE, TCSG, USG, GOSA, GSFC, the Georgia Department of Economic Development, and the Georgia Department of Labor, is charged with:

- Aligning educational pathways with high-demand careers.
- Expanding GEORGIA MATCH to boost postsecondary attainment.
- **Integrating the state’s Perkins V and WIOA efforts in this Combined State Plan.**

This Combined Plan was written by leaders from the division of Career, Technical, and Agricultural Education (CTAE) at GaDOE and the Office of Technical Education at TCSG, with support from TCSG’s Office of Workforce Development (OWD), administrator of WorkSource Georgia, the state’s WIOA-funded employment and training system.

This introduction highlights examples of Georgia’s efforts to create a comprehensive education-to-workforce system that guides both students and adults into high-demand careers statewide.

1 <https://gov.georgia.gov/press-releases/2024-09-13/gov-kemp-celebrates-top-state-business-ranking-workforce-summit>

2 <https://www.legis.ga.gov/api/legislation/document/20252026/230769>

3 The statewide and regional lists and related resources are found at <https://www.tcsgeu.ga-high-demand/>.

4 [Georgia-2023-HB982-Enrolled.pdf](https://www.legis.ga.gov/api/legislation/document/20252026/230769)

Innovations in Career and Technical Education

Career and Technical Education (CTE), or Career, Technical, and Agricultural Education (CTAE) as it is uniquely known in Georgia, is central to the state's unified education and workforce development system. CTAE equips students with vital academic, technical, and employability skills while fostering career exploration and providing opportunities to participate in work-based learning and earn postsecondary credits and industry credentials of value to Georgia employers.

GaDOE's ***Profile of a Georgia CTAE Graduate***⁵ describes how CTAE prepares students for future success. This comprehensive framework is built on six core competencies — workplace readiness, academic and technical skills, effective communication, creative problem-solving, purposeful collaboration, and responsible conduct — that help students seamlessly transition with the skills they need for success in both higher education and careers. CTAE achieves this by integrating hands-on learning experiences with industry and postsecondary credentials and work-based opportunities, while fostering vital partnerships between educators, counselors, administrators, and business leaders. The result is a CTAE graduate who emerges as a confident professional equipped with practical technical expertise, strong academic foundations, and essential workplace skills — an individual who can effectively communicate across diverse audiences, tackle complex industry challenges, work collaboratively in team environments, and demonstrate strong professional ethics and digital citizenship in Georgia's evolving workforce.

While traditionally associated with middle and high school education, Georgia is pioneering CTAE at the elementary level (elementary CTAE is not funded through Perkins V). Recognizing the importance of early career exposure, GaDOE CTAE has developed K-5 CTAE courses aligned with the national Career Clusters. These programs expose students to potential careers, connect learning to real-world applications, and lay a strong foundation for middle and high school CTAE programs.

GaDOE's Career Continuum⁶ envisions CTAE as a progressive journey:

- Elementary (K-5): Students build foundational career awareness and essential skills like teamwork and communication.
- Middle (6-8): Career exploration deepens as students refine their interests and develop Individual College and Career Plans.
- High School: Career engagement offers hands-on workplace experiences through work-based learning, dual enrollment, and industry credentials.

At the high school level, all CTAE courses and pathways integrate challenging academic standards, technical skills, and employability skills training. Students graduate prepared for postsecondary education, registered apprenticeships, military service, or entry into high-demand careers.

In conjunction with TCSG and USG, GaDOE CTAE currently offers 54 programs of study aligned with 152 career pathways, 136 of which have been identified by GaDOE CTAE as High Demand Career Pathways that align with the state's High Demand Career List, providing students with seamless routes from secondary education into postsecondary education, further training, and the workforce. Georgia's Perkins-funded offerings encourage students to explore and prepare for diverse career fields in the middle grades and high school, earn industry credentials and articulated college credits, and continue their education through registered apprenticeships, technical college programs, university studies, or additional workforce training. Students deepen their technical and employability skills through participation in Career and Technical Student Organizations (CTSOs) related to their chosen fields. Building on this strong foundation, Georgia recently launched 21 Academic Career Pathways in 2025-2026. Nineteen of the pathways integrate one academic course with two CTAE courses, creating interdisciplinary sequences aligned to high-demand careers. These new pathways complement the state's existing career pathways and non-Perkins funded Academic Pathways and Advanced Academic Pathways,⁷ offering students additional personalized options that combine rigorous academics with hands-on technical and workplace knowledge and skills. All pathways — whether career-focused, academically-focused, or a combination of the two — are designed to prepare students for postsecondary success across technical colleges, universities, registered apprenticeships, workforce training, and direct workforce entry in Georgia's robust economy.

Postsecondary Pathways and Workforce Development

Upon graduation, Georgia high school students transition seamlessly into programs offered by TCSG's 22 colleges and 88 campuses, as well as Georgia's public and private two- and four-year institutions. Through GEORGIA MATCH, postsecondary enrollment has risen statewide, with TCSG reporting a 9.3% increase and USG a 6.2% increase since 2023.⁸

5 <https://lor2.gadoe.org/gadoe/file/682f2d6a-98b3-4f9b-b200-3585755ec654/1/Profile%20of%20a%20Graduate.pdf>

6 <https://lor2.gadoe.org/gadoe/file/7f6d8164-04e9-4a60-8cb3-48dfa1d270ae/1/Career%20Continuum%20Card.pdf>

7 <https://gadoe.org/learning/academic-pathways/>

8 <https://www.gafutures.org/college-planning/georgia-match>

TCSG’s programs support youth and adults in launching or advancing careers through career and technical training. These programs emphasize strong employer partnerships, enabling participants to transition smoothly into the workforce with competitive wages and skills aligned to market demands.

Through its Apprentice Georgia initiative, TCSG operates the state’s largest network of Registered Apprenticeship Programs (RAPs). Combining classroom instruction with on-the-job training, these programs allow participants to “earn while they learn” in high-demand fields. Funding through the HOPE Career Grant and other resources makes these opportunities accessible. Employer partnerships, particularly with small and medium-sized businesses, ensure training aligns with workforce needs.

Promoting CTAE Awareness and Success

The Career Clear initiative,⁹ co-developed by GaDOE CTAE and TCSG, educates students and parents about CTAE’s value. High school programs feature internships, hands-on learning, and early postsecondary opportunities across Career Clusters.¹⁰ National surveys highlight CTE’s impact: Less than 3% of secondary CTE students report uncertainty about their post-graduation plans, and parents of CTE students express three times higher satisfaction with their children’s education.¹¹

With multiple accelerated pathways to postsecondary and industry credentials and good jobs, such as dual enrollment, registered apprenticeships, and tuition-free education through the HOPE Career Grant in 18 high-demand fields, Georgia ensures that career exploration and preparation remain accessible, affordable, and practical for all students.

Georgia’s education-to-workforce system exemplifies a comprehensive approach, equipping students with essential skills while meeting employer needs and sustaining economic growth.

A. Plan Development and Consultation

A.1. Consultation with Stakeholders

A.1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

Writing of this combined Perkins V/WIOA plan began with a cross-agency working group meeting attended by 15 GaDOE CTAE and TCSG staff on October 18, 2024. After reviewing the key priorities and goals of the Governor’s Education and Workforce Strategy Team, small writing teams compared Georgia’s existing Perkins plan with exemplars drawn from other states’ combined plans (e.g., Alabama, Delaware, Ohio, Virginia, Washington) and began reviewing, revising, and recommending changes to the plan for each required element of Perkins V. The writing team spent a portion of this meeting planning three regional stakeholder meetings to be held in November 2024 to gather input for this combined plan.

Regional Stakeholder Meetings

TCSG, GaDOE, and TCSG’s Office of Workforce Development (OWD), administrator of WorkSource Georgia, the state’s WIOA-funded employment and training system, hosted the three regional stakeholder meetings at technical college campuses in north, central, and southern Georgia. Meetings were attended by 389 stakeholders (361 unique) representing secondary schools and districts, technical colleges, GaDOE, business and industry, workforce boards and agencies, workforce training providers, historically black colleges and universities, career and technical student organizations, advocacy and community support groups, four-year colleges and universities, labor organizations, development authorities, charter system foundations, hospital systems, and students and parents. Appendix A-1 lists attendees by name, job title, organization, meeting attended, and stakeholder group. An additional 77 individuals indicated they were unable to attend any of the regional meetings but were interested in being included in follow-up communications. Total attendees by location are shown in Table 1.

9 <https://www.careercleargeorgia.com/>
10 <https://careertech.org/career-clusters/>
11 Advance CTE. (2017). *The Value and Promise of Career Technical Education: Results from a National Survey of Parents and Students*. Silver Spring, MD: Author.

Table 1: Stakeholders in Attendance by Regional Stakeholder Meeting Location

Meeting Date and Location	Attendees
11-14-2024: North – Chattahoochee Technical College, Acworth	156
11-15-2024: Central – Central Georgia Technical College, Warner Robins	142
11-22-2024: South – Wiregrass Georgia Technical College, Valdosta	91
Total	389

Before each meeting, organizers used ChatGPT to assign attendees to tables based on their job roles and/or organizations, with a goal of ensuring that stakeholders could interact with individuals from different sectors (education, business, state or local agencies, community groups, etc.).

Table discussions focused on (1) identifying in-demand industry skills and industry sector needs, (2) discussing challenges faced by populations with limited resources or access, (3) exploring strategies to enhance opportunities to earn early postsecondary credits, and (4) considering the overarching goals and common definitions of high-skill, high-wage, and high-demand occupations proposed by Governor Kemp’s Education and Workforce Strategy Team and the Top State for Talent initiative.

Attendees were invited to discuss each question at their tables and provide feedback through three mechanisms: (1) online, using the Mentimeter platform, (2) through handwritten notes on chart paper provided at each table, and (3) during group discussions that were recorded and transcribed. Online responses and handwritten feedback are included in Appendix A-2.

Statewide Trends: Shared Concerns and Opportunities

High-demand skills. Across all three meetings, stakeholders consistently spoke to the need to close the gap between the skills students are learning and those required by employers. This disconnect was particularly evident in the realm of soft skills, with employers emphasizing the crucial role of communication, problem-solving, critical thinking, teamwork, and work ethic for youth and adults entering the workforce.

Attendees identified an array of in-demand technical skills that align well with high-growth industry sectors identified in Georgia’s 2024 WIOA plan:¹² healthcare (nursing, patient care, radiology, emergency medical services), manufacturing and industrial skills (welding, CNC machining, robotics, mechatronics, industrial maintenance), transportation and logistics (aviation mechanics, drone operation, truck driving/Commercial Driver’s Licenses), information technology (hardware, software, computer science), electrical trades, agriculture technology (GPS, smart tractors), film production, and equipment operation (heavy equipment, machine tools).

Attendees highlighted **work-based learning** as a powerful solution for bridging the skills gap, providing students with real-world experiences that connect classroom and workplace learning and opportunities to develop essential skills. However, attendees frequently noted age restrictions as a significant barrier to expanding WBL, especially for students under 18. To address this, employers need education about hiring minors, liability considerations, and legislation like Georgia House Bill 402¹³ that lowers workers’ compensation costs. Policy adjustments could revise labor laws and provide waivers for employers hiring minors. Attendees suggested that partnerships with Chambers of Commerce, economic development authorities, and industry associations can facilitate communication and trust between education and industry. Business flexibility around schedules and job duties can also create more inclusive WBL opportunities.

Attendees suggested that transportation barriers to WBL participation could be addressed through county-level collaboration between Boards of Education and local budgets to use school buses, while mobile trade skills buses could bring resources like Wi-Fi, resume assistance, and skills training directly to students.

Stakeholders recommended that the state strengthen WBL program infrastructure through dedicated staffing, with full-time WBL coordinators in every high school and apprenticeship coordinators who serve as liaisons between businesses and institutions.

To improve program accessibility and effectiveness, stakeholders proposed enhancing communication through industry marketing, hosting parent information sessions, sharing best practices between existing and new programs, and addressing language barriers for English learners. Resource solutions included securing funding for year-round WBL opportunities, including summer programs, and ensuring adequate staffing to manage expanding programs.

Addressing the **unique needs of special populations with limited resources or access** was a critical priority across all regions. Stakeholders emphasized that basic needs must be addressed before educational opportunities can be effective — many students face food insecurity, housing instability, and a lack of medical care. Financial barriers extend beyond direct costs, as many students must contribute to family income, making unpaid learning

12 <https://wioaplans.ed.gov/node/451941>
13 [16 LC 36 2944S H. B. 402 \(SUB\) - Georgia General Assembly](#)

opportunities unfeasible. Immigration status, documentation challenges for justice system returners, and special education students' limited access to opportunities were cited as additional hurdles.

Stakeholders suggested that at the school level, use of a career navigator tool and increased counselor availability can help recognize and address individual student needs. Data from career aptitude assessments like YouScience can identify students who may benefit from targeted support, including those who are non-traditional, or members of special populations who might thrive in specific career pathways. Attendees said that community engagement should include data-driven conversations, family-friendly events, and direct outreach through churches and community organizations. Services like clothing closets, mobile healthcare fairs, and assistance with FAFSA navigation can also provide practical support. To improve accessibility, programs should be user-tested with target populations, offer adaptable schedules, and incorporate language technology solutions.

Industry partnerships play a crucial role through participation in school events, improved hiring practices for individuals with intellectual disabilities, and education about opportunities to hire from communities with limited access to employment opportunities. These efforts, combined with transportation and childcare support, create a comprehensive approach to ensuring access to opportunities.

Strengthening partnerships between educational institutions and businesses was a recurring theme, with stakeholders urging greater collaboration in curriculum development, mentorship, and open dialogue to ensure alignment between training and workforce demands. To facilitate these connections, stakeholders proposed creating a statewide, searchable database of businesses open to student engagement. Business and industry involvement could be deepened by providing training simulators to schools (e.g., in fields like heavy equipment operation and aviation), participating in school events to educate parents and students about opportunities, and being open to hiring and upskilling less-qualified individuals. Advisory committees that include industry representatives, K-12, TCSG, and USG participants can ensure shared understanding and alignment of programs with workforce needs.

Stakeholders noted that **Georgia's dual enrollment program** stands out for its comprehensive funding and open enrollment system, providing students with unparalleled access to college-level courses at no cost. As the number one funded state for dual enrollment in the Southeast, Georgia covers full costs that students must partially bear in other states.

Despite the program's strengths, attendees noted a pervasive lack of awareness among students, parents, and even counselors about dual enrollment, as well as financial and accountability concerns hindering school participation. Misinformation regarding funding may also inadvertently discourage high schools from promoting dual enrollment since funding flows to technical colleges but still allows the K-12 school districts to keep the full-time equivalent (FTE). Stakeholders also suggested removing artificial distinctions between Advanced Placement and dual enrollment courses, rewarding schools with high dual enrollment participation, and expanding TCSG's Technical Certificates of Credit (TCCs) within its Accelerated Career Diploma program.

Attendees also felt that schools need specialized career advisors who can effectively guide students through pathways aligned with their career aspirations. Better communication and partnerships between secondary schools, technical colleges, and industry partners and enhanced communication and outreach efforts can help maximize the program's impact on student success and workforce development in high-demand, high-skill fields.

Attendees suggested that **CTE programs of study and career pathways** (as defined in Perkins V and WIOA and operationalized by CTAE and TCSG in programmatic and curricular materials and documentation for educators, students, parents, and other stakeholders) should show a clear progression from high school CTAE programs through postsecondary programs to direct employment in high-skill, high-wage, high-demand fields, as mandated by Georgia HB 982 of 2024 (Georgia's definition of *high-demand* is analogous to the WIOA definition of *in-demand*, as used in Perkins V; see Appendix C for federal definitions and the discussion in Section C.1.c.). They also emphasized the need to improve communication and information sharing between secondary schools and districts, technical colleges, and universities to minimize competition and promote collaboration. Program alignment across GaDOE, TCSG, secondary schools and districts, and USG will require systematic career mapping and coordinated naming conventions to clearly show students their options.

Student success in CTE programs of study and career pathways requires early intervention, such as by beginning career exploration in elementary and middle school and integrating career interest and aptitude tools like YouScience for informed pathway development and counseling. Easing counselor workloads — attendees reported that many counselors are stretched thin, dealing with student mental health and family issues — would increase time for career advisement.

CTE program sustainability depends on active collaboration between industry partners, TCSG, GaDOE, and school districts. Schools must engage directly with communities to understand industry needs, using data analysis and comprehensive local needs assessments (CLNAs) to inform pipeline development in high-demand fields. Attendees suggested improving pathway quality and alignment by increasing local budgets for WBL, providing competitive instructor pay aligned with industry standards, maintaining flexibility in Perkins funding usage, and even tying

incentives to secondary CTAE programs that lead to apprenticeships and internships.

Reflecting on **Georgia's Top State for Talent goals and definitions**, stakeholders stressed the need for clear, specific definitions and metrics, especially for terms like “high wage” and “high quality.” Attendees asked that definitions account for family size, regional cost of living differences, and varying economic conditions between urban and rural areas. One attendee called for SMART goals (specific, measurable, achievable, relevant, and time-bound) that offer more concrete implementation guidance, clear funding sources, and defined success metrics.

Data emerged as a critical focus, with stakeholders highlighting the importance of aligned metrics across agencies to measure industry engagement, program quality, and student outcomes after graduation. Alignment will require developing common definitions and language across all stakeholders, with industry partners playing a key role in defining terms and aligning career pathways. The need for better student tracking post-graduation was consistently emphasized as crucial for measuring program effectiveness. [The Governor's Education and Workforce Strategy Team includes a workgroup focused on data sharing and interoperability.]

While supporting statewide initiatives, stakeholders also advocated for **local control and flexibility to address regional differences, particularly in rural areas**. They suggested using mandates or incentives to encourage participation from less proactive local agencies while maintaining program adaptability. Concerns emerged about potential unintended consequences of focusing solely on high-demand, high-skill, and high-wage occupations (as mandated by Georgia HB 982 of 2024), noting this might marginalize essential industries vital to local communities. Additional recommendations included establishing a dedicated marketing team for workforce development and improving statewide collaboration and communication to ensure consistent program quality and outcomes.

Revision of the Draft Combined Plan

On December 13, 2024, 11 members of the combined Perkins/WIOA plan working group gathered to discuss and incorporate findings from the regional stakeholder meetings into the draft plan. Follow-up writing, revision, and data collection assignments focused on improving and enriching the plan and ensuring that it captured stakeholder feedback and aligned with the shared vision, mission, goals, and strategies of GaDOE CTAE, TCSG (representing both Perkins and WIOA programs and initiatives), and Governor Kemp's Top State for Talent initiative.

A draft of the plan was submitted to the Governor's office on January 17, 2025, in preparation for public posting, hearings, and comment collection. No revisions were requested to this draft.

Public Hearings and Comments

From February 13 to March 13, 2025, the draft Perkins V/WIOA Combined State Plan was posted online for a 30-day public comment period at https://lor2.gadoe.org/gadoe/file/0405314d-5398-4c70-9002-19dd5ef87519/1/Perkins_Draft_V8_01-16-2025.pdf. A Qualtrics survey located at https://u.georgia.ca/1.qualtrics.com/jfe/form/SV_bOkw7sC21fPdQz4?Q_CHL=q included links to the draft plan and appendices for public review, in addition to GaDOE and TCSG staff email addresses for members of the public to submit any additional questions.

On February 13, 2025, an in-person public hearing was held at Lanier Technical College (Forsyth Campus) with six regional satellite locations in Dalton, Covington, Statesboro, Carrollton, and Tifton, Georgia, staffed by GaDOE CTAE and TCSG personnel. A list of stakeholders engaged throughout the public hearing and comment collection process can be found in Appendix B-1. Public comments from the in-person public hearing and feedback survey and GaDOE/TCSG responses to those comments are found in Section D.4 and Appendix B-2.

State Board of Education Approval

The revised plan was submitted to the Georgia State Board of Education for review and approval at the Board's May 7, 2025, committee meeting and May 8, 2025, committee of the whole meeting.

A.2. Amount and Uses of Funds

A.2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

This combined plan was developed in consultation with key stakeholders and the Governor of Georgia. GaDOE CTAE and TCSG are the two state agencies with authority for career and technical education in Georgia; as such, they determined in consultation the portion of the Perkins plan relating to the amount and uses of funds proposed to be reserved for adult, postsecondary, and secondary CTE.

State agencies other than the Georgia State Board of Education (the eligible agency) were given the opportunity to file objections prior to submission of this plan to the Secretary.

A.3. Public Comment

A.3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

The public contributed comments at multiple points in the development of this plan, including:

- Three regional stakeholder listening sessions held in November 2024 (Section A.1).
- A 30-day public comment period held from February 13 to March 13, 2025, during which the draft plan was posted to https://lor2.gadoe.org/gadoe/file/0405314d-5398-4c70-9002-19dd5ef87519/1/Perkins_Draft_V8_01-16-2025.pdf and comments collected via Qualtrics survey at https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_bQkw7sC21fPdQz4?Q_CHL=qr. Members of the public were also invited to contact designated staff at GaDOE and TCSG via email with additional questions or comments.
- An in-person public hearing for stakeholders and the public was held on February 13, 2025, at Lanier Technical College (Forsyth Campus) with six regional satellite locations in Dalton, Covington, Statesboro, Carrollton, and Tifton, Georgia, facilitated by GaDOE and TCSG staff. The public were invited to ask questions and provide feedback via the Qualtrics survey linked above or through emails to designated GaDOE and TCSG staff. See Section D.4 and Appendix B-2 for the state’s responses to all public comments.

B. Program Administration and Implementation

B.1. State’s Vision for Education and Workforce Development

B.1.a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State’s career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

Georgia’s education and workforce development activities align education, training, and industry needs, as guided by Governor Brian Kemp’s Top State for Talent initiative, codified in HB 192 of 2025, the Top State for Talent Act, and the Governor’s Education and Workforce Strategy Team. The state’s approach is anchored by three interconnected strategic plans that demonstrate strong alignment in their approaches. The GaDOE CTAE 2024-28 Strategic Plan focuses on providing Georgia students with high-quality educational programs, career pathways, and experiences that prepare them for workplace success.¹⁴ The TCSG 2024-27 Strategic Plan¹⁵ and Georgia 2024 WIOA Plan¹⁶ share a near-identical mission of recruiting and growing a globally competitive workforce through education, training, and career services for Georgia’s citizens, employers, and communities.

As Table 2 shows, these plans share significant alignment in their strategic goals and priorities. Each emphasizes skill and industry alignment, with GaDOE prioritizing this at the state and local level, TCSG focusing on enrollment in strategic areas, and WIOA utilizing sector partnerships. Additionally, all three plans incorporate strategies for enhancing partnerships with business and industry, improving retention rates, and expanding opportunities across Georgia’s communities.

Table 2: Comparison of Georgia’s Secondary, Postsecondary, and Workforce Strategic Plans

Elements	GaDOE CTAE 2024-28 Strategic Plan	TCSG 2024-27 Strategic Plan	Georgia 2024 WIOA Plan
Mission	To provide Georgia students with high-quality educational programs, career pathways, and experiences that prepare them for workplace success	To recruit and grow a globally competitive workforce through education, training, and career services for Georgia’s citizens, employers, and communities	To recruit and grow a globally competitive workforce through education, training, and career services for Georgia’s citizens, employers, and communities
Vision and/or Values	Vision: Preparing all students for life Values: • Student Centered • Employer Driven • Career Focused • Innovative	The Technical College System of Georgia will enhance the economic opportunity and prosperity of Georgia’s citizens, employers, and communities	Georgia’s workforce development system is focused on connecting talent with opportunity through career services, education, and training

14 <https://lor2.gadoe.org/gadoe/items/651d49fd-4d3a-4b62-93a1-d01cc009beac/1/?vi=file&attachment.uid=054710fd-2d05-424b-83eb-673618453a48>

15 https://www.tcsgeu.org/wp-content/uploads/2024/10/2024-Strategic-plan-update-FINAL-10_15_24-web-1.pdf

16 https://wioaplans.ed.gov/node/451941/published_plan

Strategic Goals and Priorities	1. Prioritize skill and industry alignment at the state and local level 2. Ensure high-quality career development support for all CTAE students 3. Enhance recruitment and retention efforts for the CTAE workforce 4. Expand marketing and promotion efforts to enhance stakeholders' awareness and perceptions of CTAE in Georgia	1. Increase enrollment globally and in strategic areas (overall, high-demand areas, adult education programs) 2. Recruit and retain qualified faculty and staff 3. Create more partnerships with business and industry (including high-demand apprenticeships) 4. Improve retention and graduation rates (including certificate, diploma, and degree completions; high school dual enrollment credits) 5. Increase innovation and research opportunities (with a strong focus on economic and workforce development)	1. Utilize sector partnerships to inform and guide strategic workforce development strategies and enhance partnership coordination 2. Develop a streamlined and regionally integrated workforce system 3. Capitalize on workforce system's strengths to create opportunities for all Georgia communities 4. Continuously align workforce and education system objectives to current and future occupational skill requirements 5. Expand the pool of available employees by increasing participation of WIOA Strategic Populations

In comparing the three strategic plans, Georgia's Perkins V/WIOA combined plan working group identified roughly 10 shared priorities across secondary and postsecondary CTE and WIOA initiatives that together create a strong and comprehensive framework for education and workforce development in the state:

1. **Industry-Driven Program Alignment:** Expanding high-quality CTE programs and sector partnerships that directly address workforce needs in high-demand industries like healthcare, transportation and logistics, and manufacturing
2. **Work-Based Learning Integration:** Enhancing apprenticeships and industry engagement opportunities to provide real-world skills development
3. **Career Pathway Development:** Creating seamless connections between secondary, postsecondary, and adult education through articulation agreements and dual enrollment
4. **Access and Support:** Increasing participation and success rates for special and strategic populations while removing barriers to employment
5. **Data-Driven Decision Making:** Strengthening data systems and using labor market information to guide program development and career guidance
6. **Professional Development:** Enhancing educator recruitment, retention, and training to ensure high-quality instruction aligned with industry needs
7. **Regional Customization:** Tailoring workforce solutions to meet specific regional needs while supporting statewide economic goals
8. **Innovation and Quality Assurance:** Maintaining program effectiveness through continuous improvement and forward-looking approaches
9. **Stakeholder Engagement:** Ensuring active participation from education, industry, government, and community partners
10. **Performance Accountability:** Using clear metrics to guide improvements and demonstrate impact

The integration of these activities is overseen by Georgia's Education and Workforce Strategy Steering Committee to ensure ongoing alignment between Perkins, WIOA, and other key education and workforce initiatives. This coordinated approach aims to create a talent pipeline that meets the needs of employers while expanding economic opportunity for residents and maintaining the state's competitive edge in attracting and growing businesses.

Secondary CTE Priorities

Career, Technical, and Agricultural Education is essential for Georgia's economic development by helping create a skilled workforce, which is a key factor in site selection for businesses. CTAE prepares students with the skills and knowledge they need to thrive in a changing economy, offering various pathways after graduation. Georgia's 2024-28 strategic plan explains the four priorities found in Table 2, above, and outlines steps for GaDOE and local districts to enhance CTAE over the next five years, with CTAE courses and pathways coordinating with local employer workforce needs and skillsets.

Postsecondary CTE Priorities

TCSG's strategic plan for FY 2024-27 is built upon five foundational pillars: Technical Education, Adult Education, Economic Development/Customized Non-Credit Programs, Georgia QuickStart, and WorkSource Georgia. The

system has achieved remarkable enrollment growth, reaching 148,746 students with a 10.58% rise in credit hours/FTE in Academic Year 2024. TCSG colleges collaborate with business and industry leaders to ensure graduates are equipped for local job opportunities.

Workforce Development System Priorities Under WIOA

Georgia’s workforce development system connects talent with opportunities through career services, education, and training, aiming to drive economic growth and support Governor Kemp’s goal of equal opportunity regardless of location. The State Workforce Development Board guides the system through 12 Workforce Development Regions and 17 Local Workforce Development Areas, offering structured education and training aligned with employer needs.

Sector partnerships are a key component of Georgia’s workforce system, connecting local industries with workforce needs. These partnerships, funded by state investments, allow workforce developers to collaborate with employers to understand and meet their current and future needs. Led by Local Workforce Development Boards, these partnerships include stakeholders from business, economic development, education, social services, and community organizations.

WorkSource Georgia centers deliver integrated services, with data-driven decision-making and regular labor market assessments. This collaborative approach, involving education, economic development, and workforce partners, has helped Georgia maintain its position as the top state for business for 11 years.

B.1.b. Describe the State’s strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State’s career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

In 2022, Governor Brian Kemp launched Georgia’s **Top State for Talent Initiative**, now codified in Georgia HB 192 of 2025, a comprehensive effort to align the state’s education and workforce development systems through data-driven decision-making, cross-agency collaboration, and focused investment in high-demand career pathways, as defined and described below. This coordinated approach aims to create seamless educational and workforce pathways that ensure success for Georgia students, workers, and employers.

The Governor’s Education and Workforce Strategy Team Steering Committee — a coalition of cross-agency leaders from GaDOE, TCSG, USG, the Governor’s Office of Student Achievement, the Georgia Department of Economic Development, and the Georgia Student Finance Commission — has been charged with strategically using agreed-upon data to create a clear education-to-workforce system that leads all students and adults into high-demand careers in Georgia, with the following vision and goals.

Vision: To develop an educated and skilled workforce aligned with Georgia’s current and future industry needs.

Goals:

1. Align workforce and education system objectives and resources to support the needs of state and regional employment needs.
2. Expand the pipeline of employees for high-demand occupations (as defined by Georgia’s High Demand Career List, mandated under Georgia HB 982 of 2024) by increasing the number of completers in programs supported through Georgia’s secondary and postsecondary programs.
3. Ensure high-quality industry programs for all secondary, postsecondary institutions, and employer-sponsored training that align to the needs of Georgia employers.
4. Elevate and expand stakeholder awareness of education and workforce development system opportunities within Georgia.

To achieve these goals, Georgia has established several key initiatives, as described below.

GEORGIA MATCH, a direct admissions program now in its second year of implementation, was designed to address the fact that approximately half of Georgia’s eligible college students were not enrolled in postsecondary programs. GEORGIA MATCH has grown to become one of the largest state-run direct admissions initiatives in the nation. Every eligible high school senior receives a letter notifying them about the postsecondary opportunities that they are eligible for in Georgia. GEORGIA MATCH also assists students by simplifying admissions processes and reducing application costs.

Combined Perkins and WIOA plan. WIOA and Perkins V require comprehensive plans to be submitted to respective federal entities detailing how the different agencies intend to develop and provide access to training that leads to careers and individual self-sufficiency. Governor Kemp charged GaDOE CTAE and TCSG personnel with oversight of Perkins secondary and postsecondary and WIOA programs with developing a combined, comprehensive plan that supports the state’s education and workforce goals.

This workgroup began meeting in September 2024 to prepare this plan, which aims to eliminate inefficiencies in the

education-to-career pipeline by helping youth and adult students and jobseekers access higher-wage opportunities more quickly while ensuring employers have access to skilled workers in sufficient numbers. This combined plan represents Georgia’s commitment to creating a more efficient, responsive workforce development system that reduces unnecessary training time, prevents underemployment, and strengthens the state’s economy by better aligning education and training programs with industry needs.

High Demand Career List. Georgia’s High Demand Career List is a data-driven tool that identifies careers that are high-demand, high-wage, and high-skill across the state. As mandated by Georgia HB 982 of 2024,¹⁷ the State Workforce Development Board annually updates the statewide list and 12 regional lists with detailed information about required skills, certifications, and credentials for high-demand occupations, using labor market data to track both statewide and regional employment trends (Georgia’s definition of *high-demand* is analogous to the WIOA definition of *in-demand occupations*, as cited in Appendix C and discussed in Section C.1.c). The list will enable Perkins V-funded secondary and postsecondary CTE programs and WIOA-funded education and training programs to strategically align their curricula, resource allocation, and program development with verified employer needs, ensuring that both youth and adults receive relevant training that leads to meaningful employment opportunities in key industries.

The HDCL workgroup’s initial tasks focused on establishing common definitions to shape the list. Individuals statewide had opportunities to contribute to these definitions, including during the regional stakeholder meetings held in November 2024 by GaDOE and TCSG as they created this combined Perkins/WIOA plan.

- **High-demand occupations** are those in an industry sector that have a positive growth trajectory with available job openings and have a substantial current or potential impact on the state or region.
- **High-skill occupations** require an industry credential of value, postsecondary training, apprenticeship, or degree.
- **High-wage occupations** have an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Georgia Department of Labor.
- **Targeted priorities** are derived from the HDCL list. These identify essential worker gaps or state or regional talent supply gaps, both current and future.

The first statewide and regional lists were approved by the State Workforce Development Board on December 16, 2024.¹⁸

Table 3 shows how the new HDCL will inform and guide education and economic development efforts by increasing alignment of programming with the needs of high-demand sectors.

Table 3: Goals of the High Demand Career List

The List WILL:	The List will NOT:
· Inform agencies of state and regional priorities · Influence agency decision making around programming · Incentivize alignment through program funding and/or grants · Include emerging occupations and projected economic development opportunities	· Impact current statutory structure for K-12 CTAE programs and funding · Impact current postsecondary FTE funding formulas · Be static – annual updates and approvals are required based on workforce data

Secondary and Postsecondary

Georgia’s secondary and postsecondary CTE programs are an essential element of the unified education-to-workforce system envisioned by Governor Kemp’s Top State for Talent Initiative and now mandated under HB 192 of 2025. As collaborative members of the Education and Workforce Strategy Team, GaDOE CTAE and TCSG will continue to be national leaders in providing all students with access to innovative, student-centered, affordable educational experiences that prepare them to succeed in current and emerging high-demand industries that drive economic prosperity for all Georgians.

GaDOE CTAE will provide Georgia students with high-quality educational programs, career pathways, and experiences that prepare them for workplace success by:

- Prioritizing skill and industry alignment at the state and local level.
- Ensuring high-quality career development support for *all* CTAE students.
- Enhancing recruitment and retention efforts for the CTAE workforce.
- Expanding marketing and promotion efforts to enhance stakeholders’ awareness and perceptions of CTAE in Georgia.

17 [24 LC 49 1609-EC/AP House Bill 982 \(AS PASSED HOUSE ...](#)
18 <http://www.tcsgeorgia.edu/ga-high-demand>

- Cultivating relationships and supporting best practices for stakeholder engagement with business and industry representatives and economic and workforce development partners to better align career pathways with student and labor market needs.
- Encouraging collaboration between CTAE and core content instructors (e.g., STEM/STEAM, cross-curriculum projects, integrated learning, etc.).
- Supporting educational initiatives that allow students to get a head start on postsecondary education without duplication of coursework (e.g., dual enrollment, articulation, etc.)

TCSG will provide quality, industry-driven education and training programs that prepare students to enter the workforce or continue their education by:

- Facilitating the review of all technical programs to ensure that program competencies meet business and industry needs.
 - Engaging industry partners across the state to expand apprenticeships.
 - Using technology to monitor and track academic progress and completion.
 - Increasing the design and development of online courses.
 - Conducting faculty training.
 - Expanding the availability of Open Education Resources (OER).
 - Increasing the workforce credentials available to recent high school graduates.
- TCSG and GaDOE CTAE will:
- Use root-cause analysis to identify gaps in service and access and ensure that their programs and facilities are state-of-the-art and enhance student learning.
 - Continue to build relationships, foster cross-agency collaboration, and increase stakeholder engagement (e.g., through advisory committees) at the state level so both agencies are working as one team for the benefit of all students.
 - Work to meet these goals and fulfill the Governor's vision for an aligned education-to-workforce system by implementing high-quality CTE programs of study, career pathways, adult education and training, and other secondary and postsecondary education programs and initiatives funded by Perkins and WIOA.

B.1.c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Georgia's approach to coordinating workforce development programs centers on Governor Brian Kemp's Top State for Talent initiative, launched in 2022 to create a comprehensive, aligned education-to-workforce system. Now operationalized statewide under HB 192 of 2025, the Top State for Talent Act, this initiative brings together key state agencies including the Georgia Department of Education, the Technical College System of Georgia, the University System of Georgia, the Georgia Department of Economic Development, the Governor's Office of Student Achievement, the Georgia Student Finance Commission, and other critical partners through a cross-agency Education and Workforce Strategy Team.

The initiative's framework is supported by three interconnected strategic plans that demonstrate strong alignment in their approaches, as described in Section B.1.a. GaDOE CTAE's 2024-28 Strategic Plan focuses on providing high-quality educational programs and career pathways that prepare students for workplace success. This plan aligns seamlessly with both the TCSG 2024-27 Strategic Plan and Georgia's 2024 WIOA Plan, which share a mission of developing a globally competitive workforce through education, training, and career services. This alignment is evident in their shared priorities around skill development, industry partnerships, and expanding opportunities across Georgia's communities.

Joint planning and coordination occur through several key mechanisms.

The Education and Workforce Strategy Team provides overarching governance through its steering committee and five workgroups, ensuring coordination across state agencies. This team has established four primary goals that guide the state's education and workforce development efforts:

1. Aligning education and workforce system objectives and resources with state and regional employment needs
2. Expanding the pipeline of employees for high-demand occupations through increased program completion
3. Ensuring high-quality industry-aligned programs across secondary, postsecondary, and employer-sponsored education and training
4. Elevating stakeholder awareness of education and workforce development opportunities

Three specific workgroups within the Education and Workforce Strategy Team are driving key initiatives that demonstrate Georgia's commitment to coordination.

First, the **Perkins V/WIOA workgroup**, comprised of GaDOE CTAE and TCSG personnel, collaborated to develop this plan — Georgia's first combined Perkins/WIOA plan spanning secondary and postsecondary CTE, adult education and training, and workforce development. This combined plan aims to leverage the collective resources of GaDOE and TCSG and eliminate inefficiencies in the education-to-career pipeline by helping all Georgia students and job seekers access higher-wage opportunities more quickly while ensuring employers have access to the skilled workers they need.

Second, the **High Demand Career List workgroup** has established common definitions and metrics for identifying high-demand, high-wage, and high-skill occupations across the state, as mandated by Georgia HB 982 of 2024. This data-driven, annually updated document will help both Perkins V-funded CTE programs and WIOA-funded training programs align their curricula and resources with verified employer needs. GaDOE now uses the HDCL to create and update statewide and regional **High Demand Career Pathway Lists** that identify occupations and career pathways that are critical to continued economic growth within the state. These lists will not only help Georgia youth and adults identify promising careers but also help the state prioritize how it uses state and federal education and training funds and ensure that programs are aligned and articulated to accelerate student achievement and credential attainment.

Third, the **GEORGIA MATCH expansion workgroup** is focused on increasing postsecondary attainment rates through the nation's largest direct college admission program. This initiative demonstrates how Georgia leverages various funding streams to create seamless pathways between secondary and postsecondary education.

The state's commitment to coordination is further evidenced by its sector partnership approach. These partnerships, funded through state investments, connect local industries with workforce needs and allow workforce developers to collaborate with employers to understand and meet their current and future needs. Each region targets specific industries to develop a skilled workforce, offering training and support to individuals with barriers to employment, helping them access well-paying jobs.

Leveraging funds occurs through several strategic initiatives. Georgia's High Demand Apprenticeship Program (HDAP) connects businesses directly with technical college students. The HOPE Career Grant and other funding sources help make apprenticeship opportunities accessible, while partnerships with Georgia employers ensure training aligns with workforce needs. Additionally, Georgia's robust dual enrollment program stands out for its comprehensive funding and open enrollment system, providing students with unparalleled access to college-level courses at no cost.

To ensure effective implementation of these coordinated efforts, both GaDOE CTAE and TCSG have committed to specific actions that support the state's broader education-to-workforce strategy. These include expanding career counseling access, integrating employability skills throughout K-12 education, ensuring real-world learning experiences align with career pathways, strengthening business and industry relationships, and prioritizing educator recruitment and professional development.

This coordinated approach will ensure that Georgia maintains its position as the top state for business while working to ensure that economic prosperity is attainable for all Georgians, no matter where they live, through increased access to high-quality secondary and postsecondary CTE programs and other industry-driven postsecondary education and training opportunities.

B.1.d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

Section 112(a)(2) of Perkins V requires states to use a portion of their Perkins funds for State leadership activities that include initiatives to prepare students, including members of special populations, for careers in non-traditional fields; serve individuals in state institutions like correctional facilities and juvenile justice centers; recruit, prepare, and retain CTE teachers, leaders, support personnel, and paraprofessionals through effective preservice and professional development programs; and provide technical assistance to eligible recipients. Permissible uses of State leadership funds may include, for example, such activities as developing and approving statewide and local programs of study,

Georgia students continue to demonstrate extraordinary achievement in a robust array of **Career Technical Student Organizations** (CTSOs; see Appendix I). In the 2023 academic year, students from across the state demonstrated their skills at unprecedented levels, with dozens of first-place winners in state competitions spanning DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA. South Forsyth High School emerged as a powerhouse in DECA competitions, securing first place across multiple categories including Accounting Applications, Restaurant & Food Service Management, and Business Finance. In the technical arena, students from schools like Camden County High School dominated in areas such as architectural drafting and robotics automation, while healthcare students from schools across the state excelled in HOSA competitions, demonstrating mastery of both clinical skills and medical knowledge.

establishing statewide articulation agreements, forming industry partnerships, improving industry and postsecondary credential attainment and WBL integration, and supporting career and technical student organizations (CTSOs).

GaDOE CTAE and TCSG will use Perkins State leadership funds for all activities in Section 124(a) and selected uses from Section 124(b) of the Perkins V legislation. GaDOE CTAE and TCSG will continue to support the preparation of students for fields that are non-traditional for their gender, and other activities that expose students, including members of special populations, to high-skill, high-wage, and high-demand careers, as defined under Georgia HB 982 of 2024.

Examples of activities funded by State leadership funds are:

- College credit CTE initiatives that connect TCSG colleges with high schools in their service delivery areas.
- Professional development and leadership activities hosted in locations around the state to prepare and retain CTE faculty.
- Certification of STEM/STEAM high schools in specific CTAE pathways. The Georgia Department of Education's STEM/STEAM school certification program¹⁹ offers a comprehensive framework for transforming secondary education through experiential learning across CTAE pathways and academic disciplines. Georgia defines and envisions STEM (science, technology, engineering, and mathematics) and STEAM (science, technology, engineering, arts, and mathematics) as an integrated curriculum that requires students to engage in solving real-world, community-based problems utilizing the Georgia standards and CTAE skills. Secondary Perkins funds are helping fund a STEM/STEAM state team to work with and certify high schools in specific CTAE pathways. Non-traditional career exposure is a focus area of Georgia's STEM/STEAM Continuum²⁰ and part of the certification awarded to STEM/STEAM schools.
- Technical assistance for secondary CTAE programs and schools and individual colleges to help them improve their technical education programs and services.
- Development of statewide programs and programs of study, development and approval of locally developed programs of study, and ongoing program reviews.
- Support for CTSOs.

19 <https://stemsteamgeorgia.com/certificationprocess>

20 <https://lor2.gadoe.org/gadoe/file/2cc72070-e5d2-47dc-9989-5bd8ec8657e4/1/Secondary%20STEM%20STEAM%20Continuum%202023.pdf>

B.2. Implementing Career and Technical Education Programs and Programs of Study

B.2.a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Working collaboratively, GaDOE CTAE, TCSG, and USG have developed or updated 54 programs of study²¹ (see Table 4; two of the 54 were developed by GaDOE and USG) aligned with 152 associated career pathways to meet Georgia workforce needs and expand the pipeline of entry-level employees. GaDOE CTAE has further identified 136 of these pathways as High Demand Career Pathways that align with the state's High Demand Career List, as described below. Programs of study are based on the national Career Clusters. In October 2024, Advance CTE modernized the Career Clusters Framework — first established in 2002 with 16 Clusters — into 14 new Clusters organized in six Cluster groups²² with three cross-cutting Clusters.²³ As of the submission of this late 2025 update of the Combined State Plan, GaDOE CTAE has aligned their new High Demand Career Pathway List (described below) with the modernized Career Clusters.²⁴

CTAE students have opportunities to gain leadership experience and deepen their achievement of academic, technical, and employability skills through participation in Career and Technical Student Organizations (CTSOs) related to their studies.

Georgia's Perkins-funded CTE programs of study allow students to explore careers in the middle grades, begin pursuing a career pathway while in high school, and graduate with an entry-level industry credential and articulated postsecondary and/or dual enrollment credits. Students can also pursue further education and industry training through a registered apprenticeship or a program leading to a TCSG technical certificate, diploma, degree, or other additional credentials, as well as studies at two- and four-year public and private colleges and universities.

GaDOE CTAE and TCSG continue to collaborate to keep CTE programs of study up to date with curriculum improvements and industry stakeholder input. Data on programs of study derived from ongoing monitoring reviews also support curricular updates.

Georgia's High Demand Career Pathways

[Developed from the High Demand Career List mandated by HB 982 of 2024](#), Georgia's High Demand Career Pathway lists²⁵ were created to assist schools in prioritizing programs, help workforce boards target training investments, and provide students with evidence-based career planning tools.

To create these lists, GaDOE CTAE partnered with the University of Georgia's Carl Vinson Institute of Government to systematically link occupations to CTAE pathways. Researchers analyzed job duties and skill requirements from O*NET and Bureau of Labor Statistics data,²⁶ then compared these against CTAE course standards to identify aligned pathways. This analysis was conducted statewide and across 12 regional workforce areas to account for local labor market differences. Some occupations like "Carpenter," for example, aligned with single pathways, while others such as "Administrative Services Managers" required multiple pathway recommendations spanning different clusters.

The state and regional High Demand Career Pathway lists include career-focused, academically focused, and blended focus pathways. Georgia's new Academic Career Pathways²⁷ represent an innovative expansion of the state's 152 career pathways and overarching college and career readiness framework, designed to bridge academic rigor with hands-on, workplace-ready technical knowledge and skills. Launched for the 2025-2026 school year, 19 of the 21 pathways combine one academic course with two CTAE courses in a three-course sequence aligned to Georgia's High Demand Career List. Each pathway was designed to integrate academic content with the technical knowledge and career-readiness competencies needed in high-demand industries. These pathways complement the state's existing Academic Pathways, Advanced Academic Pathways,²⁸ and 152 career pathways, providing students with additional personalized options to achieve both college and career readiness. Students who complete an Academic Career Pathway earn recognition in the statewide accountability system, the College & Career Ready Performance

21 <https://lor2.gadoe.org/gadoe/file/4c00239b-a286-4461-952d-a30476af324c/1/Approved%20Program%20of%20Study%20Career%20Pathway%20Document.pdf>

22 See <https://careertech.org/career-clusters/>. The Cluster Groupings are Building & Moving, Caring for Communities, Connecting & Supporting, Creating & Experiencing, Cultivating Resources, and Investing in the Future.

23 Cross-cutting Clusters — Digital Technology, Management & Entrepreneurship, and Marketing & Sales — include knowledge and skills that are both sector-specific and applicable and essential to all other Career Clusters. Content from these cross-cutting Clusters can be integrated into any CTE program.

24 <https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/StatewideandRegionListNewClusters.pdf>

25 <https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/StatewideandRegionListNewClusters.pdf>

26 https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/Methodology_for_High_Demand_Career_Pathways.pdf

27 https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/HighDemandAcademicCareerPathways8_13_2025.pdf

28 <https://gadoe.org/learning/academic-pathways/>

Index (CCRPI), under both the Pathway Completion and High Demand Career indicators.

GaDOE CTAE created a web-based High Demand Career Pathway map that links to each of the 12 regional lists.

Perkins V Programs of Study

As outlined in Appendix C, which includes definitions of key terms under Perkins V and WIOA, GaDOE CTAE and TCSG define a *program of study* as “a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that –

- Incorporates challenging state academic standards, including those adopted by a state under section 1111(b) (1) of the Elementary and Secondary Education Act of 1965.
- Addresses both academic and technical knowledge and skills, including employability skills.
- Is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area.
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction).
- Has multiple entry and exit points that incorporate credentialing.
- Culminates in the attainment of a recognized postsecondary credential.” (Public Law 115-224).

GaDOE CTAE and TCSG identify their Perkins-funded CTE programs of study as core components of broader *career pathways*, as defined by Perkins V as “a combination of education, training, and services that aligns with industry needs, prepares individuals for educational options including apprenticeships, includes counseling support, organizes education and training to meet individual needs, and enables attainment of credentials, and helps [individuals] advance within occupations.” WIOA’s definition of career pathways is more detailed but aligns with the Perkins definition.

This plan seeks to use these terms clearly as they refer to Perkins V requirements. Readers will note references to “CTE programs of study” as *both* the essential elements of Perkins-funded programs of study (as above) *in addition to* the detailed program of study documents shared by GaDOE CTAE and TCSG with students, parents, counselors, educators, and other stakeholders that describe how programs of study fit within broader career pathways.

Each program of study document disseminated by GaDOE CTAE and TCSG contains the following elements to better inform parents, students, school counselors, and educators about the contents, value, and entry and exit points of their chosen pathways:

- Secondary academic courses for mathematics, English, science, social sciences, required elective courses, and elective courses as defined by Georgia’s State Board of Education graduation requirements.
- Three sequenced secondary CTAE courses for each program of study and career pathway, culminating with work-based learning experiences.
- Entry and exit points into postsecondary options for Technical Certificates of Credit (TCCs), diplomas, associate degrees, bachelor’s degrees, and/or registered apprenticeships.
- Information about obtaining industry and postsecondary credentials of value.
- Career examples for each career pathway that meet the criteria for high-wage, high-skill, and high-demand careers, as defined under Georgia HB 982 of 2024 and described in Section C.1.c.
- Occupations and related occupations for each chosen career pathway.
- Career enhancement options and postsecondary transition information that help secondary students matriculate to technical colleges, registered apprenticeship programs, four-year colleges and universities, and other education and training programs.
- Succinct descriptions and narratives for each career pathway about career options, choices, and skill requirements.

Table 4: Georgia’s 54 CTE Programs of Study

Notes. * = Program of study created with the University System of Georgia.

Secondary

GaDOE CTAE developed and will continue to support both instructionally and financially the sustainability of Georgia’s 54 programs of study, as shown in Table 4.

State and local needs assessments and labor market data will continue to be used to identify and develop new programs of study and career pathways. Examples of programs of study that were created in recent years include Nutrition and Food Science, Industrial Maintenance, Cybersecurity, Fintech (developed in cooperation with the University System of Georgia), and Early Childhood Care and Education II, each of which are in high-demand career areas.

All programs of study are continually examined and improved based on monitoring and biennial comprehensive local needs assessments (CLNAs).

GaDOE CTAE will also seek to align more career pathway courses with TCSG programs through statewide articulation agreements, a process that began in 2019.

The **Statewide Articulated Credit Agreement Initiative** between GaDOE and TCSG allows students to move more seamlessly from secondary to postsecondary, giving students the opportunity to earn college credits after successfully completing specific sequenced CTAE high school courses and taking an external assessment or presenting an approved industry credential. Articulation agreements allow high school students to earn credentials in their chosen field more quickly and without duplicating coursework across their high school and technical college programs. State-level articulations make these credits portable to any of the state's 22 technical colleges.

GaDOE and TCSG have created an efficient process for aligning high school and college courses to create articulation agreements, as well as the infrastructure needed to renew and update articulation agreements:

- The GaDOE and TCSG Articulation team meets four times each year to identify CTAE programs of study with potential for pathway articulation. GaDOE and TCSG Program Specialists meet with the Articulation team to plan an Articulation Summit on a set date, select participating faculty, and identify a set of TCSG courses that may align with the CTAE courses.
- During the Articulation Summit, faculty crosswalk standards in each of the three GaDOE CTAE courses to each identified TCSG course. This group also strives to reach consensus around a credential of value for the pathway.
- Post-Summit, GaDOE drafts a Memorandum of Understanding and sends it to TCSG.
- The draft MOU is reviewed by TCSG's relevant Instructional Faculty Consortium Committee and the Vice Presidents of Academic Affairs. Documents are signed by the Commissioner of TCSG and the GaDOE Superintendent of Education.
- Completed MOUs and articulation agreements are posted to the GaDOE and TCSG websites and made available for students to use.
- Articulation agreements where appropriate will be created for all GaDOE recognized high-demand career pathways.

This initiative has resulted in 26 articulation agreements between the TCSG and GaDOE, with another four currently in the approval pipeline and more to come.

Postsecondary

Through its 22 technical colleges, TCSG will continue to support the approximately 1,100 distinct postsecondary occupational programs and the 54 programs of study collaboratively built with GaDOE CTAE that are currently being offered statewide.

TCSG's programs will continue to be offered in five broad occupational areas:

Agriculture/Natural Resource Technologies. Agribusiness has traditionally been the foundation of Georgia's economy. Programs in Agribusiness include, but are not limited to, Environmental Horticulture and Forest Technology. Programs in Natural Resource Technologies include, but are not limited to, Wastewater Management and Wildlife and Plantation Management.

Business Technologies. These programs support a multitude of Georgia's industries, including those designated as high demand on the High Demand Career List, as mandated by Georgia HB 982 of 2024. Such programs include, but are not limited to, Information Technology, Cybersecurity, Business Management and Administration, Banking and Finance, Marketing, Design and Media Technology, and Paralegal Studies.

Health Technologies. Healthcare-related occupations continue to be among the top employment sectors in the state. Such programs include, but are not limited to, Practical Nursing, Medical Assisting, First Responder Training, Radiologic Technology, Surgical Technology, Dental Care, Rehabilitation Services, and Veterinary Technology.

Industrial, Engineering, Manufacturing, and Transportation Technologies. Stakeholder feedback indicates that these careers are both high growth and high demand. Programs include, but are not limited to, Construction, Robotics and Automation, Manufacturing, Welding Joining Technology, Diesel Equipment Technology, Electric Power, Heating and Air Conditioning Systems, Commercial Refrigeration, Automotive and Aviation Technologies, and Civil, Electrical and Mechanical Engineering.

Personal/Public Services Technologies. These programs are among the most reliable for creating opportunities for entry-level career seekers. They include, but are not limited to, Public Safety, Fire Science Technology, Commercial Truck Driving, Culinary Arts, Funeral Services, Early Childhood Care and Education, Cosmetology, Barbering, and

Hotel, Restaurant, and Tourism.

All TCSG training programs are overseen by Instructional Faculty Consortium Committees that meet and review curricula annually. Committee meetings allow for course updates or the creation of innovative programs in response to local or state industry needs. As such, TCSG curricula are never static and are continuously updated to be relevant to industry.

Whenever there are changes to either GaDOE CTAE or TCSG curricula, CTE programs of study are updated as needed and new informational and guidance documents are produced.



Nicholas Rucker exemplifies the transformative power of career and technical education as the 2024 Georgia Occupational Award of Leadership (GOAL) Student of the Year. As a Physical Therapist Assistant student at Athens Technical College, Rucker made the bold decision to pursue his passion for healthcare in his late 40s, addressing a long-held regret about not entering the physical therapy field earlier in life. His dedication to personal growth and professional development stood out among his peers, as did his ability to balance his studies with real-world experience. What makes Rucker's story particularly compelling is how he turned this career transition into an opportunity for deeper learning and community impact. His selection as GOAL Student of the Year reflects not only his academic achievements but also his

commitment to making a meaningful difference in people's lives through rehabilitative care, embodying the mission of career and technical education to transform both careers and communities. *Photo caption: Pictured are Athens Technical College President Dr. Andrea Daniel, Nicolas Rucker, Kia Georgia CEO Stuart Countess, and TCSG Commissioner Greg Dozier.*

B.2.b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V) including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will:

- i. **promote continuous improvement in academic achievement and technical skill attainment;**
- ii. **expand access to career-technical education for special populations;**
- iii. **support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)**

Secondary

GaDOE CTAE will continue to use its seven-step secondary-level process for developing and approving locally developed CTE programs of study that lead to further education and training in defined career pathways, as shown in the example in Appendix D. Industry leaders and secondary and postsecondary partners are heavily involved in the decision-making process. Evidence must be provided that locally developed CTE programs of study and pathways are connected to an industry need. Industry need is typically determined during biennial Comprehensive Local Needs Assessments (CLNAs).

Local secondary CTE programs of study as implemented by GaDOE CTAE must include an introductory or foundational course followed by two sequenced courses in an approved CTAE pathway. (Perkins V defines a *CTE Concentrator* as a secondary student who successfully completes at least two courses in a single CTE program of study.) Eligible high school students can earn industry credentials of value by passing certain end-of-pathway assessments and stackable credentials in preparation for or as a result of completing postsecondary coursework (e.g., through dual enrollment or other early postsecondary credit-earning opportunities), apprenticeship training, or workforce placement.

Postsecondary

Technical colleges may submit proposals for additional locally developed Perkins-funded CTE programs of study to the TCSG Office of Technical Education (OTE) for review. These proposals are based on local workforce development needs in college service delivery areas. Reviews begin with OTE staff examining the locally developed programs to ensure they offer coordinated, non-duplicative sequences of academic and technical content at the secondary and postsecondary levels. CTE programs of study must incorporate challenging academic standards from the **Every Student Succeeds Act**, include academic and technical knowledge and skills, including employability skills, be aligned with the needs of industry in the area, continuously progress in specificity with multiple entry and exit points, and culminate in the attainment of a recognized postsecondary credential. Submissions also must be connected to a need indicated in the college's CLNA. Colleges receive approval for their locally developed programs after this review. Colleges are required to have at least two approved Perkins CTE Programs of Study with enrollment each fiscal year.

B.2.b.i. promote continuous improvement in academic achievement and technical skill attainment.

Secondary

Analyses of CTAE data will continue to ensure that Georgia's CTAE students make continuous improvement in performance related to academic and technical skill attainment indicators. The integration of academic standards and technical skills has been a critical process in the development of CTE programs of study.

Industry partners and CTAE teachers will continue to ensure that each CTAE course includes technical skills that help students meet grade-level academic standards and promote continuous improvement.

Workforce-ready core academic knowledge and skills are embedded and taught in CTAE courses and pathways. To recognize this, GaDOE launched the **CTAE+ program** in FY25.

To graduate with a traditional diploma, Georgia students are required to take at least four mathematics courses, four science courses, and four English Language Arts (ELA) courses. With CTAE+, Georgia high school students may receive credit toward math, science, or ELA graduation requirements when they complete an identified pathway with math-, science-, or ELA-enriched content. Students must successfully complete and pass all three courses of the pathway to earn credit for the pathway and satisfy the academic credit requirement for graduation. CTAE+ was designed to prepare students for the academic skill requirements of postsecondary programs at TCSG institutions after graduation.²⁹

In 2025-2026, Georgia introduced 21 **Academic Career Pathways**³⁰ as a strategic enhancement to its college and career preparation system, creating a deliberate connection between classroom academics and workplace-oriented technical skills. In 19 of the 21 pathways, the three-course sequence pairs a single academic course with two CTAE courses, all targeting occupations identified on the state's High Demand Career List and related High Demand Career Pathway lists.³¹ The development process employed careful examination of curriculum standards and learning objectives to guarantee substantive alignment, ensuring that academic instruction strengthens the applied competencies and industry-relevant knowledge central to these high-growth fields. Rather than displacing current options, including Academic Pathways and Advanced Academic Pathways³² and the state's 152 CTAE career pathways, these blended sequences expand student choice and create additional routes toward both college and career preparedness. Completion of an Academic Career Pathway generates dual recognition within the state's accountability system (the CCRPI), counting toward both Pathway Completion and High Demand Career measures.

Additionally, beginning in 2025-2026, Georgia students can now fulfill the state's Geometry graduation requirement, one of four required mathematics units, by successfully completing all courses in CTAE's Carpentry pathway within the Construction Career Cluster, with this option meeting TCSG admission requirements.³³ GaDOE recognizes the Carpentry pathway standards as equivalent to Georgia's K-12 Geometry standards, as the pathway incorporates skills and competencies that directly apply essential geometric concepts in real-world construction contexts. To support this initiative, GaDOE has developed model lessons that explicitly highlight geometric principles within carpentry instruction, ensuring students master required mathematical competencies while gaining technical skills in one of Georgia's most high-demand industry sectors.

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Hunter Brogren turned his CTAE training into immediate career success, transitioning from Thomas County Central High School's Welding Pathway to a welding apprenticeship at Cone Machinery in Thomasville. Hunter's participation in SkillsUSA gave him the opportunity to make his favorite memory from his time in CTAE: going to Atlanta for the State Welding Championship to show off the **technical skills** he gained from his pathway. His experience with CTAE helped him learn more about welding as a career, gave him the chance to attend competitions both in and out of the state, and taught him the importance of working with others to overcome obstacles and challenges. Most importantly, CTAE helped teach Hunter "to always try your best in everything that you do, to not give up on yourself, and to always look at the positives instead of the negatives." With plans to attend Arkansas Elite Welding Academy, Hunter is well-positioned to advance in his chosen career.

29 <https://lor2.gadoe.org/gadoe/file/66867255-5529-4f14-af08-a7baa6b468d3/1/CTAE%2B%20Guidance%20Final%20-%202012-11-2024%282%29.pdf>
30 https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/HighDemandAcademicCareerPathways8_13_2025.pdf
31 <https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/StatewideandRegionListNewClusters.pdf>
32 <https://gadoe.org/learning/academic-pathways/>
33 <https://gadoe.org/press-releases/gadoe-launches-new-options-to-prepare-students-for-high-demand-careers/>
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Postsecondary

Local applications are reviewed to ensure that eligible recipients continue to promote and support continuous improvement in academic achievement and technical skill attainment. All local applications are reviewed by a crosscutting team at TCSG that includes, but is not limited to, personnel in the Office of Technical Education with oversight of Perkins-funded activities, as well as staff from TCSG's divisions of Curriculum, Accountability and Institutional Effectiveness, Special Populations, Secondary Education Initiatives, and Student Affairs.

TCSG will continue to use a standard statewide curriculum developed with input from faculty consortia that integrates challenging academics with technical education competencies. A standardized curriculum helps maintain consistency and alignment with industry standards in all programs at TCSG colleges.

TCSG will continue to review all programs regularly. Programs in need of updates go through a standard program update process led by TCSG's Academic Affairs division. Programs that are outdated or no longer needed are terminated through a formal program termination process. These annual review processes ensure that programs maintain rigor and relevance to employers in the college's local service area.

B.2.b.ii. expand access to career-technical education for special populations.

Secondary

Georgia will continue to use Perkins funds to expand and ensure access to quality career, technical, and agricultural education for all students, including those in special population groups. Georgia requires assurance of equal access and nondiscrimination for all members of special populations in locally developed and state-approved plans. Members of special populations are encouraged and supported in achieving their fullest potential to pursue additional education and training and obtain rewarding careers.

To ensure compliance and accountability with federal and state performance standards for workforce preparation and development, GaDOE CTAE works with districts and schools to provide:

- Relevant information and technical assistance on an ongoing basis.
- Individual interest and aptitude assessments through career advisement with school counselors in the development of Individual College and Career Plans, Individualized Education Plans (IEP), Transition Plans, and CTAE programs of study.
- Relevant state-approved CTAE courses, programs, and defined programs of study and career pathways to all students.
- Programmatic professional development to assist local educators and community stakeholders who support students in special populations.
- Ongoing collaboration between GaDOE's divisions of CTAE and Special Education, the Georgia Vocational Rehabilitation Agency (GVRA), and other agencies associated with Perkins and WIOA, to provide and expand access to quality CTAE programs.
- Local system CTAE student recruitment activities beginning in middle school, such as through GaDOE and TCSG's joint Career Clear marketing campaign,³⁵ which promotes the value of CTAE and varied accelerated career learning pathways to students and parents, including members of special populations.
- Technical assistance to local system CTAE programs on how to establish continuous quality improvement systems.

Georgia CTAE works cooperatively with special education educators and honors the IEPs of special needs students in all CTAE programs. Georgia plans to expand support to students in special population groups with ongoing interventions at the high school level, as described below. These interventions, where available, are intentionally designed to support the unique needs of eligible students in special populations:

- **Career Technical Instruction (CTI)** is an intervention service that supports students with disabilities who are enrolled in CTAE programs and CTSOs. All CTI students are served through an IEP. In the CTI program, a CTI-endorsed special education teacher collaborates with the CTAE instructor to help students attain the entry-level job skills, employability skills, self-determination skills, and transition skills necessary for success after high school. CTI services allow students with disabilities to access CTAE programs in the least restrictive environment with varied instructional strategies.
- Each student is provided with opportunities to develop leadership skills by participating in nationally recognized CTSOs aligned with their CTE program of study or in Georgia CTI, a state-recognized CTSO. Georgia is the only state that designates a CTSO specifically for students with disabilities to help support their transition into a nationally recognized CTSO.
- **Coordinated Career Academic Education (CCAIE)** and **Project Success (PS)**: Targeted to learners with an educational probability of school failure, this program provides support and intervention services to economically disadvantaged and/or limited English proficient career-bound students who are at risk of

failure or dropping out. The main goal of CCAE is to increase the knowledge, skills, and abilities necessary for students to graduate and be successful in the world of work and postsecondary education.

Postsecondary

Reviews of TCSG colleges' local applications are driven by an overall focus on expanding access to postsecondary education and training for all students, including special populations. Each TCSG college employs at least one Special Populations Coordinator who works directly with students who are members of one or more special populations to assist them with gaining access to and successfully completing education and training programs and obtaining employment. Special Populations Coordinators are readily available to assist these students in navigating the college setting and to provide valuable career and academic guidance. Special Populations Coordinators will connect these students with accommodations and relevant services and activities at the college and in the community.

All TCSG colleges employ a Title IX and ADA/Section 504 Coordinator whose contact information is listed on the college's website and in other publications so that students have easy access to ADA/Title IX and Special Populations information. Instructors are consistently reminded to include this information on their syllabi.

All local applications will include the following program elements for ensuring and expanding access for students who are members of special populations:

- All outreach materials will depict a diverse student population participating in CTE programs and activities.
- College applications, testing, websites, and all information related to CTE programs and programs of study will be accessible and available to all students.
- All technical college programs will be accessible and available to all students unless they are unable to meet the technical standards for the program.
- Nondiscrimination policies will be in place at all colleges with published procedures for filing complaints.
- Processes will be in place at each college for reviewing program documents and information to ensure that they are accessible.

B.2.b.iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Secondary

Employability skills represent the first standard in every CTAE course in grades K-12.

GaDOE CTAE will continue to support the inclusion of employability skills in career pathways through:

- Strong partnerships with business and industry to endorse employability skill standards.
- Robust WBL programs to develop students' employability skills.
- Opportunities for students to participate in CTSOs.
- Programmatic advisory committees to assist with providing employability skill training.
- Provision of a library of employability instructional resources.
- Extensive professional development for teaching employability skills.
- Implementation of the recommendations and goals of the Georgia Employability Skills Task Force.³⁶
- Award of Career Ready Diploma Seals related to Employability Skills. Career Ready Diploma Seals are awarded to graduating seniors who complete varied accomplishments and engage in activities, courses, and experiences that foster career readiness. Seals signal to employers that students are prepared for the workforce. In FY20, for example, despite the impacts of the pandemic, the state awarded more than 19,000 Career Ready Seals for Leadership Skills (1,254), Employability Skills (3,717), and Pathways Skills (14,040).³⁷

Postsecondary

Local applications will be reviewed to ensure that all TCSG colleges continue to support the integration of work ethics and employability skills training and evaluation into all occupational programs, including Perkins-funded CTE programs of study. Each technical college program will continue to have an advisory committee comprised of representatives from business and industry that assists in developing the employability skills curriculum. TCSG work ethics training focuses on the basic academic, interpersonal, and critical thinking skills, as well as work ethic behavior, that facilitate job acquisition, retention, and advancement when transferred to an occupational setting. All students will continue to be exposed to this essential employability training.

Current practice allows for three options for incorporating employability skills into all programs: (1) colleges can require all degree and diploma seeking students to take a standardized course that focuses on employability and college success skills early in their programs; (2) colleges can also offer their own versions of such a course, provided it is approved by TCSG; and (3) in programs leading to technical certificates and selected other programs (e.g.,

³⁶ <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Georgia-Employability-Skills-Recommendations-final.pdf>

³⁷ <https://gadoe.org/grants-awards-diploma-seals/career-ready-diploma-seal/>

Nursing and Early Childhood Care and Education), industry-specific employability skills are integrated into program courses.

B.2.c. Describe how the eligible agency will —

- i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**
 - ii. **facilitate collaboration among eligible recipients in the development and coordination of career-technical education programs and programs of study and career pathways that include multiple entry and exit points;**
 - iii. **use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;**
 - iv. **ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**
 - v. **coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**
 - vi. **support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;**
 - vii. **improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**
-
- i. **make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;**

GaDOE CTAE and TCSG will continue collaborating to make CTE program of study information available to state agencies, teachers, counselors, parents, and students by developing and coordinating the dissemination of resource documents. A sample program of study demonstrating GaDOE CTAE and TCSG collaboration is included in Appendix D. Each program of study document includes the following information:

- Secondary academic courses for mathematics, English, science, social sciences, required elective courses, and elective courses as defined by Georgia State Board of Education graduation requirements.
- An introductory course and two sequenced secondary CTAE courses for students to complete for each specific pathway, which may culminate with credit earned in work-based learning.
- Entry and exit points to multiple postsecondary options for Technical Certificates of Credit (TCCs), diplomas, associate degrees, bachelor's degrees, and/or registered apprenticeships.
- Information about earning industry credentials of value in the pathway.
- Career examples for each pathway that meet the criteria for high wage, high-skill, high-demand careers as defined in Georgia's High Demand Career List, school district CLNAs, and statewide labor market data analyses.
- Examples of how each career pathway connects to high-demand career opportunities in the state.
- Career enhancement options and postsecondary transition information that helps secondary students matriculate to military enlistment, on-the-job training, special purpose schools, registered apprenticeships, technical colleges, and public and private two- and four-year colleges and universities.
- Succinct descriptions of and narratives about each program of study and career pathway, including job options, choices, skill requirements, and labor market trends.

GaDOE CTAE and TCSG will also:

- Continue to develop and distribute printed copies and electronic versions of all statewide programs of study and career pathways to students, parents, and other stakeholders, including in other languages as appropriate.

- Update and distribute printed and electronic copies of Dual Enrollment General Information Cards for school counselors and Dual Enrollment General Information for students, parents, and local community members in the appropriate language for the audience.
- Create and distribute printed and electronic copies of Articulated Credit Cards for school counselors and Articulated Credit General Information for students, parents, and local community members in the appropriate language for the audience.
- Create and distribute printed and electronic copies of CTAE+ for school counselors and CTAE+ General Information for students, parents, and local community members in the appropriate language for the audience.
- Provide professional learning and staff development for school counselors, postsecondary dual enrollment advisors, and special populations staff statewide.
- Continue to promote GaDOE CTAE and TCSG's Career Clear initiative, an outreach effort designed to educate students and parents about the value of the state's CTAE and technical education programs. Career Clear shows how high school studies include hands-on learning experiences, internships, early postsecondary credit-earning opportunities, and industry connections across the 14 Career Clusters in the modernized national Career Clusters framework. Students have multiple pathways to success, including registered apprenticeships, dual enrollment opportunities, articulated credit, and tuition-free education through the HOPE Career Grant (state-funded) in 18 high-demand fields, making career exploration and preparation accessible and practical for Georgia's students.

ii. facilitate collaboration among eligible recipients in the development and coordination of career-technical education programs and programs of study and career pathways that include multiple entry and exit points;

GaDOE CTAE and TCSG will continue to work with eligible recipients to coordinate the creation of CTE programs, programs of study, and career pathways. Staff will regularly attend professional development workshops and provide targeted technical assistance whenever and wherever needed. For example, GaDOE CTAE and TCSG personnel will provide resources and guidance to eligible recipients on completing CLNAs, including ways for recipients to collaborate and coordinate CTE programs, programs of study, and career pathways, and engaging stakeholders (e.g., advisory committees, business and industry leaders, economic development and workforce agency partners) in the program development and coordination process.

Georgia endeavors to share comprehensive information with educators, students, and parents that explains how CTE positively impacts students' educational and career progress. Each component of the state's published career pathway document provides content that assists parents and students in evaluating their educational options when considering their career aspirations and preferences. To ensure that program of study documents are accurate, GaDOE CTAE and TCSG collaboratively mine data from the Georgia Department of Labor's Career Explorer web portal. GaDOL's career data helps students formulate, review, and consider post-high school options that align with their career interests, aptitudes, and aspirations.

Georgia will continue to include eligible recipients in reviewing and updating CTE program of study documents. Districts and schools are invited to add elements, edit data, or revise or include actionable items to the value-added sections of these documents, such as career enhancement activities, varied postsecondary credit and industry credential earning opportunities in high school, and where to go to find information about scholarships and financial aid.

This information is in addition to the results of career interest and aptitude assessments, mandated by the state for all students, that help students explore potential careers and the postsecondary education and training needed to secure them.

Each CTE program of study document (like the example in Appendix D) includes a narrative description of how it fits within a career pathway spanning secondary and postsecondary education and training as well as examples of the kinds of workplace tasks, tools, and scenarios students might encounter in the pathway. Key stakeholders can update this content to encourage secondary and postsecondary students to review the results of their career interest and aptitude assessments and consider new postsecondary and career options. Career descriptions can help students understand the entry and exit ramps they can take to obtain various careers, salary options in those careers, and projected annual openings in the state.

GaDOE CTAE and TCSG have developed a template that helps secondary and postsecondary personnel follow a thorough, consistent development process that ensures that all necessary components of a CTE program of study are included.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Georgia draws on multiple sources of national and state education and labor market data to align its secondary and postsecondary programs of study with state, regional, and local labor market needs. These include, for example, such national sources as the Bureau of Labor Statistics (BLS), the U.S. Department of Labor, the Integrated Postsecondary Education Data System (IPEDS), and state sources like Georgia Department of Labor data.

The state's High Demand Career List, mandated under Georgia HB 982 of 2024, uses Lightcast as its primary data source for labor market analysis, along with several supplementary sources. The list development process begins with Lightcast data to identify all SOC codes in each region and statewide (782 occupations), which is then filtered for positive projected growth between 2020-2030 (584 occupations). For wage analysis, the state incorporated MIT living wage data for Georgia (using the benchmark of two working adults and one child, which equates to \$20.96 per hour or \$43,596 annually) and OEWS (Occupational Employment and Wage Statistics) Occupational Wage data for median earnings across all occupations in Georgia (\$45,480). The state also utilizes BLS data, accessed through Lightcast, to determine typical entry-level education requirements and on-the-job training requirements for occupations. These combined data sources and filters resulted in the identification of 234 occupations on the state's 2025 High Demand Career List, approved in December 2024.³⁸ The HDCL is revised annually: The 2026 list of 278 occupations will take effect on January 1. Regional data analysis is conducted using geographic boundaries established by Georgia's Department of Community Affairs' Regional Commission Boundary Map.

Labor market information (LMI) comprehensively describes current economic conditions in an area, including, but not limited to, demographics, unemployment rates, wages and benefits, and job opportunities. Data regarding industry demand and growth trends and company downsizing and expansion are also included in LMI.

The state also uses LMI to develop statewide and regional High Demand Career Pathway Lists.³⁹ GaDOE CTAE collaborated with the University of Georgia's Carl Vinson Institute of Government to link high demand occupations to CTAE pathways. Researchers analyzed job duties and skill requirements from O*NET and BLS data,⁴⁰ then compared these against CTAE course standards to identify the aligned pathways on Georgia's High Demand Career List. The statewide and regional High Demand Career Pathway Lists created using this methodology are available as a hyperlinked map of the state's 12 regions.⁴¹ GaDOE CTAE and TCSG will continue to use LMI to align secondary and postsecondary CTE programs and pathways with state, regional, and local economic needs, including high-demand industry sectors and occupations; population statistics and population projections; state-level data from federal sources; and state and local data and reports.

A three-step process is used to adopt and revise CTAE courses and programs of study with input from business and industry representatives. First, standards and programs of study are formulated using input from industry advisory committees. Second, secondary CTAE courses are aligned with relevant courses at TCSG to create seamless dual enrollment options. Third, a comprehensive online public review process solicits stakeholder input to refine each proposed CTE program of study. GaDOE CTAE Program Specialists who implement programs of study work closely with business and industry to stay abreast of LMI data and workforce needs.

GaDOE CTAE ensures that its secondary CTAE administrators are well equipped to use LMI. With the implementation of Perkins V, Georgia's secondary CTAE administrators are required to complete data-informed comprehensive local needs assessments. But the volume and complexity of labor market data can be overwhelming. The Carl Vinson Institute of Government offers twice-yearly workshops that prepare CTAE leaders to use labor market data to make informed decisions, manage investments, and support the CLNA process. Workshops share an overview of labor market data, provide a hands-on demonstration of accessing, downloading, and analyzing labor market data, and advise leaders on how to turn data into action in all aspects of their work.

The Carl Vinson Institute of Government also created a set of LMI resources that are housed on the CTAE Delivers website.⁴² These include:

- Occupational Projections
- County Industry Data
- Demographic and Community Characteristics
- State In-Demand Occupation Tool
- Regional Labor Market Analysis Report
- Cluster Reports
- Alignment Labor Market Resources

TCSG will continue to use a self-developed Knowledge Management System that tracks, in detail, enrollment, retention, and completion data for each of its 22 colleges. TCSG will continue to subscribe to the Lightcast labor market data analytics service, which provides data on occupations, programs, job postings, industries, demographics,

38 Statewide and regional lists and related resources are found at <https://www.tcsgeu.ga-high-demand/>

39 <https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/StatewideandRegionListNewClusters.pdf>

40 https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/Methodology_for_High_Demand_Career_Pathways.pdf

41 <https://lor2.gadoe.org/gadoe/file/276f7240-37d6-4c7f-ad08-8b06a1b12bfd/1/HDpathwaymapwithregionlinks2.pdf>

42 <https://ctaodelivers.org/labor-market-information>

and input-output variables. Reports and information from these sources will be used to develop CTE programs and programs of study at Georgia's technical colleges.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Secondary

Georgia will continue to ensure equal access to Perkins-funded CTE programs for all students, including those in special populations. Members of special populations are encouraged and supported in achieving their fullest potential to pursue further education and training and obtain rewarding careers.

Georgia requires assurance of equal access and nondiscrimination for all members of special populations in locally developed and state-approved plans through reviews by Office of Civil Rights (OCR) Methods of Administration (MOA) and Monitoring and Risk Assessment (MRA) teams. OCR MOA reviews, for example, will be conducted in five districts annually. These reviews will include, but not be limited to, monitoring of classroom practices, equity statements, information accessibility, and onsite classroom and facility audits.

GaDOE CTAE uses the following strategies to promote equal access:

- Providing information and training on making reasonable accommodations and/or modifications according to a student's Individualized Education Plan or 504 Plan in programs that are designed to serve all students in secondary environments, including technical assistance from the Special Populations Programs Specialist and Georgia Vocational Rehabilitation Agency (GVRA) Regional Coordinators to adapt curriculum and instruction as needed to ensure state-determined levels of performance are met or exceeded.
- Conducting programmatic professional development to assist local educators and community stakeholders who support students in special populations groups.
- Continuing collaboration between GaDOE's divisions of CTAE and Special Education, GVRA, and other agencies associated with Perkins and WIOA to ensure that all students have equal access to high-quality CTAE courses, programs, and programs of study and that students in special populations receive continuous support to successfully transition to further education and careers.
- Providing materials, resources, and support to eligible recipients so they can:
 - o Recruit and market CTAE programs to all student groups, including members of diverse races, genders, and special populations.
 - o Provide CTAE courses, career pathways, and work-based learning opportunities to all students, including those who are members of special populations.
 - o Provide career-related information and materials to students in special populations regarding the full range of postsecondary opportunities available to them, with an emphasis on non-traditional career options.
 - o Provide guidance and counseling on career development activities and transition services, including the opportunity to develop critical employability skills.

GaDOE CTAE is expanding access for special populations to include students who are in military-affiliated families, students experiencing homelessness, or students in foster care.

In 2018, GaDOE began specially recognizing Military Flagship Schools that go above and beyond to provide a supportive environment for military students and families. Military Flagship Schools provide targeted outreach to families and recognize and accommodate their unique needs. All schools are eligible to apply for the Military Flagship School Award and applications are evaluated by a committee including active members of the military, School Liaison Officers, school district staff, and members of the Military Interstate Children's Compact Commission.

GaDOE CTAE will work collaboratively with the GaDOE Title IX Grants Program Manager and local designees through the McKinney-Vento Act. This combined Perkins V and WIOA plan has been written in alignment with Georgia's Every Student Succeeds Act (ESSA) plan. Guidance has been provided for students in foster care are through Title I, Part A provisions, through which each eligible recipient has a point of contact. GaDOE CTAE region coordinators, the CTI program specialist, and the school counseling program manager and program specialist will work with CTAE directors to ensure they know with whom to consult at the local level to support students in foster care. Guidance is also provided by the GaDOE Whole Child division, which created *Educational Performance Impact of Trauma on Students in Foster Care (HB 855) 2020 Legislative Session*,⁴³ a document that offers guidance regarding assessing newly enrolled students in foster care to determine whether exposure to trauma has had or is likely to have an adverse impact on their educational performance. A monthly newsletter provided by the school counselor team in GaDOE's CTAE division offers additional information to help educators better serve students in foster care.

Postsecondary

Across TCSG, equal access for special population students will be ensured by monitoring that each technical college has:

- College applications, testing materials, websites, and information that are accessible and available to all students.
- Nondiscrimination policies in place and published procedures on how to file complaints.
- A Title IX and ADA/Section 504 Coordinator with readily available contact information.
- Processes for reviewing program documents and information to ensure they are accessible and depict diverse students.
- Professional development for college staff on access, special populations, and best practices for serving students in special populations.

Office of Civil Rights MOA reviews will be conducted at two colleges annually. These reviews will include, but not be limited to, monitoring of college practices, equity statements, information accessibility, and onsite classroom and facility audits.

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;**

To align with CLNA results, GaDOE CTAE encourages each eligible secondary recipient to align career pathways with local, regional and state high-demand occupations, as defined and mandated under Georgia HB 982 of 2024 and operationalized statewide under HB 192 of 2025 (Georgia's definition of high-demand occupations aligns well with the federal definition of *in-demand occupations* under WIOA, as used in Perkins V; see Appendix C and the discussion in Section C.1.c) and the seven-step process GaDOE CTAE requires for creating locally developed pathways.

For postsecondary recipients, the TCSG Office of Workforce Development (OWD), which is governed by the State Workforce Development Board, will collaborate with the local workforce development boards through sector partnerships to develop and review career pathways.

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;**

Secondary

Georgia has a robust work-based learning effort. WBL offers students a way to understand all aspects of an industry. With WBL opportunities available during and at the culmination of their high school studies, students can earn credit equivalent to other CTAE courses by enrolling in a WBL placement.

WBL enrollment has steadily increased for many years, with 27,594 students enrolling in FY23, as noted in end-of-year reports by WBL coordinators. Over 400 CTAE educators currently serve as WBL coordinators, with approximately 60% occupying this role full time.

Significant investments have been made to monitor, maintain, and grow Georgia's WBL effort. As part of the state's Economic Development Partnership (EDP) recognition system,⁴⁴ developed collaboratively with the Georgia Economic Developers Association (GEDA), school districts are asked to evaluate their pathways and WBL programs to encourage more business and industry-led advisory committees, educator externships, and WBL enrollment. Twenty-one school districts have earned the EDP recognition at GEDA's Annual Conference since its launch in 2017, and all have strong WBL enrollment and programs. Districts engage in a SWOT (strengths, weaknesses, opportunities, and threats) analysis as part of the application process. These analyses are conducted by local chambers of commerce or economic development personnel and a business and industry partner as well as the school system and show where partnerships need to be improved.

Since 2022, the Georgia Power Foundation has donated over \$110,000 in grant funds for districts pursuing the EDP to use for externships and economic development-related activities.

GaDOE CTAE provides extensive support for WBL programs and coordinators through initial and ongoing professional development. WBL coordinators divided into six geographic regions meet four times each school year in locations hosted by engaged business and industry leaders and economic development partners. During these sessions,

participants share information on current workforce issues and business and industry needs. Hands-on learning and inquiry-based instruction are continued mainstays of all CTAE programs, with employability skills embedded as the *first* standard of every CTAE course.



Riley Morgan's journey from high school student to full-time maintenance technician at Kia Georgia exemplifies the transformative power of **work-based learning** in Georgia's CTAE programs. After completing the Mechatronics and Energy Pathways at THINC Academy/Troup County High School, Riley discovered his passion for robotics and automation through hands-on experience and SkillsUSA participation. While many of his peers were still deciding on their career paths, Riley was already gaining real-world experience through internships at Kia's West Point plant. He went on to earn his associate degree in precision manufacturing and maintenance from West Georgia Technical College, and his dedication paid off when he secured a full-time position maintaining advanced robotic manufacturing systems at Kia.

Postsecondary

TCSG instructors have been, and will continue to be, required to have industry work experience and training, and hold the relevant industry credentials of their field of employment, as appropriate. TCSG instructors continuously share and model their real-world work experiences and knowledge of all aspects of industry with the students they teach. Faculty also seek to expose students to real-world working environments in their labs, during field trips, and through in-class presentations made by industry representatives.

Many TCSG programs also offer work-based learning through simulated experiences (e.g., Artificial Intelligence, Augmented Reality, Virtual Reality), internships, and apprenticeship work placements that allow students to accumulate hours of real work experience while enrolled in a program.

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)**

Secondary

Each GaDOE CTAE eligible recipient will use a five-step process to successfully complete the Perkins CLNA and reduce performance gaps for all CTAE concentrators. Eligible recipients will determine major tasks and roles through a Pre-Planning step that includes determining necessary data sources, setting a timeline, and identifying all stakeholders and team members that need to be engaged in the discussion. During the Gathering step, stakeholders and team members gather data, consult with stakeholders to interpret data, and record stakeholder input. Data used to identify needs include a 3-year data comparison of each Perkins secondary performance indicator and is disaggregated for all subgroups to provide a comprehensive look at student performance. During the Analysis step, recipients analyze and verify results and perform root cause analyses using a variety of techniques. During the Prioritize step, recipients use their data analyses and identified root causes to prioritize results by importance, feasibility, and the rank of identified needs. These priorities then drive the last step, Planning and Budgeting. Local applications contain the complete results of the CLNA process. Recipient teams research relevant evidence-based practices and establish short-term and long-term intervention goals. These steps result in a list of overarching needs and goals that determines budgetary expenses over the two-year period of the CLNA.

Postsecondary

TCSG college recipients will use a five-step improvement process to help improve outcomes for all CTE concentrators, including members of special populations. Eligible recipients will analyze quantitative and qualitative data, including CLNA data, by demographic groups to determine root causes for any performance gaps. Eligible recipients will then identify and pilot strategies to improve outcomes, including for students who are members of special populations. Outcomes will be evaluated in the following year to determine if the strategies should be expanded or replaced.

TCSG colleges are provided with performance data for the three postsecondary Perkins measures in the fall. Colleges that have not met their established benchmarks for the institution and/or programs, populations, or subgroups are required to write improvement plans.

B.2.d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

GaDOE CTAE and TCSG will continue to work together to strengthen student access to dual enrollment programs.

Dual enrollment allows eligible high school students to earn postsecondary credits while simultaneously meeting their secondary graduation or home study completion requirements. All dually enrolled students have full access to all secondary and postsecondary services, including disability and other services for special populations.

Dual enrollment opportunities are widely disseminated to secondary students and parents through handouts and on GaDOE, TCSG, and Georgia Student Finance websites. By state mandate, communications regarding dual enrollment must be shared with each student and family in Grades 8-11 by February 1 of each year (O.C.G.A. 20-2-325).

GaDOE CTAE and TCSG will continue to include opportunities for eligible high school and home study students to participate in dual enrollment, when appropriate, by following sections from state code that provide guidance for dual enrollment programs (O.C.G.A. 20-2-161.3).

As noted in Section B.2.a, GaDOE and TCSG's Articulated Credit Agreement Initiative creates additional opportunities for students to transition seamlessly from secondary to postsecondary education. Articulation allows students to earn college credits by successfully completing specific CTAE pathway courses and obtaining related assessments or credentials, enabling them to earn credentials more efficiently, with portability to all technical colleges in the state, without duplicating coursework. With 26 articulation agreements and four more in development, articulation accelerates credential attainment for students.



Emily Nebb's story demonstrates how CTAE programs can open doors to both immediate career opportunities and accelerated postsecondary attainment. As a senior at Calhoun High School, Emily served as both FBLA chapter president and part-time talent acquisition coordinator at Mohawk Industries. Through her Graphic Design Pathway, she earned the Adobe Certified Professional credential while simultaneously pursuing dual enrollment credits at Chattahoochee Technical College. Emily's work-based learning experience at Mohawk Industries gave her invaluable exposure to corporate operations and human resources, experiences she is building upon as she pursues a business entrepreneurship degree at Kennesaw State University.

B.2.e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

As described in Section A, GaDOE and TCSG developed this combined Perkins V and WIOA plan collaboratively and with feedback from a variety of stakeholders around the state, including business and industry leaders, government agencies, labor, workforce, and economic development agency leaders, industry and educational associations, students, parents, academic and CTE teachers, administrators, and career and academic school counselors, among others.

Secondary

GaDOE CTAE actively works with a broad range of stakeholders to plan, develop, implement, and evaluate its programs, efforts, and initiatives, including all Perkins-funded activities.

The state's strategic planning process exemplifies its approach to stakeholder involvement, spanning GaDOE's State Business and Industry Advisory Committee, state and local secondary and postsecondary education leaders, economic and workforce development leaders, government agencies, industry associations, community-based organizations, parents, students, and other interested stakeholders.

GaDOE's Career Forward 2024-28 strategic plan⁴⁵ outlines action items for GaDOE, school districts, and partners to advance career, technical, and agricultural education in the state and ensure that Georgia remains the top state for K-12-based preparation for postsecondary education and the workforce. Preparation of this strategic plan included desktop analyses of labor market and education data, stakeholder surveys, interviews, and more than 20 listening sessions and three strategic planning committee workshops. The 50+ member steering committee helped GaDOE CTAE create a bold mission, vision, values, and priorities that are not only reflected in this combined Perkins/WIOA plan but also align with Governor Kemp's overarching education and workforce goals for Georgia (Section B.1).

GaDOE CTAE's structured approach to engaging stakeholders is also well-captured by the combined Perkins V/WIOA plan writing process, through which GaDOE CTAE:

- Initiated stakeholder engagement through the Governor's Workforce Summit, where the combined plan was announced, and stakeholders were invited to participate in upcoming events.
- Conducted GaDOE CTAE Business and Industry Advisory Council meetings with CEOs, managers, and employees from various corporations and companies of varied sizes across the state.

- Met with the CTAE Administrators' State Advisory Committee and CTAE Accountability Team, involving administrators from three Georgia regions.
- Consulted with the CTE Advisory Commission, composed of state legislators and governor appointees.
- Held Regional Stakeholder sessions (Section A.3) that engaged diverse groups, including: Secondary and postsecondary representatives (teachers, faculty, school leaders, support personnel, counselors, paraprofessionals); community representatives, parents, and students; workforce development board representatives; special populations representatives; business and industry representatives; labor organization representatives; military school liaisons; and representatives of agencies serving out-of-school, homeless, and at-risk youth.

Industry Partnership Highlights

Georgia's CTAE programs have cultivated robust partnerships with industry leaders that create meaningful opportunities for students. The successful collaboration between **Kia Georgia** and THINC Academy has created a pipeline for students like Riley Morgan (Section B.2.c.vi) to transition from internships to full-time employment. **Mohawk Industries** has developed a comprehensive work-based learning program that allows students like Emily Nebb (Section B.2.d) to gain real-world experience in corporate settings while still in high school. The "Top Gun" program, through which CTAE teachers and work-based learning coordinators learn to use marketing and public relations toolkits to more effectively market and brand their programs and increase their connections with business and industry, has become a cornerstone of WBL excellence. Such partnerships extend beyond individual placements - companies across Georgia actively participate in curriculum development, provide equipment and training resources, and offer mentorship opportunities to ensure CTAE programs remain aligned with industry needs.

Postsecondary

At the TCSG level, stakeholders will continue to be involved in the planning, development, implementation, and evaluation of postsecondary CTE programs through engagement in state and local advisory committees and biennial CLNAs. Involvement will include:

- Analyzing data collected from, but not limited to, students, graduates, faculty, college administrators, employers, and local program advisory committees made up of representatives of local businesses, industries, and labor organizations, to develop academic operational plans at each college.
- College administrators, program faculty, career services personnel, and local program advisory committees will provide ongoing input into academic operational plans, making recommendations for program and course continuation, additions, deletions, improvements, and modifications.
- CTE program faculty will meet with program-specific advisory committees to discuss program aspects that include, but are not limited to, program structure, competencies, certification, and accreditation.
- Curriculum standards in all CTE programs will be developed with input from industry and are based on industry standards.
- Local program advisory committees, college administrators, and program faculty will work together to evaluate individual programs, program assessment measures, and performance outcomes.
- All programs will be reviewed regularly at a local and systemwide level, with support from industry advisory committees, to ensure that all programs maintain rigor and relevance to employers and students in the local service areas.

B.2.f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

All GaDOE CTAE programs and TCSG colleges will complete a local application to receive federal Perkins funds. The local application templates for secondary and postsecondary eligible recipients are found in Appendices E and F.

B.2.g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

Every secondary CTAE eligible recipient and each college within TCSG will implement the requirements outlined in Perkins V to conduct a CLNA related to CTE.

Secondary recipients use the CLNA within the local application process and will have a CLNA review during monitoring visits. The CLNA will be conducted not less than once every two years and corresponding results reflected on the local application. Appendix E contains GaDOE's combined CLNA template and local application (Appendix E-1)

and its CLNA guidance document (Appendix E-2).

Appendix G contains TCSG’s CLNA template (known as a PLANAR – Perkins Local Area Needs Assessment Report; Appendix G-1) and guidance document for conducting the PLANAR (Appendix G-2).

For postsecondary recipients, needs assessment results will be reviewed and approved by TCSG and included in each college’s local application for Perkins funds.

B.2.h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Definitions of Size, Scope, and Quality for both secondary and postsecondary CTE programs in Georgia are summarized in Tables 5 and 6.

Table 5: Perkins V Secondary CTAE Size, Scope, and Quality Definitions

Item	Definition																				
Size	The eligible recipient must annually address the enrollment size and classroom and lab space of CTAE programs by: Offering two complete CTAE pathways in at least two different Career Clusters as defined by Georgia Code Title 20 Education § 20-2-159.1 and based on Grades 9-12 student enrollment.																				
	<table><tr><th>9-12 Enrollment</th><th>Minimum Number of CTAE Pathways*</th></tr><tr><td>25-750 students</td><td>2 CTAE Pathways in Different Career Clusters</td></tr><tr><td>751-2,000 students</td><td>4 CTAE Pathways in Different Career Clusters</td></tr><tr><td>2,001-10,000 students</td><td>6 CTAE Pathways in Different Career Clusters</td></tr><tr><td>10,001+ students</td><td>8 CTAE Pathways in Different Career Clusters</td></tr></table>	9-12 Enrollment	Minimum Number of CTAE Pathways*	25-750 students	2 CTAE Pathways in Different Career Clusters	751-2,000 students	4 CTAE Pathways in Different Career Clusters	2,001-10,000 students	6 CTAE Pathways in Different Career Clusters	10,001+ students	8 CTAE Pathways in Different Career Clusters										
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	10,001+ students	8 CTAE Pathways in Different Career Clusters																			
	<i>* Each pathway shall represent a different career cluster. Pathways above the minimum may be within the same cluster area.</i>																				
	<table><tr><th>14 National Career Clusters (Modernized 2024 Framework)</th><th></th></tr><tr><td>Advanced Manufacturing</td><td>Education</td></tr><tr><td>Construction</td><td>Healthcare & Human Services</td></tr><tr><td>Supply Chain & Transportation</td><td>Public Service & Safety</td></tr><tr><td>Arts, Entertainment, & Design</td><td>Agriculture</td></tr><tr><td>Hospitality, Events, & Tourism</td><td>Energy & Natural Resources</td></tr><tr><td>Financial Services</td><td>Digital Technology*</td></tr><tr><td></td><td>Marketing & Sales*</td></tr><tr><td></td><td>Management & Entrepreneurship*</td></tr><tr><td>*Cross-cutting Clusters</td><td></td></tr></table>	14 National Career Clusters (Modernized 2024 Framework)		Advanced Manufacturing	Education	Construction	Healthcare & Human Services	Supply Chain & Transportation	Public Service & Safety	Arts, Entertainment, & Design	Agriculture	Hospitality, Events, & Tourism	Energy & Natural Resources	Financial Services	Digital Technology*		Marketing & Sales*		Management & Entrepreneurship*	*Cross-cutting Clusters	
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Financial Services	Digital Technology*																				
	Marketing & Sales*																				
	Management & Entrepreneurship*																				
*Cross-cutting Clusters																					
- Providing appropriate CTAE classroom and lab space that meets GaDOE Facilities Guidelines and industry certification requirements. - Maintaining student-teacher ratios appropriate for the provided equipment, classroom space, and lab space to ensure health and safety for CTAE students in Grades 5-12.																					
Scope	The eligible recipient must annually: - Designate a School System Employee as a CTAE Director as defined in State Board Rule 160-5-122 and identified in the System Organizational Chart. - Conduct a biennial CLNA with specified stakeholders. - Offer state-approved, age-appropriate classroom and lab experiences, employability skills, work-based learning opportunities, and CTSO leadership experiences to all students in Grades 5-12. - Provide career advisement and guidance to all students in Grades 6-12 beginning with career awareness, interest inventories, and skills assessments in the middle grades to help students evaluate their skills and aptitudes, followed by the development of Individual College and Career Plans by the end of sixth grade that guide middle grades and high school coursework and are updated annually, preparing students for seamless transitions to postsecondary study, further training, or employment in high-demand careers, as mandated by HB 192 of 2025, the Top State for Talent Act.⁴⁶																				

Scope	Eligible Recipient CTAE quality programs must: • Provide work-based learning opportunities according to state course standards. • Hold at least two Advisory Committee meetings annually for each CTAE pathway, program, and cluster. • Align secondary and postsecondary career paths (e.g., articulation agreements, dual credit). • Hold at least two (2) CLNA stakeholder meetings annually and offer quality CTAE state-approved programs of study according to the results of the CLNA. • Offer Credentials of Value (defined in performance indicators) as approved by GaDOE CTAE. • Ensure equal access for all students, including special populations as defined in Perkins V.
Quality	The eligible recipient must annually meet the following quality criteria: • Implement a continuous program improvement process through the CLNA, including Perkins State-Determined Performance Levels (10 core indicators). • Include local employers as the majority of Advisory Committee members. • Employ instructors who meet requirements specified by the eligible recipient of Perkins V funding. • Provide and maintain equipment that meets industry standards and safety regulations and is updated regularly. • Develop a plan to meet industry certification standards as recognized by GaDOE CTAE. • Comply with Office of Civil Rights (OCR) Methods of Administration (MOA) procedures and regulations, and CTAE Monitoring and Risk Assessment Reviews. • Offer CTAE programs that lead to <i>at least one</i> of the following types of occupations, as below. These definitions were determined in consultation with state stakeholders and established in state policy as part of Georgia's Top State for Talent and High Demand Career List initiatives: • a high-skill occupation, as defined in Georgia as occupations that require a minimum education level that is more than a traditional high school diploma (credentials include technical certificates, industry-recognized credentials, postsecondary non-degree awards, associates, bachelors, masters, doctoral and professional degrees OR occupations that provide a moderate or long-term on the job training model). • a high-wage occupation, defined in Georgia as those that have an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Occupational Employment and Wage Statistics (OEWS), a program within USDOL Bureau of Labor Statistics. • A high-demand occupation, defined in Georgia as occupations that have a positive growth trajectory with available job openings and are in an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

Table 6: Perkins V Postsecondary CTE Size, Scope, and Quality Definitions

Item	Definition
Size	Postsecondary Perkins funding recipients must offer full postsecondary CTE occupational programs in at least six (6) of the 14 national Career Clusters.
Scope	Postsecondary CTE programs must: • Be at least six (6) credit hours in length • Lead to a postsecondary award
Quality	• Colleges must maintain Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation. • All postsecondary CTE programs must be approved by the State Board of the Technical College System of Georgia. • All postsecondary CTE programs must have a local advisory committee.

B.3. Meeting the Needs of Special Populations

B.3.a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

- i. will be provided with equal access to activities assisted under this Act;
- ii. will not be discriminated against on the basis of status as a member of a special population;
- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;
- iv. will be provided with appropriate accommodations; and
- v. will be provided instruction and work-based learning opportunities in integrated settings that support

i. will be provided with equal access to activities assisted under this Act;

Secondary

Georgia will continue to employ strategies to ensure that students who are members of special populations have equal access to high-quality career, technical, and agricultural education and can participate fully in their chosen courses and/or programs of study, regardless of their academic, personal, or social development.

GaDOE CTAE works collaboratively with GaDOE's division of Special Education, the Georgia Vocational Rehabilitation Agency (GVRA), and other agencies, including those implementing WIOA-funded programs, to ensure that students in special and strategic populations can fully participate in career, technical, and agricultural education courses, programs of study, and career pathways that support their successful transition to postsecondary attainment and careers.

GaDOE will:

- Ensure that students who are members of special populations meet the same academic, technical, and employability standards as all other students.
- Ensure that relevant state-approved CTE programs of study and career pathways are accessible to all students.
- Use the state's Career Technical Instruction (CTI) intervention programs (see Section B.2.b.iii) to help students with disabilities gain the knowledge, skills, and abilities they need to successfully transition into the world of work and further education.
- Employ the state's Coordinated Career Academic Education (CCAIE) initiative and Project Success (PS) intervention programs, where available, to provide eligible students with educational, academic, and occupational services.
- Engage Program Specialists for Special Populations in providing technical assistance and professional development on how to create high-quality, inclusive programs and ensure that students who are members of special populations have access to high-quality CTE courses, programs of study, and career pathways.
- Provide reasonable accommodations or modifications aligned with students' Individualized Education Plans (IEPs) in programs that serve all students in secondary settings.
- Offer work-based learning opportunities to all students, including members of special populations.
- Provide career-related information and materials to students who are members of special populations regarding postsecondary opportunities, including non-traditional career options and careers on Georgia's High Demand Career List.
- Support participation in national Career and Technical Student Organizations (CTSOs) for all students, including members of special populations, as well as Georgia CTI, a CTSO intentionally designed for Georgia's students with disabilities.
- Ensure that STEM (science, technology, engineering, and mathematics) and STEAM (science, technology, engineering, art, and mathematics) instructional practices are inclusive of all students.
- Make dual enrollment and early postsecondary credit-earning options accessible to all students.
- Provide career interest and aptitude assessments that help all students and their families make informed choices about their programs of study.
- Provide quality guidance, counseling, career development activities, and transition services, including opportunities to develop employability skills, to all students.
- Design and disseminate recruiting and marketing materials that are inclusive of all students, including members of diverse races, genders, and special populations, beginning in the middle grades.
- Conduct periodic Monitoring and Risk Assessment Reviews that include an emphasis on special populations.
- Conduct Office of Civil Rights Methods of Administration (MOA) compliance reviews in targeted systems.

Postsecondary

TCSG colleges provide equal access to students who are members of special populations by ensuring that:

- Each college has a Special Populations Coordinator who works directly with students to assist them with gaining access to and successfully completing education and training programs, including obtaining any needed support services and accommodations.
- The Special Populations Coordinator serves as the liaison between faculty, staff, and students.
- College applications, testing materials, websites, and other information related to TCSG programs are accessible and available to all students and standardized whenever possible.
- College outreach materials and publications depict a diverse student population participating in program activities (e.g., men and women in programs that are non-traditional for their gender, students with disabilities, students of

different races and ethnicities).

- All information, course content, and facilities are accessible to students who need accommodations, supported by annual training of faculty and staff.
- Relevant workshops, resource guides, informational programming, and support services are provided to students who are members of special populations.
- The Special Populations Coordinator provides ongoing faculty and staff training to make sure that each area of the college is accessible and fair. Training is specific to each category within the special populations list.
- Nondiscrimination policies are in place at each college, with published procedures for filing complaints.
- Contact information for each college's Title IX and ADA/Section 504 Coordinator is readily available to all students, faculty, and staff.
- Office of Civil Rights MOA reviews are conducted on a regular, rotating basis at all colleges.
- TCSG personnel provide ongoing professional development for disability services coordinators about effective teaching and learning techniques for students with disabilities and how to lower or eliminate barriers to learning.

ii. will not be discriminated against on the basis of status as a member of a special population;

Secondary

GaDOE CTAE will continue to ensure that students who are members of special populations will be afforded the rights and protections guaranteed for all students through:

- Office of Civil Rights MOA onsite compliance reviews and program monitoring of special populations
- CTAE Monitoring and Risk Assessment reviews
- Comprehensive Local Needs Assessments
- Ongoing professional learning workshops
- Continued collaboration with Special Education, GVRA, and other agencies

GaDOE CTAE will continue to be aware of, responsive to, and adaptable to the challenges in CTAE programs that may be faced by students in special population groups.

GaDOE does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs or employment practices. GaDOE's statement of nondiscrimination is:

It is the policy of the Georgia Department of Education not to discriminate on the basis of race, color, creed, disability, citizenship, gender, pregnancy, childbirth or other related conditions, national origin, religion, military or veteran status, political opinions or affiliations, genetic information, or age in its employment practices.

This statement is enforced and expected to be printed, included, and/or covered in all essential documents provided to eligible recipients, community and industry partners, students, and parents. GaDOE, its employees, and contractors are expected to adhere to this policy.

Postsecondary

TCSG will continue to ensure that students who are members of special populations will not be discriminated against by:

- Providing faculty and staff members with training and information on acting in a nondiscriminatory manner and maintaining a positive learning environment that promotes access for all students.
- Enacting a uniform system of self-disclosure for students and strict confidentiality rules that help ensure that students will not be discriminated against.
- Monitoring nondiscrimination through the Office of Civil Rights MOA review process and the local application process.
- Ensuring that the Career Services Office obtains assurances of nondiscrimination from all prospective employers, and that an equity statement is included in the college/employer agreements for all internships, clinical sites, and externships.
- Providing contact information for each college's Title IX and ADA/Section 504 Coordinator on the college website, all syllabi, and other relevant publications so that students, faculty, and staff have easy access to information.
- Requiring all colleges to publish their equity statement in local newspapers every Fall term.
- Including the following equity statement in all official communications:

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law).

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and

prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

Secondary

GaDOE CTAE uses data to establish an initial baseline to help students meet or exceed state determined levels of performance. GaDOE CTAE longitudinally tracks data related to the implementation of specific strategies to support students who are members of special populations and the use of appropriate accommodations and modifications based on individual student needs.

GaDOE CTAE will continue to offer the following intervention programs to support students who are members of special populations. Students served by these programs receive appropriate services and accommodations based upon their individual needs.

- Career Technical Instruction (CTI) is intentionally designed to provide supports to students with disabilities served under the Individuals with Disabilities Education Act (IDEA) who are enrolled in CTAE programs. These students receive appropriate accommodations and/or modifications based upon their IEPs and transition needs.
- Where available, Coordinated Career Academic Education (CCAEE) and Project Success (PS) services⁴⁷ are intentionally designed to support CTAE students who are members of special populations who may be at risk of failure or dropping out of school. Identified students receive appropriate services based upon their individual needs.
- CLNA data is used to support and develop career readiness strategies for students who are members of special populations.

GaDOE CTAE will continue to collaborate with Special Education, GVRA, and associated agencies to ensure that students receive continuous support across all programs and initiatives in meeting or exceeding SDLPs. GaDOE CTAE will also provide varied instructional resources that help CTAE teachers meet the learning needs of students in special populations groups.

Postsecondary

TCSG will continue to make the following efforts to enable individuals who are members of special populations to meet or exceed state-determined levels of performance and be prepared for further learning and careers in high-skill, high-wage, in-demand sectors or occupations:

- Providing a dedicated Special Populations Coordinator at each college to help students in special populations enter and successfully complete their chosen programs, connect them with further campus or community services and support, and serve as the liaison between faculty, staff, and students.
- Analyzing CLNA data by population group and ensuring that plans are made to improve performance for members of special populations.
- Aiding each college in developing strategies to ensure all students are provided with financial aid information that includes federal, state, and local sources of support.
- Employing Career Services personnel who have been trained to guide students who are members of special populations in setting career goals leading to integrated employment.
- Providing career counseling and career assessments that emphasize high-skill, high-wage, in-demand occupations.
- Helping faculty adjust and develop educational plans for students who self-disclose a disability and request accommodations.
- Providing accommodations such as, but not limited to, adaptive equipment, software, and accessible textbooks and course materials for individuals with disabilities.
- Encouraging colleges to provide supplemental academic assistance such as tutoring services and lending libraries specifically reserved for students in special populations.
- Hosting workshops and events to inform and connect students in special populations to available services and support, showcase successful role models who are also members of special populations. and provide community resource guides.
- Offering ongoing professional development for faculty and staff regarding effective teaching and learning strategies for students in special populations.

iv. will be provided with appropriate accommodations; and

Secondary

As noted in Section B.3.a.iii, GaDOE CTAE will continue to support students who are members of special populations through appropriate services and accommodations based upon their individual needs, such as (1) CTI instruction,

accommodations, and modifications for students with disabilities based upon their IEPs and transition plans; (2) CCAE and Project Success for students at risk of failure and dropping out, where available; and (3) analysis of CLNA data to identify career readiness strategies for students in special populations.

Cross-agency collaboration between GaDOE CTAE, Special Education, and GVRA ensures that students in special populations receive continuous support across the education-to-workforce pipeline to develop self-determination and transition skills through, for example:

- work-based learning
- CTSO participation
- assistive technologies
- Active Student Participation Inspires Real Engagement (ASPIRE), a collaborative initiative between GaDOE and the Georgia Council on Developmental Disabilities that promotes self-determination and self-advocacy skills to prepare students for educational, career, and independent living decisions in adulthood
- Self-Determined Learning Model of Instruction (SDLMI), an instructional approach that enables students to set goals, make decisions, develop plans, and track their progress
- other school and community-based activities

GaDOE CTAE will continue to participate in federally funded projects, such as the National Technical Assistance Center on Transition (NTACT), to increase CTAE teacher capacity for implementing instructional best practices and strategies to assist students with disabilities as they transition to postsecondary education, job training, and employment.

GaDOE Methods of Administration reviews periodically assess the involvement of eligible recipient CTAE directors and teachers in the IEP development process for students with special needs who are enrolled in CTAE programs.

Postsecondary

Each TCSG college has a disability services coordinator who provides members of special populations with appropriate accommodations. This coordinator assists students in obtaining any needed adaptive equipment and services, software, and instructional accommodations that are consistent with their disability documentation. Examples include, but are not limited to, textbooks in braille or electronic formats, closed captioning for audio/visual course content, screen reader technologies, adaptive versions of occupational equipment, individualized testing accommodations, readers, and note takers.

Targeted communications are made to students on how and when to share barriers, needs, and expectations for assistance. An evaluation of those needs is included in colleges' CLNAs (referred to by TCSG as Perkins Local Area Needs Assessment Reports, or PLANAR; see Appendix G).

Each college disabilities services coordinator will also:

- Verify that the college follows the standardized system for disability documentation.
- Ensure students self-disclose, request accommodations, and follow established procedures to be eligible for reasonable accommodations.
- Assist in improving the flow of information between coordinators, administration, faculty, and students.
- Develop an accommodation plan for students who self-disclose that they have a disability and request accommodations.
- Provide college personnel with strategies to assist learning disabled and physically disabled students with appropriate technology and accommodations.

Faculty members will continue to receive ongoing training and professional development about providing instructional accommodations to students who need them.

- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

Secondary

GaDOE CTAE will continue to ensure that students who are members of one or more special population groups will have knowledge of and access to all CTAE programs, including work-based learning, through:

- Continued collaboration with GaDOE's division of Special Education, GVRA, agencies funded by WIOA, and other organizations to ensure that students in special populations receive appropriate transition planning and placement supports.
- Quality career guidance and counseling that includes career interest and aptitude assessments.
- Appropriate interventions and support services offered through CTI and CCAE for eligible students in special

populations in high school settings, where available.

- GaDOE CTAE Program Specialists for Special Populations or designees who serve as members of the Georgia Employment First Council, the Georgia Interagency Transition Council, and/or related associations with a focus on transition to integrated employment.
- Support for student participation in CTSOs.
- Expanded access to relevant state-approved career pathway options for all students.

Postsecondary

Students who are members of special populations have the same opportunities as their peers to participate in apprenticeships, internships, and other work-based learning experiences that allow them to gain experience in their chosen field or industry. In these settings, students from special populations can develop significant relationships with professional mentors who help them apply their classroom learning in real-world workplace situations.

Steps will be taken to ensure that involved employers provide inclusive, nondiscriminatory environments, and college/ employer agreements must include an equity statement. As an example, when memoranda of understanding are signed between a college and a clinical site, a section of the document is dedicated to ensuring non-discriminatory practices.

B.4. Preparing Teachers and Faculty

B.4.a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Secondary

GaDOE CTAE supports the recruitment and preparation of CTAE leaders, teachers, and paraprofessionals to provide instruction, leadership, and support. GaDOE CTAE also offers professional development that empowers CTAE educators to improve instruction for students who are members of special populations.

GaDOE CTAE will:

- Continue to offer districts varied resources and professional development opportunities through the **Career, Technical, and Agricultural Education Resource Network (CTAERN)**.⁴⁸ CTAERN is a unique nonprofit consortium that provides professional learning, instructional resources, and data and communication support to all CTAE programs in the state. Resources include support for teachers in their work with special populations, Learning Modules, the Institute Designed for Educating All Students (IDEAS) conference, and the New Counselor Institute, among many others.
- Continue to expand the comprehensive **CTAE Teacher Mentor Program**, co-developed by GaDOE and CTAERN to address teacher retention challenges. Initially launched as a pilot program in FY24 with four program areas (Engineering/Manufacturing/Energy, Family and Consumer Sciences, Healthcare Science, and Marketing), the program pairs new CTAE teachers with experienced mentors who provide ongoing support through multiple channels. Mentors conduct regular school visits and virtual meetings and maintain continuous communication with their assigned teachers. The program has proven successful enough to expand for the **2024-25** 2025-26 school year to include additional areas such as Architecture and Construction, Audio/Video Technology and Film, Graphic Communications, Business Management & Administration/Finance, Computer Science/Information Technology, and Transportation. Mentoring targets curriculum and instruction, professional development, safety instruction, lab management, student projects, and CTSO navigation. With 121 participants in the pilot and support from 34 system CTAE Directors, the program is a significant investment in developing and retaining effective CTAE teachers.
- Collaborate with industry partners to collect and analyze an array of educational and workforce data, including labor market information, in an annual evaluation process that determines areas of need in **educator recruitment and preparation**.
- Provide **professional development for new and veteran CTAE teachers and support for the academic faculty with whom they work** through such events as the New Teacher Institute, the New Director's Academy, the CTAE Winter conference, the Georgia Association of Career and Technical Education (GACTE) summer conference, and the Leadership Exploration Advocacy Development (LEAD) CTAE yearly application program.
- Support CTAE and academic teachers with the **Inspire platform**, a comprehensive digital teaching and learning resource that includes course content collections organized by subject and grade level with standards-aligned materials, resource repositories containing instructional supports from various GaDOE offices, a My Content Collection area for personalizing and creating resources, and a Standards section that provides access to the Georgia Learning Standards.

- Encourage CTAE and academic teachers to use **GaDOE Community**, a collaborative platform created by GaDOE to facilitate interaction and information exchange, such as by sharing resources, discussing ongoing initiatives, and celebrating achievements in support of Georgia students' success. The platform is accessible to a wide range of eligible members, including public and private PreK-12 employees, state education staff, including Regional Educational Service Agency (RESA) staff, postsecondary education faculty, advisory panel members, contractors, and pre-service teachers.
- Determine at the state level whether districts may use a **reserve fund option** to support teacher recruitment and preparation.
- Support all teachers in **understanding federal programs** such as the McKinney-Vento Act for homeless students and other federal wrap-around programs and supports for students who are members of special populations and students who face barriers to educational attainment and employment.

In a new initiative, Georgia is strengthening standards and course materials in seven CTAE pathways in high-demand career fields and industry sectors to ensure that today's students are well prepared for tomorrow's labor market. This initiative, supporting Georgia HB 982 of 2024, will update infrastructure and enhance relevancy in these pathways.

To achieve this, SAGE AI, CTAERN, and GaDOE CTAE will coordinate with local educators to review current course standards, identifying which need to be updated, removed, or created. After the State Board of Education (SBOE) approves the standards, secondary teachers will develop comprehensive course materials, including lesson plans, activities, projects, and teacher notes, in collaboration with postsecondary and industry partners.

By incorporating industry input, this initiative will ensure students receive the highest level of training for fulfilling careers in industries that matter to Georgia's state and regional economies. The resulting standards and resources will also support teacher retention and recruitment.



Roberta Axson's career path perfectly illustrates how CTAE can come full circle, transforming students into educators who then inspire the next generation. After participating in the Health Sciences Pathway (formerly Health Occupations) as a student, Roberta became a Licensed Practical Nurse in 1992 and a Registered Nurse in 1998. She then chose to give back by becoming a Health Sciences teacher in 2005. For nearly two decades, she has prepared future health professionals while serving as a HOSA advisor in Newton County. Roberta's commitment to lifelong learning led her to complete a master's degree in educational leadership from Mercer University in December 2023, demonstrating how CTAE can launch careers that continually evolve and grow.

Postsecondary

TCSG supports the recruitment and preparation of college faculty and staff by providing technical assistance to the colleges regarding their recruitment and hiring practices and the professional development opportunities they provide to faculty and administrators.

Personnel from TCSG's Human Resources division provide the colleges with guidance to develop their recruitment and hiring policies and practices. In areas of critical workforce demand, such as allied health and nursing, TCSG is creating more statewide and regional job postings to attract more candidates to fill faculty positions in these programs. MOA monitoring visits conducted by TCSG's Student Affairs division, which includes the Special Populations and Equity Coordinator, also review human resources policies and hiring practices at each college.

TCSG's Technical Education division will continue to offer multiple types of professional development for faculty members and college administrators. Preparation of faculty members begins with new faculty training, which is offered multiple times during the academic year via a hybrid format that includes online modules and face-to-face interactive sessions on college campuses. New faculty training features a hands-on approach and includes, but is not limited to, inclusive teaching strategies, student learning objectives, assessment, evaluation, and Title IX and the Americans with Disabilities Act (ADA) regulations. Online modules cover over 150 pedagogical and CTE-related topics.

Faculty at the colleges are routinely convened by discipline to discuss the integration of evolving industry standards into their standard curricula. Time is devoted to sharing best teaching practices and instructional resources. New faculty members are invited to participate in professional development activities regarding best practices for working with students who are members of one or more special populations and creating inclusive and empowering curricula and classroom environments.

Because almost all courses and programs offered at TCSG colleges contain at least some electronic content, ongoing professional development is provided by personnel from the , Georgia Online Learning & Development (GOLD), a unit within TCSG that manages its systemwide learning management system (LMS) and all aspects of online learning. Examples of training topics offered by GOLD include using the LMS, adopting digital learning tools for all modes of course delivery, making course content accessible to all students, employing universal design for learning principles,

using open educational resources (OER), and meeting state and federal guidelines for distance education delivery.

Other professional development opportunities offered by TCSG for college administrators, faculty, and staff include:

- New administrator training, offered at least once a year for all new deans and other college administrators, helps foster leadership skills within the field of CTE.
- Training on TCSG's Knowledge Management System (KMS), which houses curriculum-related information for all 22 colleges and is used during the development of new courses or programs, is offered three to four times each year by TCSG personnel.
- The Senior Leadership Academy (SLA) is a selective professional development experience targeting individuals with strong potential for advanced leadership roles, such as future deans, vice presidents, and even college presidents. Designed to encourage professional growth and career advancement, the SLA supports the retention and leadership development goals of TCSG and its constituent colleges. The SLA is a yearlong commitment of eight sessions that meet for two days each.

C. Fiscal Responsibility

C.1. Approval of Eligible Recipients

C.1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;**
- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Secondary

Each participating eligible recipient submits a Perkins V four-year Local Application that addresses local education and workforce needs identified through the biennial CLNA process (see Appendix E for GaDOE's CLNA template, local application, and guidance documents).

Each year, eligible recipients collect and analyze qualitative and quantitative educational and workforce data related to the six elements of the CLNA: Student Core Indicators of Performance; Labor Market Alignment; Size, Scope, and Quality; Career Pathway Programs of Study Implementation; Recruitment, Retention, and Professional Learning; and Access and Opportunity.

Eligible recipients incorporate their individual analyses of these six elements into one set of CLNA findings and engage local stakeholders, including business, industry, and community partners, in collaboratively setting a vision for addressing and prioritizing identified needs in their local application. This local application includes a description of their needs and strategies to address those needs. A separate budget and budget narrative must identify the need that is being addressed on each budget line item.

To be eligible for Perkins V funding, an eligible recipient must meet Georgia's definitions of secondary Size, Scope, and Quality for its classification by student enrollment. This includes offering physical CTAE lab programs associated with high-wage, high-skill, high-demand industries (analogous to WIOA's definition of *in-demand occupations*, as used in Perkins V; see Appendix C and the discussion in in Section C.1.c), aligning needs identified in the CLNA with the budget, and outlining the recipients' capacity to adequately sustain a quality program.

Other criteria used to evaluate and approve Local Applications by each eligible recipient of Perkins V funds include:

- All local assurance forms as they relate to Perkins V and Education Department General Administrative Regulations (EDGAR) must be reviewed and signed by the superintendent of each eligible recipient.
- Each eligible recipient must use federal Perkins V funds to support the objectives included in the eligible recipient's Local Application and the state's Perkins plan.
- Perkins V funds must be spent to address a gap identified in the six elements of the CLNA (Student Core Indicators of Performance; Labor Market Alignment; Size, Scope, and Quality; Career Pathway Programs of Study Implementation; Recruitment, Retention, and Professional Learning; and Access and Opportunity).
- Any document produced for public distribution to students, parents, or community members must contain a notice that publicly attests that the institution does not discriminate based on age, sex, race, color, national origin, or disability as prescribed by the federal laws under Perkins V, Title VI, Title IX, or Section 504 and ADA. It is also the policy of GaDOE not to discriminate on the basis of race, color, creed, disability, citizenship,

gender, pregnancy, childbirth or other related conditions, national origin, religion, military or veteran status, political opinions or affiliations, genetic information, or age in its employment practices.

- All proposed budget expenditure requests must relate to the needs identified through the stakeholder consultation and the CLNA process and fall within federal and GaDOE guidelines.
- All expenditures must meet all Perkins V and Office of Management and Budget (OMB) requirements.
- Eligible recipients may budget no more than 5% for administrative costs.

Staff in GaDOE's divisions of CTAE Accountability and Finance review local applications and budgets annually in May and September, respectively. During the application, budgeting, and review processes, GaDOE CTAE personnel with the requisite experience to provide information and answer questions offer assistance and training to eligible recipients. Eligible recipients whose applications or budgets require revision resubmit their local applications for re-review and approval.

Funds are distributed to all eligible recipients based upon federal Small Area Income and Poverty Estimates (SAIPE) data from the U.S. Census Bureau.

Postsecondary

Each eligible postsecondary recipient submits a Perkins V Four-Year Local Application (see Appendix F), in addition to a CLNA, which is known within the TCSG system as the Perkins Local Area Needs Assessment Report (PLANAR; see Appendix G). The application details the college's projected goals and activities for providing quality postsecondary CTE programs. It also describes how the college promotes continuous improvement in academic achievement and technical skill attainment and ensures that its CLNA addresses local economic and education needs, including, where appropriate, high-demand industry sectors and occupations. Each college requesting Perkins funds must prepare a CLNA at least every other year.

Each college uses the CLNA process to re-assess its current goals and develop innovative activities and programs. CNAs describe how the college will ensure that future priorities focus on continuously improving its programs and promoting achievement for all students, including students classified as belonging to one or more special populations.

TCSG uses the following criteria to approve local applications from eligible recipients:

- All appropriate assurances and forms as prescribed by EDGAR must be reviewed and signed by the president of each institution.
- Each eligible recipient must use Perkins funds to develop, implement, and improve CTE programs, including services to special populations.
- Perkins funds must be spent to improve performance on core indicators.
- Local colleges must provide programs that are of sufficient size, scope, and quality to be effective.
- All proposed expenditures must be consistent with the needs identified through the most recent CLNA, promote continuous improvement in academic achievement and technical skill attainment, and address current or emerging occupational opportunities.
- All expenditures must meet all Perkins and OMB requirements.
- An eligible recipient may budget no more than 5% for administrative costs.

College applications are reviewed by a TCSG team composed of staff from TCSG's offices of Accountability and Institutional Effectiveness, Curriculum, Student Services, and Secondary Education Initiatives. Reviewers' assignments are based on their subject area expertise; multiple reviewers examine each application.

The TCSG review team collaboratively approves those applications that meet all requirements and provides detailed feedback to colleges whose applications need modification and resubmission. This process not only helps ensure that each application includes all required components but also strengthens the system office's ability to provide targeted assistance.

When modifications are needed, the review team's comments are summarized and sent to each college with suggestions for needed revisions. Each college then amends and improves its application. Re-submissions are then reviewed to ensure they incorporate reviewer feedback. Once a college has satisfactorily made required modifications to their application, TCSG's system office notifies the college that its application has been approved.

Once approved, the four-year local application and the two-year CLNA documents are housed in an electronic platform at TCSG. The platform not only includes submissions from the colleges, but also such resources as manuals and guides for their use. Training and technical assistance are also provided to the colleges on a continuous basis. Both the local application and CLNA are typically submitted in the ensuing Spring of the four-year and two-year stipulated deadlines. Colleges have the flexibility to update their CLNA documents during the two-year plan period.

a. each eligible recipient will promote academic achievement;

Secondary

Annual reviews of comprehensive data by the state will continue to ensure continuous improvement in performance related to academic achievement indicators. The integration of academic standards has been a critical process in the development of CTE programs of study. Industry partners and CTAE teachers will continue to ensure that each CTAE course includes appropriate grade-level academic standards to promote continuous improvement.

As described in Section B.2.b.i., the CTAE+ program, launched by GaDOE in FY25, allows Georgia high school students to fulfill certain core academic graduation requirements through their pathways. By completing specific CTAE pathways that incorporate enriched, workforce-ready math, science, or ELA content, students can earn credits that count toward their traditional academic requirements while also developing technical and employability skills. Students must complete all three courses in an approved pathway to receive this credit, preparing them for TCSG programs.

Additionally, each eligible recipient will monitor their academic achievement indicators. Eligible recipients will work with stakeholders to evaluate the progress of student performance, through the CLNA, and make recommendations for improvement and enhancement. The eligible recipient will submit a local application to GaDOE CTAE describing the overarching needs identified in the CLNA. The eligible recipient's budget will then be tied to the findings of the CLNA. Each eligible recipient that does not meet its annual targets will be required to submit a CTAE Improvement Plan to receive future funding.

Postsecondary

Local applications are reviewed to ensure that eligible recipients continue to promote and support continuous improvement in academic achievement and meet the needs identified in CLNAs. TCSG uses a standard statewide curriculum developed with input from faculty that integrates challenging academics with technical education competencies. Standard curricula help maintain consistency in the quality of postsecondary CTE.

- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**

Secondary

Annual state-level analyses of comprehensive skill attainment data will continue to ensure continuous improvement in performance related to technical skill attainment indicators. The integration of academic standards and technical skills has been a critical process in the development of secondary CTE programs of study. Industry partners and CTAE teachers ensure that each CTAE course includes technical skills. CTAE Annual Reports feature several middle and high school data points, including successful completion of end-of-pathway assessments, to demonstrate technical skill attainment.

Each eligible secondary recipient will work with local stakeholders to evaluate the performance of CTAE concentrators through the CLNA. The eligible recipient will submit a local application to the GaDOE CTAE describing the overarching needs identified in the CLNA. The eligible recipient's budget will then be tied to findings related to identified needs.

Postsecondary

All Georgia postsecondary CTE programs require technical skill attainment, as measured by the receipt of a postsecondary credential, such as a Technical Certificate of Credit, diploma, or associate degree.

- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Secondary

Through the CLNA process, each secondary eligible recipient works with local stakeholders to evaluate CTE programs of study and career pathways leading to high-skill, high-wage, in-demand occupations, including those identified by the State Workforce Development Board in Georgia's High Demand Career List, as discussed below. By ensuring the active participation of community stakeholders in the CLNA process, eligible recipients are better able to align their programs with local economic and educational needs.

Eligible recipients submit a local application to GaDOE CTAE describing the needs identified in the CLNA. The eligible recipient's budget is tied to CLNA findings and explained in the budget description. For example, if an eligible recipient needs to improve its equipment in a high-skill occupational area, the budget description describes the needed equipment, costs, and CLNA finding(s) that will be addressed by the expenditure.

Postsecondary

The Georgia postsecondary CLNA process requires that colleges take into consideration local economic and education needs. Colleges receive performance data on the core indicators and detailed labor market information for their service delivery areas. In developing their needs assessments, colleges share these data with Perkins required stakeholders and identify local economic and education needs. CLNA reports are reviewed by a cross-divisional team at TCSG and form the basis for four-year local applications and annual Perkins budget requests.

Discussion of Federal and State Definitions of In-Demand/High-Demand Occupations

Georgia’s Perkins-funded secondary and postsecondary CTE programs are required to use the WIOA definition of *in-demand industry sectors and occupations* (see Appendix C).

Georgia uses slightly different, though analogous, terminology when referring to in-demand industry sectors and occupations. The state’s definition of *high-demand careers* governs the use of additional state dollars for education and workforce development activities. This definition was created in consultation with stakeholders as part of the state’s Top State for Talent and High Demand Career List initiatives, as described below.

Georgia House Bill 982 charged the State Workforce Development Board (SWDB) to collaborate with Georgia employers and the Governor’s Office of Student Achievement to annually create and publish a High Demand Career List that enables Perkins V-funded secondary and postsecondary CTE programs and WIOA-funded education and training programs to strategically align their programs with verified employer needs, ensuring that both youth and adults receive relevant training that leads to meaningful employment opportunities in key industries.

The Executive Committee of the SWDB met on December 16, 2024, and approved the first statewide High Demand Career List and 12 regional lists.⁴⁹ These lists, updated annually, contain high-demand careers based on occupations or Standard Occupational Classification (SOC) codes that offer above-average entry-level wages and represent strong career opportunities, helping address Georgia’s immediate workforce needs.

The HDCL will be used to generate Georgia’s statewide and regional High Demand Career Pathway Lists (HDPL), which identify occupations and career pathways that are essential to fostering continued economic growth in the state and buttressing critical public services. ~~and~~ The HDPL will help the state prioritize the use of federal and state training and education funds and ensure the alignment and articulation of secondary-to-postsecondary pathways that accelerate student achievement and credential attainment.

Before developing the HDCL, a workgroup of the Education and Workforce Strategy Team (which included members of the combined Perkins V/WIOA workgroup) created a **set of common definitions** to identify priority areas for targeted incentives and strategic reforms to increase awareness and training to meet the needs of:

- **high-skill occupations**, as defined in Georgia as occupations that require a minimum education level that is more than a traditional high school diploma (credentials include technical certificates, industry-recognized credentials, postsecondary non-degree awards, associates, bachelors, masters, doctoral and professional degrees OR occupations that provide a moderate or long-term on the job training model.
- **high-wage occupations**, defined in Georgia as those that have an average hourly rate equal to or greater than the average hourly rate of all occupations as reported by the Occupational Employment and Wage Statistics (OEWS), a program within the USDOL Bureau of Labor Statistics.
- **high-demand occupations**, defined in Georgia as occupations that have a positive growth trajectory with available job openings and are in an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

GaDOE CTAE and TCSG compared the WIOA definition of in-demand sectors (see Appendix C) to the state’s definition and determined that both emphasize similar core elements: substantial current or potential economic impact, significant job availability and growth, and the use of labor market data for determination. Georgia’s definition aligns closely with the WIOA definition and expands to additional criteria. Table 7 shows how Georgia’s HDCL initiative will support the CLNA process undertaken by secondary and postsecondary eligible recipients.

Table 7: Comparison of Federal and State Definitions

49 The statewide and regional lists and related resources are found at <https://www.tcsgeu/ga-high-demand/>.

Definitions in Legislation and/or Policy	Shared Elements			
	Economic Impact	Job Growth	Method of Determination	Additional Requirements
WIOA (As used in Perkins V)	“Substantial current or potential impact... on the State, regional, or local economy” that contributes to growth / stability of other sectors	“Currently has or is projected to have a number of positions... significant impact on economy”	“Determined by State / local board using State and regional business and labor market projections”	Specifies jobs must lead to “economic self-sufficiency and opportunities for advancement”
Georgia’s Top State for Talent Common Definitions, as used in the High Demand Career List (Georgia HB 982 of 2024)	“Substantial current or potential impact on the state, regional, or local economy”	“Positive growth trajectory with available job openings”	Regional/state labor market information and economic conditions	• Must be “highly skilled” (requires credentials) • Must be “high wage” (above average hourly rate) • May be “high priority” (essential workers/ supply gaps)

C.2. Distribution of Funds Received

C.2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
 - b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**
-
- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Since the 1980s, Georgia has split federal Perkins funds 50/50 between secondary and postsecondary. GaDOE and TCSG developed a Memorandum of Agreement (MOA) concerning the division of funds when Perkins IV was authorized in 2006 (see Appendix H). The 50/50 funding split was reviewed and maintained in 2018 with the reauthorization of Perkins V.

Collaboration between GaDOE and TCSG continues to grow in strength and both agencies strive to ensure that Perkins funding is allocated to help secondary and postsecondary CTE students gain the necessary academic, technical, and employability skills needed for workplace success.

This strong partnership between GaDOE and TCSG has allowed students to move seamlessly from secondary to postsecondary and both agencies continue working closely together to ensure more dual enrollment and articulation opportunities are available for students. The 50/50 split of funds will continue with the Perkins V and WIOA Combined Plan.

In accordance with Section 112(a)(1), GaDOE CTAE and TCSG will distribute not less than 85% of the funds available from Title I to eligible recipients in accordance with Sections 131 and 132. Perkins V funding may be used in Grades 5 – 8 for career awareness and career exploration activities directly associated with approved GaDOE CTAE programs.

Tables 8 and 9 share estimated Perkins allocations for secondary and postsecondary eligible recipients. Table 10 provides the state's Perkins V Allotment budget summary for FY26. GaDOE CTAE distributes Perkins funds for secondary CTAE programs to eligible secondary recipients according to the guidelines in Section 131(a):

1. Thirty percent (30%) of the available funds shall be allocated to eligible recipients in proportion to the number of children aged 5-17 who reside in the school district served by such eligible recipients from the most recent data. GaDOE CTAE will use data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965, including Small Area Income and Poverty Estimates (SAIPE) or student membership data collected by the National Center for Education Statistics through the Common Core of Data Survey System.
2. Seventy percent (70%) of the available funds shall be allocated to eligible recipients in proportion to the number of individuals aged 5-17 who reside in the school district served by such eligible recipient and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under Section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the district. Perkins funds distributed to eligible recipients go through a process of being allocated, budgeted, approved, and drawn down by each eligible recipient. Reports are created on expended funds and shared in an annual auditing completion report. This process is completed using the Consolidated Application portal for each secondary eligible recipient and GaDOE CTAE.

Table 8: Georgia Department of Education FY26 Estimated Perkins V Allocations

FY26 CTAE High School Federal Program Grants							
System No.	System Name	Perkins V Program Improvement Grant	Perkins V Professional Development	Total 85% Basic Grant Allocation(Sum of Program Improvement and Professional Development)	PerkinsPlus Reserve Projects	State Institutions	Total Allocation Perkins V(Sum of Total 85% Basic Grant Allocation, Perkins Plus Reserve Projects, and State Institutions)
601	Appling County	\$51,895	\$4,757	\$56,652	\$6,788		\$63,440
602	Atkinson County	\$22,688	\$2,080	\$24,768	\$7,970		\$32,738
603	Bacon County	\$28,938	\$2,653	\$31,591	\$10,186		\$41,777
604	Baker County	\$6,545	\$599	\$7,144			\$7,144
605	Baldwin County	\$77,716	\$7,125	\$84,841	\$12,000		\$96,841
606	Banks County	\$27,015	\$2,476	\$29,491	\$15,000		\$44,491
607	Barrow County	\$141,830	\$13,002	\$154,832	\$20,000		\$174,832
608	Bartow County	\$121,796	\$11,165	\$132,961	\$20,000		\$152,961
609	Ben Hill County	\$49,048	\$4,496	\$53,544	\$12,000		\$65,548
610	Berrien County	\$41,388	\$3,794	\$45,182	\$12,270		\$57,452
611	Bibb County	\$410,128	\$37,598	\$447,726	\$10,000		\$457,726
612	Bleckley County	\$24,630	\$2,258	\$26,888	\$15,000		\$41,888
613	Brantley County	\$39,298	\$3,603	\$42,901	\$12,860		\$55,761
614	Brooks County	\$38,552	\$3,534	\$42,086	\$5,030		\$47,116
615	Bryan County	\$66,708	\$6,115	\$72,823	\$19,998		\$92,821
616	Bulloch County	\$131,888	\$12,090	\$143,978	\$18,207		\$162,185
617	Burke County	\$61,686	\$5,655	\$67,341	\$15,000		\$82,341
618	Butts County	\$42,472	\$3,893	\$46,365			\$46,365
619	Calhoun County	\$10,911	\$1,000	\$11,911	\$1,500		\$13,411
620	Camden County	\$85,096	\$7,801	\$92,897	\$20,000		\$112,897
621	Candler County	\$31,160	\$2,857	\$34,017			\$34,017
622	Carroll County	\$161,846	\$14,837	\$176,683	\$20,000		\$196,683
623	Catoosa County	\$93,323	\$8,555	\$101,878	\$20,000		\$121,878
624	Charlton County	\$21,601	\$1,980	\$23,581			\$23,581
625	Chatham County	\$473,326	\$43,391	\$516,717	\$25,000		\$541,717
626	Chattahoochee County	\$17,802	\$1,632	\$19,434	\$8,759		\$28,193
627	Chattanooga County	\$50,059	\$4,589	\$54,648	\$14,980		\$69,628
628	Cherokee County	\$257,910	\$23,644	\$281,554	\$24,997		\$306,551
629	Clarke County	\$184,356	\$16,901	\$201,257	\$8,000		\$209,257
631	Clayton County	\$741,690	\$67,994	\$809,684	\$25,000		\$834,684
632	Clinch County	\$16,522	\$1,515	\$18,037	\$9,790		\$27,827
633	Cobb County	\$851,265	\$78,039	\$929,304	\$25,000		\$954,304
634	Coffee County	\$111,403	\$10,213	\$121,616	\$13,118		\$134,734
635	Colquitt County	\$129,369	\$11,859	\$141,228	\$18,769		\$159,997
636	Columbia County	\$178,198	\$16,335	\$194,533	\$25,000		\$219,533
637	Cook County	\$44,871	\$4,113	\$48,984	\$14,000		\$62,984
638	Coweta County	\$196,423	\$18,007	\$214,430	\$25,000		\$239,430
639	Crawford County	\$21,522	\$1,973	\$23,495	\$11,107		\$34,602
640	Crisp County	\$56,554	\$5,185	\$61,739	\$15,000		\$76,739
641	Dade County	\$21,067	\$1,931	\$22,998	\$7,890		\$30,888
642	Dawson County	\$33,906	\$3,108	\$37,014	\$14,996		\$52,010
643	Decatur County	\$72,741	\$6,669	\$79,410	\$14,205		\$93,615
644	DeKalb County	\$1,139,353	\$104,449	\$1,243,802	\$23,950		\$1,267,752
645	Dodge County	\$35,812	\$3,282	\$39,094	\$11,586		\$50,680
646	Dooly County	\$18,561	\$1,702	\$20,263	\$10,148		\$30,411
647	Dougherty County	\$236,964	\$21,723	\$258,687	\$20,000		\$278,687
648	Douglas County	\$264,162	\$24,217	\$288,379	\$24,454		\$312,833
649	Early County	\$32,459	\$2,976	\$35,435	\$7,640		\$43,075
650	Echols County	\$10,112	\$927	\$11,039	\$2,300		\$13,339
651	Effingham County	\$95,813	\$8,784	\$104,597	\$19,168		\$123,765
652	Elbert County	\$41,831	\$3,835	\$45,666	\$14,605		\$60,271
653	Emanuel County	\$64,600	\$5,923	\$70,523	\$7,272		\$77,795
654	Evans County	\$28,079	\$2,574	\$30,653	\$5,612		\$36,265
655	Fannin County	\$34,165	\$3,132	\$37,297	\$15,000		\$52,297
656	Fayette County	\$124,704	\$11,432	\$136,136	\$25,000		\$161,136
657	Floyd County	\$106,434	\$9,757	\$116,191	\$18,315		\$134,506
658	Forsyth County	\$252,451	\$23,143	\$275,594	\$25,000		\$300,594
659	Franklin County	\$46,001	\$4,217	\$50,218	\$15,000		\$65,218
660	Fulton County	\$830,831	\$76,166	\$906,997	\$25,000		\$931,997
661	Gilmer County	\$46,438	\$4,257	\$50,695	\$8,137		\$58,832
662	Glascok County	\$4,783	\$439	\$5,222	\$4,220		\$9,442
663	Glynn County	\$147,616	\$13,533	\$161,149	\$20,000		\$181,149
664	Gordon County	\$62,477	\$5,728	\$68,205	\$20,000		\$88,205
665	Grady County	\$60,870	\$5,580	\$66,450	\$18,579		\$85,029
666	Greene County	\$32,598	\$2,988	\$35,586			\$35,586
667	Gwinnett County	\$1,550,745	\$142,164	\$1,692,909	\$25,000		\$1,717,909
668	Habersham County	\$68,553	\$6,285	\$74,838	\$11,780		\$86,618
669	Hall County	\$222,637	\$20,410	\$243,047	\$25,000		\$268,047
670	Hancock County	\$18,121	\$1,662	\$19,783			\$19,783
671	Haralson County	\$47,356	\$4,342	\$51,698	\$12,496		\$64,194
672	Harris County	\$40,565	\$3,718	\$44,283	\$17,315		\$61,598
673	Hart County	\$44,356	\$4,066	\$48,422			\$48,422
674	Heard County	\$23,645	\$2,167	\$25,812	\$6,774		\$32,586
675	Henry County	\$407,196	\$37,329	\$444,525	\$25,000		\$469,525
676	Houston County	\$301,019	\$27,596	\$328,615	\$25,000		\$353,615
677	Irwin County	\$22,035	\$2,021	\$24,056	\$8,559		\$32,615
678	Jackson County	\$77,735	\$7,126	\$84,861	\$20,000		\$104,861
679	Jasper County	\$31,418	\$2,880	\$34,298	\$6,858		\$41,156
680	Jeff Davis County	\$36,538	\$3,349	\$39,887	\$9,130		\$49,017
681	Jefferson County	\$39,343	\$3,607	\$42,950	\$8,952		\$51,902
682	Jenkins County	\$19,804	\$1,816	\$21,620	\$1,550		\$23,170
683	Johnson County	\$16,652	\$1,526	\$18,178	\$1,695		\$19,873
684	Jones County	\$47,537	\$4,357	\$51,894	\$20,000		\$71,894
685	Lamar County	\$32,484	\$2,978	\$35,462	\$14,989		\$50,451
686	Lanier County	\$22,480	\$2,061	\$24,541	\$7,968		\$32,509
687	Laurens County	\$74,006	\$6,784	\$80,790	\$14,005		\$94,795
688	Lee County	\$52,288	\$4,793	\$57,081	\$9,445		\$66,526
689	Liberty County	\$147,994	\$13,567	\$161,561	\$20,000		\$181,561
690	Lincoln County	\$13,278	\$1,218	\$14,496	\$8,452		\$22,948
691	Long County	\$41,673	\$3,820	\$45,493	\$17,847		\$63,340
692	Lowndes County	\$109,952	\$10,079	\$120,031	\$23,830		\$143,861
693	Lumpkin County	\$37,223	\$3,412	\$40,635	\$15,000		\$55,635
694	Macon County	\$27,456	\$2,517	\$29,973			\$29,973
695	Madison County	\$47,190	\$4,326	\$51,516			\$51,516
696	Marion County	\$17,931	\$1,644	\$19,575	\$5,945		\$25,520
697	McDuffie County	\$54,602	\$5,006	\$59,608	\$15,000		\$74,608
698	McIntosh County	\$20,145	\$1,847	\$21,992	\$4,808		\$26,800
699	Meriwether County	\$42,419	\$3,888	\$46,307	\$5,636		\$51,943
700	Miller County	\$13,831	\$1,268	\$15,099	\$15,000		\$30,099
701	Mitchell County	\$43,367	\$3,975	\$47,342	\$15,000		\$62,342
702	Monroe County	\$41,232	\$3,780	\$45,012	\$15,000		\$60,012
703	Montgomery County	\$17,628	\$1,616	\$19,244	\$3,050		\$22,294
704	Morgan County	\$31,755	\$2,911	\$34,666	\$14,997		\$49,663

705	Murray County	\$71,235	\$6,530	\$77,765	\$9,925		\$87,690
706	Muscooke County	\$442,139	\$40,532	\$482,671	\$25,000		\$507,671
707	Newton County	\$219,248	\$20,099	\$239,347	\$20,000		\$259,347
708	Oconee County	\$46,713	\$4,282	\$50,995	\$19,870		\$70,865
709	Oglethorpe County	\$25,061	\$2,298	\$27,359	\$15,000		\$42,359
710	Paulding County	\$235,869	\$21,623	\$257,492	\$25,000		\$282,492
711	Peach County	\$53,092	\$4,867	\$57,959	\$14,991		\$72,950
712	Pickens County	\$43,010	\$3,942	\$46,952	\$14,960		\$61,912
713	Pierce County	\$39,475	\$3,619	\$43,094	\$9,144		\$52,238
714	Pike County	\$26,981	\$2,473	\$29,454	\$2,967		\$32,421
715	Polk County	\$92,275	\$8,460	\$100,735	\$20,000		\$120,735
716	Pulaski County	\$20,233	\$1,855	\$22,088			\$22,088
717	Putnam County	\$40,458	\$3,709	\$44,167	\$15,000		\$59,167
718	Quitman County	\$5,701	\$522	\$6,223	\$300		\$6,523
719	Rabun County	\$22,487	\$2,062	\$24,549	\$15,000		\$39,549
720	Randolph County	\$23,303	\$2,136	\$25,439			\$25,439
721	Richmond County	\$477,801	\$43,801	\$521,602	\$24,965		\$546,567
722	Rockdale County	\$168,861	\$15,480	\$184,341	\$12,200		\$196,541
723	Schley County	\$8,581	\$786	\$9,367	\$5,334		\$14,701
724	Screven County	\$32,480	\$2,978	\$35,458	\$8,236		\$43,694
725	Seminole County	\$19,914	\$1,825	\$21,739	\$7,111		\$28,850
726	Griffin-Spalding County	\$157,324	\$14,422	\$171,746	\$19,980		\$191,726
727	Stephens County	\$47,064	\$4,315	\$51,379	\$15,000		\$66,379
728	Stewart County	\$8,284	\$759	\$9,043	\$8,415		\$17,458
729	Sumter County	\$103,781	\$9,514	\$113,295	\$6,731		\$120,026
730	Talbot County		\$14,998	\$1,375			\$16,373
731	Taliaferro County	\$3,887	\$356	\$4,243	\$945		\$5,188
732	Tattnall County	\$50,618	\$4,640	\$55,258	\$10,580		\$65,838
733	Taylor County	\$18,745	\$1,719	\$20,464	\$7,095		\$27,559
734	Telfair County	\$27,382	\$2,511	\$29,893			\$29,893
735	Terrell County	\$24,689	\$2,263	\$26,952			\$26,952
736	Thomas County	\$51,941	\$4,761	\$56,702	\$11,596		\$68,298
737	Tift County	\$96,581	\$8,854	\$105,435	\$13,945		\$119,380
738	Toombs County	\$44,667	\$4,095	\$48,762	\$14,995		\$63,757
739	Towns County	\$12,201	\$1,118	\$13,319	\$13,653		\$26,972
740	Treutlen County	\$15,521	\$1,423	\$16,944	\$2,090		\$19,034
741	Troup County	\$162,043	\$14,855	\$176,898	\$14,365		\$191,263
742	Turner County	\$25,357	\$2,325	\$27,682	\$11,725		\$39,407
743	Twiggs County	\$15,523	\$1,423	\$16,946	\$10,000		\$26,946
744	Union County	\$29,854	\$2,736	\$32,590	\$15,000		\$47,590
745	Thomaston-Upson County	\$58,297	\$5,344	\$63,641	\$10,600		\$74,241
746	Walker County	\$102,829	\$9,426	\$112,255	\$12,650		\$124,905
747	Walton County	\$142,190	\$13,035	\$155,225	\$19,895		\$175,120
748	Ware County	\$92,171	\$8,450	\$100,621	\$20,000		\$120,621
749	Warren County	\$13,597	\$1,248	\$14,843			\$14,843
750	Washington County	\$44,056	\$4,039	\$48,095	\$6,438		\$54,533
751	Wayne County	\$68,723	\$6,300	\$75,023	\$18,988		\$94,011
752	Webster County	\$4,033	\$370	\$4,403	\$1,250		\$5,653
753	Wheeler County	\$13,555	\$1,242	\$14,797	\$5,860		\$20,657
754	White County	\$35,248	\$3,232	\$38,480	\$14,117		\$52,597
755	Whitfield County	\$135,011	\$12,377	\$147,388	\$20,000		\$167,388
756	Wilcox County	\$17,616	\$1,615	\$19,231			\$19,231
757	Wilkes County	\$21,500	\$1,971	\$23,471	\$14,484		\$37,955
758	Wilkinson County	\$21,987	\$2,015	\$24,002	\$5,805		\$29,807
759	Worth County	\$47,071	\$4,316	\$51,387	\$11,461		\$62,848
761	Atlanta City	\$653,647	\$59,922	\$713,569			\$773,569
763	Bremen City	\$12,030	\$1,102	\$13,132	\$14,985		\$28,117
764	Bulford City	\$28,302	\$2,594	\$30,896	\$15,000		\$45,896
765	Calhoun City	\$27,864	\$2,555	\$30,419	\$15,000		\$45,419
766	Carrollton City	\$44,796	\$4,107	\$48,903	\$13,275		\$62,178
767	Cartersville City	\$31,814	\$2,916	\$34,730	\$4,095		\$38,825
769	Chickamauga City	\$3,753	\$344	\$4,097	\$2,554		\$6,651
771	Commerce City	\$11,717	\$1,074	\$12,791	\$4,949		\$17,740
772	Dalton City	\$75,413	\$6,913	\$82,326	\$15,960		\$98,286
773	Decatur City	\$22,276	\$2,042	\$24,318	\$14,640		\$38,958
774	Dublin City	\$45,516	\$4,172	\$49,688	\$7,810		\$57,498
776	Gainesville City	\$70,882	\$6,498	\$77,380	\$18,003		\$95,383
779	Jefferson City	\$17,362	\$1,592	\$18,954	\$11,075		\$30,029
781	Marietta City	\$77,447	\$7,100	\$84,547	\$20,000		\$104,547
784	Pelham City	\$11,923	\$1,093	\$13,016	\$14,064		\$27,080
785	Rome City	\$99,144	\$9,088	\$108,232	\$20,000		\$128,232
786	Social Circle City	\$8,755	\$802	\$9,557	\$3,160		\$12,717
789	Thomasville City	\$46,013	\$4,218	\$50,231			\$50,231
791	Trion City	\$5,181	\$475	\$5,656	\$1,972		\$7,628
792	Valdosta City	\$132,954	\$12,188	\$145,142	\$17,660		\$162,802
793	Vidalia City	\$35,864	\$3,288	\$39,152	\$8,495		\$47,647
799	State Schools					\$17,271	\$17,271
890	Dept of Corrections					\$17,270	\$17,270
891	Dept of Juvenile Justice					\$17,270	\$17,270
Totals		\$18,174,359	\$1,666,100	\$19,840,459	\$2,191,854	\$51,811	\$22,084,124

As shown in Table 9, in accordance with Section 132(a), TCSG will distribute postsecondary Perkins funds to eligible institutions within the state using a formula that allocates to each college funding proportionate to that college's percentage of the statewide total of Pell grant recipients in occupationally specific programs. No grant provided to any institution under this section shall be for an amount less than \$50,000. Any amount not allocated by reason of Section 132(c)(2) shall be redistributed to eligible institutions in accordance with the provisions of this section.

Table 9: Technical College System of Georgia FY26 Estimated Perkins V Allocations

Num	College	Pell ID	Fall FY 2024 Pells	2024 Perkins %	Initial Perkins Amount	% Rural	Reserve	FY 2026 Est. Perkins Allocation
820	Albany Technical College	005601	1,520	4.61%	\$ 1,002,908.00	29.72%		\$ 1,002,908.00
822	Athens Technical College	005600	921	2.80%	\$ 607,683.00	44.23%	\$ 55,000.00	\$ 662,683.00
823	Atlanta Technical College	008543	1,414	4.29%	\$ 932,968.00	1.04%		\$ 932,968.00
824	Augusta Technical College	005599	1,360	4.13%	\$ 897,338.00	20.50%		\$ 897,338.00
835	Central Georgia Technical College	005763	2,392	7.26%	\$ 1,578,260.00	32.09%		\$ 1,578,260.00
827	Chattahoochee Technical College	005620	2,040	6.19%	\$ 1,346,008.00	12.35%		\$ 1,346,008.00
818	Coastal Pines Technical College	005511	885	2.69%	\$ 583,930.00	48.33%	\$ 55,000.00	\$ 638,930.00
828	Columbus Technical College	005624	1,583	4.81%	\$ 1,044,476.00	21.83%		\$ 1,044,476.00
829	Georgia Northwestern Technical College	004024	2,450	7.44%	\$ 1,616,529.00	42.69%	\$ 55,000.00	\$ 1,671,529.00
830	Georgia Piedmont Technical College	016582	1,196	3.63%	\$ 789,130.00	6.62%		\$ 789,130.00
832	Gwinnett Technical College	016139	2,405	7.30%	\$ 1,586,838.00	0.49%		\$ 1,586,838.00
834	Lanier Technical College	005254	1,227	3.73%	\$ 809,584.00	30.92%		\$ 809,584.00
838	North Georgia Technical College	005619	759	2.30%	\$ 500,794.00	79.60%	\$ 55,000.00	\$ 555,794.00
817	Oconee Fall Line Technical College	031555	998	3.03%	\$ 658,488.00	67.50%	\$ 55,000.00	\$ 713,488.00
844	Ogeechee Technical College	030300	743	2.26%	\$ 490,237.00	54.44%	\$ 55,000.00	\$ 545,237.00
841	Savannah Technical College	005618	1,379	4.19%	\$ 909,875.00	18.85%		\$ 909,875.00
842	South Georgia Technical College	005617	823	2.50%	\$ 543,022.00	56.11%	\$ 55,000.00	\$ 598,022.00
843	Southeastern Technical College	030665	644	1.96%	\$ 424,916.00	65.38%	\$ 55,000.00	\$ 479,916.00
831	Southern Crescent Technical College	005621	2,335	7.09%	\$ 1,540,651.00	31.91%		\$ 1,540,651.00
837	Southern Regional Technical College	005255	1,922	5.84%	\$ 1,268,150.00	53.28%	\$ 55,000.00	\$ 1,323,150.00
826	West Georgia Technical College	010487	2,296	6.97%	\$ 1,514,919.00	38.23%	\$ 55,000.00	\$ 1,569,919.00
848	Wiregrass Georgia Technical College	005256	1,645	4.99%	\$ 1,085,384.00	51.42%	\$ 55,000.00	\$ 1,140,384.00
	Statewide Totals		32,937		\$ 21,732,088.00		\$ 605,000.00	\$ 22,337,088.00

* These allocations are only for planning purposes and may be changed at any time to reflect updated allocations from the US Department of Education.

Table 10: Georgia Perkins V Allotment for Fiscal Year 2026

May 5, 2025

FY26

GEORGIA CAREER AND TECHNICAL EDUCATION (Perkins V) ALLOTMENT - FY 2025 (July 1, 2025 - June 30, 2026)

Budget Summary for Program Year (PY) 2025-2026 (FY 2026)

FUNDING CATEGORIES	Perkins IV Within State Allocation Formula	STATE TOTALS	FEDERAL FUNDS	
		Federal	Secondary	Post Secondary
BASIC GRANT - Title I				
STATE ADMINISTRATION	5% Maximum	2,132,699	1,282,699	850,000
STATE LEADERSHIP	10% Maximum (10% of Consolidated Funds)	5,181,113	2,616,462	2,564,651
Leadership Activities		5,019,302	2,509,651	2,509,651
Non-Traditional Employment	60,000 Minimum - 150,000 Maximum	60,000	30,000	30,000
State Institutions*	Perkins V allows it to go from 1% Max to 2%. (0.1% of Basic Grant after Consolidation)	51,811	51,811	
Recruitment of Special Populations-new requirement	Perkins V allows .1% or \$50,000 which ever is less	50,000	25,000	25,000
LOCAL PROGRAMS	85% Minimum	44,497,325	22,032,313	22,465,012
Allocation	75% Minimum	41,700,471	19,840,459	21,860,012
Reserve Allocation	10% Maximum of local program funds	2,796,854	2,191,854	605,000
Consolidated Basic Grant Title I Total	100%	51,811,137	25,931,474	25,879,663

*Allocated to Georgia Department of Juvenile Justice, Department of Corrections, and State Schools in accordance with [Section 112 (a) (2) (A)] of the Perkins V legislation. (Perkins V changes max to 2%)

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The State of Georgia will not have any consortia.

C.3. Adjustment of Data

C.3. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

GaDOE CTAE will adjust the data used to make allocations to reflect any change in school district boundaries that may have occurred since the data were collected and include eligible recipients without geographical boundaries, such as charter schools. Any change in district boundaries will impact the formula made for allocations beginning in the next year. Census SAIPE data used for the formula will be adjusted appropriately based upon new district boundaries. No schools in Georgia are funded by the Bureau of Indian Education (BIE). Note that GaDOE uses Temporary Assistance for Needy Families (TANF) and Free and Reduced-Price Lunch data when making allocations for charter schools, including those both with and without geographic boundaries.

C.4. Waiver for the Secondary Allocation Formula

C.4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—

- a. include a proposal for such an alternative formula; and
- b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

GaDOE CTAE will not be submitting a waiver.

C.5. Waiver for the Postsecondary Allocation Formula

C.5. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—

- a. include a proposal for such an alternative formula; and
- b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

TCSG will not be submitting a waiver.

C.6. Award of Reserve Funds

C.6. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Secondary

In accordance with Perkins V, a minimum of 85% of funds must flow to the local level. Up to 10% of these funds may be distributed by the state for uses described in “Local Uses of Funds.” These funds are made available to CTE programs in:

- rural areas
- areas with high percentages of CTE students
- areas with high numbers of CTE students

Georgia uses a competitive grant process to allocate Perkins*plus* Reserve Fund Grants to eligible local education agencies to address improvement in identified indicators while redefining the size, scope, and quality of programs. First consideration is given to LEAs that face barriers due to their rural location. Second phase awards are made to LEAs with a high percentage (23%) or a high number of CTE students enrolled in CTE programs. All other LEAs wishing to submit applications for reserve fund grants are scored and approved for any remaining funds.

Eligible agencies must have a minimum of 10 CTE full-time equivalents (FTEs) to be considered and receive a signature approval from the local system CTAE administrator and the LEA superintendent to signify that all federal and state program assurances have been accepted.

Applications are submitted through the Consolidated Application (CA) process. For FY25, all proposals submitted by the February 23, 2024, deadline were reviewed and rated by a team of grant evaluators for eligibility. Funded projects related to, for example, assessment and student credentialing, serving special populations, non-traditional initiatives, recruiting and retaining CTE teachers, and incentive grants for meeting core indicators.

Postsecondary

Reserve funds are allocated to the most rural half of Georgia’s 22 technical colleges. Rural population percentages are calculated for each college’s service delivery area by dividing the rural population (determined from census data) by the total population. The reserve funds are then evenly distributed to the 11 colleges with the most rural service delivery areas. These funds are for improving non-traditional outcomes.

C.7. State Fiscal Effort or Aggregate Expenditures

C.7. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Georgia’s FY23 State Fiscal Effort is \$731,653,287.38.

D. Accountability for Results

D.1. Indicators of CTE Program Quality

D.1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section

113(b)(2)(A)(iv)(II) of Perkins V). Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

GaDOE CTAE chose “c. the percentage of CTAE concentrators graduating from high school having participated in work-based learning” (5S3) as a program quality indicator, as below:

5S3 – Participated in Work-Based Learning

- Numerator: In the reporting year, the number of CTAE concentrators who graduate high school with a regular diploma and earned at least one credit in Work-Based Learning aligned with the student’s CTAE pathway.
- Denominator: The number of CTAE concentrators who graduated from high school with a regular diploma in the reporting year.

Definitions: (1) *Work-based learning* means a sustained interaction with industry or community professionals in a real workplace setting, to the extent practicable, or simulated environment at an education institution that fosters in-depth, first-hand engagement with the tasks required of a given career field and is aligned to curriculum and instruction. A qualified work-based learning program is one that follows the Georgia State Board Rule 160-4-3-.14. (2) A *CTAE Concentrator* is a secondary student who successfully completes (i.e., earned one unit of credit per course) any two courses within a state-approved CTAE pathway.

GaDOE CTAE created two additional measures of program quality as defined in 5S4 and 5S5.

5S4 – Completed a CTAE Pathway

- Numerator: In the reporting year, the number of high school graduates with a regular diploma and who have completed a state-approved CTAE pathway.
- Denominator: The number of high school graduates with a regular diploma in the reporting year.

Definition: A *CTAE pathway completer* is a student who earned one unit of credit per course for the following: an introductory course plus two sequential courses within a state-approved CTAE pathway. Student record data are used to determine pathway completion.

5S5 – Earned a Credential of Value

- Numerator: The number of students who graduate with a regular diploma having completed a state-approved CTAE pathway or a Technical College Certificate (TCC) *and* obtained a Credential of Value related to the completed pathway or completed TCC.
- Denominator: The number of students who graduate with a regular diploma having completed a state-approved CTAE pathway or earned a TCC.

Definitions: (1) *Credentials of Value* are those credentialing assessments (written and/or hands-on) administered throughout a CTAE pathway that are vetted by business and industry through a strategic process and/or lead to earned postsecondary credit. (2) A *CTAE Concentrator* is a secondary student who successfully completes (i.e., earned one unit of credit per course) any two courses within a state-approved CTAE pathway. Student record data are used to make this calculation.

D.2. State Determined Performance Indicators

D.2. Provide on the form in Section V.B, for each year covered by the State plan beginning in program year (PY) 2020-21, State determined performance levels for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Georgia’s State Determined Levels of Performance for secondary and postsecondary eligible recipients are included in Tables 11 and 12 and the forms in Section V.

Table 11: Georgia Secondary SDLPs

Indicators	Baseline Level				Performance Levels				
		PY2020-21	PY2021-22	PY2022-23	PY2023-24	PY2024-25	PY2025-26	PY2026-27	PY2027-28
Secondary Indicators									
1S1: Four-Year Graduation Rate	90.00	90.00	90.00	90.03	90.59	96.66	96.76	96.86	96.95
1S2: Extended Graduation Rate	90.00	90.00	90.00	90.03	90.59	97.03	97.12	97.21	97.29
2S1: Academic Proficiency in Reading Language Arts	70.00	70.00	70.00	70.90	71.77	77.62	78.29	78.94	79.57
2S2: Academic Proficiency in Mathematics	70.00	70.00	70.00	70.90	71.77	36.01	37.93	39.79	41.60
2S3: Academic Proficiency in Science	70.00	70.00	70.00	70.90	71.77	46.01	47.63	49.20	50.72
3S1: Post-Program Placement	95.00	95.00	95.00	95.15	95.30	95.96	96.08	96.20	96.31
4S1: Non-traditional Program Concentration	6.00	6.00	6.00	6.57	7.12	15.17	15.46	15.75	16.03
5S1: Program Quality – Attained Recognized Postsecondary Credential									
5S2: Program Quality – Attained Postsecondary Credits									
5S3: Program Quality – Participated in Work-Based Learning	30.00	30.00	30.00	30.60	31.18	40.92	41.19	41.46	41.71
5S4: Program Quality – CTAE Pathway Completion	35.00	35.00	35.00	35.45	35.89	43.66	43.85	44.03	44.21
5S5: Program Quality – Credentials of Value	50.00	50.00	50.00	51.50	52.96	43.64	45.33	46.97	48.56

SDLPs were recalculated for 2024-25 based on the average of 2021-22 and 2022-23 performance with the exception of 2S2 and 2S3 due to unanticipated circumstances that resulted in incomplete data. For subsequent years, a 3% growth rate is calculated based on the growth rate between the current target and optimum performance.

Table 12: Georgia Postsecondary SDLPs

Indicators	Baseline Level*	PY2023-24	PY2024-25	PY2025-26	PY2026-27	PY2027-28	PY2028-29
1P1: Post-Program Placement	99.46	99.10	99.20	99.33	99.33	99.33	99.33
2P1: Earned Recognized Postsecondary Credential	62.29	60.00	61.19	62.29	62.34	62.39	62.44
3P1: Non-traditional Program Concentration	19.47	15.90	19.83	19.57	19.58	19.59	19.60

*A baseline was established using an average of the FY 2022-23 data and FY 2023-24 data, which are the most recent two years of data for each measure. -

D.3. Procedure for Determining SDLPs

D.3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

D.3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**

Secondary

Proposed state determined levels of performance (SDLPs) were displayed at the Georgia Association for Career and Technical Education (GACTE) Summer Conference in 2019. Option 1 was based on State Average Performance of Perkins IV. Option 2 was based on Individual Eligible Recipient's Performance of Perkins IV. Participants were invited to ask questions and provide oral and written feedback on the process for determining the SDLPs (both options), and a preference for which option best meets the needs of each eligible recipient. Feedback was solicited from all attendees, including teachers, administrators, and business and industry leaders.

It was then determined that new data were needed to ensure target baselines are, "to the greatest extent possible, aligned" (Section 113(b)(2)(C)) to similar information gathered for other state and federal programs and adhere to the new indicator definitions as defined in Perkins V. A document explaining the numerator and denominator for each indicator was placed on the GaDOE CTAE website for additional public review for 60 days from October 15, 2019, to December 15, 2019, with an email for stakeholders to provide written feedback.

In the 2022-23 school year, CTAE Concentrator graduates did not meet the state target for indicators 2S2 and 2S3 for academic proficiency in math and science. State-mandated assessment administration was suspended for 2019-20 and 2020-21 during COVID-related school closings. Algebra and Biology assessments are typically taken during the ninth or tenth grade of high school. This circumstance resulted in inaccurate data for 2022-23 since a large majority of CTAE Concentrators did not take the Algebra and/or Biology assessment. A similar impact on the 2023-24 graduates is expected to impact these indicators for 2023-24 and possibly 2024-25.

Revised state targets for 2024-25, based on the two-year average for state performance, were placed on the GaDOE CTAE website for public review and comment with an email for stakeholders to provide written feedback. Based on public input, the 2S2 and 2S3 indicator targets were adjusted to remain above the overall state performance level of the math and science state mandated assessments.

Each spring, the revised SDLP targets will be revised to exceed the previous two-year performance average of each indicator. These targets will be placed on the GaDOE CTAE website for public review and comment for 60 days. Final targets will be established based on performance averages and public feedback.

Postsecondary

The proposed postsecondary SDLPs were posted on January 16, 2025 on a TCSG website <https://intranet.tcsgeu.edu/teched/grants-management/perkins-files/> to allow stakeholders to provide written comments on how the levels meet the requirements of the law, support the improvement of CTE for all concentrators, including special populations, and

support the needs of the local education and business community. Public comments regarding postsecondary SDLPs and TCSG responses are provided in Section D.4 and Appendix B.

- b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**

Secondary

Georgia's secondary SDLPs were developed based on stakeholder input. It was determined that Georgia would add two additional indicators to measure program quality with pathway completers (5S4) and program quality with technical skills attainment (5S5). Baseline data was gathered by collecting data from prior years using the Perkins V indicator definitions for all 10 indicators. A growth model was set to mirror the growth expectations of Georgia's approved ESSA plan. These performance indicator targets were used for 2020-21, 2021-22, 2022-23, and 2023-24.

SDLPs were recalculated for 2024-25 based on the average of 2021-22 and 2022-23 performance. From these proposed targets, stakeholders indicated that unanticipated circumstances affected indicators 2S2 and 2S3 due to the suspension of state-mandated testing during 2019-20 and 2020-21. Based on stakeholder feedback, the targets for 2S2 and 2S3 were recalculated to ensure that the targets exceeded the overall state performance for these two indicators.

For each subsequent year, a 3% growth rate is calculated based on the growth potential between the current target and optimum performance.

Postsecondary

Georgia's postsecondary SDLPs were developed based on stakeholder input requesting that a baseline be established for each postsecondary measure using past data. Postsecondary data *does not* include secondary students taking dual enrollment coursework. From these baselines, stakeholders indicated that annual increases proportional to the current rates of these measures should be added each year for those measures below 95%.

Based on this feedback, TCSG calculated baselines and produced the proposed SDLPs in Table 12 and the form in Section V. Benchmarks were developed initially using three years of past data, then revised to two years of past data. The revised benchmarks were reposted for stakeholder review and feedback from April 24 to May 2, 2024.

- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals, and objectives other Federal and State laws (Section 122(d)(10) of Perkins V).**

Secondary

In alignment with Georgia's approved ESSA plan,⁵⁰ Georgia's secondary SDLPs focus on critical state education and workforce goals, including supporting schools in expanding opportunities for students (5S3, 5S4, 5S5), capturing the growth of students with cognitive disabilities (all indicators), and emphasizing the state's strong commitment to workforce and economic development (all indicators).

Georgia's secondary SDLPs also support the state's K-12 accountability model, the GaDOE College and Career Ready Performance Index (CCRPI),⁵¹ for Content Mastery (2S1, 2S2, and 2S3), Closing Gaps (all indicators), Readiness (4S1, 5S3, 5S4, and 5S5), and Graduation Rate (1S1, and 1S2).

Under the state's ESSA plan, the target structure is based on expected growth or maintenance of high achievement levels for all schools and all subgroups. The goal is to incentivize continuous, sustainable improvement. Targets are set by calculating the gap between the baseline and 90%. Georgia's Perkins SDLP targets are similarly based on expected growth of all schools and all subgroups. Targets are set by calculating the gap between the average of the previous two years' performance and the optimum performance for each indicator. Over the past three years, Georgia has experienced continuous, sustainable improvement in all indicators, except for the two indicators (2S2 and 2S3) where state mandated assessments were exempt in 2020 and 2021 due to pandemic-related school closures.

Postsecondary

The postsecondary SDLPs are aligned with the goals of TCSG and the state for graduation, placement, and access. TCSG's graduation and placement rates are also aligned with other federal grants, such as WIOA. During listening sessions and public comment periods conducted in 2024 and 2025, stakeholders requested that a baseline be established for each of the postsecondary measures using three two years of past data (i.e., FY23 and FY24).

D.4. Responses to Comments Regarding SDLPs

D.4. Provide a written response to the comments regarding State determined performance levels received

⁵⁰ <https://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/ESSA.aspx>
⁵¹ <https://gadoe.org/assessment-accountability/accountability/>

during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any of the changes made to the State determined performance levels as a result of stakeholder feedback.

As described in Section A.3, GaDOE CTAE and TCSG solicited public comments and questions during a 30-day public comment period held from February 13 to March 13, 2025, during which the draft plan was posted online and comments collected via Qualtrics survey and/or emails to designated staff at GaDOE CTAE and TCSG.

The public were also invited to ask questions and provide feedback during the in-person public hearing held on February 13 at Lanier Technical College (Forsyth Campus) with six regional satellite locations around the state. Table 13 lists total attendees by location.

Table 13: Stakeholders in Attendance by Public Hearing Meeting Location

Public Hearing Meeting Locations	Attendees
Lanier Technical College, Cummings (Main Location)	58
Newton County College & Career Academy, Covington (Satellite)	35
Northwest College & Career Academy, Dalton (Satellite)	31
Ogeechee Technical College, Statesboro (Satellite)	20
West Georgia Technical College, Carrollton (Satellite)	24
Georgia Chamber of Commerce Center of Rural Prosperity, Tifton (Satellite)	34
Total	202

Public questions and comments and GaDOE CTAE and TCSG responses are listed below:

- Table 14 lists comments collected via notecards during the in-person public hearing.
- Table 15 lists comments collected via Qualtrics survey.
- Table 16 lists comments submitted via email to TCSG.

Table 14: Public Comments Collected Via Notecards at the 02-13-2025 Public Hearing and GaDOE CTAE/TCSG Responses

Public Comments and GaDOE CTAE/TCSG Responses	Changes Made as a Result of Feedback
Question 1: Will transportation be allowed for funding with Perkins? This would assist rural systems with providing work-based learning opportunities.	
Response: The Perkins V law only allows for the support of transportation costs for members of the Perkins-defined special populations.	
Question 2: How will the combined plan affect CTAE funding, if any? Will this play a role in how students are paid for work-based learning?	
Response: There will be no change in CTAE funding and nothing will change about how students are paid for work-based learning.	
Question 3: A statement in the plan* reads as if funding will be coordinated by putting the Perkins V funding with the WIOA funding and then split 50/50. Fifty percent going to GaDOE CTAE and 50% going to TCSG for postsecondary and WIOA. (* The referenced statement reads: "The 50/50 split of funds will continue with the Perkins V and WIOA Combined Plan.")	
Response: The distribution of Perkins and WIOA funds will not change with this combined plan. The Perkins funds will still be divided between GaDOE CTAE and TCSG, and WIOA funds will continue to flow through the Office of Workforce Development within TCSG.	
Question 4: To build student numbers, is marketing being addressed to showcase our students weekly or monthly on local affiliates of national news TV stations and publications such as the AJC?	
Response: Thank you for the suggestion; however, Perkins funds cannot be used for marketing.	
Question 5: Regarding the table on page 14 – Is there a time frame for counseling?	
Response: This piece of the state's Top State for Talent initiative is still in active development.	
Question 6: Why is the Perkins funding based on census counts instead of FTE counts?	
Secondary Response: Perkins V law states that the distribution of funds is based on a formula that utilizes the small area income and poverty estimates (SAIPE) provided by the U.S. Census Bureau.	
Question 7: As we plan our Pathways, how do we hit the target, since this is an annual event that changes each year? Lagging data.	
Secondary Response: The Perkins V performance targets are set for the next 4 years based on the previous year's performance and utilizing these incremental requirements included in the Perkins V law. The 2024-25 targets were based on the average of 2021-22 and 2022-23 actual performance with the exception of 2S2 and 2S3, which due to unanticipated circumstances were based on the overall state performance for those two academic indicators. For 2025-26 through 2028-29, the posted targets within the state plan represent an annual increase of 3% of the growth potential for each indicator.	
Question 8: In the previous plan, CTSOs were included in Appendix C. The criteria for being a CTSO were included as well. I do not see it in this plan. Is there a reason it was removed?	
Response: Thank you for your comment. Your concern has been addressed by adding the CTSO list to the appendices (see Appendix I).	Yes
Question 9a: Did they say Perkins funds cannot be used for transportation?	
Response: Yes. The Perkins V Law only allows for the support of transportation costs for members of Perkins-defined special populations.	
Question 9b: If not, what if it was identified as a need from stakeholder engagement?	
Secondary Response: Stakeholders may work with CTAE educators for a solution.	
Postsecondary Response: Colleges can fund transportation from a third-party provider at their discretion out of Perkins or other sources of funds, for students who are members of Perkins-defined special populations.	
Suggestion 1: The high-demand list needs to be linked directly on/to the State Plan. – Not an appendix – A link to state and regional lists.	

Response: Thank you for your input. The lists are available here https://www.tcsg.edu/ga-high-demand/ and have been added to the Plan as footnotes in the Introduction and Sections B.1.b, B.2.c.iii, and C.1.c.	Yes

Table 15: Public Comments Collected Via Qualtrics Survey* and GaDOE CTAE/TCSG Responses

Public Comments and GaDOE CTAE/TCSG Responses	Changes Made as a Result of Feedback
Comment 1: This plan sounds good on paper, but when looking at the high demand list, there are concerns that some key areas have been missed. Basing high demand jobs strictly on the Department of Labor SOC codes is not the best way to determine high demand jobs in our state. Please do more research by expanding categories through other options for jobs. For example, agriculture is reported as the leading business in our state, but the high demand list accounts for very few jobs in agriculture. This is mostly due to the way DOL accounts for agriculture positions. Please do more research on agriculture opportunities, before adding specific incentives towards teaching these HD CTAE courses and pathways. The draft plan mentions using specific SMART goals and data to measure the impact of the program, but from what I read, it seems this report fails to include measurable data that could possibly influence the lack of focus on the number 1 industry in our state.	

Response: Thank you for sharing.

Standard Occupational Classification (SOC) codes are the labor market’s industry-accepted way of classifying, grouping, and reporting the various occupations throughout the workforce and are the most comprehensive route for reviewing demand and salary information for job groupings. For those codes most heavily related to Agriculture, these include but are not limited to:

- 11-9013 - Farmers, Ranchers, and Other Agricultural Managers
- 17-2021 - Agricultural Engineers
- 19-4012 - Agricultural Technicians
- 45-2011 - Agricultural Inspectors
- 45-2041 - Graders and Sorters, Agricultural Products
- 45-2091 - Agricultural Equipment Operators
- 45-2099 - Agricultural Workers, All Others

In the development of the High Demand Career Lists, the data and evaluation teams took the following items into account. For an occupation to be included on the High-Demand Career Lists, they must meet each of these criteria:

- Projected Job Growth between 2020 and 2030 must be greater than “0”
- Number of projected average annual openings must be greater than or equal to the State median (or regional median for the regional lists)
- Average median wage greater than 75% of current Statewide median for all jobs
- Job must require greater than a high school diploma or must require moderate or higher on-the-job training

Of those codes listed above, at the State level review, below are the outcomes for each of those codes:

SOC Code	Job Growth Criteria	Annual Openings Criteria	Average Median Wage Crteria	Educa-tion or Training Criteria	Statewide HDC Listing Outcome
11-9013	N	Y	N	N	Exclude
17-2021	N	N	Y	Y	Exclude
19-4012	N	N	Y	Y	Exclude
45-2011	Y	N	Y	Y	Exclude
45-2041	Y	Y	N	N	Exclude
45-2091	Y	Y	N	Y	Exclude
45-2099	Y	Y	N	N	Exclude

The review and criteria used for the jobs on the High Demand Career List should not be construed to determine what industries are the leading contributor toward the State’s overall economic health.

Comment 2: Initiatives to promote students in trades and other skills is vital for the success of our state. However, we need to address the severely large educational gap of students post-COVID. We also should address the limitations that teachers have due to students' grade level delays. This inhibits the skills they already should have when entering the trade school/classes. These delays can and should be addressed in elementary school. Kids don't get to play and develop their imaginative or executive functioning skills because teachers are forced to spend so much time on literacy and math classes. Let kids have more than 10 minutes of recess, go to gym more than once a week, have a dramatic play center, let them explore and build using Kinex and Legos. The academic skills for trade school and CTAE programs need to be infused at a young age. As an elementary agriculture teacher, I can see the benefits of allowing students to explore plants, talk about their observations, and giving them time to draw and label their scientific findings. We know that once kids aren't on grade level by 3rd grade, it becomes more difficult for them to catch up, and once they are in high school - if they are reading at a 5th grade level - it becomes almost impossible to reach them at any level. The motor and executive functioning skills must be acquired and practiced from a young age - we cannot just address these skills deficit in high school.	
Response: Thank you for your input.	
Comment 3: It's very clear that Perkins funding is not being allocated equitably amongst career and technical education programs. There are some schools that receive \$50k, or up to \$275k for major grants, within a year... while there are some schools that receive \$0 year after year. We need more involvement by stakeholders to make sure that funds are getting where they need to go. Also, we need more transparency from the district side to see which schools are actually receiving the funds, and which schools are not. Some schools have not received major grants in over 25 years, and some schools have never received a startup grant.	
Response: According to Perkins V law, the distribution of funds is based on a formula that utilizes the small area income and poverty estimates (SAIPE), which is provided by the U.S. Census Bureau. All Georgia public school county and city systems receive Perkins funds. Startup grants are state funded, not Perkins funded.	
Comment 4: Some autonomy needs to be built in within CTAE programs. Project-based learning directly tailored to local business and industry, while following the state standards is best, but we cannot properly do that when we are having to force our classes to "look like" a standard classroom on paper.	
Response: Thank you for your input. Please discuss this with your local system.	

Comment 5: As a Naval Science Instructor (SNS), I recognize the importance of the GaDOE commitment to ensuring quality CTAE pathways. The inclusion of work-based learning, pathway completion, and credential attainment as program quality indicators demonstrates a data-driven approach to measuring student success and program effectiveness. These metrics help validate the practical application of NJROTC's leadership and career readiness focus, aligning well with the goals of our cadet training and development.

The Work-Based Learning (WBL) Indicator is a key component of the CTAE program, measuring the percentage of concentrators who graduate having earned at least one credit in a WBL program aligned to their pathway. NJROTC inherently provides leadership training, but the integration of work-based learning — such as mentorship programs, internships, and hands-on leadership experiences — further bridges the gap between classroom instruction and real-world applications. For cadets aspiring to military or civilian careers, practical experience in leadership roles enhances discipline, decision-making, and responsibility.

The CTAE Pathway Completion Indicator (5S4) emphasizes the importance of students progressing through a structured sequence of courses. The NJROTC curriculum already functions as a pathway, guiding cadets through progressive levels of leadership, naval science, and physical fitness training. Encouraging full pathway completion ensures that cadets not only gain foundational knowledge but also develop advanced competencies that make them more competitive in both military and civilian career paths.

The Credential of Value Indicator (5S5) is particularly relevant to NJROTC, as it assesses the number of concentrators earning a credential of value by passing an End of Pathway Assessment (EOPA). While NJROTC does not directly provide industry-recognized certifications, it instills critical workplace skills such as leadership, teamwork, and discipline. Aligning NJROTC coursework with credentialing opportunities, such as leadership certifications, first aid training, and ROTC scholarships, could further enhance cadets' postsecondary prospects.

The GaDOE's State Determined Levels of Performance set ambitious yet attainable benchmarks for CTAE success. With graduation rates consistently above 92% and academic proficiency goals rising annually, it is evident that the state prioritizes both student achievement and program accountability. The NJROTC program supports these objectives by fostering discipline, leadership, and civic responsibility, all of which contribute to higher graduation rates and post-program placement success.

To further align NJROTC with CTAE quality indicators, my school, Columbia High School, can strengthen partnerships with local businesses, military recruiters, and higher education institutions to provide more work-based learning experiences. Additionally, promoting NJROTC as a recognized pathway within CTAE could encourage more students to complete all levels of the program and pursue leadership roles.

In conclusion, GaDOE's approach to CTAE measurement ensures accountability and program effectiveness. NJROTC aligns with these initiatives by fostering leadership, discipline, and career readiness. By integrating more credentialing opportunities and work-based learning, our program can further support cadets in achieving success beyond high school, whether in the military, college, or the workforce.

Response: JROTC is a valued program in Georgia. Due to JROTC receiving U.S. Department of Defense federal funds, Perkins V federal funds may not be allocated to JROTC programs.

Comment 6: Research-based curriculum and individual lessons are not mentioned. Industry-driven lessons are important, but if teachers are not using techniques backed by research, the students will not absorb the ideas and content. What training will teachers have to support these initiatives?

Response: The CTAE Resource Network provides much of the web-based, face-to-face training, as well as resources for CTAE teachers.

Comment 7: Question: On page 71, many of the Core Indicators for 2024-2025 have increased significantly (i.e., 1S1 FY24 is 90.59 and FY25 is 96.66; 1S2 FY24 is 90.59 and FY25 is 97.03; 4S1 FY24 is 6.57 and FY25 is 15.17, etc.). Are the Core Indicators for FY25 and beyond correct?

Response: The 2024-25 targets were based on the average of 2021-22 and 2022-23 actual performance with the exception of 2S2 and 2S3, which due to unanticipated circumstances were based on the overall state performance for those two academic indicators. For 2025-26 through 2028-29, the posted targets within the state plan represent an annual increase of 3% of the growth potential for each indicator.	
Comment 8: Page 71, Table 12 — Regarding Program Credentials of Value — Locally our system offers credentials that matter to our local industry but the system does not receive credit for them because they aren't on the state or federal approved list. Any local, state, or federal credential or exam should be allowed as a Credential of Value. For example, locally in our manufacturing/mechatronics program, we can issue Six Sigma White Belt and Siemens Mechatronics credentials. However, these are not on the official list so we cannot count them. These matter locally so they should be counted for credit.	
Response: The process for recommending additional credentials of value is under revision.	
Comment 9: On page 24 under the 54 programs of study, there is not an animal science program of study in the Agriculture, Food and Natural Resources career cluster. This is a large industry in the state and should be included.	
Response: Additional programs of study are continually added through the collaborative efforts of GaDOE CTAE and TCSG to meet the needs of business and industry as identified on Georgia's High Demand Career List.	
Comment 10: Focusing on building a better workforce should always be the number 1 priority.	
Response: Thank you for your input.	
Comment 11: Pg. 11 - GaDOE Strategic Plan uses vague terms for their strategic goals and priorities. They are not measurable like the terms TCSG uses. #1 Are you wanting to increase students earning a technical certificate or earning an industry recognized credential. If so, why not say to increase credentials? OR are you referring to schools offering skills that align to their regional workforce needs. The intention is not clear. #2 - What is career development support? #3 - Are you talking about CTAE teachers, if so, why not specify? Or are you talking about increasing CTAE workforce, like welders, maintenance technicians? PG 16 - Timelines for phases? PG 16 - GaDOE CTAE, still not clear - TCSG, what about evaluate programs and ensure they meet needs of workforce. Pg. 18 - #3, how do you ensure, do you evaluate? Pg. 51 - do rural systems utilize opportunities as much as larger systems. Do all systems pay the same cost per student or teacher? Pg. 62 - Why do systems not receive Perkins Plus Reserve Funds, and why are most of them rural. Don't they need funds more so than others? Pg. 65 - TCSG factors in a percentage for rural, why doesn't GaDOE? Pg. 68 - Secondary, is that stating rural areas receive a higher percentage of Perkins funds? Pg. 71 - What initiatives through Perkins Funds will help increase 5S3, work-based learning for students in rural areas? Rural is mentioned 20+ times in the draft plan, but what strategies and funding are in place to support rural schools?	

Response: The Perkins/WIOA combined plan focuses on 10 shared priorities identified in the plan. The Perkins V Law provides the mandated formula to distribute funds to secondary recipients. Each system budgets the Perkins funds that they receive based on the results of the Comprehensive Local Needs Assessment. Every eligible system that applied for Perkins Reserve funding was awarded the requested funds for eligible expenses. The Perkins V law provides the mandated formula to distribute funds to secondary recipients. The law does not allow DOE to deviate from the mandated formula. GaDOE takes the needs of rural Georgia very seriously and in response has created a Rural Education and Innovation team to help develop strategies to assist rural school systems as needed. At the postsecondary level, the technical colleges must complete a Perkins Local Area Needs Assessment, which analyzes the workforce needs of the college's service area. This uses data from the High Demand Career List. Additionally, each year colleges must analyze their program data to ensure that the programs are meeting workforce needs.	
Comment 12: TCSG. Pg. 68 notes reserve funds are allocated to most rural colleges, does DOE place priority on rural? Perkins V allows funding for transportation for CTE activities. Why does GA not allow, especially in underserved areas that don't offer a variety of CTE programs? Funding is needed to transport for dual enrollment and work-based learning.	
Response: The Perkins V Law provides the mandated formula to distribute funds to secondary recipients. The law does not allow DOE to deviate from the mandated formula. The Perkins V Law does not allow for the transportation costs of students except for certain cases where special population students are being served.	

* https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_bQkw7sC21fPdQz4?Q_CHL=qr

Table 16: Public Comments Received via Email in Response to State Determined Levels of Performance Posted on TCSG's Website*

Public Comments and TCSG Responses	Changes Made as a Result of Feedback
Comment 1: I. Yes, this meets the requirements of the law. II. Given that >70% of our students are part time, it does not include all CTE concentrators nor does it disaggregate sub-group or special populations to see if there is a significant difference among CTE concentrators. III. Overall, yes. The business sector is looking for graduates from occupational fields that are qualified to work. They want all those special populations to participate in the workforce, and the formula consistently increases those available to participate in the labor force.	
Response: Thank you for your comments. Regarding your second comment, Perkins postsecondary data does include part-time students. The Perkins data itself is disaggregated by sub-groups including special populations.	
Comment 2: P3: The airline industry is a white male dominated career field. Georgia is one of the largest employers in the aviation industry. There needs to be more pathways throughout the schools in Georgia in the areas of: Drones; Aviation Maintenance and Flight Operations. There needs to more pathways at the middle school level in all fields.	

Response: Thank you for your comments. Aviation is a high demand career in Georgia and we are working on developing more aviation related programs at our colleges.	
Comment 3: Our team has been involved with Perkins and the workforce outcomes for CTAE in K12 for years and we've been instrumental in helping create steady increases in workforce outcomes and growth in industry alignment. We would love to have a seat at the table to support TCSG in obtaining annual growth in these areas as well.	
Response: Thank you for your comments.	
Comment 4: I believe this plan demonstrates benchmarks that represent a strong commitment to student success by addressing the needs of all students, including those with disabilities, and providing clear pathways to postsecondary education and employment. It also aligns with the evolving needs of Georgia's workforce by setting goals to ensure that our graduates possess the skills and knowledge needed for their respective industries.	
Response: Thank you for your comments.	
Comment 5: I think the benchmarks set above are easily attainable.	
Response: Thank you for your comments.	

* <https://intranet.tcsgeu/teched/grants-management/perkins-files/>

D.5. Response to Disparities or Gaps in Performance

D.5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Secondary

Section 113(b)(4)(A)(i) states that each eligible recipient must (1) accept the State SDLP, or (2) negotiate a local level of performance. This selection will include state performance targets for each subgroup that qualifies for data collection.

Each spring, revised SDLPs will be determined based on the average of actual state performance for the previous two years. The revised SDLP targets will be established to ensure continuous, sustainable improvement. The proposed targets for the upcoming year will be placed on the GaDOE CTAE website for public review and comment for 60 days. Eligible recipients can respond through an open response box to justify and request a change to the proposed SDLP target. Based on public feedback, final SDLP targets will be set for all eligible recipients in the state.

Disparities or gaps in performance will be addressed as part of the Local Application. When performance falls below the accepted target, improvement strategies will be defined and implemented by eligible recipients. Systems that continue to fall short of accepted targets in subsequent years may be subject to decreased funding levels for the remaining years of the Plan.

Each year, the state conducts Monitoring and Risk Assessment reviews for 36 systems. Additional systems that are deemed at high risk based on an annual risk assessment completed in January are also reviewed. A state gap analysis will also be conducted to determine permissive uses of Perkins Reserve funds based on focus areas of the Perkins V legislation.

These strategies help Georgia ensure that it provides high-quality, industry-driven CTE programs, programs of study, and career pathways that align with the needs of Georgia students and employers.

Postsecondary

TCSG and its 22 technical colleges will continue to use a Five-Step Improvement Process to address disparities or gaps in performance under Perkins V for each of the plan years. If a college does not perform to at least 90% of the benchmark on a given core indicator, the college is required to determine the root causes of poor performance and develop an improvement plan to address them. Analyses of qualitative and quantitative data and program evaluations

are used to identify and implement strategies to address the root causes of poor performance. Improvement plans must be reviewed and approved by the TCSG system office.

Colleges are required to analyze disaggregated program data by population, including race and ethnicity, gender, disability status, income, non-traditional participation, single parents, out of workforce individuals, and English learners. Youth experiencing homelessness, youth in foster care, youth with a parent in active military service, and migrant youth are defined in Georgia as solely secondary populations and are thus not reported in postsecondary data.

Any performance gaps or barriers identified through these analyses must be addressed through root cause analyses and implementation of improvement strategies, as noted. Additional data are analyzed to determine if implemented strategies have been effective and should be expanded, need more time to be effective, or are ineffective and should be replaced with other strategies. If no meaningful progress is achieved prior to the third program year, the TCSG system office will provide intensive technical support to ensure that the proper root causes have been identified and that appropriate strategies are being implemented effectively to eliminate disparities or gaps. TCSG has a robust data warehouse that provides additional data for colleges to analyze student performance for each academic year.

These strategies help Georgia ensure that it provides high-quality, industry-driven postsecondary education and training programs that align with the needs of Georgia jobseekers and employers.

APPENDICES

Adult, Dislocated Worker, and Youth Activities – Adult Program Performance Indicators

Performance indicators table				
Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	81.0%	82.8%	81.2%	83.0%
Employment (Fourth Quarter After Exit)	79.0%	79.5%	79.2%	80.0%
Median Earnings (Second Quarter After Exit)	\$7,121	\$8,923	\$7,200	\$8,923
Credential Attainment Rate	75.6%	75.6%	75.8%	75.8%
Measurable Skill Gains	50.0%	58.9%	50.5%	59.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹ The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

Adult, Dislocated Worker, and Youth Activities – Dislocated Worker Program Performance Indicators

Performance indicators table				
Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	82.0%	82.0%	82.2%	82.2%
Employment (Fourth Quarter After Exit)	80.0%	80.0%	80.2%	80.2%
Median Earnings (Second Quarter After Exit)	\$9,558	\$10,149	\$9,700	\$10,149
Credential Attainment Rate	76.0%	76.0%	76.2%	76.2%
Measurable Skill Gains	50.0%	56.9%	50.2%	56.9%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹ The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

Adult, Dislocated Worker, and Youth Activities – Youth Program Performance Indicators

Performance indicators table				
Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	72.0%	79.8%	72.2%	79.8%
Employment (Fourth Quarter After Exit)	72.0%	76.2%	72.2%	77.0%

Performance indicators table				
Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Median Earnings (Second Quarter After Exit)	\$3,100	\$4,032	\$3,150	\$4,032
Credential Attainment Rate	67.5%	67.5%	67.7%	67.7%
Measurable Skill Gains	50.0%	52.1%	50.2%	52.1%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹ The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

Wagner-Peyser Program Performance Indicators

Performance indicators table				
Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	66.4%	66.4%	66.7%	66.7%
Employment (Fourth Quarter After Exit)	67.1%	67.1%	67.3%	67.7%
Median Earnings (Second Quarter After Exit)	\$5,611	\$7,279	\$5,700	\$7,279
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹ The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

Adult Education and Family Literacy Act (AEFLA) Program Performance Indicators

Performance indicators table				
Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	41.7%	47.0%	41.8%	48.0%
Employment (Fourth Quarter After Exit)	42.7%	48.0%	42.8%	48.5%
Median Earnings (Second Quarter After Exit)	\$4,680	\$5,050	\$4,730	\$5,100
Credential Attainment Rate	61.1%	63.0%	61.2%	63.5%
Measurable Skill Gains	48.1%	48.1%	48.2%	48.2%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹ The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

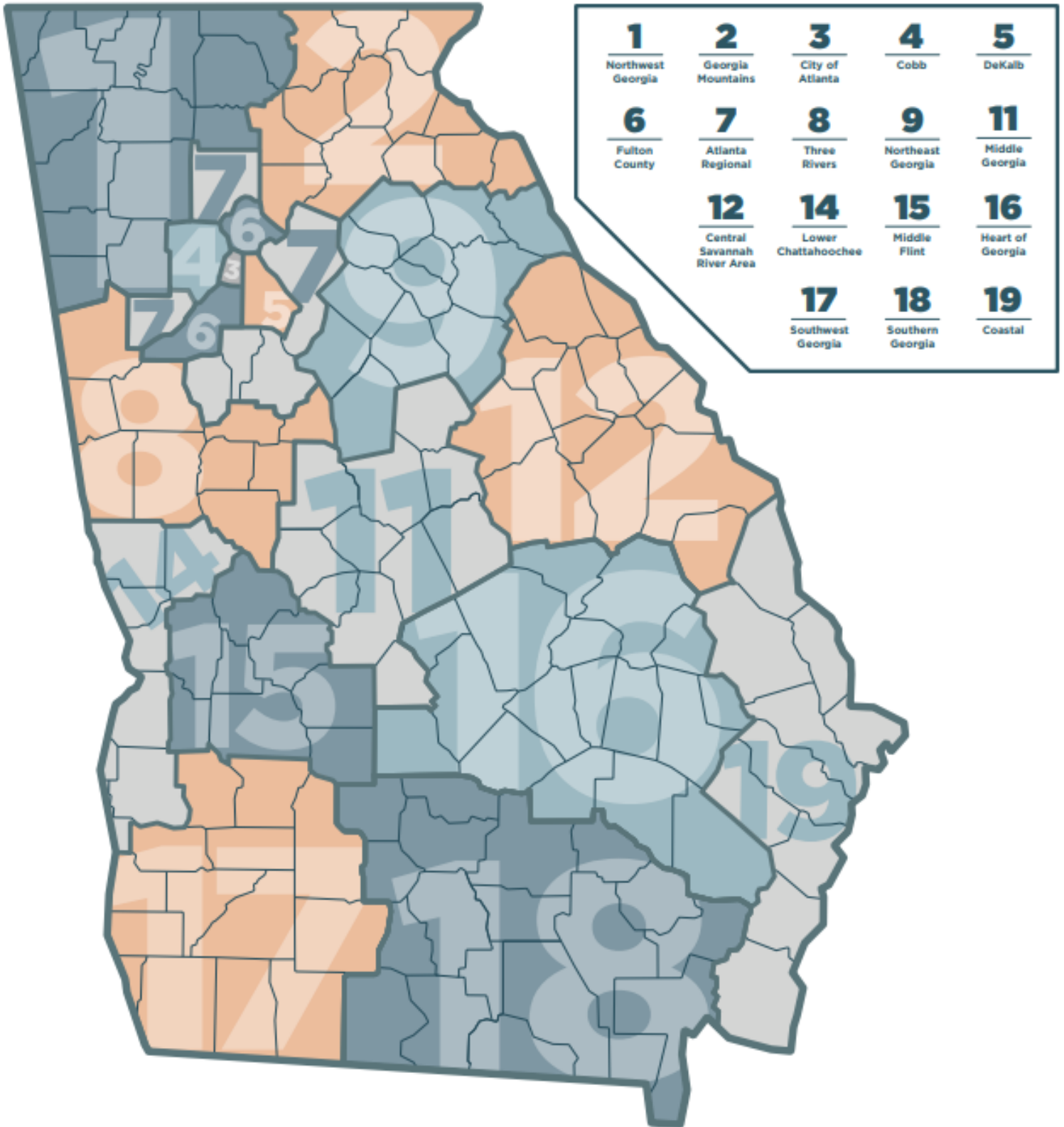
Performance indicators table				
Performance Indicators	PY 2026 Expected Level	PY 2024 Negotiated Level	PY 2027 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	41.8%		41.8%	
Employment (Fourth Quarter After Exit)	42.8%		42.8%	
Median Earnings (Second Quarter After Exit)	\$4,730		\$4,730	
Credential Attainment Rate	61.2%		61.2%	
Measurable Skill Gains	48.2%		48.2%	
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

Vocational Rehabilitation Program Performance Indicators

Performance indicators table				
Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	45.0%	45.0%	47.0%	47.0%
Employment (Fourth Quarter After Exit)	42.0%	43.6%	45.0%	45.0%
Median Earnings (Second Quarter After Exit)	\$4,149	\$4,200	\$4,667	\$4,300
Credential Attainment Rate	41.0%	42.0%	43.0%	43.0%
Measurable Skill Gains	48.0%	47.3%	50.0%	48.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹ The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

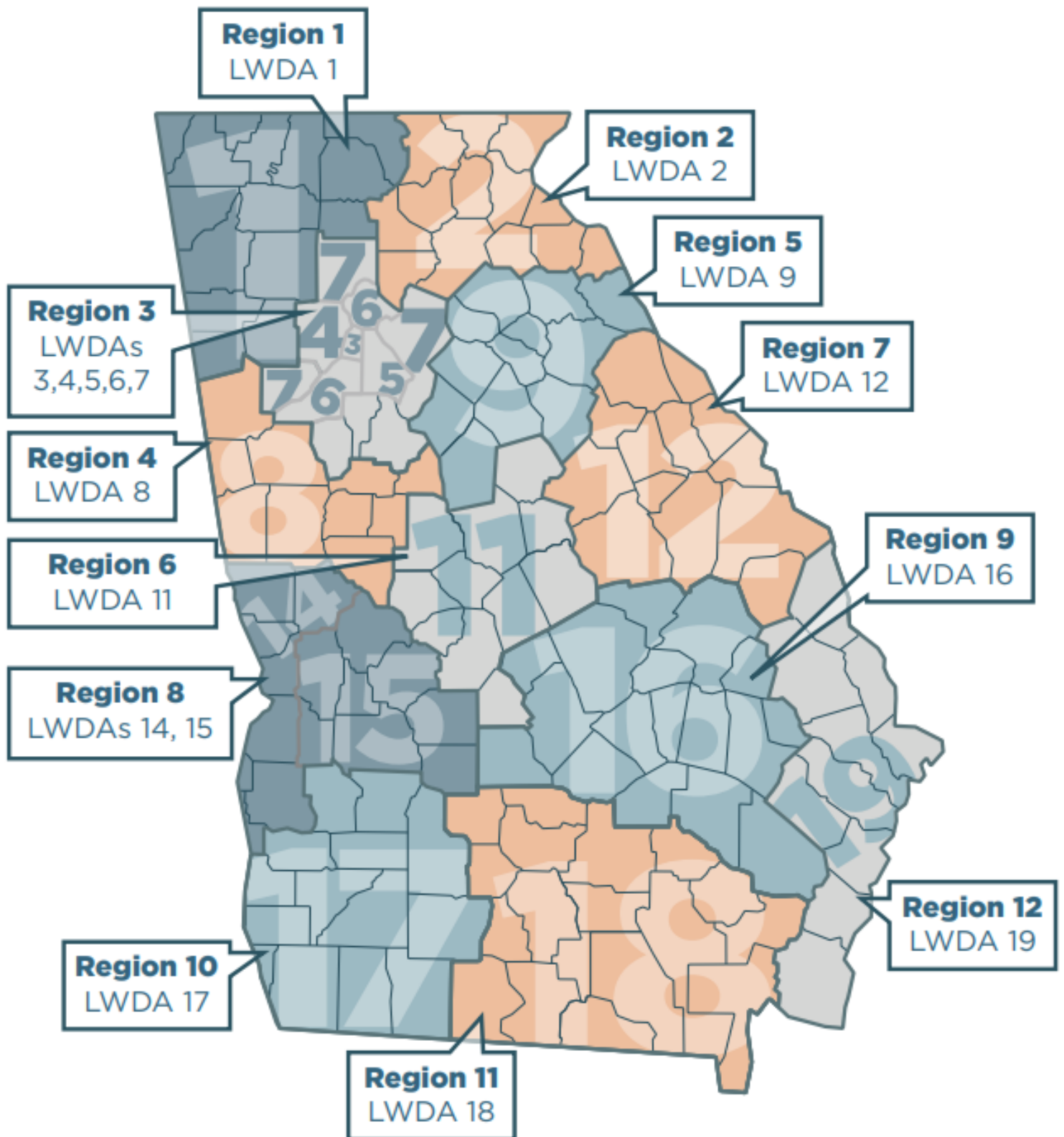
WorkSource Georgia Local Workforce Development Area Map



visit www.WorkSourceGeorgia.com

08.2024

WorkSource Georgia Region Map



visit www.WorkSourceGeorgia.com

08.2024

APPENDIX A-I: CARL D. PERKINS

Appendix A

Appendix A

Georgia Combined Perkins V/WIOA Plan

Appendix A: Regional Stakeholder Meeting Attendance and Feedback

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Appendix A-1: Regional Stakeholder Meeting Attendees by Date	
Northern Region: Chattahoochee Technical College, 11-14-2024	1
Central Region: Central Georgia Technical College, 11-15-2024	5
Southern Region: Wiregrass Technical College, 11-22-2024	10
Appendix A-2: Regional Stakeholder Meeting Feedback	
Northern Region: Chattahoochee Technical College, 11-14-2024	14
Central Region: Central Georgia Technical College, 11-15-2024	33
Southern Region: Wiregrass Technical College, 11-22-2024	58

Appendix A-1: Regional Stakeholder Meeting Attendees by Date

Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Ray Anukam	Education Program Specialist	Georgia Department of Education, CTAE Office	11-14-2024	Georgia Department of Education
April Armstead	Workforce Development and Youth Apprenticeship Program Coordinator	Troup County School System/THINC College and Career Academy	11-14-2024	Secondary School or District
Janet Baggett	Assistant Principal	Cherokee County Schools/Etowah High School	11-14-2024	Secondary School or District
Kelly Barnes	Vice President of Administrative Services	Georgia Northwestern Technical College	11-14-2024	Technical College
Gina Barthelemy-Morton	Associate Dean of Health Sciences	Chattahoochee Technical College	11-14-2024	Technical College
Caitlin Barton	Director of Disability Support Services	Chattahoochee Technical College	11-14-2024	Technical College
Nate Beardsley	Director of Data and Planning	Chattahoochee Technical College	11-14-2024	Technical College
Leslie Bell	Administrative Assistant	TCSG- Office of Technical Education	11-14-2024	Technical College
Kim Bennett	CTAE Instructional Technology Specialist	Cherokee County School District	11-14-2024	Secondary School or District
Annelise Berger	Project Coordinator	TCSG- Office of Technical Education	11-14-2024	Technical College
Alan Biercewicz	Aviation Program Director	Chattahoochee Technical College	11-14-2024	Technical College
Angela Blair	Student Outreach & Recruitment Coordinator	Chattahoochee Technical College	11-14-2024	Technical College, Student
Christal Blalock	Associate Dean of Business Sciences	Chattahoochee Technical College	11-14-2024	Technical College
Laura Boswell	Work-Based Learning Program Specialist	Georgia Department of Education, CTAE Office	11-14-2024	Georgia Department of Education
Deanna Boughton	Work-Based Learning/Youth Apprenticeship Program Coordinator	Bartow County School System/Cass High School	11-14-2024	Secondary School or District
Will Boyter	Sales Representative	Hunter Engineering Company	11-14-2024	Business and Industry
Shenica Bridges-Mathieu	Engineering and Technology Teacher	DeKalb County School System	11-14-2024	Secondary School or District
Tim Brown	Program Specialist	Georgia Department of Education, CTAE Office	11-14-2024	Georgia Department of Education, Parent
Alicia Brown	Work-Based Learning Coordinator	Bartow County School System/Adairsville High School	11-14-2024	Secondary School or District
Tamika Brundidge	Associate Dean of Professional Services and Design	Chattahoochee Technical College	11-14-2024	Technical College
Kristen Buoy	Vice President Academic Affairs	West Georgia Technical College	11-14-2024	Technical College
Michelle Bush	Director of Student Outreach/Dual Enrollment	Chattahoochee Technical College	11-14-2024	Technical College
Jennifer Butler	CEO/CTAE Director	Morgan County High School College & Career Academy	11-14-2024	Secondary School or District
Gamilfron Butler	Cosmetology Instructor	Dekalb County School System	11-14-2024	Business and Industry
Brandi Cannizzaro	Director of College & Career Development	Forsyth County Schools	11-14-2024	Secondary School or District
Charley Cattanaach	CTAE Director	Union County Schools	11-14-2024	Secondary School or District
Jana M. Champion	Graduation Coach	Pickens County School District/Pickens High School	11-14-2024	Secondary School or District, Advocacy/Community Support Group
Kim Clapper	Career Development Specialist	Forsyth County Schools	11-14-2024	Secondary School or District
Ryan Clark	Executive Director	Morehouse School of Medicine	11-14-2024	Historically Black Colleges and Universities, Workforce Training Provider
Joni Cochran	Program Specialist	Georgia Department of Education	11-14-2024	Georgia Department of Education
Burnette Cockfield	Project Manager	TCSG- Office of Technical Education	11-14-2024	Technical College
Marc Collier	CTAE Director	Cartersville City Schools	11-14-2024	Secondary School or District
Steve Conway	Academic Affairs Director	TCSG- Office of Technical Education	11-14-2024	Technical College
Missy Cusack	Vice President of Student Affairs	Chattahoochee Technical College	11-14-2024	Technical College, Parent

Appendix A

Georgia Combined Perkins V/WIOA Plan

Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Derek Dabrowiak	Assistant Commissioner	TCSG- Office of Student Affairs/Secondary Initiatives	11-14-2024	Technical College
Lisa N. Davis	Project Administrator	WorkSource Atlanta Regional	11-14-2024	Workforce Board
Lisa DiPrima	CTAE Director	Bartow County School System	11-14-2024	Secondary School or District
Kristen Douglas	Vice President for Academic Affairs and Institutional Effectiveness	Athens Technical College	11-14-2024	Technical College
LaTeisha Drummond	CTAE Principal/Coordinator	Carroll County Schools/North College & Career Academy	11-14-2024	Secondary School or District
Wright Edge	CTAE Director	Floyd County Schools/College and Career Academy	11-14-2024	Secondary School or District
Rebecca Ellis	Director of Policy and External Partnerships	TCSG- Office of Adult Education	11-14-2024	Technical College
Kimberly Ellis	Manager, Student Experience	TCSG- Office of Student Affairs/Secondary Initiatives	11-14-2024	Technical College
Laura Ergle	College & Career Readiness Specialist	Georgia Department of Education Rural Education & Innovation	11-14-2024	Secondary School or District, Rural Education & Innovation
Shane Evans	Dean of Economic Development	Chattahoochee Technical College	11-14-2024	Business and Industry
Dr. Dwionne Freeman	CTAE Director	Atlanta City Schools	11-14-2024	Secondary School or District
Matthew Gambill	Representative, District 15	Georgia House of Representatives	11-14-2024	Government Agency
Lucretia Gant	CTAE Department Chair/ Engineering Instructor	DeKalb County School District/Chamblee High School	11-14-2024	Secondary School or District, Parent
Robert Garcia	CEO	Marietta City Schools/Marietta College & Career Academy	11-14-2024	Secondary School or District
Diane Geis	Associate Dean Transportation, Logistics and Building Services	Chattahoochee Technical College	11-14-2024	Technical College
Susan Gentry	Program Manager	Northwest Georgia Regional Commission	11-14-2024	Workforce Board
Allison Giddens	President, Operations	Win-Tech, Inc.	11-14-2024	Business and Industry
Russell Gray	Teacher	Fulton County Schools	11-14-2024	Secondary School or District
Mamie Hanson	Grants Program Consultant	Georgia Department of Education	11-14-2024	Georgia Department of Education
Angela Hargis	Chief of Operations	Georgia Center for Civic Engagement	11-14-2024	Career and Technical Student Organization- ENGAGE
Lisa Harrell	Work-Based Learning Coordinator	Cherokee County School District	11-14-2024	Secondary School or District
David Harris	Regional Manager Employment Services	Goodwill of North Georgia	11-14-2024	Workforce Agency, Workforce Training Provider
Dr. Nadira Hasnain	Instructor/ STEM Specialist Dutchtown High school	Henry County Schools/Dutchtown High School	11-14-2024	Secondary School or District
Brandi Hayes	Director of College & Career Programs (CTAE Director)	Calhoun City Schools	11-14-2024	Secondary School or District, Parent
Janet Henderson	Institutional Effectiveness Director	North Georgia Technical College	11-14-2024	Technical College
Emily Henderson	Work-Based Learning Coordinator	Cherokee County School District/Cherokee High School	11-14-2024	Secondary School or District
Dr. Travin Hill	Accountability Specialist	TCSG- Office of Technical Education	11-14-2024	Technical College
Kim Holland	Director	Marietta Water	11-14-2024	Business and Industry
Dr. Kathryn Hornsby	Assistant Commissioner for Technical Education	TCSG- Office of Technical Education	11-14-2024	Technical College
Roger Ivey	CTAE Program Manager	Georgia Department of Education, CTAE Office	11-14-2024	Georgia Department of Education
Zelma Jones	Career & Student Support Services Director	West Georgia Technical College	11-14-2024	Technical College
Karen Jones	HR Director	Kirk-Rudy, Inc.	11-14-2024	Business and Industry

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Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Robert Keown	Executive Director Military Affairs and GVTC	TCSG- Office of Technical Education	11-14-2024	Technical College
Chris Kidd	Director of Economic Development	University System of Georgia	11-14-2024	Four Year College and University, Historically Black Colleges and Universities
Lori Kilgo	Work-Based Learning Coordinator	Bartow County School System/Woodland High School	11-14-2024	Secondary School or District
Karen Kirchler	Deputy Commissioner	TCSG Office of Workforce Development	11-14-2024	Workforce Agency
Dr. Marjorie Kuezi-Nke	Executive Director, Accountability and Institutional Effectiveness	TCSG- Office of Technical Education	11-14-2024	Technical College
Kristin Laarhoven	Executive Director, Workforce Development	TCSG Office of Workforce Development	11-14-2024	Workforce Agency
Lesia Lambert	Director Workforce Development	Northwest Georgia Regional Commission	11-14-2024	Workforce Board
Buzz Law	Vice Chairperson	TCSG State Board	11-14-2024	Technical College, Business and Industry
Patrick Ledford	Economic Development Liaison	Georgia Department of Education	11-14-2024	Georgia Department of Education
Carla Leslie-Gooden	Business and Computer Science Teacher	Troup County School System	11-14-2024	Secondary School or District
Dora Lucas	CTAE Director	Habersham County Schools	11-14-2024	Secondary School or District
Robyn Mattson	Work Based Learning Coordinator	Cherokee County Schools/Etowah High School	11-14-2024	Secondary School or District
Dr. Jessica Mayweather	Teacher/Advisor	Fulton County Schools	11-14-2024	Secondary School or District
Sonya McDaniel	Vice President Administrative Services	Gwinnett Technical College	11-14-2024	Technical College
Laurie McDowell	Executive Director of Institutional Effectiveness	Athens Technical College	11-14-2024	Technical College
Sheila McKeegan	Program Manager, School Counseling & Career Readiness	Georgia Department of Education	11-14-2024	Georgia Department of Education
Tanulyn McKinley	Work-Based Learning Coordinator/Workforce Ready Teacher	Troup County School System/THINC College and Career Academy	11-14-2024	Workforce Agency, Workforce Training Provider
Dr. Stephanie Meyer	Vice President of Institutional Effectiveness	Chattahoochee Technical College	11-14-2024	Technical College
Linda Minor	Flight Operations Pathway Instructor	Gwinnett County/Maxwell High School of Technology	11-14-2024	Secondary School or District
Daniel Moffit	Teacher	Fulton County Schools/Elkins Pointe Middle School	11-14-2024	Secondary School or District
Darrien Moore	Director of Grants and Finance	TCSG Office of Workforce Development	11-14-2024	Workforce Agency
Johnnie Sue Moore	Work-Based Learning/Youth Apprenticeship Program Coordinator	Jasper County High School	11-14-2024	Secondary School or District
Shayna Moses	Assistant Principal	Carroll County Schools/Central High School	11-14-2024	Secondary School or District, Parent
Irene Munn	Special Projects	Governor's Office of Student Achievement	11-14-2024	Government Agency, Secondary School or District, Technical College, Four Year College and University, Workforce Agency
Mellie Napolitano	Manager of Compliance and Monitoring	TCSG Office of Workforce Development	11-14-2024	Workforce Agency
Iqua Nesbitt	Navigator	Goodwill of North Georgia.	11-14-2024	Workforce Agency, Workforce Training Provider
Arthur O'Neill	Career Education Supervisor	Cobb County School District	11-14-2024	Secondary School or District
Brittany Odom	Coordinator, Institutional Effectiveness	Southern Crescent Technical College	11-14-2024	Technical College
Brandon Ona	Director of Apprenticeships & Business Services	TCSG Office of Workforce Development	11-14-2024	Workforce Agency
LaRhonda Palmer	Teacher/Advisor	Fulton County Schools	11-14-2024	Secondary School or District

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Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Jennifer Peacock	Grants Coordinator, Institutional Effectiveness	Chattahoochee Technical College	11-14-2024	Technical College
Carole Pearson	Assistant Director of CTAE	Paulding County School District	11-14-2024	Secondary School or District
Dr. Heather Pence	President	Chattahoochee Technical College	11-14-2024	Technical College
Dr. Ray Perren	Deputy Commissioner	TCSG- Commissioner's Office	11-14-2024	Technical College
Marores Perry	Director of CTAE & Student Services	Rome City Schools	11-14-2024	Secondary School or District
Phenna Petty	Georgia Board of Education Vice Chair	Georgia Board of Education	11-14-2024	Business and Industry, Advocacy/Community Support Group, Georgia Board of Education
Jennifer Phinney	Education Program Specialist for Dual Enrollment	Georgia Department of Education, CTAE Office	11-14-2024	Georgia Department of Education, Student, Parent
Mark Pierce	CTAE Director	Catoosa County Public Schools	11-14-2024	Secondary School or District
Jennifer Pike	CTAE Director/Principal	Troup County School System/THINC College and Career Academy	11-14-2024	Secondary School or District
Dr. Heidi Popham	President	Georgia Northwestern Technical College	11-14-2024	Technical College
Chad Popilek	Vice President/Owner	E Smith Heating & Air Conditioning	11-14-2024	Business and Industry
Guy Powell	President	ProRelevant	11-14-2024	Business and Industry
Stephanie Puffer	Dean of Health Sciences	Chattahoochee Technical College	11-14-2024	Technical College
Angela Quarles	Associate Director	Georgia TSA (Georgia Technology Student Association)	11-14-2024	Career and Technical Student Organization
Jody Reeves	Executive Director	Georgia Association for Career and Technical Education	11-14-2024	Labor Organizations
Carol M. Reid	Vice President of Administration	Chattahoochee Technical College	11-14-2024	Technical College
John Rhodarmer	CEO & Principal	Floyd County Schools/College and Career Academy	11-14-2024	Secondary School or District
Ashley Rivers	Agriculture Teacher	Cherokee County Schools/Etowah High School	11-14-2024	Secondary School or District
Tara Robinette	CTAE Director	Murray County Schools	11-14-2024	Secondary School or District
Georgina Robinson	Career Services Coordinator	Chattahoochee Technical College	11-14-2024	Technical College
Maegan Rutherford	CTAE Director	Haralson County School District	11-14-2024	Secondary School or District
Monica Rydza	Youth Apprenticeship Coordinator	Paulding County School District	11-14-2024	Secondary School or District
Paul Sabin	CCA Program Manager	TCSG- Office of Technical Education	11-14-2024	Technical College
Pam Sanders	Compliance & Accreditation Coordinator	West Georgia Technical College	11-14-2024	Technical College
Edd Saxon	Work-Based Learning Coordinator	Haralson County School District	11-14-2024	Secondary School or District
Stephanie Searce	Vice President, Workforce Innovation	Georgia Association of Manufacturers	11-14-2024	Business and Industry
Amy Shaffer	Healthcare Incubator Coordinator	TCSG- Office of Technical Education	11-14-2024	Technical College
Shannon Shaw	Work-Based Learning Coordinator	Cobb County Schools/Cobb Innovation and Technology Academy	11-14-2024	Secondary School or District
Doug Shults	Work-Based Learning Coordinator	Dalton Public Schools	11-14-2024	Secondary School or District
Angela Shuman-Smith	Executive Director of 6-12 Curriculum and CTAE	Polk County School District	11-14-2024	Secondary School or District
Joy Silk	Director, Teaching and Learning	Cherokee County School District	11-14-2024	Secondary School or District
Terra Smiley	Work Based Learning and Youth Apprenticeship Coordinator	Decatur City Schools/Decatur High School	11-14-2024	Secondary School or District
Marcy Smith	Dean, Business and Technical Studies	Chattahoochee Technical College	11-14-2024	Technical College
Dr. Trudy Smith	Program Manager	Georgia Department of Education, CTAE Office	11-14-2024	Georgia Department of Education
Corinna Spurlock	Professional School Counselor	Forsyth County Schools/Denmark High School	11-14-2024	Secondary School or District

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Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Jennifer Staton	Associate Dean of Secondary Initiatives	Chattahoochee Technical College	11-14-2024	Technical College
Jana Stegall	CEO	Paulding County School District/Paulding College & Career Academy	11-14-2024	Secondary School or District
Kirsten Sundell	Consultant	Consultant	11-14-2024	Other
Jason Tanner	Executive Vice President for Instruction	Chattahoochee Technical College	11-14-2024	Technical College
James Thomas	Compliance and Programs Director	TCSG Office of Workforce Development	11-14-2024	Workforce Agency, Georgia WIOA Grant Administrator
Dr. Randell Trammell	President & CEO	Georgia Center for Civic Engagement/ENGAGE: Youth in Government CTSO	11-14-2024	Workforce Training Provider, Business and Industry, Career and Technical Student Organization
Mary Tumlin	CTAE Director	Jasper County Charter System	11-14-2024	Secondary School or District
Brandy Turnipseed	Youth Apprenticeship Coordinator	DeKalb County School System	11-14-2024	Secondary School or District
Debbie Underkoffler	President/CEO	North Georgia Staffing	11-14-2024	Technical College, Workforce Agency, Labor Organizations
Phyllis Walker	Assistant WIOA Director	Northwest Georgia Regional Commission	11-14-2024	Workforce Board
Dr. Barbara Wall	Deputy Superintendent	Georgia Department of Education, CTAE Office	11-14-2024	Georgia Department of Education
Shaniqua Warrington	Special Populations & Title IX Coordinator	Chattahoochee Technical College	11-14-2024	Technical College
Thomas Washburn	Executive Director	Law & Public Safety Education Network	11-14-2024	Business and Industry, Advocacy/Community Support Group
Eric Waters	Consultant	Charter System Foundation	11-14-2024	Charter System Foundation, Secondary School or District
Dr. Delmas Watkins	North Region Coordinator	Georgia Department of Education, CTAE Office	11-14-2024	Georgia Department of Education
Krista Webb	CTAE Curriculum Coordinator	Cherokee County School District	11-14-2024	Secondary School or District
Nicohl Webb	School Counseling and Career Readiness Program Specialist	Georgia Department of Education	11-14-2024	Georgia Department of Education
Jessica Whitley	CTAE Program Coordinator	Cobb County School District	11-14-2024	Secondary School or District
Stacey L. Williams	Teacher, CTAE Engineering & Technology Ed	DeKalb County School District/Tucker High School	11-14-2024	Secondary School or District
Nakeesha Wilson	CTAE Director	Marietta City Schools	11-14-2024	Secondary School or District
Steven Wilson	Director, Data Reporting and Analysis	TCSG Office of Workforce Development	11-14-2024	Workforce Agency
Amanda M Wilson	Teacher/Department Chair	Carroll County Schools/Temple High School	11-14-2024	Secondary School or District, Parent
Jennifer H. Wood	CTAE Director	Buford City Schools	11-14-2024	Secondary School or District
Jennifer Wood	CTAE Director/CEO SIMS Academy	Bartow County School System	11-14-2024	Secondary School or District
Suzanne Young	Recruiting Specialist	Crane Nuclear	11-14-2024	Business and Industry
Rebecca Alexander	Vice President for Academic Affairs	Gwinnett Technical College	11-15-2024	Technical College
Teresa Allen	Institutional Effectiveness Director	Oconee Fall Line Technical College	11-15-2024	Technical College
Dr. Ivan Allen	President	Central Georgia Technical College	11-15-2024	Technical College
Paul Allen	Project Manager, High Demand Career Initiative	Middle Georgia Consortium, Inc.	11-15-2024	Workforce Agency
Elizabeth Anderson	Vice President of Academic Affairs & Institutional Effectiveness	Georgia Northwestern Technical College	11-15-2024	Technical College
Randall Archer	CTAE Teacher	Decatur City Schools/Decatur High School Career Academy	11-15-2024	Secondary School or District, Workforce Training Provider, Parent
Sally Baker	STEAM Program Specialist	Georgia Department of Education	11-15-2024	Georgia Department of Education
Daryl Baxley	CTAE Director	Crawford County School System	11-15-2024	Secondary School or District

Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Meredith Beck	CTAE Teacher/Department Chair	Henry County Schools/Locust Grove High School	11-15-2024	Secondary School or District
Leslie Bell	Administrative Assistant	TCSG- Office of Technical Education	11-15-2024	Technical College
Annelise Berger	Project Coordinator	TCSG- Office of Technical Education	11-15-2024	Technical College
Sharon Bonner	CTAE Central Region Coordinator	Georgia Department of Education	11-15-2024	Georgia Department of Education
Desmond Brock	HCEP Administrative Assistant, Educational Outreach and Health Careers	Morehouse School of Medicine	11-15-2024	Historically Black Colleges and Universities, Business and Industry, Higher Education Medical/Graduate Institution
Lionel Brown	Superintendent	Peach County Schools	11-15-2024	Secondary School or District
Dr. Mack Bullard	Superintendent	Twiggs County Public Schools	11-15-2024	Secondary School or District
Dr. Deborah Burks	Vice President of Institutional Effectiveness	Central Georgia Technical College	11-15-2024	Technical College
Dr. Amanda Bylczynski	Associate Vice President of Academic Affairs	Augusta Technical College	11-15-2024	Technical College
Mica Byrd	Teacher	Fulton County Schools	11-15-2024	Secondary School or District
Burnette Cockfield	Project Manager	TCSG- Office of Technical Education	11-15-2024	Technical College
Lea Coe	Vice President, Administrative Services	South Georgia Technical College	11-15-2024	Technical College
Michael Coley	CTAE Director	Quitman County Schools	11-15-2024	Secondary School or District
Lisa Collins	CEO and Executive Director of College & CTAE Programs	Jones County School System	11-15-2024	Secondary School or District
Chris Corzine	Central Region Agricultural Education Director	Georgia Department of Education	11-15-2024	Georgia Department of Education
Elizabeth Croome	Director of Grants Management	Oconee Fall Line Technical College	11-15-2024	Technical College
Dean Cutler	Director, Program Support	Construction Ready	11-15-2024	Workforce Training Provider
Nathalie Dames	Curriculum Program Specialist	TCSG- Office of Technical Education	11-15-2024	Technical College
Chris Daniel	Vice President, Institutional Effectiveness	Southern Crescent Technical College	11-15-2024	Technical College
Lara Davis	CTAE Director	Peach County Schools	11-15-2024	Secondary School or District
Andrea Denson	Teacher	Twiggs City Schools	11-15-2024	Secondary School or District
Keith Dixon	Director	Job Training Unlimited, Inc/WIOA Administrative Entity	11-15-2024	Workforce Agency, Workforce Training Provider
Valeria Drummond	CTAE Educator/GBEA President	Houston County Board of Education/Georgia Business Education Association	11-15-2024	Secondary School or District, Business and Industry
Mike Dunham	CEO	Associated General Contractors Georgia	11-15-2024	Business and Industry
Brandon Elam	Director of Career Services	Central Georgia Technical College	11-15-2024	Technical College
Richard Ellis	Associate Dean of Health Sciences	Central Georgia Technical College	11-15-2024	Technical College
Kimberly Ellis	Manager, Student Experience	TCSG- Office of Student Affairs/Secondary Initiatives	11-15-2024	Technical College
Zach Fields	Vice President, K12	Construction Ready	11-15-2024	Workforce Training Provider
Jim Finch	Superintendent	Monroe County Schools	11-15-2024	Secondary School or District
Luke Fletcher	Vice President of Recruitment Placement & Retention	Associated General Contractors/Construction Ready	11-15-2024	Workforce Training Provider
Courtney Freels	Work-Based Learning	Troup County School System	11-15-2024	Secondary School or District
Kenny Garland	Superintendent	Jasper County Charter System	11-15-2024	Secondary School or District
Nikki Gilbert	Healthcare Incubator Manager	TCSG- Office of Technical Education	11-15-2024	Technical College
Adam Gillhouse	Teacher/Department Chair	Jones County High School	11-15-2024	Secondary School or District
Ginger Gilpin	Youth Work Experience Program Specialist	Central Georgia Technical College	11-15-2024	Technical College

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Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Vershondra Glover	Business and Computer Science Teacher	DeKalb County School District/Stone Mountain High School	11-15-2024	Secondary School or District
Lisa Harrell	Vice President for Academic Affairs	Albany Technical College	11-15-2024	Technical College
Amanda Hayes	CTAE Teacher	Houston County Board of Education/Warner Robins Middle School	11-15-2024	Secondary School or District
Jennifer Head	Work-Based Learning/Youth Apprenticeship Program Coordinator	Pulaski County Schools/Hawkinsville High School	11-15-2024	Secondary School or District, Workforce Training Provider, Business and Industry, Student
Tim Hemans	Executive Director of College and Career Development	Gwinnett County Public Schools	11-15-2024	Secondary School or District
Dr. Travin Hill	Accountability Specialist	TCSG- Office of Technical Education	11-15-2024	Technical College
Christina Hinz	CTAE Director	Putnam County Charter School System	11-15-2024	Secondary School or District
Benjy Holt	Senior Manager Engineering/Maintenance	Graphic Packaging International	11-15-2024	Business and Industry
Beverly Holyfield	CTAE Director	Henry County Schools	11-15-2024	Secondary School or District
Dr. Kathryn Hornsby	Assistant Commissioner for Technical Education	TCSG- Office of Technical Education	11-15-2024	Technical College
Jessica Horton	CTAE Supervisor	Savannah-Chatham County Public School System	11-15-2024	Secondary School or District
J. J. Irvine	Director of Operations	TCSG Office of Workforce Development	11-15-2024	Workforce Agency
William Johnson	CTAE Career Supervisor	Bibb County Schools/Hutchings College & Career Academy	11-15-2024	Secondary School or District
Sherry Johnson	Principal/CEO	Houston County Schools/Houston College & Career Academy	11-15-2024	Secondary School or District
Sherrick Johnson	Vice President, Administrative Services	Augusta Technical College	11-15-2024	Technical College
Eva Joiner	CTAE Director/Youth Apprenticeship Program and Work-Based Learning Coordinator	Turner County High School	11-15-2024	Secondary School or District, Parent
Amy Jones	Business Services Program Manager	Southern Georgia Regional Commission/WorkSource Southern Georgia	11-15-2024	Workforce Board
John-Michael Jones	Senior Naval Science Instructor	DeKalb County School District/Stone Mountain High School	11-15-2024	Secondary School or District
Dr. Damita Jones	Work-Based Learning and Youth Apprenticeship Coordinator	Baldwin County Schools/Baldwin High School College & Career Academy	11-15-2024	Secondary School or District
Dr. Monica B. Kearse	CTAE Director/CEO	Dooly County Schools/Dooly College & Career Academy	11-15-2024	Secondary School or District
Michele Kimble	CTAE Director	Taylor County High School	11-15-2024	Secondary School or District
Karen Kirchler	Deputy Commissioner	TCSG Office of Workforce Development	11-15-2024	Workforce Agency
Dr. Marjorie Kuezi-Nke	Executive Director, Accountability and Institutional Effectiveness	TCSG- Office of Technical Education	11-15-2024	Technical College
Kristin Laarhoven	Executive Director, Workforce Development	TCSG Office of Workforce Development	11-15-2024	Workforce Agency
Katie Landes	Director	Georgia Statewide Afterschool Network	11-15-2024	Advocacy/Community Support Group
Britten Langley	Student Services Specialist	Phoebe Putney Health System	11-15-2024	Business and Industry
James Lassetter	CTAE Director & CEO Baldwin College & Career Academy	Baldwin County Schools/Baldwin High School College & Career Academy	11-15-2024	Secondary School or District
Angie Lewis	Executive Director CTAE	Savannah Chatham County Public School System	11-15-2024	Secondary School or District

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Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Dr. Jarrod Lockhart	Director - Health Careers Exposure Program Academy, Associate Director - Office for Educational Outreach & Health Careers Pipeline/Pathway Initiatives, Instructor/Faculty - Department of Community Health & Preventive Medicine	Morehouse School of Medicine	11-15-2024	Historically Black Colleges and Universities, Business and Industry, Higher Education Medical/Graduate Institution
Dr. Susan W. Long	Superintendent	Dodge County Schools	11-15-2024	Secondary School or District
Valery Lowe	Chief of Community Engagement and Lifelong Education	Forsyth County Schools	11-15-2024	Secondary School or District
Charles Lundy	Superintendent	Jones County School System	11-15-2024	Secondary School or District
Kaitlyn Marchant	Program Specialist-Agriculture Education	Georgia Department of Education	11-15-2024	Georgia Department of Education
Katrice Martin	Director of Institutional Effectiveness & Grants Coordinator	South Georgia Technical College	11-15-2024	Technical College
Stefanie Mason	Executive Director of Teaching & Learning	Emanuel County Schools	11-15-2024	Secondary School or District
Jasmine Mattison	HCEP Academy Program Manager, Educational Outreach and Health Careers	Morehouse School of Medicine	11-15-2024	Historically Black Colleges and Universities, Business and Industry, Higher Education Medical/Graduate Institution
Isaiah L. Mealing	MSAP Curriculum and Staff Development Coordinator	Savannah-Chatham County Public School System	11-15-2024	Secondary School or District, Workforce Agency, Parent
Ann Miller	Work-Based Learning Coordinator	Henry County Schools/Locust Grove High School	11-15-2024	Secondary School or District
Cassandra Miller-Washington	Executive Director of CTAE/CEO of CCA	Bibb County School District	11-15-2024	Secondary School or District
Carolyn Mitchell	Policy & Procedures Analyst	TCSG Office of Workforce Development	11-15-2024	Workforce Agency
Darrien Moore	Director of Grants and Finance	TCSG Office of Workforce Development	11-15-2024	Workforce Agency
Dessa Morris	Workforce Development Director	Development Authority of Walton County/Walton Works	11-15-2024	Secondary School or District, Workforce Agency, Business and Industry
DeAnn Nester	Vice President Academic Affairs	Central Georgia Technical College	11-15-2024	Technical College
Clyde Newton	Strategic Partnership Coordinator	Savannah-Chatham County Public School System	11-15-2024	Secondary School or District
Brandon Ona	Director of Apprenticeships & Business Services	TCSG Office of Workforce Development	11-15-2024	Workforce Agency
Tracye Paggett	Director of Student Services	Atlanta Technical College	11-15-2024	Technical College
Jennifer Parker	STEAM Specialist	Savannah-Chatham County Public School System	11-15-2024	Secondary School or District, Parent
Tara Peavy-Shurley	CTAE Director	Crisp County Schools	11-15-2024	Secondary School or District
Amy Perry	CTAE Director	Savannah-Chatham County Public School System	11-15-2024	Secondary School or District, Parent
Sabrina C. Phelps	Program Manager	TCSG- Office of Adult Education	11-15-2024	Technical College
John Pritchett	Coordinator of CTAE and Workforce Innovation	Newton County Schools	11-15-2024	Secondary School or District, Workforce Training Provider
Bonnie Quinn	Executive Director for Institutional Effectiveness	Central Georgia Technical College	11-15-2024	Technical College
Laura T Rackley	Executive Director	Jones County School System	11-15-2024	Secondary School or District
Shea Ray	Academic & Testing Coordinator	Gainesville City Schools	11-15-2024	Secondary School or District

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Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Kyle Redner	Public Affairs State Director	Gulfstream	11-15-2024	Business and Industry
Michael Riccio	STEAM Education Specialist	Savannah-Chatham County Public School System	11-15-2024	Secondary School or District
Valerie Richardson	WIOA/Job Training Division Director	Columbus Consolidated Government/WIOA	11-15-2024	Workforce Agency, Workforce Training Provider
Aaron Robinson	CTAE Director	Social Circle City Schools	11-15-2024	Secondary School or District
Melodi Robinson	Director for Institutional Effectiveness, Research, and Compliance	Central Georgia Technical College	11-15-2024	Technical College
Mike Robison	CTAE Director	Walton County School District	11-15-2024	Secondary School or District
Kristen Rogers	Work-Based Learning Coordinator	Bulloch County Schools	11-15-2024	Secondary School or District
Renee Rogers	Work-Based Learning Coordinator/CTAE Department Chair	Bulloch County Schools/Southeast Bulloch High School	11-15-2024	Secondary School or District
Vickie Rundbaken	CTAE Program Specialist	Georgia Department of Education	11-15-2024	Georgia Department of Education
Rosemary Selby	Vice President of Administration	Oconee Fall Line Technical College	11-15-2024	Technical College
Tom Seward	CTAE Director	Houston County School District	11-15-2024	Secondary School or District
John Shaw	Regional Operations Manager	TCSG Office of Workforce Development	11-15-2024	Workforce Agency
Jonathan Shearer	Director of CTAE, Federal and Special Programs	Bryan County Schools	11-15-2024	Secondary School or District
Mary Shepherd	CTAE Director	Clayton County Public Schools	11-15-2024	Secondary School or District
Kimberly Sheppard	CTAE Director	Griffin Spalding County Schools	11-15-2024	Secondary School or District
Timothy Sheppard	School to Work Administrator	Savannah-Chatham County Public School System	11-15-2024	Secondary School or District
Aundrea Simmons	Regional Coordinator	TCSG-Office of Workforce Development	11-15-2024	Workforce Agency
Dan Sims	Superintendent	Bibb County School District	11-15-2024	Secondary School or District
Kindal Smith	Assistant Principal/CTAE Director	Pulaski County Schools/Hawkinsville High School	11-15-2024	Secondary School or District
Natalie Smith	Assistant Federal Programs Director	Gainesville City Schools	11-15-2024	Secondary School or District
Brooks Smith	CTAE Director	Columbia County School District	11-15-2024	Secondary School or District
Dr. Trudy Smith	Program Manager	Georgia Department of Education, CTAE Office	11-15-2024	Georgia Department of Education
James T. Stanford	CTAE Coordinator	Fayette County Public Schools	11-15-2024	Secondary School or District
Darrell L. Stillings	Executive Director	WorkSource Middle Georgia	11-15-2024	Workforce Board
Kirsten Sundell	Consultant	Consultant	11-15-2024	Other
Brandy Taylor	Vice President for Institutional Effectiveness	Ogeechee Technical College	11-15-2024	Technical College
James Thomas	Compliance and Programs Director	TCSG Office of Workforce Development	11-15-2024	Workforce Agency, Georgia WIOA Grant Administrator
Taquila Thomas	CTAE Teacher	Baldwin County Schools/Baldwin High School	11-15-2024	Secondary School or District, Four Year College and University, Historically Black Colleges and Universities
Victoria Thomas	Senior Director of CTAE, STEAM & Robotics	Muscogee County School District	11-15-2024	Secondary School or District
Martha Ann Todd	President	Columbus Technical College	11-15-2024	Technical College
David Turner	Program Manager	Georgia Department of Education	11-15-2024	Georgia Department of Education
David VanLandingham	Associate Vice President for Institutional Effectiveness	Wiregrass Georgia Technical College	11-15-2024	Technical College
Lori Varnadoe	Work-Based Learning Coordinator	Jones County College and Career Academy	11-15-2024	Secondary School or District

Appendix A

Georgia Combined Perkins V/WIOA Plan

Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Brande B. Vaughn	Assistant Principal/CTAE Director	Dodge County Schools/Dodge County High School	11-15-2024	Secondary School or District
Staci Vickers	Community Member	Pulaski County	11-15-2024	Advocacy/Community Support Group
Tonya Vickers	Vice President of Administrative Services	Savannah Technical College	11-15-2024	Technical College
Rhonda Waite	Director - Policy, Training and Compliance	TCSG Office of Workforce Development	11-15-2024	Workforce Agency
Eli Walker	IT Instructor	Central Georgia Technical College/Houston College & Career Academy	11-15-2024	Secondary School or District, Technical College
Dr. Barbara Wall	Deputy Superintendent	Georgia Department of Education, CTAE Office	11-15-2024	Georgia Department of Education
Nicole Washington	Director of Research, Planning, & Grants Mgt	Albany Technical College	11-15-2024	Technical College
Amanda Weekly	Director of Workforce Development	Central Savannah River Area Regional Commission (CSRA RC)	11-15-2024	Workforce Board
Janice West	Workforce Director	River Valley Regional Commission/Middle Flint WIOA	11-15-2024	Workforce Board
Sherrod Willaford	Superintendent	Dooly County Schools	11-15-2024	Secondary School or District
Jay Wood	CTAE Supervisor	Houston County School District/Perry High School	11-15-2024	Secondary School or District
Vera Young	CTAE Supervisor	Savannah-Chatham County Public School System	11-15-2024	Secondary School or District, Technical College, Parent
Shannon Aaron	Executive Director	Georgia DECA	11-22-2024	Career and Technical Student Organization (Dept of Ed)
Beth Adams	CTAE Director	Thomas County Schools	11-22-2024	Secondary School or District
Rachel Barnwell	Vice President	Development Authority of Bulloch County	11-22-2024	Development Authority
Jonathan Barrett	Assistant Principal/CTAE Director	Brantley County Schools/Brantley County High School	11-22-2024	Secondary School or District
Carla W. Barrow	Vice President for Institutional Effectiveness	Southern Regional Technical College	11-22-2024	Technical College
Mindy Bates	HR Director	Ace Electric	11-22-2024	Business and Industry
Stacey Beacham	South Region Coordinator - Ag Education	Georgia Department of Education	11-22-2024	Georgia Department of Education
Tullis Beasley	Vice President Commercial Banking	Bank OZK	11-22-2024	Secondary School or District, Business and Industry, Student, Parent, Advocacy/Community Support Group
Leslie Bell	Administrative Assistant	TCSG- Office of Technical Education	11-22-2024	Technical College
Prudence S. Bellinger	Accountant & Data Controller	PBS-Prudence Bookkeeping Systems	11-22-2024	Technical College, Business and Industry, Advocacy/Community Support Group
Nikki Bentley	Executive Director	Georgia HOSA (Health Occupations Students of America)	11-22-2024	Workforce Training Provider, Career and Technical Student Organization
Annelise Berger	Project Coordinator	TCSG- Office of Technical Education	11-22-2024	Technical College
Jessica Boatright	CTAE Director	Bacon County School District	11-22-2024	Secondary School or District
Sheri Brown	Work-Based Learning Coordinator	Ben Hill County Schools/Fitzgerald High School College and Career Academy	11-22-2024	Secondary School or District
Mary Beth Brownlee	Director	One Valdosta-Lowndes	11-22-2024	Workforce Agency, Business and Industry, Parent, Advocacy/Community Support Group
Larry Calhoun	President	Southeastern Technical College	11-22-2024	Technical College
Anna Chafin	President & CEO	RISE (Regional Industry Support Enterprise)	11-22-2024	Workforce Agency

Appendix A

Georgia Combined Perkins V/WIOA Plan

Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Jerry Chapman	Regional Planner	WorkSource Southwest Georgia	11-22-2024	Workforce Board
DeAnnia Clements	President	Wiregrass Georgia Technical College	11-22-2024	Technical College
Christy Cobb	Director of Institutional Effectiveness	Wiregrass Georgia Technical College	11-22-2024	Technical College
Burnette Cockfield	Project Manager	TCSG- Office of Technical Education	11-22-2024	Technical College
Sheila Cole	WIOA Assistant Coordinator	Wiregrass Georgia Technical College/WIOA	11-22-2024	Technical College, Workforce Agency
Wendy Courtney	CTAE DIRECTOR/Work-Based Learning Coordinator	Baconton Community Charter School	11-22-2024	Secondary School or District
Tim Craig	Director of Business Development	Valdosta-Lowndes County Chamber of Commerce	11-22-2024	Business and Industry
Mary Crawford	Executive Director	Girls on the Run South Georgia	11-22-2024	Technical College, Advocacy/Community Support Group
Ben Culpepper	Teacher, FFA	Lanier County Schools	11-22-2024	Secondary School or District
Samantha Desjarlais	School Counselor	Walton County School District	11-22-2024	Secondary School or District
Payton Dix	CEO	Ben Hill County Schools/Fitzgerald High School College and Career Academy	11-22-2024	Secondary School or District
Elton Dixon	President	Enay Coaching, LLC	11-22-2024	Advocacy/Community Support Group
Greg Dozier	Commissioner	TCSG- Commissioner's Office	11-22-2024	Technical College
Kimberly Ellis	Manager, Student Experience	TCSG- Office of Student Affairs/Secondary Initiatives	11-22-2024	Technical College
Nancy Fitzgerald	Director of Institutional Effectiveness	Southern Regional Technical College	11-22-2024	Technical College
Bethany Gilliam	CTAE Director	Bulloch County Schools	11-22-2024	Secondary School or District
Dr. Donald Gilman	Director of Career Technical & Ag Educ.	Tift County Schools	11-22-2024	Secondary School or District
Charmane Glenn	WIOA Director	Wiregrass Georgia Technical College/WIOA	11-22-2024	Technical College, Workforce Agency
Rhonnie Goodson	Special Education and 9-12 Curriculum Director	Brooks County Schools	11-22-2024	Secondary School or District
Rasheda Haines	CTAE (Marketing) Teacher	Dougherty County School System	11-22-2024	Secondary School or District
Kyia Haines	Student	WHS	11-22-2024	Student
Shereca Harvey	Assistant Superintendent	Terrell County School System	11-22-2024	Secondary School or District
Kristy Henderson	Director of CTAE and Dual Enrollment	Ben Hill County School System	11-22-2024	Secondary School or District, Parent
Dr. Travin Hill	Accountability Specialist	TCSG- Office of Technical Education	11-22-2024	Technical College
Tim Hobbs	Workforce Development Specialist	Associated General Contractors Georgia	11-22-2024	Business and Industry
Chad Horne	CTAE Director	Colquitt County School District	11-22-2024	Secondary School or District
Dr. Kathryn Hornsby	Assistant Commissioner for Technical Education	TCSG- Office of Technical Education	11-22-2024	Technical College
Billy Hughes	Program Manager-Agricultural Education	Georgia Department of Education	11-22-2024	Georgia Department of Education
Vincent E. Jackson	Vice President for Institutional Effectiveness	Coastal Pines Technical College	11-22-2024	Technical College
DiQwan Jackson	Work-Based Learning Coordinator	Georgia Department of Education, Department of State Schools	11-22-2024	Georgia Department of Education
Brooke Jaramillo	Executive Director of High School Services	Wiregrass Georgia Technical College	11-22-2024	Technical College
Shayla Johnson	Agriculture/CTAE Director	Irwin County Schools	11-22-2024	Secondary School or District
Jessica Johnson	ECE Instructor/FCCLA (Family, Career and Community Leaders of America) Adviser	Bacon County School District/Bacon County High School	11-22-2024	Secondary School or District
Robert Keown	Executive Director Military Affairs and GVTC	TCSG- Office of Technical Education	11-22-2024	Technical College
Phillip Klapp	Head of HR	Arglass	11-22-2024	Business and Industry
Kristin Laarhoven	Executive Director, Workforce Development	TCSG Office of Workforce Development	11-22-2024	Workforce Agency
Brian Law	CTAE Director	Brooks County Schools	11-22-2024	Secondary School or District

Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Sandra Martin	CTAE Program Specialist	Georgia Department of Education	11-22-2024	Georgia Department of Education
Tedria Martin	Student	Wiregrass Georgia Technical College	11-22-2024	Student
Bruce Mattos	System Director, Talent Acquisition	Phoebe Putney Health System	11-22-2024	Business and Industry, Hospital System
Shannon McConico	Vice President for Enrollment Management	Wiregrass Georgia Technical College	11-22-2024	Technical College
April McDuffie	Executive Vice President for Academic Affairs	Wiregrass Georgia Technical College	11-22-2024	Technical College
Meredith Moon	Director of HR & Employer Services	Wiregrass Georgia Technical College	11-22-2024	Technical College
Darrien Moore	Director of Grants and Finance	TCSG Office of Workforce Development	11-22-2024	Workforce Agency
Amanda Morris Foreman	Executive Vice President and Vice President Academic Affairs	Coastal Pines Technical College	11-22-2024	Technical College
Niki Ogletree	Interim Executive Director	Valdosta Lowndes County Development Authority	11-22-2024	Development Authority
Melody Pierce	Executive Director	WorkSource Southwest Georgia	11-22-2024	Workforce Board
Jenny Pitts	Work-Based Learning/Youth Apprenticeship Program Instructor	Cook County Schools/Cook High School	11-22-2024	Secondary School or District
Dr. Jennifer Ray	Dir. of Radiology Tech. Program, Assistant Dean of Academic Affairs-Health Sciences	Wiregrass Georgia Technical College	11-22-2024	Technical College
Michael Rewis	Director of CTAE	Valdosta City Schools	11-22-2024	Secondary School or District
Shanice Richardson	CTAE Director	Early County Board of Education	11-22-2024	Secondary School or District
Katrina Royal	Director of Special Populations and Tutoring	Wiregrass Georgia Technical College	11-22-2024	Technical College
Moore Russ	CEO	Seamless Education Associates, Inc.	11-22-2024	Advocacy/Community Support Group
Shalonda Sanders	Vice President of Human Resources and Operations	Wiregrass Georgia Technical College	11-22-2024	Technical College
Andrea Schrujijer	Director of Business Development	Gideon Constructors	11-22-2024	Business and Industry
Matt Seale	CEO	Douglas Coffee County Economic Development Authority	11-22-2024	Business and Industry
Dr. Trudy Smith	Program Manager	Georgia Department of Education, CTAE Office	11-22-2024	Georgia Department of Education
Kirsten Sundell	Consultant	Consultant	11-22-2024	Other
Sarah Beth Swain	Assistant Principal/CTAE Director	Jeff Davis County Schools/Jeff Davis High School	11-22-2024	Secondary School or District
Brenna Taylor	CTAE Director/Assistant Principal	Berrien County Schools/Berrien High School	11-22-2024	Secondary School or District
Jason Van Nus	Director of Work-Based Learning and Youth Apprenticeship Programs	Lowndes County Schools	11-22-2024	Secondary School or District
Todd Wall	CEO/CTAE Director	Effingham County School District	11-22-2024	Secondary School or District
Dr. Barbara Wall	Deputy Superintendent	Georgia Department of Education, CTAE Office	11-22-2024	Georgia Department of Education
Tonya H. Welch	CTAE ECE Teacher	Decatur County Board of Education	11-22-2024	Secondary School or District, Business and Industry, Parent
Damon Weller	Executive Director, Workforce Data and Information	TCSG Office of Workforce Development	11-22-2024	Workforce Agency
Thomas Wesley	Vice President Academic Affairs	Wiregrass Georgia Technical College	11-22-2024	Technical College
Dr. Jammie Wilbanks	Senior Institutional Research & Planning Analyst	Wiregrass Georgia Technical College	11-22-2024	Technical College
Brandy Wilkes	Associate Vice President for Workforce Development, GaTAPP Executive Director	Wiregrass Georgia Technical College	11-22-2024	Technical College
Cloise Williams	CTAE Director	Lowndes County Schools	11-22-2024	Secondary School or District

Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder Category
Jamon Williams	Director of Business Services	TCSG Office of Workforce Development	11-22-2024	Workforce Agency
Michael Williams	Vice President of Economic Development	Wiregrass Georgia Technical College	11-22-2024	Technical College
Angie Wilson	Executive Director of Financial Aid	Wiregrass Georgia Technical College	11-22-2024	Technical College
Robyne Woods	Work Based Learning Coordinator	Pelham City Schools	11-22-2024	Secondary School or District
Karen Yawn	Shelter Director	The Haven	11-22-2024	Advocacy/Community Support Group

Appendix A-2: Regional Stakeholder Meeting Feedback

Northern Regional Stakeholder Meeting
Chattahoochee Technical College
November 14, 2024

Mentimeter Feedback

Question: What specific skills are in high demand within our region's leading industries? Respondents: 24
Manufacturing, healthcare, EV, aviation, CDL, fiber technicians, barbering, solar,
Soft Skills Healthcare Safety Patient Care Industrial Maintenance Welding
CNC-operators, Healthcare, manufacturing, Logistics, Middle management jobs.
Soft skills; critical thinking; skill & application/not theory;
Professional skills needed are for employees to show up to work (attendance), collaboration, communication, problem solving/creativity. The ability to stay focused on the task (not on phone).
Technical Skills to support healthcare, manufacturing, logistics, construction, employability skills: communication, professionalism, work in a team, separate personal life from work. Able to learn.
Retention Soft skills Technical skills Equipment operation Maintenance Computer skills Problem solving
Manufacturing. Technology. Healthcare. Excel skills. Data analytics. Executive functioning. Budget management. Communication skills. Time management. AI familiarity. Welding. CNC. Machining.
Employability skills, relationships skills, skill set for industry specific areas, post-secondary hands on skills, critical thinking skills,
Soft skills (communication)
#1 Soft skills- critical thinking, problem-solving, communication (interaction between colleagues). #2 Hard Skills - jobs related to manufacturing (robotics, welding, mechatronics), healthcare
High Demand Skills; Electrical skilled trades, Healthcare, IT.
Essential skills being; Time Management, Communication, Problem Solving, Critical Thinking, Ability to Pivot
Basic math: fractions, decimals, percentages. (Manufacturing, math-based high demand careers)
- Employability skills - Willing to be flexible - Ability to work on a team

beginning earlier in the education process.
Yes, but slowly. We anticipate what we can, but hard to be as agile as needed due to outside factor such as funding, accreditation, unknown in industry, changes in relationships with industry.
Manufacturing: Mechanical tech, Electrical tech, Robotic/Mechatronics
Health care: nurses, medical assistants
Computer programming: coding, programming, cyber
Tech skills. Programming. Cyber training. Any number of soft skills.
Logistics and public service skills are in demand in the northern region.
Soft skills - Critical thinking, self-initiative, problem solving
social skills (lost with home schooling)
communicating, punctuality, sense of urgency
Businesses say they can teach students the hard skills but they cannot teach work ethic. They want people who are willing and able to learn.
Patient contact. Patient care skills. Clinical skills.
Interpersonal skills, critical thinking, resourcefulness, technical skills, creativity, self-initiative, intrinsic motivation
Interpersonal skills, critical thinking, resourcefulness, technical skills, creativity, self-initiative, intrinsic motivation
Attendance, soft skills (communication)
Basic skills (reading measurements, etc.)
Skilled trades
Healthcare
Utilities
Manufacturing
Supply chain, logistics, CDL, forklift
mechanical, soft and people skills
Health Aviation Logistics
no
In some cases, but not in others
NO
Question: Are current training programs effectively meeting the needs of local employers?
Respondents: 22
YES - 2
NO - 14
Not Sure - 6
Question: Are current training programs meeting anticipated future needs of local employers?
Respondents: 24
YES - 5
NO - 12
Not Sure - 7
Question: How can we expand Work-based Learning (such as apprenticeships, internships, etc.)?
Respondents: 25
Industry awareness that the high schooler CAN be in the facility.
Make apprenticeships easier to understand.
Language skills with ELA students is a concern and underrepresented
Limiting barriers like age requirements for programs by having the facilitator of the work based

learning take on the liability of allowing minors into their programs (ex. WellStar)
Getting those who are doing WBL in a room with those who are not so they can learn how it works and how to make it successful.
Assist with the transportation barrier - students are unable to get to a work site.
Understand that internships are expensive for small businesses. Worthy? Perhaps - but only if the student is someone we're hiring later.
High school students are blocked due to age restriction (18 years old to work)
Apprenticeship funding. We have eligible programs and willing employers. But no funding. Or not enough.
Scheduling - enough credits to pursue options.
Rolling out hybrid remote WBL program, renewed entrepreneurial framework for WBL; educating business partners that ok to hire under age 18, advertise HB 402 (reduces workers comp)
WBL needs to be meaningful work to encourage that career.
Industry awareness
More collaboration with business and industry to create various pipelines in businesses and industries
Can we get WBL to incorporate math. Science, communication, and writing skills
Address minimum age requirements to allow students accessLack of staffing of CTAE instructors in high schoolsAlign learning opportunities with student career interests
Multi state and multi national companies can create obstacles because of multiple laws/regulations
Building in experiential programming that doesn't just stop in High School.
Not enough HS WBL coordinators to supervise students; increase staff
Incentives for employers
Increase skills for HS students in HS so they are prepared for jobs
Industry push in to HS & TCSG
- Career fairs seem to work for K-12 (separate 2-year and 4-year fairs)
- Make it easier to get them in a position that is aligned with their pathway
There needs to be more collaboration at different levels of education. State and Counties are disjointed at times.
Industry lowers age expectation; hire 16 year olds
"Earn while you learn"
Paid training for CTSO teachers
Competitive wages from apprenticeships, etc. is sometimes an issue
Work with State to incentivize small business to bring on student interns through [more] grants.
teachers and faculty who have industry connections can help grow opportunities - industry has to put their money where their mouth is open its doors -
Promote non-paid internships as well as paid internships. Some industries will not be able to pay students to intern but the students need to learn the skills
- More direct education to the employers about the benefit
work based learning be added to Perkins requirements
Parental knowledge of WBL
Hard to compete placing students in career pathway opportunities when Taco Bell pays \$15hr vs a law office that would pay \$10hr
Incentives for industry leaders to push into education
Assist with transportation
Benefit for long term commitment from employers from state (tax incentive, financial support, county recognition, etc.) so there are consistent opportunities available for students.

In various parts of the state, there is sometimes a disconnect between students and educators as to how apprenitic. and internships fit into their education.
- Educating employers about the barriers they perceive are there that have already been addressed by educators
Colleges can't provide an internship for all or require. Not enough partners. Interns need to be paid or they will just go get a "job"
Change stigma of the jobs where most of these things happen.
Expand 2-year college and skills and careers
Increase funding across the board for all programs. Industry involvement to help keep pressure on administration for program funding. Funding for transportation of students to local business
Allowing younger students to be given opportunities in business sectors (18 manufacturing, 17 healthcare). Expose students to more careers at an earlier age. Create more internship opportunities.
Make connections with industries so they know there are opportunities for student internships.
Promotion of programs to students should be better communicated. Students think TCSG/Trades and Traditional College programs are either/or.
Could WBL experience eventually count towards apprenticeship (720) hours? If it is required for apprenticeship to be paid.
- Curriculum alignment and employer investment in education
Make connections with more industries so they know student internship opportunities.
reverse externships and bring business partners into classrooms for a few days
Social barriers for students overshadow the opportunity: transport., childcare, better defined work exper to ensure value, use Extension off
Importance of state continuing to reiterate value in WBL
Industry must be more present. Also, develop a visual program pathway showing where the student, parents, schools and employer fit into the ecosystem and their roles and the benefits associated.
WBL opportunities are limited for our at risk students - who really need it. Need more collaboration with businesses to realize these students will stay and be loyal to a business if given opportunity
Convince the industry to take students under 18, paid (stipend, scholarships, salary) opportunities for training and internships, businesses need to be flexible with hours/times worked.
Align 3rd year pathway requirements with WBL/apprenticeship needs.
Increase awareness of opportunities.
Educate employers about building employees through apprenticeship versus buying one.
Encourage academic teachers to visit local employers
Alternative transportation such as using Senior Busses if needed.
Age limits for student workers
bring industry into schools
Bring advisory committees into secondary schools to enhance pathways
Constant drip, information to help employer understand laws around WBL
Wish that employers especially in manufacturing and healthcare would commit to hiring more students coming out of pathways
Find ways to financially incentivize businesses to engage with future employees.
Simplify the programs. As an industry partner, sometimes they can seem awfully convoluted.
We must be able to get around insurance regulations so that students under 18 can be on the job-site and work. The students need to be paid to keep them interested. Being able to get around red tape

Industry needs to market themselves to the students. They need to come to the schools and sell what they have to offer.
Partner with industry organizations so that you don't have to recreate the wheel. National Tooling and Machining association, for example, for manufacturing apprenticeships.
Address age (18) barriers. Can the state provide waivers to employers who employee students under age 18.
Question: Beyond what is already taking place, how can we expand or enhance the partnerships between educational institutions and businesses?
Respondents: 24
Don't know enough when entering the workforce
Work with the Chamber of Commerce and Economic Development to make connections with industry and schools
connect industry to students more intentionally
Invite industry to campus/schools. Have campus/schools go to industry
Constant Communication, better explain to employers what education/workforce offers without getting into the weeds
More collaboration - what does a business need and how can the educational institutions meet those needs.
- More direct education to the employers about the benefit - Educating employers about the barriers they perceive are there that have already been addressed by educators
Get job fairs more known to industry.
See previous answers
Reduce the barriers to get employers/businesses into the schools.
Industry specific job fairs
Stop placing students in internships to check a box. Intentionally pair students to businesses.
Community awareness, connecting with industries in the community. Reducing liability concerns.
Have stronger partnerships with industry. Establishing a "champion" who serves as a point of contact and trust between educators/facilitators and industry stakeholders.
Using Federal Work Studies outside the colleges
Colleges have career services and job boards. Connect those to K12 and industry
Invite business into the educational institutions to see what students are doing and what they are capable of doing.
More alignment to business and industry, non profit and educators and bring info to students on a smaller scale
Educators need job descriptions that are as detailed as possible to close that instructional gap
Get k12 teachers and college instructors in those facilities
seeing conversations through to fruition - don't lose momentum after initial contact
advisory boards work well but industry supporting skills updates with new training for teachers and the equipment to support the changes
industry must promote themselves and be willing work with younger students
Program advisory committees are the foundation to link industry to students. Provide good food and mock interview opportunities for industry partners.
Employers need to do their part - there needs to be a reverse commitment
change in cultural view of trades/technical skills
Design career plans for students
Start planning for career options early-cradle to college
Invite employers to come into the schools to see the work that students are doing. Have

employers collaborate with teachers (CTAE) to best align skills taught with skills needed in industry.
Making businesses aware of the current state of the future workforce. Inviting workforce to the classroom. Building relationships with local school systems.
Conscious effort to create regular communication with stakeholders
Explain registered apprenticeships better, Chambers and Economic Development (some areas) need to do more to help bridge education and industry.
Talent- need skilled talent to teach the future workforce Alignment of workforce development programs; stakeholders work together to locally reflected needs on a regional basis
Connections to secondary improved
Bring industries into the schools as guest speakers, demonstrations of equipment, and members of advisory boards.
Meet industry where it is. Attend Chamber of Commerce meetings, industry association meetings. Support the actual businesses that are supporting workforce.
Be open to more fast-track, non-credit training programs that count toward HSD hours
We need to concentrate on the "career" vs. "job" mind set for the students. Many don't realize what kind of money that they can really make in technical fields.
Find ways to engage more of industry. More of businesses. Businesses are busy, and don't always see workforce development as a top priority since it's not immediately revenue generating.
Business/Industry have a workforce development person to work specifically with high schools and colleges (arrange field trips, internships, externships, etc.,).
Question: What are the biggest challenges that workforce development is facing in our regional industries today?
Respondents: 21
Underprepared employees, limited time to train, turnover/work ethic
Interest in the highest demand fields does not match enrollment or expected efficiency in K12. Sometimes even in colleges
How employers are hiring/pigeonholing themselves in antiquated practices
Culture changes
4-year, mostly non technical degrees are what we are prepping the majority of students to do.
Corporate turnover and a need for training. Under-skilled employees who lack desired communication skills.
Student interest/aptitudes do not match the industries
Stigma on career areas. Career guidance in high school. Counselors are having to focus on mental health and other issues.
Age barriers regarding youth WBL, cultural barriers, educating parents on opportunities beyond 4-year college education
Flexible scheduling
Funding, changing jobs at a fast pace vs how quickly schools can adapt, awareness of pathways and jobs available
Manufacturing has a hard time with remote work opportunities
K-12 is not preparing students for the workforce - too many pathways that do not let students walk away with workforce skills needed.
Age - companies not willing to work with younger students, not willing to "turn students loose" on a job site. Disconnect between B/I and Education
Outsource talent. Outsource some parts of process beyond materials.
Students are going to universities to obtain degrees in areas that don't fulfill our workforce

needs.
Turnover in leadership and all levels
Marketing is always part of it. Pipelining local students to local business so that they are not leaving for other states or regions. We need to have career days for elementary age students
Cannot do all in house, so we need more in house
Getting businesses to the table to know what is being offered by high schools, technical colleges, and 4-year schools.
- Local curriculum alignment - Industry certifications
Middle school may already be too late to expose the students to career pathways. Expand what they see. We don't know what happens in these big factories because you can't see in the building.
Lack of awareness in how students with disabilities and or at risk can be great committed employees - many do not need many or any accommodations, just some guidance and mentorship
Access to people who are skilled and ready to work. Lack of structure needed to bridge education and industry.
Some space issues for expansion
Apathy from employers and employees. Resistance to change. Commitment and investment of industry to work local communities.
availability of talent bridge gap between students knowing what is available in their community
flexible schedules and in house training
Not well; some collab happening; workforce development positions available in different industries
Teachers, educators, counselors, people that insist on kids going to college and not even looking at the technical trades as options.
Access to people Individuals who want to work from home Challenged with new recruiting techniques Poor perceptions of the skilled labor professions that exist
School systems and industry alike need to get out of the idea that trades are a less than option compared to college. Both college and trades are worthy pathways.
Finding young workers who will stay and not move around looking for the next job paying a tiny bit more
Shortage of overall applicants to the work force. More retiring than are entering the industry.
Regulations are a huge burden. Industries like manufacturing don't need the credentials that are currently listed under ctac pathways. By the time curriculum catches up, there are new needs.
Workforce needs change quicker than pathway curriculum
Companies have had to learn how to manufacture their own parts that may have been sourced from someone unable to supply them. There are time delays and often increased costs associated with changes
Question: How have local industries adapted to economic disruptions (e.g., supply chain issues, workforce migration, pandemic)? Respondents: 20
Automation
They are looking towards education more and willing to open more doors and remove more traditional barriers.
Consolidation of facilities and rethinking the manufacturing processes to require fewer employees

- Flexibility
- Trend toward being more responsive to education (some industries willing to take interns or students for WBL post-COVID)
- Lowering age to sit for certification exams
Automation, reshoring suppliers, flexible schedules for staff
Older generation has come back into the work force -
In house training. Much enhanced recruiting. Proactive hiring.
Local industries are getting more creative with hiring. Wages have gone up.
Gotten more involved in the Ed partners
Flex hours,
Virtual/ remote working
Apps for employees to pick up extra shifts
Be willing to adapt
Industries have had to adapt and be creative to meet their needs.
Reducing hours of retail establishments to meet staffing
Increase in costs, accommodating workers needs, increased productivity in some industries, remote work- balance
They basically just survived. We don't believe they necessarily adapted well.
Businesses have gotten creative with what types of benefits attract employees.
Re-evaluate priorities
Be a consistent presence in the classroom for specific pathways via speaker series and industry tours.
Automation
Remote working positions
New recruiting methods
Use temp services, offer training, on site clinic
Our industry rep has one shift in manufacturing. Sell work/life balance in your career.
Industry has started advertising differently when they have open positions. Industry is starting to get more creative on social media marketing as well.
Transportation, childcare and financial support
Basic needs: transportation, shelter. Knowledge and awareness of opportunities
representation; lack of diversity of instructors; lack of information; how students are advised and scheduled in the high school
language barriers; limited opportunities in secondary due to scheduling because of scheduling needs
Transportation, affordable quality child care, transition services expansion/training academies for students with disabilities.
Virtual opportunities
Question: What specific challenges do underserved populations in our region face in accessing employment and educational opportunities?
Respondents: 25
Transportation to work or to training/college.
Language barriers exist
childcare
Navigating the aid that one may be eligible for is like another language
There are some underserved populations that get overlooked simply because they don't ask for help or they don't know what questions to ask. (Kids of single parents working multiple jobs, for example)
Language, transportation, ESOL teachers, childcare

Language barriers
Money, transportation, knowledge of pathways, communication, blockers/lack of encouragement
Priorities rank education lower- they are first in need of housing, transportation and childcare before continued education. Access is also an issue- whether it be physical or access to the info
transportation, financial needs
guidance and support from home
Childcare is an issue. When it exists, the price is a decision between work/school
Basic needs (transportation, housing, etc.) and knowledge/awareness of opportunities
Transportation
Language barriers
Childcare, transportation, language; high school- students with disabilities can't finish pathways because of their schedules
Exposure/Guidance/mentorship to expose to careers that are unknown to many underserved groups.
vision--first in the family to navigate unknown terrain
Men are struggling in many professions that are in demand. Women are the majority of those in college. Those other issues collide with gender realities.
guidance of resources available to assist
non English speaking have huge concerns with safety, direct communication,
Do not see themselves in marketing materials/guest speakers/information about careers.
Students with learning needs must advocate for themselves in college. That's a hard transition.
marketing info to guide individuals
Transportation, students focused on different priorities (survival, eating, etc.), Money; language barriers,
Eligibility is shrinking, along with funds
funding, transportation, internet service, childcare, non-traditional career path issues
Not all programs are eligible for things like WIOA
- Transportation
- Lack of support in personal life
- Lack of childcare
- "Cost of doing business" i.e. real costs or opportunity costs involved in completing education program
conflicting messaging from home--go to work, don't stay in school.
stigma some have about underserved populations
Access to classes/education opportunities outside of business hours.
Transportation barrier to extra programming/se status/ctae pathways at other schools
Need to see underserved pops in businesses
- Industry they trained for isn't hiring
We need to be transparent in education - students are difficult to schedule, is it our priority to serve the underserve population. What do we need to do to rectify this situation. Biases in education
Language barriers are huge. Proof of Georgia residency to be able to take advantage of in-state rates. The need for high schools and technical post secondary to have multi-lingual full time employee
Access to transportation
Language barriers/challenges
Literacy deficits
Exposure to Careers

Childcare
Support resources i.e. childcare at same place or close to education/training offering to reduce barrier of transportation and childcare.
not enough advertising of benefits available -
Awareness of opportunities
Language barriers
Transportation
Access to internet to apply for jobs
Transportation
Childcare
Students with disabilities at the high school level are not being scheduled to encourage them to complete pathways allowing them access to internships opportunities and earn industry credentials
Listening, needs assessments, key informant interviews
not enough available to help populations with mental health issues
lack of opportunities outside metro areas
Benefits cliff, lack of access to internet
Care of elderly parents/grandparents for adult learners/workers
Transportation, hiring restrictions, childcare, generational poverty, and homelessness. Despair toward realistic opportunities that exist. Communication barriers about opportunities to families,
Connecting with the people who work directly with those underserved populations; parental information about opportunities
Having a valid driver's license with no or few tickets. Drugs are a problem to be able to pass drug tests for employment
School connectedness - if students are connected to schools then they feel as if they don't belong anywhere.
parent engagement
education being involved, invested,
Transportation and childcare
transportation, housing, equitable prior knowledge, financial stability
Transportation
Language
Childcare
lack of exposure and awareness
Physical accessibility issues
You can't be what you can't see. If kids from underserved populations aren't offered ALL sorts of opportunities, that's a disservice to them.
Their basic needs are not being met - so unable to think about anything else -
Access to transportation and childcare
Lack of exposure to opportunities
Lack to curricular access in some cases due to credits needed to graduate.
supportive services
Getting HS instructors credentialed to do Dual Enrollment on site. Transportation from HS to colleges.
Question: How can we better understand the unique needs of these communities?
Respondents: 14
Pathways to industry being shorter, more clear, and known
Actually ask the community members what they need.

We need to include underserved populations in conversations
Having a liaisons who are cognizant of the specific differences of these unique groups (cultural, regional, socioeconomic) .
Go into their community to discuss needs/ opportunities. (Community center, etc.)
scheduling barriers can prevent accessing opportunities
How do we reach them where they are at
Have to listen and get info from them. Probably not the population we hear from
Communication, building relationships, community involvement, removing stigma, take off the labels
structured opportunity for student voice
they want to be incentivized
Strategically and specifically engage individuals in the underserved populations (ESL) to find out how to best serve them and get their feedback.
Funding is often available, but it's not easy to access. And no one is staffed to maximize that aid or benefit
gender gaps in pay are still real. The need for a female student to attend a 4 year college vs a man with no degree
Better communication about requirements for job opportunities. Empathy for special needs group.
Engage them in parent or community stakeholder forums. This can be done through PTAs or Chambers of Commerce.
Work with local non-profits. Many times, those in need have needs to understand in this arena, too.
Temp agencies can help bridge gaps. General knowledge that the programs actually exist for underserved families. Marketing to their needs specifically vs. general population
Childcare, transportation, general priorities ranking education and training lower
does the pay for position cover the cost of daycare?
transportation and childcare
Automated hiring kicks a lot of eligible candidates out (AI)
Question: What barriers (e.g., transportation, education, childcare) do underserved individuals face when seeking employment?
Respondents: 9
Transportation is the largest barrier
Can the job sustain lifestyle \$\$\$, expanding WIOA & simplifying process
Help them with skills needed to get interview: key word resume writing, interview skills/tips/ clothing
entry level wages support the cost of living
Transportation. ESL. Child care.
Basic needs
PASS program; College and Career Specialist; 21st century program (partner with local non-profit); ask them what they need
Community/employer involvement in providing transportation
Childcare for single parent
meet the parents where they are
Plug in with students (and parents) in after-school programs to see what needs are or assist (boys and girls club).
Question: How can we address these barriers through our programs and initiatives?
Respondents: 19
Ask them what they actually need.

Understand that internships and apprenticeships aren't a one-size fits all.
Expand childcare as an economic priority.
Create partnerships with organizations/businesses that can address students with specific needs
Design systems around families, not individuals/employees only.
Talking to members of these groups directly instead of using only a data approach- continuous follow up to see if needs have changed over time and not make assumptions based of past actions
Connecting programs to the people who qualify for them; Project Purpose; Project SEARCH;
Ensure that we communicate all things in the languages of the students we serve and teaching students where they can find resources in their language
Child care is workforce development
Industry has incentives from govt to hire certain populations. Double down w/state support and incentivize business to participate in wkfrc dev programs via CTAE.
Ask employers what they see as barrier to hiring people interviewed but not hired and start finding out the what to address the why.
Can industry expand services to employees, as it has with employee wellness, to include child care and/or transportation?
Communication and partnerships.
Manufacturing, health care, and other major employers in state are 24-hour operations. That magnifies transportation and child care and training issues
Less red tape to address the actual barrier.
More manpower - bring in non-profit orgs; PASS program; college and career specialists;
consider shifts that are transportation friendly
Are there models out there we aren't investigating?
Communication and awareness
Wrap around services like backpack buddies to help meet basic needs so students can focus on learning and future story.
Common sense may help. We are concerned about many demographic issues and cliffs we created.
Access to technology that facilitates access to available resources.
Incarcerated individuals need more reform and opportunities
Getting all the main stakeholders to come together
Enterprise does ride/share - they provide car and driver, student and employer share cost
Provide more funding & resources
Vertical teaming
Increasing visibility & knowledge base of available programs
Videos/influencers
more community wraparound services and realizing the K-12 is not the solution
Create ways to get information to the populations who need it; If we cannot get the students and parents to come to us for information, we need to find ways to go into their communities to share opportunities
United Way; Faith based orgs; DFCS; Goodwill Career Center; Help a Child Smile; Food pantries; working more with professional orgs (groups tied to pathways)
T mobile technology that provides devices to students that access support resources etc.
WIOA supportive services
Bridget building exercise where industry and public partnership to fund solutions. We can provide the training but they have to invest as well
Transportation

Partner with industry leaders to open opportunities.
Streamline processes Many programs leave money on the table because the processes are cumbersome and difficult to navigate.
make conversation about needing help and using resources comfortable and routine to reduce stigma
Virtual internship (Advanced Manufacturing Virtual Internship) - exposed students to various careers
Question: Which local organizations or agencies should we partner with to better reach underserved populations?
Respondents: 15
Local non-profits
The technical colleges want to do more!
Faith based groups, Housing Authorities, local schools,. Try to compete with other agencies and instead partner with them.
Those that do health screenings.
Industry Associations (Georgia Association of Water Professionals, Association of Manufacturers, etc.)
DFACS, local organizations, churches
Those with best practices that can be scaled and work in different regions.
Create local partnership with stay at home mom that can't afford to work because of childcare costs to be uber driver to help with transportation needs.
United Way, local churches, DFACS, - coordinate and communicate
Ride share.
Housing authorities to help more people have home addresses and qualifications needed for job applications. Volunteer translators for non -English speaking students
Carpooling. Increase incentives for riding together
Nonprofit - center for family resources, Atlanta food banks, the place
Voc rehab
DFCS
Military
GPP - Great Promise Partners
Goodwill training centers..
Virtual exposure/tours
Enterprise initiative for transportation
Local employers that would pay students for WBL
Lyft and Uber
make space for DE courses to be taught on high school campuses and possibly using credentialed high school staff
Early and intentional exposure of careers - specifically in the skilled trades areas
Introduce DE earlier and put it in their IGP
Provide transportation
Offer more DE courses on the high school campus
Question: Are there examples of successful initiatives that have effectively engaged underserved populations?
Respondents: 14
Great Promise Partners
Hospital employer with childcare in one county (Union)
Find Help GA

Enterprise Partnership for transportation
Construction Ready / Career Expo
Career Tech Intervention (CTI)
Worksource- yes
ACD/DAP programming
Bics and Caps Program
Multilingual resources
Goodwill, Boys and Girls Club, United Way, Ride Share, United Way
GVRA
Westside Works
IRC and support with refugees
Tmobile technology partnership for students to have devices.
Albany Tech partnership with Phoebe Putney
Head Start
Georgia Pre-K summer transition program
Transportation issues/bus rides
Nonprofit organizations
CAPs student parent priority group (for childcare scholarships)
ensuring that we have well paid qualified instructors. Can remote classes be offered and use distance learning software? Utilizing spaces for both High School and Technical College. Shared expenses
Question: How can we enhance opportunities for dual enrollment (students receiving both college and high school credit for a course)?
Respondents: 21
Students in a high demand program need more funding over the 30 hours than using aid
DE eligibility isn't the same as financial aid eligibility
We need instructors for some of these technical programs - and K12 and TCSG don't have the money to pay instructors - they make more in the field.
More options for accelerated career
More space and capital resources. Addressing HDC/trade skills is expensive!!!
Funding is key. Obtaining qualified instructors
Making sure that the people who work directly with those underserved populations understand the openness and accessibility of Georgia's Dual Enrollment program
More spaces for the funding of high demand, but also a fundamental change on the enrollment. The welding lab enrollment can't and shouldn't look like lecture based enrollment or core curriculum
Communicating the CTAE opportunities available in Dual Enrollment
provide buses from high schools to the college campuses
Eliminate perception issues
Redefine FTE and efficiency for high demand in DE and CTAE
insuring that schools are aware of and are leveraging articulated credit agreements for CTAE high school pathways
Need more kids taking trades DE classes; transportation issues are an issue; funding is an issue; obtaining qualifying instructors.
More communication between K12 and TSCG
More articulation agreements/credit opportunities
More input from industry when designing pathways
Improve marketing to parents about the existence of DE
Elephant in room: funding & incentives for AP

Expand opportunities for dual classes offered at the high school, more technical opportunities offered to high school students, expand articulation agreements between k-12 and TCSG/USG.
Parents buy-in
Offer DE courses on campus
Early exposure to parents and students
Career academies, credentialing HS teachers to teach CTE
cooperation between CTAE and CTSG, USG
Better align programs to allow TCSG courses (technical or career) to transfer into 4-year USG schools.
Making sure that the parents are aware of the advantages of dual enrollment
Bring the dual enrollment classes to the school
Accessibility, transportation, information flow, school counselors!!!
High school, and early post-secondary scheduling needs to be accommodating.
Have materials that better explain link to actual careers from career pathways for parents/students.
K12 and postsecondary can't look at each other as competition - work together
Minimize or streamline the paperwork for counselors who are affiliated with dual enrollment
Reduce confusion about individual skills being in multiple pathways and how to best advise potential students
Block scheduling standards across counties, continue articulations and encourage pathways to next steps
Educating teachers, counselors, parents, kids
Intentional with marketing
More awareness and exposure for parents to understand
TCSG needs to examine their credentialing of instructors
Meeting them in their community to share opportunities.
Streamline the application process
Incentivize the CTAE track of dual enrollment
Better use of YouScience or other aptitude battery to guide conversation with students
Industry informs what to teach.. programs modernized more often.
CTE pathways for healthcare are not "high wage"
TCSG in k12 schools
Create dual enrollment opportunities at the local high school with high school instructors. Increase dual enrollment partnerships with the community colleges and CTAE, through articulation agreement.
Creating criteria for success for the accelerated career student. Who are the best candidates?
Articulation from K12 to TCSG and USG. Make CTAE pathways fully mapped to 4-completion
Add more career DE opportunities at our College and Career Academies
More articulated credit
Grouping together students with common interests and taking that group to like minded employers.
increased number of students completing credential and go into that field. Prioritize enrollment and RETENTION of students in those programs.
Creating better alignment and credit articulations.
Incentivize more involvement/participation in CTSOs
Question: How do we develop clear CTE pathways that lead to high-skill, high-wage, high-demand occupations from secondary education through postsecondary?
Respondents:14

Through our CLNA
Making sure that what we are doing in a pathway is truly aligned- having convos with TCSG and USG.
They need to be realistic
Articulated credit agreements and transfer agreements to create seamless course progressions
Work with workforce development for regional needs and align programs and pathways to meet those needs.
use College and Career Academies to open more doors for more students
Be willing to change, including to stop what we are teaching if it does not lead to real careers
Stop assuming you know what industry wants, and actually ask industry.
Looking at TC pre-requisite hurdles to dual enrollment, clear, universal articulation agreements
Create true on ramps and off ramps that start with intro positions at HS level and next level at USG or TCSG
Industry aligned curriculum
Defining financial path
Entrepreneurship literacy for trades
Create materials that show parents/students toe link between pathways and actual careers,
Better utilize YouScience data (with fidelity) to show students and parents, but also to determine pathways offered. TCSG more involved in 9-12 for the alignment of pathways.
Looking at local labor needs and what students want to take.
Better align K-12 programming with next step pathways in TCSG or not duplicate programs that are local
advisory committees specific to the local area to provide guidance.
Students taking more than one pathway - starting early in 8th grade.
Question: How will your institution or organization contribute to the state achieving the goals?
Respondents: 17
create/offer programs that meet the needs of employers
Continue to offer programs that industry asks us to have.
attend advisory committee meetings
Keep adapting and make sure that you are reassessing what is high demand
local and regional data; engaging with business/industry
Balance student demand and interest with industry demand
Continue to align CTAE standards with industry
Completing and following through on the CLNA process
Funding to remove financial barriers
Providing excellent training/alignment
Scholarship opportunities- earn while you learn
Exposure to career opportunities
CLNAs must have local industry and business input. Alignment can always be better
TCSG needs to evaluate TCC's and ensure they are all embedded into a program that leads to a diploma or degree. Too many students stop at one TCC and don't go on to a certification or credential
along with High School programs pushing the classes to Middle schools for basic skills
Increase CTAE opportunities in middle schools.
Continue growth and recruitment for the high demand programs
what are the expectations of the Governor's office? When and how much funding is going to be available now? Not a year or years from now

Give pathways to students (K-12) to success (3 E's)
Regular evaluation process to ensure alignment,
Use the data to inform review of processes, gaps and industry, changes
Push quality and relevancy
Once the High Demand Career Initiatives are released by the state, we can evaluate if/ how our current program should be modified.
Offer certifications to students to demonstrate knowledge level.
Advisory board participation
Parents: student presentations
Access to hands on trial training
Increase counselor/stakeholder knowledge
WIOA/Perkins teaching special students
Continuing to do local needs assessments
Continue to ask industry about needs.
Help industry better understand the k12 potential, TCSG options, WIOA, Perkins, what we did today, etc.
Continuously work on soft skills - critical thinking, communication, creativity, collaboration.
Employers to get involved in curriculum advisory teams.
Continue to introduce students and show opportunities beyond the 4 walls of schools.
Develop partnerships with industry through advisory boards. Improve credentialing exams that align with standards.
Employment in high demand occupation
Question: What do you believe are success outcomes related to the goals?
Respondents: 12
Increase in program completion and workforce preparedness
increased enrollment and completion
Alignment between COVs, standards, and industry
Enrollment in the high demand pathways matters.
Licensure attainment. Industry having less turnover and more employees.
Retention within the program.
Getting a job.
Filling jobs for industries in the community.
Increased enrollment, completion, graduation, and placement
Alignment of programs from K-12 to TCSG to USG.
Graduation from k12 with college credit
Enrollment in more than one pathway - starting early in 8th grade (or even earlier) to get students the exposure they need.
When post-secondary programs have waiting lists, and when industry has a plethora of LOCAL candidates for open positions.
Placement rates, job vacancy rates, graduation rates in K-12 diploma and graduation rates in TCSG
Stigma going away from technical programs
Assessment of skills - you have met them and perform them as desired.
Unified credentialing and preparedness of our workforce.
Are we going to set specific numbers to these goals? percentage of completions? number of students enrolled?
Question: What is missing from the goals?
Respondents: 16
Path to the goals, funding? Human capital?

Graduate outcomes - student benefits
Implementation remains unclear of these good ideas
CTAE teachers incentives
Definition of high wage should be significantly above Georgia. Are we just talking about hourly or salary vs. benefits packages.
The goals are quite lengthy
Give suggestions and resources on how to (example number 4)
Break down with examples
Where should funding come from to work toward the goals?
Celebration
Specific numbers to measure success
Quantitative metrics, accountability
Making sure the capital resources align with the goals.
High wage doesn't mean anything unless you consider family size and family wage.
No "teeth" to these goals- more stakes, more positive and negative ramifications for meeting or not meeting these goals. The high demand careers should be regionally specific to be more impactful.
bonuses for teachers placing students in the work force
Expected outcomes
Insurance is a problem preventing young people from being hired
What are we measuring??? These are not SMART goals. How are we engaging people.
Student and family voice in designing career pathways that meet both employee and industry needs
How to discuss and coach students toward career goals starting at lower grade levels
We need funded career coaches in our schools
Be creative in finding individuals who can teach in high-demand areas, incentivize the individuals who have the qualifications to become teachers where they can touch more lives.
Funding
funding
Clearer direction to industry
Military to teacher pipeline (diverse careers through the military).
Question: How would you improve the definitions and why?
Respondents: 7
Wage definition needs a lot more clarity and transparency
Definition of high wage should be significantly above Georgia. Are we just talking about hourly or salary vs. benefits packages.
What are we measuring?? These are not SMART goals.
High wage. Really unclear and would cause issues
High wage and High Demand are not necessarily the same thing. These careers should be assessed regionally. SMART goals.
High quality is not defined
Define highly skilled
This definitions will likely leave out key industries that have an economic benefit and need workers such as child care.
Be specific on what does high wage mean.
Seems like it may end up being a list of male dominated professions
Consider there are opportunities to gain skill on the job for high school students.
So will secondary Perkins funds be diverted to WIOA?

**Central Regional Stakeholder Meeting
Central Georgia Technical College – Warner Robins
November 15, 2024**

Mentimeter Feedback and Handwritten Feedback

Mentimeter Feedback

Question: What specific skills are in high demand within our region's leading industries? Respondents: 28
Critical thinking/problem solving skills
Soft skills-especially communication and teamwork
Communication skills
Teams instead of individuals
"Soft skills"/employability skills
Soft Skills, work ethics, leadership, technical skills. Being coachable.
Nursing - EMTs
Showing Up for Work
Communication
Trades - Electricians
Specific training skills for that specific industry
Problem Solving
Critical thinking, soft skills/employability skills
Communication Skills
Teamwork
Time Management
Work ethic
Employability (work ethic, communication, problem solving)
Critical Thinking/Researcher
Manufacturing and Healthcare in Central Georgia
Attendance - coming to work on time
Industries: healthcare & manufacturing
Critical thinking skills
Communication
Resilience
Initiative
Financial literacy
Employability skills/work ethic
Resilience
Employability Skills
Adaptability
CDL Holders - Truck Driver
welding CNC robotics / coding blueprint reading quality control
Skilled trades
Problem Solvers
Lean 6 Sigma certification
Forklift Certifications

Conflict resolution, communication skills, emotional regulation
Transferable skills
Logistics
Show up early, work hard, get along with others, punctuality, collaboration/teamwork, put away phone, transportation, eye contact, personal communication, critical thinking, showing initiative
Respect for authority
Ability to be flexible
Proactive communication
Professionalism
Time management
Soft skills across the board, computer skills, technical skills, Coming to work consistently
CNC / Robotics
Healthcare (Nursing)
Industrial Systems
Information Technology
Skilled trades (welders, HVAC, plumbers, mechanics, aircraft)
Soft skill of critical thinking, work ethics-what is expected of employees
academic skills
Employability Skills - Specifically, punctuality, attendance, dependability, interpersonal skills, communication, and problem-solving/critical thinking.
Language barriers
Healthcare is a huge sector that needs our talent pipeline.
Making meaningful connections between employees and supervisors
Nursing- Healthcare, Critical Thinking, Writing, Trades- Welding, etc. Soft Skills, Work Ethic, Communication, Self Advocacy, Detailed Orientated, and Time Management
customer service / people skills
Reading Wiring schematics
Manufacturing and construction
in person communication
CAD
Manufacturing Skills
Accountability
Healthcare skills, manufacturing skills, logistics, understanding of skills involved for leading industries.
Welders
Mechatronics
written communication
Anything manufacturing based
industrial Maintenance
Employers are saying that they need students that possess soft skills. Particularly accountability, critical thinking and problem solving skills.
Basic technology skills and the ability to continue developing/adapting tech. skills
EV , electrician, healthcare support, plumbing
Various Health Care Certifications
A& P mechanics
diesel mechanics
marine mechanics
Programming Skills

basic English and Math skills
Effective communication both verbal and non-verbal.
Written communication - not in text format
CDL
Cybersecurity
Critical thinking
Problem solving
Interpersonal skills (having a conversation, working through things with others, etc.)
soft skills are often mentioned; customer service skills (etiquette of "please and thank you"; cell phones shouldn't be out at work; Come to work-when you come to work
-soft skills (attendance, motivated, trainable, customer service skills, skills)
-meeting in the middle, training business and industry to adapt to current students
-explain expectations
Healthcare programs
Skills trade, electrical work, welding, construction maintenance roles
Industrial system skills - schools offer, but a challenge to get students involved
Utilities side of industrial maintenance included in programs - need versatility in industrial maintenance
Willingness to learn, willingness to work, industries: construction and other trades, healthcare, logistics, welding, EV
Advanced machinery
Critical thinking/problem solving, communication, soft skills, technical skills, nursing/health care, time management, teamwork, attendance, basic English/math, manufacturing, IT/cybersecurity
Teamwork
Computer science, AI
Define what is expected of students in an occupation, don't expect every student to fully mold to the industry requirements
Short programs within TCSG don't have time to develop soft skills, soft skills are developed with repetition to create a habit, programs now don't have time to create these soft skills in a short time
Yes
no
Yes
Critical thinking
Question: Are current training programs effectively meeting the needs of local employers?
Respondents: 23
YES: 9
NO: 8
Not Sure: 6
Question: Are current training programs meeting anticipated future needs of local employers?
Respondents: 23
YES: 8
NO:13
Not Sure: 2
Question: How can we expand Work-based Learning (such as apprenticeships, internships, etc.)?
Respondents: 26
More employer incentives for participation through additional tax credits.
Age limit, Workman's comp,
Industry needs to be open to hiring new employees under age 18

Change in labor law
Convince employers to accept students of younger ages
Employers need to understand they can hire under 18.
Address transportation issues for some students.
Flexibility in graduation requirements
Consortiums to agree on a wage and training in a regional area.
Transportation
Strong Advisory Board with industry connections.
Convincing industry partners to higher younger employees
Education & Business Partnerships to expand on internship opportunities.
Make employers aware of ways to overcome barriers to hiring students under 18
Having reliable and trusted relationships between WBL coordinators and industry partners, economic developers, and students
Create policies/protections for younger high school students to participate in internships.
Get some employers to relax their age 18 requirement for employment.
More interactions with the local businesses and agencies
More incentives to offer these programs
We have to find the opportunities-we have to create opportunities.
For large employers to have a direct contact from their organization to connect with educational partners
Reach out to parents to make them aware of opportunities within WBL
Internships that help pay tuition for the training programs - need more of these partnerships
Marketing
More opportunity for paid internships
Funding for CTAE programs at elementary and middle school level
Layout clear expectations to what the partnerships are
Incentives for employers.
High schools can create opportunities in the school- cut out transportation issue.
Industry needs to open their doors.
Schools need full time all day WBL coordinators.
Increase industry tours and field trips for students.
Understanding local industry needs
Student transportation issues
Concerns with Youth Apprenticeship positions having to be paid
Community engagement
Forklift operator and CNC machine is the only work our under 18 population cannot participate in. All other manufacturing operations are available for our 16 y.o. and up.
Work with industry to develop additional programs for 16-18 age range, current issues
Externships create awareness
More preparation at the school level for students
OSHA rules, students have to be 18 to walk in the door, remove stipulations, and regulations such as age requirements,
Need increased funding -so can pay industry to hire students
Business and Industry flexibility in scheduling and age limits for employment.
liability insurance; invest time in the students/workers; the push for AP/IB/Dual enrollment classes pulls from other courses; If the student can graduate with degrees at 16 or 17, they need chances
Canvas local businesses and request at least one set aside position for high school employee
Time & resources dedicated by industry for solutions desired
The age limit of 18 has got to be overcome (need 16 even if limited) in more industries/manufacturing

facilities to get them in the door (even in a small way) to see what is there.
County Partnership Initiatives advisory boards
Making it easier for employers to want to participate (reduce/simplify WBL categories removed).
Putting the right people at the right table (like today!)
Strong advisory boards
Acknowledging student barriers and coming up with solutions that will assist the students. For instance, transportation. Partnering with industry partners to provide transportation.
Aligning Workforce GA with school needs. Making it easier for schools to get students placed in an apprenticeship or internship.
Child Care and flexibility in hours.
Better work/life balance, increased technology, flexible schedules, hiring less qualified employees and investing more in training, providing more incentives to retain employees
Standard 1 in CTAE needs be in EVERY COURSE taught in high school!
STEM and STEAM combines employability/career connection, relevance, rigor, and academic areas.
Question: Beyond what is already taking place, how can we expand or enhance the partnerships between educational institutions and businesses?
Respondents: 21
More summer and after school offerings
Clear structures
A spreadsheet or data base of industries that are willing to hire students under the age of 18.
Better alignment with WBL or Apprenticeships
Invite business in to provide input to programs, host advisory committees and add in career fairs for students to meet industry members, student career mixer
More opportunities to sit at the same table
Having the right connections
Increase the engagement opportunities for business and education.
Rethinking/ revising eligibility requirements for assistance programs for new employees/ apprentices
Time and resources dedicated by industry for solutions desired
Sustainability
Clarify the rules/laws and access to apprenticeship/WBL coordinators between manufacturing and LEAs
Have other employers join us in recruiting new businesses.
Each school with Full Time WBL Coordinator to cultivate these relationships
Telling our stories more!
Request businesses set aside at least one position for high school students
get all decision makes in the room
Leverage YouScience data to convince industry they have a pipeline
More company and industry interaction
Find employers with opportunities for remote work that could be done from the school building
Externships create understanding for both industries, WBL coordinators, teachers, and students
utilize partnerships with chamber of commerce
Strategic planning between community and schools - invite business into the schools
Youth Apprenticeship program
spend time with partners
Better promotion of the value of WBL with employers
Alignment of advisory boards from secondary schools and technical colleges together
Relationships are important! Employers must have relationships with educators before they have an urgent workforce need.

Really let students shadow employers. Increase lower GPA students allowed to take technical programs
Increase opportunities for certifications, give tax breaks, incentives for work, more collaboration, cooperative education
Lack of skilled workforce and funding
attendance to the advisory board meetings is paramount; students and members should meet; data science being shared; students need more exposure to other occupations
Retaining the talent
Conduct field trips and job shadowing focusing on occupations that they do not hear about or are unable to learn about.
Students understanding what industry is, what the industry does (example: Hyundai needs more workers than someone to oversee robots)
Retiring workers have nobody trained to replace them
Changed operating hours
Cut services
Offered flexibility to work remotely (fulltime or part time)
Question: What are the biggest challenges that workforce development is facing in our regional industries today?
Respondents: 20
Finding Employees
Quiet quitting - remote disengagement
Aging out employees
recruiting and retaining quality employees
Availability of qualified trainers and skilled workers
People not showing up for interviews.
Cost of living in certain counties.
Alignment with articulated credit programs
Finding the workforce. We need people.
Need structure for stackable credentials
Recruiting multi-generational employees
Lack of qualified workforce
No access to public transportation.
Sustainable wages
Workers are not showing up! Soft skills are lacking!
Lack of understanding about each other
Funding,
Age restrictions in industry partners
Expecting outdated requirements that are no longer relevant to today's society of workers, generational expectations and turning away graduates that don't meet those outdated expectations.
Accelerate young people coming in to the industry through authenticate WBL programs
Lack of knowledge of WIOA and how students can benefit.
Child care and flexibility in hours
Need to finish what we start in these meetings. Direct action plans. No more one and done. More than checking boxes need to form strong relationships.
Teachers need more education on bridging their pathways and students to business and industry
Offering competitive packages
Not evolving and meeting graduates where they are. There needs to be training for industries to help adapt their processes to meet a happy medium.
Students not understanding all the various opportunities across the industries

Teacher retention for those to train our workforce.
generational disparities
So much opportunity out there, there is no loyalty to being in the workforce!
TCSG /DOE pay limits them recruiting qualified instructors.
Earlier career exploratory hands on experiences in elementary and middle
Students are disengaged with employment and aren't interested in long term commitment
Promoting a culture/society where individual expectation exists for taking advantage of opportunities from education to training.
Communication on what jobs are available in the community
Connections between WOA workforce director and the schools
Disconnect between local industry needs and programs offered
Every child declare a pathway in middle school
Industries not understanding what data is available to them to help match grads to jobs.
Age requirements, teacher pay, leverage state federal initiatives
Keeping up with ever changing demands. Lack of adaptability and flexibility. Ability to communicate their needs in a global world. Prepare their mindset from high school and lower.
Cross training; flexible work schedules
The right exposure to career opportunities - too many people shifting and changing jobs over and over again
Question: How have local industries adapted to economic disruptions (e.g., supply chain issues, workforce migration, pandemic)?
Respondents: 22
Construction contractors taking on less work because of the inability to find skilled workers
Flexible work schedules
Inflation!
flexibility and technology,
Remote work, flexibility.
Creating on the job training programs
Reduced workforce.
Focusing on more telework options and training students to support that modality of work if needed.
Flexible work schedules; cross training
Hybrid work loads
Reduced Workforce
Entire work from home lifestyle
Investing more in current employees - training, etc.
Operating with smaller and sometimes less qualified workforce.
So much automation in the industry (self checkout, kiosk ordering, online purchasing etc.)
Trying to meet employees and their changing demands
Flexible work hours
Industry is taking more ownership of training workers
Adjusted pay scales
More flexibility ion work schedules and expectations of employees.
Flexible work schedules when possible
Provide flexibility to students for different learning modality to meet them where they are.
Virtual work schedules and meetings
Flexibility for workers
Increased wages, products, and services
Employers have to be more creative with new generations
Jobs that allow them to work on "their" schedule

Business and Industry come to the schools
technology, especially in schools during the pandemic; researching grants
Depends on Region. Accelerated training and learning.
Remote Work,
ALIGNMENT...people work in isolation... need CCRPI and workforce development to align
The moral hazard that occurs when the government is involved in economic disruptions and random subsidies result in market disruptions. and unpredictable markets.
Transportation and childcare
affordable housing
Community support services such as transportation, translation services, awareness of opportunities.
Language barriers
Paperwork documentation for residency OR for parent/guardian income
Transportation and Childcare
Transportation
Affordable Housing
Home Support
Transportation and childcare
Transportation, child care, education
Childcare
Technology
Childcare
Transportation
Transportation and Childcare
Knowledge of the opportunities out there
Basic High School Skills
reliable transportation
Access to Technology and Digital Fluency
Single parents support
Transportation issues (not having busses, students not having vehicles, budget not available for ride share services)
exposure to opportunities
No Placement Testing at TCSG
Financial stability; not being in survival mode
Exposure
Poverty mindset
Funding for Remedial Support
Unaware of available services at the school
Students that had never stayed in a hotel, ridden on chartered bus, gone on a college tour.
cost of living increases not matching increases in wages
Training and offering after hours courses
Language barriers
lack of support system
Homelessness
More opportunities/increased
challenging household situations- illicit activity, lack of mentoring, low expectations
Inadequate nutrition
Prerequisites for employment
Family dynamics
Decline in external advocates

Transportation is an issue for communities. Funds: A lot of students HAVE to work. 66% Hispanic and 32% ESOL Food insecurities and rely on school system for meals.
Language and cultural differences, need staff that can explain processes to people that don't speak English
Language Barriers
Transportation, child care, better communication of opportunities; eliminating barriers such as hygiene, clothing, workplace culture
The regulations and paperwork that comes along with applying for opportunities and the populations understanding it.
Recruiting Adult Learners
Demographics are not generally considered in employment and educational opportunities, however childcare and transportation are barriers .
Providing sensitivity training for staff in working with different cultures to help bridge the gap.
Providing childcare for students
Surveys
Provide staff support that service the populations.
Communication and open dialogue
transportation; language; educational barriers; trust; childcare
Get involved to learn barriers
Intentional outreach and communication, opportunities for community/business/industry engagement
Townhalls
Lack of resources, daycare needs, transportation, homelessness, not enough workers in social services, lack of cross training, distance to schools and work. Lack of MENTAL HEALTH resources.
Question: How can we better understand the unique needs of these communities?
Respondents: 22
Data Based Conversations
Community organized events from top leadership to understand the needs of the community
Business and industry need to get in our schools- educate parents and students
Polling the community of the needs
Ask them - let them have a seat at the table
Have conversations to understand the barriers and work to develop solutions to overcome the barriers
Focus groups with communities. Go where they are, don't rely on surveys.
Substitute teaching
Have staff available and community services available.
Conversations and Focus Groups
Host engagement events at a neutral, family-friendly location (park, mall, civic center) where the community gathers naturally
Increased conversations with non-profit agencies
Ask Questions
Take time to understand unique talents
Meet with commissioners, development authorities, economic development boards, civic organizations, city councils, educators, parents and students
Working closely with organizations that target the underserved.
The WBL/YAP coordinators receiving the input from the community leaders
Going to places where the people will show up.
educating these communities about resources available specific to them

Scheduling school events on weeknights or weekends so parents that work can attend
Adaptable schedules and work environments
Meet them where they are- ok for students to not know it all. Students need to trust us.
Offering services and providing staff that is aware of community needs.
Have relationship with community organizations and provide presentations to those groups.
Community engagement to understand their needs. Work collaboratively to provide the services that are needed.
The prevailing belief is that people in a community want 'more jobs' in their area... there are many rural communities who want access, but not necessarily in the backyard
Addressing social emotional needs of the members of the community
Self-evaluating outreach; Are we listening the way they communicate?
Information sessions at the parents workplace
Family nights at the schools
Addressing the hierarchy of needs
Focus on unreached demographics that might have language barriers, take folks from that language and culture to them.
develop relationships with churches, support groups, schools, nonprofit groups
Transportation
Need to help parents understand what students are learning
Transportation and Childcare
Visibility, get out and into the community,
No Drivers License or Social Security Cards
Household challenges from illicit activity to low expectations.
Childcare and the costs; transportation - lack of local transportation, finances depending on the location of employment
Ability to afford new employment costs prior to receiving first paycheck (transportation costs, new clothes, PPE/safety gear)
Intentional outreach and communication, opportunities for community/business/industry engagement
Question: What barriers (e.g., transportation, education, childcare) do underserved individuals face when seeking employment?
Respondents: 18
Transportation
Childcare
Language Barriers
Mindset
Not in my backyard!
Awareness/exposure
transportation; childcare; finances....
Transportation needs - Rural vs Urban Settings are slightly different
Lack of awareness and underexposed
Transportation is an issue for communities.
Lack of ability to focus because of the need to survive.
Literacy and reading disparities
Access to Healthcare
Scheduling, Infrastructure
transportation
housing
Single Parent support and education
Language Barriers

Transportation, food insecurity, childcare, lack of support system, home insecurity, education, role models
Language
generational curse
Professional Email Address
Lack of Internet
A barrier is limiting WIOA students from accessing funding if they aren't in the correct county. Differences in availability of funding requirements across WIOA regions. WIOA is not equitable.
Work Ethic
Financial needs for students.
Change the law for the starting age for public ad. Research shows 3 years old is the special number.
Broadband Internet
Awareness and Exposure to roadmaps around how to get to these careers that are HW, HS, and ID
Providing mental health and well being services.
Funding in between training and employment to support the waiting time for employment
Access for special needs students
Need to offer more benefits to everyone
Taking a job that prohibits benefits, but not making a livable wage.
Technology, rural- no internet, transition from benefits, transportation and childcare
Validation of trades
Perkins plans not focusing on actual student needs because not listed as high wage (e.g., cosmetology).
Increasing flexibility for WIOA funds to address these issues
Question: How can we address these barriers through our programs and initiatives?
Respondents: 24
Faith based organizations would be a good starting point to get into a community
Provide more equitable services across WIOA and Perkins funding.
Library System
provide transportation
Upskilling and Reskilling for parents
CTSO's
More paid externships
Partner with Local Non-Profit; give them an office on campuses to help support wrap-around services.
Short-term training programs at creative times
Reduce paperwork required for WIOA. Deterrent for students.
developing relationships with communities
Funding and engagement
creating mentorship programs
Parental programs
3 year old and. Preschool programs
Mobile food pantries
Transportation-Hiring students in groups to rideshare, identify job sites close to home or school, voucher system if public transportation is available
incentivize parent participation in activities designed to make them more aware of available resources
Food Pantries - Open to Anyone (no paperwork)
Meeting with local organizations, civic clubs, municipalities about the barriers and discuss any solutions

Upskilling parents.
Community Liaison for special populations
Get the work out to students through orientation. Have services meet with students so they are aware of what is available at the college.
Community foundation funding transportation of students
Public transportation becoming more efficient
Mobile healthcare fairs
Increase transportation services
Getting out into the community and meeting people where they are (ballfields, church, etc.).
Backpack Buddies
communicating opportunities and pathways to student's and their families
Need for more counselors to help understand the needs of each and every child and what "their" needs are
Focusing on reaching all students no matter their funding source no matter where they live.
Meet students where they are?
How to be legally creative with funding to remove barriers.
Consider surveying communication methods - are we being effective of how we are getting information out.
Childcare-Benefits package voucher or discounted rate locally, explore grants for opening facilities/training workers for childcare
Recruiting students younger before finances and childcare are a barrier.
Business open houses with parents.
Mobile Trade Skills Buses - resumes, Wi-Fi access, teach interviewing skills or specific trades needed in the community.
Hold continued meetings to ensure students are aware of programs from secondary and post secondary.
County budget can work with Local BOE to utilize buses to transport students/etc. to their work every day
Clothing closets
Vice President of Student Affairs and other officers help to address barriers.
CTSOs are a great means of connecting students to the possibilities. Gaining inroads with underserved students through CTI is a great method to make this successful.
Accessibility-Education for after hours training, weekend training, grants for Lyft/Uber for students/workers
Continue Advisory Boards to gain partnerships and reach across high to post secondary.
Increased community based leadership to meet the needs of the overall community
Connect students into service organizations to provide support.
Assistance navigating FAFSA and other forms and procedures
More accessible and efficient transportation systems
Inspiredu - Closing the digital gap for underserved families
Provide funding to services that meet students need no matter the program they are enrolled in, all students should be able to be supported.
All college students have access to a community resource platform called FindHelpGA.
Easy access, students out in zip code to search for community resources.
Language-Technology solutions, training to use apps on phone for communicating, focused industry specific training, availability of other language written content
Staff training to understand students barriers
Counselors in the schools to discuss educational and job opportunities.
Faith-based organizations

Special populations team at TCSG or a local TCSG college
Development Authorities
Economic development
Programs that will help guide students through school from beginning to end. Supporting students with effective resources.
Engage local celebrities that can generate excitement and enthusiasm within local communities
Chamber of Commerce, local government, veteran reps, Dept of Labor
FCCLA and other CTSOs; Rotary Club; Exchange Club; PTA/PTSA; Boys and Girls Club; Pilots that give students chance to fly; Lending Library (CGTC)
.
Utilize employer partners to clarify that pathway starts in high school CTAE program, continues through Tech College program, and results in direct hires
Question: Which local organization or agencies should we partner with to better reach underserved populations?
Respondents: 17
Special populations coordinators at TCSG
County Governments
Local churches
Churches
Vocational rehab
Commissioners, economic development,
Goodwill
Chambers of commerce
Local Nonprofits
Parent Title Coordinators
Goodwill
High school counselors
mental and behavioral health agencies
Local chambers of commerce
YMCA, Boys and Girls Club
Family connections director knows underserved families and the resources they need
Unemployment Agencies
More counselors
Chambers of Commerce
Habitat for Humanity
Special populations team at TCSG or at a local TCSG college
Local Work Source boards
Local chamber of commerce
Afterschool and summer programs
Family connections
Family Connections
Department of Labor
Community Services and the Prison system
WIOA in public schools, mentorship organizations, goodwill (job training, clothes)
Churches
United Way
DFCS, Family Connections, Chamber of Commerce, WIOA, Goodwill, NFJP, GDOL, Habitat for Humanity
PTSOs

Food pantries
Survey local community agencies to understand which populations they see most and how we can find ways to include them.
Hospitals, chambers of commerce, great promise partners, churches
Upskilling - Savannah Chatham
Vertical Education Model-Elementary to Middle to High
STAR Program
Parent University
Rotary
Question: Are there examples of successful initiatives that have effectively engaged underserved populations?
Respondents: 18
High school construction pathway partners with Habitat to help build homes
Lindsey Student Support center
CTI
Reskilling
Community Family Learning Workshops
VECTOR Center in Houston County
CGTC special populations
Meet the underserved populations where they are (local churches, neighborhoods, etc.)
Upskilling - Savannah Chatham
Early literacy programs for 3 year olds
Teacher Impact Fund-Construction Ready
Transition Academies at secondary level
The HUB for Hall
Goodwill
Truth Spring Trade School
Special population teams at TCSG colleges
Goodwill
WIOA - 17 districts, idea building capacity grant in Dooly, Baldwin youth apprenticeship program
Walton Works
Family Engagement Coordinators in school settings
TCSG provides support to students in a variety of ways. Book lending and laptop lending, tutoring, various supports and check ins with students. Rollout of FindHelpGA to all colleges for students
Walton Works
Teacher Impact Fund-Construction Ready
Better communication and understanding of the process for Dual Enrollment.
Counselors that know the student and what opportunities match their capabilities.
Question: How can we enhance opportunities for dual enrollment (students receiving both college and high school credit for a course)?
Respondents: 21
Remove biases of AP vs DE
Scheduling
Add additional TCCs to the Accelerated Career Diploma
Bring teachers to our high schools to do the training
More Articulated Credit
Program of study starting at middle school
Analyze offerings at TCSG campuses, event satellites
Better communication about CTAE offerings for dual enrollment

Provide transportation to post-secondary institutions
Stop making education complicated
Be more generalized in the way we are teaching. For example: an employer can teach company specific skills but a student with mechanical competence in using basic tools.
Analyzing schedules of TCSG vs DOE requirements
Encourage summer participation
Rebrand tech courses to make them attractive to this generation
Determine high school teachers that possess the appropriate credentials to offer the courses on campus (both occupational and academic)
Hybrid
Have post-secondary instructors teach courses at our high schools
Allow for DE/WBL to complete pathways for CCRPI purposes
Scheduling and transportation needs to be coordinated
Hands-on instruction K-12 to prepare students for hands-on jobs
Provide incentives for Technical Colleges and LEA's to partner more
Work with UGS and TCSG partners to offer on campus dual enrollment courses
Offer more courses on the high school campus and online courses to overcome transportation barriers. Provide transportation to and from the high school campus.
Flexible scheduling for students participating in DE off campus
Educating students about DE
Parent/Student dual enrollment sessions at night to assist with paperwork
Create articulation agreements at the state level that are fully approved at the state level
More offerings offered on high school campuses
Transportation to the TCSG campuses
TCSG partners hosting camps for MS students
Allow for split rosters of students when taught at the local high school
Learning to grow our own workforce for the school districts. HVAC, Automotive, Electrical. Using students to fill district support positions.
Better scheduling, transportation, enhance support services, put faculty in the high schools
educate students on non-traditional opportunities
Credential high school teachers to teach at college level. Provide guidance for K-12 teachers wanting to go back for masters in what they need to take for grad classes to meet college credential reqs.
A dedicated human resource to directing all matters in dual enrollment
TCSG courses need to be better aligned across state (Same course titles, standards, etc.) and courses need to be transferable to University/college
Provide travel funds for college teachers to travel to high schools.
partnerships - example GA Power robotics at ES and MS to get them interested in various CTAE pathways early
Enrollment sessions to help parents with signing their children up and understanding of the process.
Credential CTAE teaches at the high schools/CCAs
Finding partners to also hire after they complete the dual enrollment students
Provide program overviews so students are aware of available programs.
Communication to parents of high school students
Are students ready for those opportunities? Are they ready to graduate from college early to be productive members in the workforce?
Career counselors should be more knowledgeable in CTE., exposing students to more opportunities through open dialogue.
Work with high schools to not use dual enrolled programs as programs for disciplinary actions.
Explore and identify pathway earlier through career exploratory experiences

Continued contact with industries and partners.
Expose students and ensure alignment with growing industries.
Develop industry specific performance tasks that students can do- similar to AG's CDE (Career Development Events)
Career explorations early with employability skills in elementary school
a regional career academy of dual enrollment students;
Focus on short term programs that students can complete, also incentivize them to continue their education.
Ensuring consistency on dual enrolled options at high schools to ensure offerings are equitable.
Ensure students are completing certificate programs.
Train the trainer
Question: How do we develop clear CTE pathways that lead to high-skill, high-wage, high-demand occupations from secondary education through postsecondary?
Respondents: 20
Ensure funding is available to students
Involve industry in the discussion
We must work together with industry partners, USG, TCSG, and LEA's to develop these and create sustainability plans for them
Collaboration such as today's meeting with industry partners to determine what is needed
Create LPN programs within last year of high school education, move away from CNA programs, LPN allows access to high wage jobs.
clear definitions of what the high-demand occupations are
Having school representatives out in the community building partnerships and relationships & being aware of the needs
Create on-ramps and off-ramps all along the journey for the students and showcase the value of each stop on the journey and the career potential it creates
Comprehensive Local Needs Assessment
Advisory Committees
Provide high school counselors with information on dual enrolled programs.
Employer Involvement
Improve teacher recruitment and preparation.
Starting early primarily focusing on 7th and 8th grade.
Begin career exploration in elementary school.
Start in middle school and elementary. Understand what those high skilled , high usage jobs are for the areas
Increase local program budgets for hands on student experiences.
Use Carl Vinson Institute, and labor market projections to align offerings
Effective advisory committees. Made up of businesses
Develop partnerships with businesses to assist in teaching students.
Encourage business/industry to have leadership roles in the various career councils in our schools
Strategic planning between CTAE, local colleges and B & I and complete a needs assessment
Industry certified CTAE programs which provide certifications for students to allow them to get ahead
Start with career exploration in the elementary years.
Better job linking secondary and post secondary instructors with shared professional development and vertical alignment discussions.
Pathway assessments take results to alter the needs. Ensuring pathways align to industry needs
Use data based decision making to support the creation of these plans
Ongoing data analysis
Ensure there's a separation of high school and college so students understand they are taking an

actual college class
Develop articulation transfer agreements to allow for upward educational mobility for students.
Partnerships and ongoing conversations between K12, colleges, and industry
Continuous stakeholder engagement. Review of outcomes throughout the year and report to community for improvement and strategizing.
Enhance regional partnerships
Advisory Boards and rating level of engagement
Question: How will your institution or organization contribute to the state achieving the goals?
Respondents: 22
Stakeholder Collaborative Engagement
Evaluate current programs
Focus on targeted industries per TCSG to increase enrollment
Effective advisory committee involvement
Constant data analysis to follow the trends
Build relationships to be able to explore local needs
Ensuring Family/Community engagement in opportunities starting in elementary through adulthood
Continue to partner within our community while looking at job data and analyzing industry trends as to the needs while staying relative to HW, HS, & ID
This is many TCSG's strategic plan!
We need action plans!
Making sure our stakeholders understand these goals
Ensure this is embedded into a district's strategic plan!
Continuous stakeholder engagement. Review of outcomes throughout the year and report to community for improvement and strategizing.
Alignment between workforce AND education system. Ensure local resources are adequate to provide those needs.
Collaboration with business/industry partners and the local/regional development authorities
As industry, we have to get into the classroom/schools and determine their needs and support them.
Engagement with K12, college and industry partners to develop programs that meet local workforce needs
Increase student participation and access, enhance workforce readiness, focus on outcome accountability, high school can, adopt state approved pathways, leverage funding resources, technical colleges,
work with local elementary and middle schools to expose students to career opportunities
Building Relationships with business and industry.
Bring everyone together
Collaboration between school systems and WorkSource Georgia
Remain connected to industry needs and provide trainings employers to increase employment opportunities for special pop students so they can achieve gainful employment
Find ways to supplement local school system if they don't have the resources to provide the training needed for the industry in the area.
Change the way we communicate and narrative concerning pathways and how we work with industry partners. Look at our intention and purpose.
Make connections to community afterschool and summer programs
Better alignment of K-12, Tech, and university pathways
Provide resources for special population students so they can obtain training and education
work with local industries to help brand our pathways--help students understand where they can work and what they can do with each pathway

Continue to promote / educate recruit students, parents, community from K-12
Enhance partnerships to increase apprenticeship
Teacher recruitment and retention
More students preparing to enter the teaching profession, with credentials already
Feedback from partners, number of students enrolled in related employment, increased graduation.
Increased job placements and no constant turnover
Graduation Rates
of Students hired after receiving training
Salary earnings of students receiving training
Question: What do you believe are success outcomes related to the goals?
Respondents: 17
Productive Advisory Boards
When you observe a shift in industry needs
Student/employee signing days
Happy business partners
Increased graduation rates, increased job placement rates, increased Tech enrollment, increased university enrollment
Successful outcomes are students who have a plan - employment / enrollment / enlistment - with all options available to them
Student pathway retention
More work-ready high school and college graduates
Students have gainful employment. Industry has trained and ready to work graduates.
Looking at number of students that complete their pathway.
Graduates retiring in the jobs they get
Measure completers.
Define completers.
Ultimately: Increased GDP for state of Georgia
Industry/Post-secondary placement
Staying within the region
Continued education
of trainings provided, # of certifications on credentials, TFC's, degrees, diplomas, # of partnerships, industry partners
Increased number of industries that want to do business in Georgia
high-quality alignment between pathway standards and industry needs
Returning to the college to teach after in field experience
Special populations students are achieving gainful employment
Students that leaving HS with a true plan for their career
Children of graduates returning
Employers are coming back to your school systems looking for more employees
Increased graduation rates in the pathways
Retaining workers in the county they were educated in.
Tracking interest of DE students as program progresses. How they pivot to another program
How to we measure them
accountability; consistency; support; resources
Access and availability of funding.
Determine the meaning of High Quality to make the goals clearer
Data alignment
Enrollment, retention placement.
Question: What is missing from the goals?

Respondents: 16
a metric to measure the engagement level of industry
Alignment across education and workforce
Equitably
Needs to be reciprocation for industry to invest back into the schools
Retaining highly trained instructors
Success stories/Where are they now?
Data alignment
Alignment within the Georgia Educational institutions including LEA's, TCSG, and USG relative to the needs of industry and the workforce
Agreed definition for soft skills
Who owns the outcome?
Expansion of the definition of high demand. Does not take into consideration entrepreneurship and human services careers. Ex: Cosmetology, Barbering
What data can be had that demonstrates the % of pathway completers who go into industry aligned to that field?
How to measure outcomes
What are the metrics for success for USG and TCSG systems?
Region data analysis
Define High Quality to make goals clearer.
greater alignment across partners
Determine an acceptable % of students who complete an aligned pathway enter the associated field. Make this a goal %
Difficulty accessing data
Measures - how will we know if the goal is achieved?
Goals should be effective, useful, and analyzed. Uncomfortable conversations
Data in different pots, not shared to help develop a plan, GA DOE and TCSG and WIOA
Creating Collaborative environments that includes Workforce leaders and educators.
how to follow students after graduation to measure success
Ensure district leadership is tied in tightly to the goals and supports efforts of CTAE programs k-12
Question: How would you improve the definitions and why?
Respondents: 8
What is High Wage? Needs more detail.
Defining the terms of High Demand and High Wage.
Define Highly Qualified
Make them measurable
credential is....
Common definitions. Language
Share acceptable, uniform performance-based credentials
Engage more with non academic. More people should be invited to the table so that we are not just speaking to each other (people who are already aware of the goals)

Handwritten Feedback

Industry Needs

What specific skills are in high demand within our region's leading industries?

- The majority of notes related to soft skills or essential skills. The most noted skills included communication, critical thinking, punctuality, “stick-to-it-ness”, problem solving, and conflict resolution.
- Seven tables mentioned specific technical jobs and the associated technical skills. There were four notes about advanced manufacturing – welders, CNC, robotics, and blueprint reading. Two tables had notes about diesel and marine mechanics. Two tables listed health care as a need – nurses, medical assistants, and radiologists.
- Other occupations noted on at least one table include – HVAC technicians, electricians, cybersecurity managers and general construction workers.
- Effective use of artificial intelligence was noted three times.
- General Comments – “Students need self-advocacy skills”; “Education industry also needs to be considered. Teachers are needed who are skilled & equipped for modern classrooms and general learning behaviors.”; “Are they soft skills or essential skills?”

Are current training programs effectively meeting the needs of local employers?

- Five “Yes”; Nine “No”; and Two “Not Sure”
- Comments from those with a Yes
 - o Locally meeting needs, but not regionally
 - o Yes, but some gaps may exist for certain industries
 - o Yes, except for construction. The state needs a better apprentice model for construction trades.
 - o Yes, for the training being quality; however, the pipeline is not producing enough graduates to fill positions.
 - o Yes, but scalability of good jobs is a challenge; also, attracting and training good instructors.
- Comments from those with a No
 - o Not enough schools and colleges and have the needed pathways (i.e. health care, manufacturing and cybersecurity)
 - o Training programs are not intensive enough to meet needs of local industries.
 - o Teachers and instructors need more exposure to local businesses. They need to understand the current processes and equipment.
 - o Lack of technology infrastructure in rural area to offer quality training programs such as AI, EV, and Advanced Healthcare
 - o No, schools and local training providers have space and resource limitations
 - o No, most of the high school CTE teachers have been away from business for too long.

Are current training programs meeting anticipated future needs of local employers?

- Two “Yes”; Four “No”
- Comments from those with a Yes
 - o We work collaboratively with business and industry and the technical colleges
 - o We strive to meet with businesses often to learn about new advancements.
- Comments from those with a No
 - o Funds, timing, and staffing are barriers to future planning.
 - o The model is not working for construction.
 - o Change is so rapid with technology that it is hard to predict.

- o There is a huge gap.

How can we expand Work-based Learning (such as apprenticeships, internships, etc.)?

- There were seven comments related to age restrictions. There were two comments about OSHA regulations.
- Six tables indicated the need for dedicated staff for work-based learning.
- Two tables commented on incentivizing businesses to offer work-based learning.
- Other comments
 - o Paid opportunities for students
 - o Include WBL in the advisory board discussions
 - o Need to address barriers of transportation, safety attire and equipment
 - o Allocate bus drivers to transport students to businesses
 - o Parent info sessions to rising 8th graders and rising 9th graders
 - o Increase capacity of K-12 and colleges to implement apprenticeships
 - o Change in labor law and insurance

Beyond what is already taking place, how can we expand or enhance the partnerships between educational institutions and businesses? (General Comments)

- Increase industry tours and externships create awareness
- Industry needs to be invited and personally asked to be involved – not just emailed.
- Use an intermediary such as WorkSource GA.
- Work with decision makers at the company for input and encouraging engagement from the top-down.
- Partnerships need to be forged with non-CTAE educations (core academics) as well so there is support across all content areas.
- Engage with education earlier than high school – elementary in grades 5 and 6.
- Blend and share data.
- Marketing & ROI – we have a tough time demonstrating the ROI and don't have the capacity.
- Leverage state and federal initiatives to support apprenticeships and real industry certifications (not end of pathway exams).

What are the biggest challenges that workforce development is facing in our regional industries today? (General Comments)

- People leaving rural communities
- Reaching the disengaged
- Meeting employee demands – flexible schedules (mentioned three times)
- Offering a living wage
- Hard to find teachers/instructors that address challenges of local industries
- Remove paperwork around serving business – following up on placements are a deterrent.
- Employers do not always know the challenges of working. Example – often having to wait four weeks for a pay check while having to pay for gas, work attire, and childcare.

How have local industries adapted to economic disruptions (e.g., supply chain issues, workforce migration, pandemic)?

- Three comments about creating flexible schedules. Remote work was mentioned twice.
- Three comments about use of technology and/or automation to do work.
- Cutting services

- Using migrants; increasing wages, and increasing prices

Underserved Populations

Questions 1 and 3 received similar answers because both ask about specific challenges and barriers faced by underserved populations. Most tables responded the same to both questions.

- The following challenges and barriers were identified by 14 of the 24 tables.
 - o Transportation
 - o Childcare
 - o Cost of Training/Education (lack of funding)
- Other challenges and barriers identified include: lack of information about programs, no access to technology, English as a second language, no family support, and training programs too long (long time from start of program to employment).
- General Comments
 - o More collaboration is needed between the staff serving underserved populations and CTAE, employers, and workforce training providers.
 - o There is a gap between access and action. This is fueled by a lack of financial stability where survival becomes the focus.
 - o Misunderstood and afraid of attracting negative attention.
 - o Mirror Access with Action Assist with one thing off survival mode list; understanding how to navigate your situation.

How can we better understand the unique needs of these communities? (General Comments)

- Provide staff support that service these populations.
- Identify existing community service providers and build relations with technical college and high schools.
- Asked what is needed from target populations.
- Family Connections should be plugged into each school.
- List cultural competencies
- Bring lots of partners together at a single event.
- Meeting with underserved populations; getting parents involved; creating a nonthreatening environment.
- Host engagement events at a neutral location (park, mall, civic center) where community gathers individually.
- Provide surveys; cross promote opportunities; literacy and learning educational info.
- Care beyond compliance – intentional focus

How can we address these barriers through our programs and initiatives? (General Comments)

- More counselors in the schools to discuss educational and job opportunities.
- Funding, collaboration with community organizations, and investing in parents of high school and college students.
- Business open houses for students and displaced workers.
- Provide lockers for homeless students to store their belongings while attending training and/or work.
- Bring employers who are actually hiring to community events.
- Bring together multiple service providers at one event.

- Multi-generational events that bring in children but provide resources to older generations – books, blankets, and family fun.
- Schools that have a large underserved population tend to be ones with highest turnover. So, incentives should be in place to keep staff in place to increase institutional knowledge and consistency.
- Make sure all materials are printed in multiple languages.
- Provide soft skills training for adults.

Which local organizations or agencies should we partner with to better reach underserved populations?

- DFACS
- Family Connections (mentioned twice)
- Chambers of Commerce
- Migrant Equity Organizations
- Local Workforce Innovation Boards
- Faith-based Organizations and Churches
- Prison Programs
- Engage local “celebrities” that can bring out local people – local authors, principals, newscaster.
- Boys and Girls Club of mentoring programs
- Great Promise
- Georgia Labor Department of Youth Resources
- WorkSource GA

Are there examples of successful initiatives that have effectively engaged underserved populations?

- A school in Richmond County has classes housed inside of a manufacturing facility so that high students work ½ day & go to school ½ day.
- Washington county RSAT program Resident Substance Abuse Treatment – working with returning (second chance) citizens. 94% found employment.
- Methodist Youth Homes
- Dual Enrollment

Early Postsecondary Opportunities

How can we enhance opportunities for dual enrollment (students receiving both college and high school credit for a course)?

- Ensure that there are employment opportunities for the dual enrollment students if they are interested in working.
- Inform career and school counselors through open dialogue.
- Clear directions on who should and how to dual enroll.
- Increase communication, especially with parents to help explain the details, purpose and benefits.
- Establish strong relationships between high schools and technical colleges.
- RESAs need to offer more endorsement programs for teachers to become certified to teach dual enrollment.
- Remove the DE funding cap.
- Provide funding for books and supplies
- Expand the Dual Achievement Program

How do we develop clear CTE pathways that lead to high-skill, high-wage, high-demand occupations from secondary education through postsecondary education?

- Seven tables stated the need for business and industry to collaborate with educators on the development of pathway offerings and curricula.
- Two suggestions about creating sector partnerships that encourage education and employer engagement.
- Three comments about starting CTAE opportunities earlier in the education experience (5th and 6th grades).
- General Comments:
 - o Focus on outcome accountability
 - o Employer provided instructors
 - o Effective Advisory Meetings that focus on the curriculum and assessments.
 - o Our postsecondary model/programs for manufacturing is fragmented. TCSG has 22 manufacturing and training programs in GA when industry needs one quality manufacturing program.
 - o We need to have hard conversations on what pathways are no longer relevant and need to be eliminated.

Overarching Goals and Common Definitions

How will your institution or organization contribute to the state achieving the goals?

- Commit to consistent, regular, ongoing dialogue and data sharing activities
- Focus on exposing more educators beyond CTAE about these goals; externships for non-CTAE educators.
- Recommendation for making meetings more effective instead of holding so many meetings; also, make sure decision-makers are in attendance.
- Enhance regional partnerships – invite employers to engage with schools and colleges.
- More meetings with advisory councils to address goals.
- Review of outcomes throughout the year and report to community for improvement strategies.

What do you believe are success outcomes related to the goals?

- Number of employers who have participated in aligned HS pathway and postsecondary programs.
- If being the #1 state for talent is the new goal, then the data on the GOSA high school graduate outcome dashboard must be an intentional focus. There has to be accountability for what happens to students after HS and college graduation.
- Number of trainings provided; number of certifications or credentials (TCCs, Degrees, Diplomas); number of partnerships with industry partners
- Number of students hired and salary earnings of students employed by credential attainment.

What is missing from the goals?

- Data alignment and availability between agencies.
- Redesign the educational preparation programs at colleges and universities to include coursework around education's role in economic and workforce development.
- Redesign the accountability system for K-12 schools (CCRPI) to reflect the state's economic and workforce development needs.

Georgia Combined Perkins/WIOA Plan

- Engagement with Boards of Education; training for them about the role of education in economic and workforce education.
- University System of Georgia – it's the largest players for students
- Professional development about current needs of industry (long-term faculty/teachers who have not maintained current awareness)
- What's the definition or metric for high quality?

How would you improve the definitions and why?

- One comment related to question #4 – Make sure the certifications are also WIOA approved.

**Southern Regional Stakeholder Meeting
Wiregrass Technical College
November 22, 2024**

Mentimeter Feedback

Question: What specific skills are in high demand within our region's leading industries?
Respondents: 15
Skills needed are attendance, attitude, critical thinking, punctuality
healthcare demands that are necessary for regions. Education also even though it's not "technical"
Work Ready Skills
Nursing
Truck driving (CDL)
Welding
Plumbing
Skills Trades
Computer services (Cyber Security)
Soft skills
Industrial maintenance
Welding
Construction skills
Plumbing
Electrical
Machine Tools and heavy equipment skills, Production skills, healthcare skills, areas within industrial systems to include electrical, HVAC and computer science behind manufacturing and employability
Logistics and planning
- From a manufacturing standpoint, people who are trained in advanced electronics, PLC's
- Robotics, high skills, computer science - specifically programming
- Soft skills and hard skills
Basic technology skills; basic level of understanding
Technical skills that are fluid amongst industries
Healthcare professions
Conflict resolution skills
Distribution/logistics, customer service, communication skills, medical providers
Soft skills, healthcare, construction, electricians, leadership, educators, CDL, robotics,
Communication skills
Industrial Maintenance, Welding, CDL, Healthcare, Education, HVAC, Ag, Machine Tool, Construction, Film, (future trend AI)
Healthcare: CNA; Logistics/Manufacturing: programming skills for AI
Work ethics!
Automotive
robotics
Manufacturing--specifically industrial maintenance, welding, robots. Healthcare--nursing, customer service. Ag--mechanical and technology.
Transportation--CDL, diesel. Across the board soft skills
Numeracy, ability to understand numbers and how they work: errors and scale.
Cybersecurity

Specific certification: OSHA 10, Forklift
In our area the specific skills are production and technological, management, maintenance, and electronic skills. Workplace safety skills are also important in our area.
Construction--plumbing, electrical, HVAC,
Soft Skills - Timeliness, punctuality, working with others
Workforce - Electricians, Welders, Nurses, Truck Drivers, Auto/Diesel Mechanics
yes
Build relationships with industry leaders
Educate employers to some legal compliance elements to allow apprentices under the age of 18
Educate businesses leaders about youth employment, heavily market and use YouScience statewide with students, parents and businesses, create dedicated mentorship programs alongside apprenticeship
Educate industries to be more open to participating in these programs. More focus on WBL student placement and taking away barriers. In healthcare there are more barriers for apprenticeships.
Question: Are current training programs effectively meeting the needs of local employers?
Respondents: 15
YES: 3
NO: 9
Not Sure: 3
Question: Are current training programs meeting anticipated future needs of local employers?
Respondents: 15
YES: 1
NO: 14
Not Sure: 0
Question: How can we expand Work-based Learning (such as apprenticeships, internships, etc.)?
Respondents: 14
More WBL coordinators
Have a dedicated full-time work based learning coordinator at each high school.
Access to transportation services to expand the amount of students that can participate
Connect with industry partners; involved them in the conversations early.
More funding so that WBL Coordinators can be full time instead of part time.
Educating students on what WBL is and the benefits
Encourage collaboration between WBL coordinators
More incentives for businesses who collaborate with Work-Based Learning Programs
Revisit the parameters of work based learning to become more flexible
More communication, more partnerships, more marketing, more staff, more money, opportunities for teachers to go out and partner with industries
Develop outreach group/working committee to make connections and to share the benefits and opportunities
Address age limitation of 18 and under wherever possible. Set ability to get foundational knowledge.
Build relationships with industry leaders
Have an individual who works 50% with each the development authority and the high school WBL Coordinator to identify needs and place students.
Partnering with various organizations in the community to vet out internships and

apprenticeships.
Encouraging more local businesses to participate in WBL - find ways to expand which employers participate in WBL
Work experience to be able to be identified as PLA for articulated college credit
Communication between businesses and schools. Sometimes limited with timing of school day and work day is an issue.
Communication
Allowing industry leaders in the room with CTAE leaders
More collaboration with Workers Compensation groups to allow more businesses to participate and feel comfortable with WBL
Businesses need to look at being more flexible and creative with shift work and other barriers to apprenticeships or WBL.
More collaborations between the WBL coordinators and the businesses. Partner with businesses eager to invest in workforce development. More transportation for the students.
Use local chambers as catalyst for more business participation in WBL
Public service sector look for ways to allow as much participation as possible at all ages
Ensure good campaign with employers to work with chambers of commerce and utilize language about the opportunities that employers will understand
Expand the program for younger participants.
Build employer awareness about what can/cannot be utilized under WBL
Building relationships with individuals
Bringing industry in to create partnerships more like ACE, more WBL education, more collaboration between HS Counselors and WB Learning Counselors
Advisory Board with active participants
Bring various industries to the table to discuss common issues and come up with common solutions. There are ways to bring industries together through education. This helps to break down silos.
Workforce shortage. Influence of factors quickly changing the work environment (working from home, Artificial intelligence, lack of soft skills, etc.).
Question: Beyond what is already taking place, how can we expand or enhance the partnerships between educational institutions and businesses?
Respondents: 11
Work through the Chamber to foster partnerships; Communicate with industry language, not education language.
Work with businesses to break down barriers to allowing students to participate in apprenticeships with their company. Have someone dedicated to follow up after meetings...take action
Building awareness and support to employers
Partnerships are strong but need to continue open and engaging communication to maintain the strength
Identify a single point of contact at the school for businesses to contact
Tax credit for companies participating in WBL
Use apprenticeship coordinators to act as a liaison between both the institutions and businesses.
Communicate our success to industries, chambers and economic development partners
Strengthen CTAE advisory committees
Externships for teachers
Share relevant success stories of individuals that are under the age of 18
Consider cluster advisory committees across districts so employers aren't spread too thin being

members of many
Communicate more openly with school board members on success and barriers to partnerships
Introducing careers earlier - 5, 6, 7th grades - coming from industry; break stigma of 4 year education need
More collaborative efforts, higher communications, better marketing of efforts, programs, etc.
Develop collaborative curriculum.
Expand employer involvement.
Create shared resource models.
Welcome employers to schools.
Create an advisory committee.
CDL Drivers crossing state line must be 21, federal regulation, needs to be reduced to 18
Moving past traditional practices
Work ready skills
Aging out
Stigma of not having 4 year degree; transportation; childcare
Not enough people to fill the jobs that are available
transportation
Those affected by the justice system, second chance hiring
transportation, housing, Justice-involved individuals do not opportunities due to employment barriers (legal barriers)
Question: What are the biggest challenges that workforce development is facing in our regional industries today?
Respondents: 11
Sharing of information
transportation, childcare, aging workforce, people leaving rural areas, temporary agency workers
Moving past traditional practices
Developing the needed workforce.
Lack of training opportunities in rural areas
Maintaining equipment
age discrimination
Qualified training programs
Lack of consistent communication.
childcare affordability and availability
Housing
Finding ways to engage populations that have barriers towards employment and education
Training provider turnaround time for new program development
More demand than supply
Lack of Human Capital, to enter the workforce, or to attend colleges for training.
Lack of training
Funding, participation, drug screens, engagement, initiatives and apathy, housing
lack of training
Automation
They haven't always. They have shifted and just made it work.
Some have become more mobile. Had to allow more flexible work schedule.
Building partnerships with TCSG and USG
Have had to be creative in attracting the younger generation/post covid generation to the workforce. Example Directors of Fun
Question: How have local industries adapted to economic disruptions (e.g., supply chain

issues, workforce migration, pandemic)?
Respondents: 15
Compensation
Automation
affordable housing availability, livable wages (low wage employers)
Industries see a need to work with the school and offer training on site. Being creative in offering incentives.
Partnerships
Automation
Partnerships
Hybrid workers, telework, remote, more fieldwork needed
Increased remote work demands.
Because of the disruptions, they're more willing to come to the table with schools
More interested in younger workers
Utilizing technology to host meetings and allowing work from home options
Become more mobile and flexible work schedule.
Changes in shift work
Providing child care facilities
Getting out of certain lines of services; utilizing technology more; building workforce housing
Provide employee services not previously provided.
Focus on building workplace culture
Some haven't adapted, they have just shifted to make it work.
providing resources to others (students) to meet needs during hurricane
Work From Home opportunities
Willingness to work companies will hire and then train
Put manpower there by going into the education sector by becoming more involved with resources and training
Expectation of more work life balance
Consideration in flexibility to meet employee needs, i.e. accommodating schedules
Change of business scope of work, remote work, Video conferencing, youth worker, immigration support, tuition reimbursement,
Retraining and up-skilling the workforce
language barriers.
Educating employers to employer under 18 y.o.
Question: What specific challenges do underserved populations in our region face in accessing employment and educational opportunities?
Respondents: 15
transportation
access to transportation and childcare
language barriers
Fair opportunity, transportation, and adequate training.
Support system at home
More disability services support
Transportation
Lack of understanding of what is available for them in the workforce
Language barriers, and appropriate accommodations.
Employers willing to work with students with disabilities
Childcare
low population density areas

Economically disadvantaged (transportation) and language barriers
internet access
Being willing to be flexible
Digital divide
lack of exposure to current workforce opportunities
Economically disadvantages students don't have enough resources to help them stay in class
Ex-offenders, breaking the stigma
Lack of parents understanding the opportunities
Some students are just trying to survive - it creates a tough environment for teachers
Transportation
Need more special populations staff to really serve our students. SP coordinators are over worked with and want to do more for students but sometimes can't bc of limitations
Childcare
Language Support
Transportation - rural communities
Childcare - cost, enough
Housing - cost
Low wage jobs causing parents to work and not be able to assist kids with homework, etc. - no paid time off
Lack of access to transportation for choice schools/training providers
More training to employers and staff on how to better serve special populations and what kinds of barriers they experience and how to remove them
Proving opportunities for the underserved population to learn about what is available.
Undocumented students access to financial aid for continuing their education and lack of family support.
ESL support is limited
generational poverty
Lack of using military and veteran expertise. Disconnect
Limited awareness and guidance for training that is available to them.
People stereotype special populations and sometimes they don't get a fair chance at employment bc of what people think about them
food insecurity
opportunity
Language barriers and college enrollment barriers post HS for non documented students
Need staff that can help students and employers connect special populations friendly employers that know students unique needs and are willing to work with them
mental health issues
Childcare, transportation, not enough scholarships and funding available for books, school supplies and items needed to stay in class
Ensuring that all schools have a parent liaison and add community meetings with the underserved community
Continue to forge community partnerships that are sustainable
Non-English population, exiting military opportunities and their skill training for high-need industries, urban areas,
Build relationship in order to ask the hard questions and identify needs
Students don't know about career services that can help them choose a program, resume assistance and getting job leads.
Not knowing what opportunities are available.
Lack of family support

More special populations staff
Keep using FindHelpGA as a resource for students
More staff
Use toolkits that identify opportunity-fit and increase exposure (YouScience)
Work with other agencies to partner
Offer assistance for financial barriers such as scholarships and grants, stipends for participation, access to benefits.
Question: How can we better understand the unique needs of these communities?
Respondents: 13
Get out your silo
Get out of our own bubbles
Network
Letting people know what opportunities are out there
Build partnerships
Success stories; education campaign
Building compassion for others
We need to have true communication. We need to ask what is needed and not just assume we know what is best.
Community listening sessions
More special populations staff to help facilitate connections between community and workforce needs and students
Breaking down educational barriers of the language and accessibility. Get out in those areas.
Build relationships
Talk to students. Actually listen to their needs and provide support
Community partners. State agencies that can provide support, employers that know their community needs and students that are willing to share their stories and needs
Dedicated staff to reaching out to participants to find out their barriers and needs.
Establish more modalities to allow open and engaging communication with all community partners. Similar to this session
Industry members do tours of local communities to understand community needs
Try to fill gaps for students who don't have support at home
recreate a relevance, be vested in the community, get to know the community and the key players in the community.
Ask the questions
Students go through way more than we know. We need to take the time to really talk to them and listen to their needs. We need MORE special populations staff to help our students become ready to work
Utilizing ALICE information to address needs and challenges those in the workforce are experiencing
Talk with other agencies, look at data, reach out to those students that are underserved and help them train to meet the employers needs.
Talk to other agencies that work with those populations to better understand the need.
Individuals coming back into the workforce from corrections does not have the proper documentation to allow immediate integration, Should be some type of Transition Program or Off Boarding
language barriers
State funded Liaisons, elevated marketing of efforts our resources and programs,
Find community allies that are willing to take the time and understand our community needs and be open to what our special population students can offer

Funding
Question: What barriers (e.g., transportation, education, childcare) do underserved individuals face when seeking employment?
Respondents: 15
Transportation
Resources
Stigmas
transportation, education, childcare for sure
affordable housing
Funding
Four year college costs
childcare
Transportation
housing
internet access
transportation
childcare
Community
Not being aware of what is out there
Work schedule to align with family needs
students with disabilities have access to jobs
People make assumptions based on a students special population category.
Affordable and reliable childcare
Undocumented students don't have proper paperwork
employment, affordable housing, transportation, coaching/transitioning from incarceration
Transportation, education, childcare, \$ for things like professional dress
Lack of documentation for those leaving corrections, Hispanics,
In Georgia, we don't have a talent problem - we have an exposure problem. Kids don't know what careers are out there.
access to internet
Transportation, Childcare, Affordable housing, Affordable medical care, Access to mental health care
Cost of education/training
Understanding the educational opportunities available to them
Lack of family support or support system
Stereotypes.....students with disabilities aren't capable. We need more staff to help showcase our students abilities and make connections with employers.
complexity of application process
Family circumstances
Lack of public transportation
Lack of job opportunities in rural areas
inability to self-advocate
Knowing that the CAN attend a technical college and still receive accommodations
Flexibility in work schedules
Sometimes students feel like they can't go to college, we need to make sure they know about TCSG, careers available, and the support once on campus
Home environment
They may need help with resumes, interview skills, professional attire.
Transportation, childcare, access to affordable education and training, employers have limited

abilities to offer entry level jobs (10 spots and 40 students), cultural apathy
Students can get overwhelmed trying to fill out online applications, the process can be daunting, especial if they have a disability or are in another special population.
TCSG should showcase their careers AND special populations so they can see it is doable and they can go to college and get a job!
Skillbridge
Question: How can we address these barriers through our programs and initiatives?
Respondents: 15
Increase funding for programs
Through CTSOs and consistency in procedures and rules at the school to address soft skills.
Partnerships with non-profit organizations.
Outboarding of Corrections.
More special populations staff
More flexibility for Work-Based Learning Coordinators to address and work toward resolving barriers.
Partner with nonprofits for support for students and their families
Keep using FindHelpGA as a resource for students
Employer grants
Allowing more control at the local levels
Utilizing toolkits that emphasize opportunity-fit and increase exposure (YouScience)
More training for staff and employers to understand Special populations unique needs
Partner with CAPS and DECAL for childcare
Look to provide pathways to solve issues
Look for grant opportunities
More community programs like Valdosta on command and provide scholarships to students and employees to access it.
More money to help TCSG students stay in class....books, laptops, resources
Seek out resources; Employee a "resource" officer whose role is to develop partnership for external support
Consolidate efforts - work together
More focus on training for childcare providers
Collective community engagement
Accommodations and designated staff to help students with disabilities
More funding, look outside the box for new partnerships, through CTSOs, career fairs
Actually meet with students and listen to their needs, help them find resources with ease and dignity
Community outreach and panel discussions at local, regional, state, and national levels.
Grants and funding
Wide range career explorations
Training for staff on how to work with students with disabilities so they can graduate and obtain employment
Create a 9th grade course that focuses on career exploration
Incentivize industries to work with underserved populations
Create a collaborative that works together to address the needs of these populations with all public institutions and agencies.
Dedicate funds and resources.
Utilize Goodwill and Salvation Army
community transit system for students, which takes them to WBL, etc.
Partner with employers that are willing to work with students with disabilities

Community effort and outreach
Solicit more funding through grants, etc.
Provide more information and assistance for students that speak another language
WBL Incarceration Program to include credentialing
Marketing for TCSG....showcase what special population students can accomplish, show them our resources, career guidance and help getting a job
community engagement
TCSG should collaborate with DOE counselors and Special Ed to ensure all students know they have the opportunity to attend
-Extended Childcare (24-hours)
-More Work Related Experiences within the school for Special Pops
-Addressing Mental Health and Behavioral specialist (More)
DOL, TCSG (state and local), DOC, DOE (local schools and statewide), WIOA, Communities in School, Special Olympics, EDAs, Chambers, Regional Commission, DJJ, Family Connections
Dept of Corrections; Dept of Community Supervision
Better marketing
DECAL and CAPS pilot program for childcare
Expand Course Offering, Flexible Scheduling , Dedicated Advisors, Financial Support
State funded DE Position at high schools, College and Career Academies in every region. Support smaller, rural districts through funding for transportation to career academies
Question: Which local organization or agencies should we partner with to better reach underserved populations?
Respondents: 14
Vocational Rehabilitation
Vocational Rehab
nonprofits, chamber, dev authority, other educational institutions
Veteran Affairs
FindHelpGA
Communities in School
Non profit organizations
Disability Services
Family Connection
Chamber of Commerce
DCAL and CAPS program
2gen work with families
Fatherhood Program
Boys and Girls Club
Chamber of commerce
DECAL/CAPS
Family connections / Communities in Schools
Churches
Local and city govt
Churches and faith based organizations
DOE and TCSG partnership with high school counselors and special ed services
TCSG, Public Education, WIOA, WorkSource GA, Goodwill, Salvation Army, Faith Based Community, Family Connections, DFACS, Development Authority, Chamber of Commerce, Civic Organizations
Churches, family connections, local workforce boards/operators, health clinic, Boys and Girls

Club
nonprofits - local school systems, middle school/high school - human services
CAPS/DECAL
Department of Children and Families
Career Services - often forgotten but they can help students with career advisement and help them find the program that is right for their unique situation
Easter Seals
YMCA, Goodwill Job Training,
Salvation Army vocational training
Goodwill, Salvation Army, non-profits, Boys and Girls clubs, USG schools, TCSG, local DOEs, Work Source, YMCA
Housing Authority
Coalition for the Homeless
Family Connections
Alternative Education
Communities In Schools
Churches
Big Brother Big Sister (
Georgia Power in Albany, and Goodwill
FindHelpGA resource platform has helped a lot of students with resources. Excellent customer service
Partner with Partnership with Health, CAPS and DECAL, WIOA. Add more Special Pops staff, educate students more on Special Pops.
DCAL and CAPS childcare program with TCSG students
Question: Are there examples of successful initiatives that have effectively engaged underserved populations?
Respondents: 14
Thrive
Job Corps and Boys and Girls Club
LARC (Valdosta)
Shaw Industries Second Chance Hiring Initiative
Boys and Girls Club
Bobby Dodd Institute , LARC
G-Force; a division of Goodwill
Special Needs School Based Enterprise
SkillBridge
Albany Tech's LEAP program, serving students with disabilities
United Way
Goodwill
WIOA, Goodwill
Valdosta on Demand transportation system
Book and laptop lending programs at TCSG
Adult Education programs
Best Buddies
Valdosta on demand
Big Brothers / Big Sisters
WIOA partnerships/programs
Registered apprenticeships
Goodwill training and scholarships, Work Source, local Community Service Boards, CAMP

program at VSU
TCSG Adult Ed ESL
Dual Enrollment / Dual Achievement, Career Academies
College Foundations for providing financial support for students
HiSet
GVRA
Highschool High Tech--work with students with special needs and take students to industries for tour
Embark program
Dept of Corrections transition programs
Family Connections
TCSG commercials that highlight successful special population students. Helps students see themselves at our college
Southern Black Chambers (Valdosta)
Georgia Power (Albany)
Goodwill
Professional Development trainings in equity for TCSG staff, helps to understand how to talk to and help special pops
Dual Achievement
LAMP
Non Traditional career highlights in social media, marketing and career guidance for TCSG
Flint River Fresh (Albany) Agricultural Training and Food Access Initiative
CAMP for migrant students; NFJP
Early alert retention program at TCSG to help students before they get too behind
Better job of capturing students who are at risk of dropping out and put into a technical college program in which they are interested in.
High school scheduling and compatibility.
Question: How can we enhance opportunities for dual enrollment (students receiving both college and high school credit for a course)?
Respondents: 14
Georgia does a great job allowing students to participate in DE
Use YouScience data to reach students earlier
Enhance screening opportunities so the right students have the right opportunities
Reaching the students earlier - before high school
Making sure all CTE pathways lead to a credential or college credit
More funding
Career coaches across the board at all high schools
transportation to the technical colleges which are further away
Expand Course Offering
Continue to encourage articulation
Financial support
Increase education to the parents regarding Dual Enrollment opportunities
Flexible Scheduling
Identify and capture the students who are at risk of dropping out and connect them in DE for accelerated career.
flexibility on what classes are offered at each campus of the technical colleges
Increase USG articulation beyond just ECE and Teaching as a Profession
Communication - connect YouScience to college offerings, understand opportunities from getting a certificate, diploma, degree to the actual job/career, acclimate kids to a college based lifestyle,

CCA
Better communication with parents.
Better connect dual enrollment opportunities with higher education pathway
Eliminate the fear that students will run out of the 30 hours of HOPE
High Schools need counselors dedicated to Dual Enrollment
Expand the accelerated career list of programs
Promote the alternative paths to a high school diploma
Direct partnerships with work based learning
Articulation agreement
The opportunities are there, but they need to be promoted.
Make sure high school students know of the transfer agreements that their technical colleges have with the university
Evaluate WBL qualifiers, involve, educate and communicate with parents more, improve funding opportunities, explore CCAs
Expand access to online and hybrid courses
Take away push points that some high schools give to USG schools only for the same core classes technical college offer that transfer directly to all USG schools.
Building relationships with industry, secondary educators and post-secondary educators
9th grade pilot programs to prepare then for DE
Better collaboration between the technical college and school system on scheduling so more students can participate.
Have the right people at the table to identify the pathways that are needed, and then develop a clear, concise pathway.
Develop more programs of study - keeping them updated and consistent.
Building clear CTAE pathways by using career mapping and outlining a clear roadmap from high school to college to career entry
articulation agreements
Remove paid hour cap
Dual enrollment should include students it's disabilities
Provide SMEs for coaching teachers and provide instruction, engage our peers, show different jobs hands on
Question: How do we develop clear CTE pathways that lead to high-skill, high-wage, high-demand occupations from secondary education through postsecondary?
Respondents: 14
Share programs of study with students/parents.
Ensure that CTAE Faculty receive regular staff development to stay current with industry.
Provide enough pathway funding to smaller districts to update as needed.
Develop more programs of study and keep them consistent and updated.
Have the right people at the table to identify the right pathways are available; and to develop a clear, concise pathway.
High Demand Job Needs
Administer YouScience
Articulation agreements. Advisory Committee. Have more inclusive advisory committees from K-12, TCSG. and industry
Less silos in CTE pathways
Mandate and fund the YouScience and incorporate it into the curriculum then incentives for employers to utilize
Provide career exploration and counseling
Bridge the pay gap of bringing people from field to teach and also giving them teaching skills and

support if bringing them from field
Understanding the definitions of "high skill" and "high wage"
Develop clear CTAE pathways using career mapping and develop clear roadmaps that outline path from high school to college to career entry
Develop "pipeline" programs
Naming conventions between college offerings and CTAE pathways, create connections between businesses and pathways
Career incentives at the academic sector
Re-Evaluate the curriculum.
Strengthen employer engagement and workforce alignment
Pipeline programs - similar names - articulations from k12 to TCSG to USG
Marketing within education
Make sure that teachers understand the value of You Science and don't just tell students that it doesn't matter and doesn't count for a grade
tie in incentives with high school pathways that transfer into apprenticeships and internships.
Focus on access for all students
Do follow up activities for You Science in CTAE pathways
Encourage counselors to use You Science results in scheduling
interest inventories early
The state should become more flexible in interpreting Perkins - it is getting harder and harder to spend Perkins money.
Yes, TCSG has a strong alignment to the goals due to the regular meetings with advisory committees. We are also changing our terminology to align younger people (automation, robotics)
communication between HS & tech schools
Pay comparable to industry standards
Question: How will your institution or organization contribute to the state achieving the goals?
Respondents: 10
Integrate into strategic plans to ensure that goals align between partnerships.
Build pipelines and fill that pipeline with qualified talent
Continue to provide a valuable workforce for our region
Offer pathways/programs that are needed locally/regionally.
Aligning programs with Stage goals
All partners at the table
The state should become more flexible on how they understand Perkins - it is getting harder and harder to spend Perkins money.
Facilitate industry-education partnerships and communication
Aligning programs with State goals
Create partnerships
We need to ensure our industry partners are guiding us through process to use same language and align the career pathways
Need to have a positive focus on career pathway completers in schools and give recognition
Continue to provide information about what is available - communicate
The way "improvement" is defined is interpreted more strictly than it should be by the state
Building Strong Partnerships
Increase resources amongst agencies that would retain highly qualified trainers.
If industries say software is needed - it should be able to be purchased with Perkins money
Investing in Educator Training

Commitment to alignment
Perception needs to change about what can be accomplished with a Technical College degree. Start younger (middle school) educate Counselors/Parents
Don't hold on to outdated career pathway--don't hold on to it because of a person. Make sure it matches your local community or either something specific for state-wide.
We will continue to align our local improvement plan with the state improvement plan
Expand industry collaborations, grow resource development and increase foundation support and sustainable funding streams.
Find ways to simplify the information, clicks, etc.
Enhance workforce development by aligning programs with regional needs, strengthening placement services and creating industry-specific training centers.
Having buying by administration and raising the importance of CTE Focus on the needs in the individual community and not be so driven money and academic numbers
More pathway/TCC completers
Question: What do you believe are success outcomes related to the goals?
Respondents: 10
More career pathway completers, more qualified workers in the workforce pipeline
Begin CTAE training in middle school. Students need earlier exposure to technical pathways. seamless transition from high school to postsecondary to business/industry
Increase in pathway completers who are ready to enter the workforce
Percentage of those who transition from CTE pathway into post secondary or employment
Offering relevant pathways to the region
Increased workforce/graduates
Producing a better product. A successful student.
Increased student involvement and more End of Pathway completers with certifications
Create more meaningful credentials for the EOPA
Some EOPA are not industry recognized and don't lead to jobs
Higher skilled workforce, improved sustainability for our industries, more taxpayers
Student outcome is missing
Have EOPA that are valuable to industry and are easy to obtain with companies willing to work with schools
Counseling! Career counselors should be able to properly counsel students .
Funding recognize that rural areas are different position in the district to work toward goals
Question: What is missing from the goals?
Respondents: 8
Student engagement
Dedicated marketing team for WFD collaboration and communication statewide
Measurable outcomes
There isn't a mention of collaboration - who are the partners? Who is working together?
Pay comparable to industry standards
Better tracking of students after they graduate to see if the efforts from the past 4 years have been effective
CTSO's aren't specifically mentioned and should be.
Allowing school counselors to focus on student career objectives and monitor their progress.
Micro- credentialing
funding

position in the district to ensure the goals are met
All schools should have Career Coaches or CTAE Guidance counselors
CTSO's should have specific competitions that relate to the pathway (for example, Skills USA doesn't have specific competitions that relate to the pathway).
Clearly define essential worker
Question: How would you improve the definitions and why?
Respondents: 8
Clearly define essential worker
Redefine definitions to fit present times.
high wage is relevant to your area of the state
High Demand jobs that are based on the region and community that may contrary to the state's ranking.
High Wage - should be based on the US Bureau of Labor Stats rather than based on GADOL
Add 'local' to high demand definition
The specifics of the definitions will vary by region
Definition 2- add 'based on current conditions'
We like "regional" being in High Demand and High Priority
How is an essential worker defined?
Make definitions clear and concise to ensure everyone understands expectations and outcomes.

Appendix B: Public Hearing Attendees and Comments and GaDOE CTAE/TCSG Responses

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Appendix B-1: Public Hearing Meeting Attendees by Location

First Name	Last Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder category
Carla	Barrow	Vice President for Institutional Effectiveness	Southern Regional Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Stacey	Beacham	South Region Coordinator -- Agriculture Education	Georgia DOE	GA Chamber of Commerce Ctr, Tifton	Georgia DOE -- CTAE - Agriculture Education
Kim Bennett	Callahan	WBL Coordinator	Ware County School System-WCHS	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Christy	Cobb	Director of Institutional Effectiveness	Wiregrass Georgia Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Chris	Corzine	Central Region Ag Ed Director	Georgia DOE	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Ben	Culpepper	CTAE Director	Lanier County Board of Education	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Angela	Davis	Vice President for Institutional Effectiveness	Albany Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Payton	Dix	CEO	Fitzgerald High School College and Career Academy	GA Chamber of Commerce Ctr, Tifton	Secondary School or District, Parent
Nancy	Fitzgerald	Director of Institutional Effectiveness	Southern Regional Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College, Parent
Michael Todd	Gainous	WBL Support Specialist	GaDOE	GA Chamber of Commerce Ctr, Tifton	Georgia Department of Education
Charmane	Glenn	WIOA Director	Wiregrass Georgia Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Kristy	Henderson	Director of CTAE and Dual Enrollment	Ben Hill County Schools	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Michael	Rewis	Director of CTAE	Valdosta City Schools	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Shanice	Richardson	CTAE Director	Early County Schools	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Lynsey	Singleton	Program Specialist	Georgia Department of Education	GA Chamber of Commerce Ctr, Tifton	Secondary School or District, Parent
Sarah	Swain	CTAE Director	Jeff Davis County School Systems	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Jason	Van Nus	Director of WBL and Youth Apprenticeship Programs	Lowndes County Schools	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
David	VanLandingham	Associate Vice President for Institutional Effectiveness	Wiregrass Georgia Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Rhonda	Waite	Executive Director - Employment Programs	Technical College System of GA (Office of Workforce Development)	GA Chamber of Commerce Ctr, Tifton	Workforce Agency
Sharon	Warren	Regional Operations Manager	TCSG/Office of Workforce Development	GA Chamber of Commerce Ctr, Tifton	Workforce Agency
Nicole	Washington	Director of Research, Planning, and Grants Management	Albany Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Tonya	Welch	CTAE ECE Teacher	Decatur County Board of Education/Bainbridge High School	GA Chamber of Commerce Ctr, Tifton	Secondary School or District, Business and Industry, Parent
Brenette	Williams	CTAE teacher	Calhoun County School System	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Robyne	Woods	WBL Coordinator	Pelham City Schools	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Dr. Donald	Gilman	Director of Career Technical & Ag Educ.	Tift County Schools	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Tammy	Bryant	Director of Curriculum for Allied Health	TCSG	GA Chamber of Commerce Ctr, Tifton	Technical College
Rontra	Brown	STEM/STEAM region coordinator	GaDOE	GA Chamber of Commerce Ctr, Tifton	Secondary School or District

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First Name	Last Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder category
Buddy	Harden	Board Member	SWDB	GA Chamber of Commerce Ctr, Tifton	Workforce Agency
Aquila	Blankumsee	WBL Coordinator	Valdosta City Schools	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
John	Watford	President	South Georgia Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Shannon	McConico	Vice President for Enrollment Management	Wiregrass Georgia Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Kedriane	Harris	CTAE Director	Calhoun County Schools	GA Chamber of Commerce Ctr, Tifton	Secondary School or District
Mike	Howard	Curriculum Program Specialist	TCSG	GA Chamber of Commerce Ctr, Tifton	Technical College
Thomas	Wesley	Vice President Academic Affairs	Wiregrass Georgia Technical College	GA Chamber of Commerce Ctr, Tifton	Technical College
Rebecca	Alexander	Vice President of Academic Affairs	Gwinnett Technical College	Lanier Technical College, Cummings	Technical College
Caroline	Angelo	Executive VP	Atlanta Technical College	Lanier Technical College, Cummings	Technical College
Beth	Autrey	Coordinator	Gwinnett County Public Schools	Lanier Technical College, Cummings	Secondary School or District
LaDonna	Bartmas	Dual Enrollment Coordinator	Stephens County High School	Lanier Technical College, Cummings	Secondary School or District
Sharon	Bonner	CTAE Central Region Coordinator	Georgia Department of Education	Lanier Technical College, Cummings	Georgia Department of Education
Laura	Boswell	Work-Based Learning Program Specialist	Georgia Department of Education	Lanier Technical College, Cummings	Georgia Department of Education
Hailey	Brock	Career Development Specialist	Forsyth Co Schools CTAE	Lanier Technical College, Cummings	Secondary School or District
Alexandra	Brown	Compliance Coordinator	TCSG OWD	Lanier Technical College, Cummings	Workforce Agency
Brandi	Cannizzaro	Director of College & Career Development	Forsyth County Schools	Lanier Technical College, Cummings	Secondary School or District
Joni	Cochran	Program Specialist	GaDOE	Lanier Technical College, Cummings	Government Agency
Burnette	Cockfield	Project Manager	TCSG- Office of Technical Education	Lanier Technical College, Cummings	Technical College
Derek	Dabrowiak	Assistant Commissioner	TCSG	Lanier Technical College, Cummings	Technical College
Dustin	Davis-Austin	Director of Academics & CTAE	Gwinnett County Public Schools	Lanier Technical College, Cummings	Secondary School or District
Kimberly	Dinkins	Manager, External Affairs	Hyundai Motor Group	Lanier Technical College, Cummings	Business and Industry
Joel	Domineck, Jr.	Regional Operations Manager	TCSG (Office of Workforce Development)	Lanier Technical College, Cummings	Workforce Agency
Rebecca	Ellis	Director of Policy and External Partnerships	Technical College System of Georgia	Lanier Technical College, Cummings	Technical College
Sapph	Espinoza	Career Education Program Coordinator	Cobb County School District (GA)	Lanier Technical College, Cummings	Secondary School or District
Susan	Fagan	Career Development Specialist	Forsyth County Schools - College & Career Development	Lanier Technical College, Cummings	Secondary School or District
Deana	Harper	CTAE Assistant Director	Hall County Schools	Lanier Technical College, Cummings	Secondary School or District
Tim	Hemans	Executive Director of College and Career Development	Gwinnett County Public Schools	Lanier Technical College, Cummings	Secondary School or District, K-12
Janet	Henderson	Institutional Effectiveness Director	North Georgia Technical College	Lanier Technical College, Cummings	Technical College
Kevin	Herrit	Director of Economic Development	Dawson County Chamber of Commerce	Lanier Technical College, Cummings	Business and Industry
Sallie	Holloway	Director of AI and Computer Science	Gwinnett County Public Schools	Lanier Technical College, Cummings	Secondary School or District
Kathryn	Hornsby	Assistant Commissioner, Technical Education	Technical College System of Georgia	Lanier Technical College, Cummings	Workforce Agency
Roger	Ivey	Program Manager	GADOE	Lanier Technical College, Cummings	educational agency
Beth	Jones	Manager of Strategic Planning	Technical College System of Georgia	Lanier Technical College, Cummings	Technical College
Sasha	Kahiga	Curriculum Program Specialist	Technical College System of GA	Lanier Technical College, Cummings	Technical College
Dr. Marjorie	Kuezi-Nke	Executive Director, Accountability and Institutional Effectiveness	TCSG- Office of Technical Education	Lanier Technical College, Cummings	Technical College

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Dea	Kunovac	CTAE Coordinator	Fulton County Schools	Lanier Technical College, Cummings	Secondary School or District
Kristin	Laarhoven	Assistant Commissioner	TCSG	Lanier Technical College, Cummings	Workforce Agency
Ben	Lastly	FFA Executive Director	Georgia Department of Education	Lanier Technical College, Cummings	Secondary School or District
Patrick	Ledford	Economic development Liaison	GA Department of Education	Lanier Technical College, Cummings	GaDOE
Chelsey	Lewallen	Institutional Effectiveness Specialist	North Georgia Technical College	Lanier Technical College, Cummings	Technical College
Shelley	Logan	Partner	Georgia Mountains WorkSource	Lanier Technical College, Cummings	Workforce Agency
Valery	Lowe	Chief of Community Engagement and Lifelong Education	Forsyth County Schools	Lanier Technical College, Cummings	Secondary School or District
Dora	Lucas	CTAE Director	Habersham County School System	Lanier Technical College, Cummings	Secondary School or District
Kelly	Metcalfe	Assistant Superintendent, Teaching & Learning	Cobb County School District	Lanier Technical College, Cummings	Secondary School or District
Linda	Minor	Teacher of Flight OPS	GCPS/Maxwell HS of Technology	Lanier Technical College, Cummings	Secondary School or District
Arthur	O'Neill	Career Education Supervisor	Cobb County School District (GA)	Lanier Technical College, Cummings	Secondary School or District
Brooke	Osetkowski	Coordinator	Gwinnett County Public Schools	Lanier Technical College, Cummings	Secondary School or District
Rod	Pipkin	CTAE Director	Stephens County Schools	Lanier Technical College, Cummings	Secondary School or District
Jody	Reeves	Executive Director	Georgia Association for Career and Technical Education	Lanier Technical College, Cummings	Labor Organization
Tamia	Robb	ACTAE Coordinator	Gwinnett County Public Schools	Lanier Technical College, Cummings	Secondary School or District
Vickie	Rundbaken	Family and Consumer Science Program Specialist	GaDOE	Lanier Technical College, Cummings	GaDOE
Rhonda	Samples	CTAE Executive Director	Hall County Schools	Lanier Technical College, Cummings	Secondary School or District
Mary	Shepherd	CTAE Director	Clayton County Public Schools	Lanier Technical College, Cummings	Secondary School or District
Todd	Shult	CTAE Director	Jackson County School System	Lanier Technical College, Cummings	Secondary School or District, Parent
Amy	Smith	CTAE Director	Dawson County Schools	Lanier Technical College, Cummings	Secondary School or District
Natalie	Smith	Asst. Federal Programs Director	Gainesville City Schools	Lanier Technical College, Cummings	Secondary School or District
Dr. Joanne	Tolleson	VP of Institutional Effectiveness	Lanier Technical College	Lanier Technical College, Cummings	Technical College
David	Turner	Program Manager	Georgia Department of Education	Lanier Technical College, Cummings	Georgia Department of Education
John	Uessler	CEO	Empower College and Career Center	Lanier Technical College, Cummings	Secondary School or District
Dr. Barbara	Wall	Deputy Superintendent	Georgia Department of Education, CTAE Office	Lanier Technical College, Cummings	Georgia Department of Education
Lauren	Westbrook	Career Development Specialist	Forsyth County Schools	Lanier Technical College, Cummings	Secondary School or District
Jessica	Whitley	Career Education Program Coordinator	Cobb County School District (GA)	Lanier Technical College, Cummings	Secondary School or District
John	Wilhoite	COO	Construction Ready	Lanier Technical College, Cummings	Secondary School or District, Workforce Agency, Workforce Training Provider, Business and Industry, Labor Organization
Jennifer	Wood	CTAE Director	Barrow County Schools	Lanier Technical College, Cummings	Secondary School or District
Jennifer	Wood	Director of Career and Technical Education	Buford City Schools	Lanier Technical College, Cummings	Secondary School or District, Parent
Ray	Anukam	Education Program Specialist	Georgia Department of Education, CTAE Office	Newton County CCA, Covington	Georgia Department of Education
Shenica	Bridges-Mathieu	Engineering and Technology Teacher	Dekalb County Schools Arabia Mountain High School Academy of Engineering and Medicine CTAE	Newton County CCA, Covington	Secondary School or District
Paul	Camick	Program Specialist, GaDOE	GADOE	Newton County CCA, Covington	Secondary School or District, GaDOE

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First Name	Last Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder category
Kathryn	Clements	Education Internship Coordinator	Tapestry Public Charter School	Newton County CCA, Covington	Secondary School or District
Lisa	Collins	CTAE Executive Director	Jones County College and Career Academy	Newton County CCA, Covington	Secondary School or District
Chris	Daniel	Vice President IE	Southern Crescent Technical College	Newton County CCA, Covington	Technical College
Miki	Edwards	Education and Workforce Strategy Team	Governor's Office of Planning and Budget	Newton County CCA, Covington	Education and Workforce Strategy Team
Jessica	Gardner	Program Services Manager	WorkSource Three Rivers	Newton County CCA, Covington	Workforce Agency
Nikki	Gilbert	Healthcare Incubator Manager	TCSG- Office of Technical Education	Newton County CCA, Covington	Technical College
Mamie	Hanson	Grants Program Consultant	Georgia Department of Education	Newton County CCA, Covington	Georgia Department of Education
Dr. Damita	Jones	Work-Based Learning and Youth Apprenticeship Coordinator	Baldwin County/ Baldwin High School	Newton County CCA, Covington	Secondary School or District
Levi	Koebel	Regional Operations Manager	Technical College System of Georgia - Office of Workforce Development	Newton County CCA, Covington	Workforce Agency
Debra	Lary	WBL Coordinator	Newton College and Career Academy	Newton County CCA, Covington	Secondary School or District
Angie	Lewis	Executive Director	Savannah-Chatham County Public School System	Newton County CCA, Covington	Secondary School or District
Joseph	Lillyblad	Director, Education and Workforce Development	Georgia Power	Newton County CCA, Covington	Business and Industry
Adam	Logan	CTAE Coordinator and Instructor	Tapestry Public Charter School	Newton County CCA, Covington	Secondary School or District
Kaitlyn	Marchant	Educational Program Specialist-Agriculture Education	Georgia Department of Education	Newton County CCA, Covington	Georgia Department of Education
Sonya	McDaniel	Vice President Administrative Services	Gwinnett Technical College	Newton County CCA, Covington	Technical College
Cherie	Miller	Program Specialist, Special Populations	GaDOE	Newton County CCA, Covington	GaDOE
Johnnie Sue	Moore	WBL/YAP Coordinator	Jasper County Board of Ed/High School	Newton County CCA, Covington	Secondary School or District
Cherri	Nix	Program Manager STEM / STEAM	GaDOE	Newton County CCA, Covington	GaDOE
Brittany	Odom	Institutional Effectiveness Coordinator	Southern Crescent Technical College	Newton County CCA, Covington	Technical College
Amy	Perry	CTAE Supervisor	Savannah-Chatham County Public School	Newton County CCA, Covington	Parent
John	Pritchett	Coordinator of CTAE and Workforce Innovation	Newton County Schools	Newton County CCA, Covington	Secondary School or District
Aaron	Robinson	CTAE Director	Social Circle City Schools	Newton County CCA, Covington	Secondary School or District
Mike	Robison	CTAE Director	Walton County	Newton County CCA, Covington	Secondary School or District
Dr. Trudy	Smith	Program Manager	Georgia Department of Education, CTAE Office	Newton County CCA, Covington	Georgia Department of Education
Stacy	Stepney	Chief Academic Officer	DeKalb County School District	Newton County CCA, Covington	Secondary School or District
Sean	Tartt	Deputy Chief Academic Officer	DeKalb County School District	Newton County CCA, Covington	Secondary School or District
Mary	Tumlin	CTAE Director	Jasper County Charter System	Newton County CCA, Covington	Secondary School or District
Harold	Washington	CTAE Coordinator	DeKalb County School District	Newton County CCA, Covington	Secondary School or District
Delmas	Watkins	CTAE North Region Coordinator	GaDOE	Newton County CCA, Covington	Georgia Department of Education
Nicohl	Webb	School Counseling Program Specialist	GaDOE	Newton County CCA, Covington	GaDOE
Greg	Wilson	Associate Director	UGA Carl Vinson Institute of Government	Newton County CCA, Covington	University Entity

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First Name	Last Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder category
Vera	Young	CTAE Supervisor	Savannah-Chatham County Public School System	Newton County CCA, Covington	Secondary School or District, Technical College, Parent
Elizabeth	Anderson	VP of Academic Affairs & Institutional Effectiveness	Georgia Northwestern Technical College	Northwest Georgia CCA, Dalton	Technical College
Annelise	Berger	Project Coordinator	TCSG- Office of Technical Education	Northwest Georgia CCA, Dalton	Technical College
Deanna	Boughton	YAP/WBL Coordinator	Cass High School/Bartow County School District	Northwest Georgia CCA, Dalton	Secondary School or District
Tim	Brown	Program Specialist	Georgia Department of Education, CTAE Office	Northwest Georgia CCA, Dalton	Secondary School or District
Brian	Cooksey	Director - Workforce Development	Shaw Industries Group, Inc.	Northwest Georgia CCA, Dalton	Secondary School or District, Business and Industry
Angie	Culbert	CTAE Director	Chattooga	Northwest Georgia CCA, Dalton	Secondary School or District
Rhett	Parrott	CTAE Director	Dalton Public Schools	Northwest Georgia CCA, Dalton	Secondary School or District
Angie	Dashler	CTAE Administrative Assistant	Whitfield County Schools	Northwest Georgia CCA, Dalton	Secondary School or District
Lisa	DiPrima	CTAE Director	Bartow County School System	Northwest Georgia CCA, Dalton	Secondary School or District
Lindsay	Douglas	YAP Coordinator	Whitfield County Schools	Northwest Georgia CCA, Dalton	Secondary School or District
Michael	Edwards	SVP Operations, Mannington Floors; Board Chairman for Gordon CCA	Mannington Floors and Gordon CCA	Northwest Georgia CCA, Dalton	Secondary School or District
Laura	Ergle	College & Career Readiness Specialist	GaDOE Office of Rural Education & Innovation	Northwest Georgia CCA, Dalton	GaDOE
Mike	Ewton	Superintendent	Whitfield County Schools	Northwest Georgia CCA, Dalton	Secondary School or District
Heather	Finley	Rural Teacher Retention and Recruitment Specialist	GaDOE	Northwest Georgia CCA, Dalton	GA Department of Education, Rural Education and Innovation
Beth	Gibbons	IE Support Specialist	Georgia Northwestern Technical College	Northwest Georgia CCA, Dalton	Technical College
Sherry	Heidkamp	Director, GOLD	TCSG- Office of Technical Education	Northwest Georgia CCA, Dalton	Technical College
Kristen	Kinsey	Director of Institutional Effectiveness	Georgia Northwestern Technical College	Northwest Georgia CCA, Dalton	Technical College
Michael	O'Neal III	Regional Operations Manager	WorkSource Georgia - Office of Workforce Development (OWD)	Northwest Georgia CCA, Dalton	Workforce Agency
Phenna	Petty	BOE Member	Georgia Board of Education	Northwest Georgia CCA, Dalton	Secondary School or District
Stuart	Phillips	Vice President of Student Affairs and Student Success	Georgia Northwestern Technical College	Northwest Georgia CCA, Dalton	Technical College
Jennifer	Phinney	Dual Enrollment Program Specialist	Georgia Department of Education	Northwest Georgia CCA, Dalton	Secondary School or District
Mark	Pierce	CTAE Director	Catoosa	Northwest Georgia CCA, Dalton	Secondary School or District
Heidi	Popham	President	Georgia Northwestern Technical College	Northwest Georgia CCA, Dalton	Technical College
Yazmeen	Renova	Communications Specialist	Whitfield County Schools	Northwest Georgia CCA, Dalton	Secondary School or District
Robyn	Rhodes	WBL/YAP Coordinator	Whitfield County Schools	Northwest Georgia CCA, Dalton	Secondary School or District
Tara	Robinette	CTAE Director	Murray County Schools	Northwest Georgia CCA, Dalton	Secondary School or District
Amy	Shaffer	Healthcare Incubator Program Manager	TCSG Office of Technical Education	Northwest Georgia CCA, Dalton	Technical College
Steven	Smith	WBL/YAP Coordinator	Whitfield County Schools	Northwest Georgia CCA, Dalton	Secondary School or District
James	Thomas	Compliance and Programs Director	TCSG Office of Workforce Development	Northwest Georgia CCA, Dalton	Workforce Agency
Debbie	Underkoffler	President/CEO	North Georgia Staffing	Northwest Georgia CCA, Dalton	Workforce Agency
Karey	Williams	System Administrator	Whitfield County Schools	Northwest Georgia CCA, Dalton	Secondary School or District

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First Name	Last Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder category
Teresa	Allen	Institutional Effectiveness Assistant	Oconee Fall Line Technical College	Ogeechee Tech, Statesboro	Technical College
Brittany	Barnes	HR Manager	Cardinal Glass	Ogeechee Tech, Statesboro	Business and Industry
Rachel	Barnwell	Vice President	Development Authority of Bulloch County	Ogeechee Tech, Statesboro	Business and Industry, Development Authority
Amanda	Bylczyński	Associate Vice President of Academic Affairs	Augusta Technical College	Ogeechee Tech, Statesboro	Technical College
Sabrina	Campbell	CTI/Transition Coordinator	Toombs County School System	Ogeechee Tech, Statesboro	Secondary School or District
Robin	Cone	Regional Operations Manager	Technical College System of Georgia Office of Workforce Development WorkSource Georgia	Ogeechee Tech, Statesboro	Workforce Agency
Holly	Durrence	CEO	Evans Region College and Career Academy	Ogeechee Tech, Statesboro	Secondary School or District
Patrick	Edwards	CTAE Director	Wayne County BOE	Ogeechee Tech, Statesboro	Secondary School or District
Kimberly	Ellis	Manager, Student Experience	TCSG- Office of Student Affairs/Secondary Initiatives	Ogeechee Tech, Statesboro	Technical College
Bethany	Gilliam	CTAE Director	Bulloch County Schools	Ogeechee Tech, Statesboro	Secondary School or District
Dr. Travin	Hill	Accountability Specialist	TCSG- Office of Technical Education	Ogeechee Tech, Statesboro	Technical College
Billy	Hughes	Program Manager	GaDOE	Ogeechee Tech, Statesboro	GaDOE
J. J.	Irvine	Director of Operations	TCSG - Office of Workforce Development	Ogeechee Tech, Statesboro	Workforce Agency
Sandra	Martin	CTAE Program Specialist	Georgia Department of Education	Ogeechee Tech, Statesboro	Georgia Department of Education
Renee	Rogers	Work-Based Learning Coordinator	Bulloch County Schools	Ogeechee Tech, Statesboro	Secondary School or District
Kristen	Rogers	Work-Based Learning Coordinator	Statesboro High School	Ogeechee Tech, Statesboro	Secondary School or District
Jonathan	Shearer	Director of CTAE, Federal and Special Programs	Bryan County Schools	Ogeechee Tech, Statesboro	Secondary School or District
Peggy	Snow	WBL/YAP coordinator	Toombs County High School	Ogeechee Tech, Statesboro	Secondary School or District
Brandy	Taylor	Vice President for Institutional Effectiveness	Ogeechee Technical College	Ogeechee Tech, Statesboro	Technical College
Stephanie	Wardlaw	President Elect GBEA-Business/Finance Teacher	Georgia Business Education Association/Dublin High School	Ogeechee Tech, Statesboro	Secondary School or District, Georgia Business Educators Association
Billy	Batten	CTAE School Supervisor	Troup County	West Georgia Tech, Carrollton	Secondary School or District
Kristen	Buoy	Vice President Academic Affairs	West Georgia Technical College	West Georgia Tech, Carrollton	Technical College
Deona	Carter	Executive Director	Technical College System of Georgia	West Georgia Tech, Carrollton	Technical College, System Office
Cindy	Clanton	CTAE System Director	Carroll County Schools	West Georgia Tech, Carrollton	Secondary School or District
Marc	Collier	CTAE Director	Cartersville City Schools	West Georgia Tech, Carrollton	Secondary School or District
LaTeisha	Drummond	CTAE Principal/Coordinator	Carroll County Schools/North College & Career Academy	West Georgia Tech, Carrollton	Secondary School or District
Wright	Edge	CTAE Director	Floyd County Schools/College and Career Academy	West Georgia Tech, Carrollton	Secondary School or District
Mary	Johnson	No title provided	KIA Georgia	West Georgia Tech, Carrollton	Business and Industry
Gail	Long	Assistant Director of Operations, Office of Workforce Development	TCSG, Office of Workforce Development	West Georgia Tech, Carrollton	Workforce Agency
Ian	Lyle	Principal	Carrollton High School	West Georgia Tech, Carrollton	Secondary School or District
Ben	McCumber	Executive Director, SEI	TCSG	West Georgia Tech, Carrollton	Technical College
Veronica	Owens	Urban Specialist, Agricultural Education	GaDOE CTAE	West Georgia Tech, Carrollton	Secondary School or District

Appendix B

Georgia Combined Perkins V/WIOA Plan

First Name	Last Name	Job Title	Organization/Agency	Meeting Attended	Stakeholder category
Tracye	Paggett	Director of Student Services	Atlanta Technical College	West Georgia Tech, Carrollton	Technical College, Workforce Training Provider
Carole	Pearson	Assistant Director of CTAE	Paulding County School District	West Georgia Tech, Carrollton	Secondary School or District
Ray	Perren	Deputy Commissioner	Technical College System of Georgia	West Georgia Tech, Carrollton	Technical College
Jennifer	Pike	CTAE Director/Principal	Troup County School System/THINC College and Career Academy	West Georgia Tech, Carrollton	Secondary School or District
Maegan	Rutherford	CTAE Director	Haralson County School District	West Georgia Tech, Carrollton	Secondary School or District
Monica	Rydza	Youth Apprenticeship Coordinator	Paulding County School District	West Georgia Tech, Carrollton	Secondary School or District
Pam	Sanders	Compliance & Accreditation Coordinator	West Georgia Technical College	West Georgia Tech, Carrollton	Technical College
Edd	Saxon	Work Based Learning Coordinator	Haralson County College & Career Academy	West Georgia Tech, Carrollton	Secondary School or District
Tim	Vinson	Program Specialist	GaDOE CTAE	West Georgia Tech, Carrollton	Secondary School or District
Tonya	Whitlock	Vice President for Student Affairs	West Georgia Technical College	West Georgia Tech, Carrollton	Technical College
Steven	Wilson	Director, Data Reporting & Analysis	TCSG-OWD	West Georgia Tech, Carrollton	Workforce Agency
Chelsea	Wilbur	Regional Manager	North Georgia Staffing	West Georgia Tech, Carrollton	Business and Industry

Appendix B-2: Public Comments and GaDOE CTAE/TCSG Responses

Table B-2-a: Public Comments Collected Via Notecards at the 02-13-2025 Public Hearing and GaDOE CTAE/TCSG Responses

Public Comments and GaDOE CTAE/TCSG Responses	Changes Made as a Result of Feedback
Question 1: Will transportation be allowed for funding with Perkins? This would assist rural systems with providing work-based learning opportunities.	
Response: The Perkins V law only allows for the support of transportation costs for members of the Perkins-defined special populations.	
Question 2: How will the combined plan affect CTAE funding, if any? Will this play a role in how students are paid for work-based learning?	
Response: There will be no change in CTAE funding and nothing will change about how students are paid for work-based learning.	
Question 3: A statement in the plan* reads as if funding will be coordinated by putting the Perkins V funding with the WIOA funding and then split 50/50. Fifty percent going to GaDOE CTAE and 50% going to TCSG for postsecondary and WIOA. (* The referenced statement reads: “ <i>The 50/50 split of funds will continue with the Perkins V and WIOA Combined Plan.</i> ”)	
Response: The distribution of Perkins and WIOA funds will not change with this combined plan. The Perkins funds will still be divided between GaDOE CTAE and TCSG, and WIOA funds will continue to flow through the Office of Workforce Development within TCSG.	
Question 4: To build student numbers, is marketing being addressed to showcase our students weekly or monthly on local affiliates of national news TV stations and publications such as the AJC?	
Response: Thank you for the suggestion; however, Perkins funds cannot be used for marketing.	
Question 5: Regarding the table on page 14 – Is there a time frame for counseling?	
Response: This piece of the state’s Top State for Talent initiative is still in active development.	
Question 6: Why is the Perkins funding based on census counts instead of FTE counts?	
Secondary Response: Perkins V law states that the distribution of funds is based on a formula that utilizes the small area income and poverty estimates (SAIPE) provided by the U.S. Census Bureau.	
Question 7: As we plan our Pathways, how do we hit the target, since this is an annual event that changes each year? Lagging data.	
Secondary Response: The Perkins V performance targets are set for the next 4 years based on the previous year’s performance and utilizing these incremental requirements included in the Perkins V law. The 2024-25 targets were based on the average of 2021-22 and 2022-23 actual performance with the exception of 2S2 and 2S3, which due to unanticipated circumstances were based on the overall state performance for those two academic indicators. For 2025-26 through 2028-29, the posted targets within	

the state plan represent an annual increase of 3% of the growth potential for each indicator.	
Question 8: In the previous plan, CTSOs were included in Appendix C. The criteria for being a CTSO were included as well. I do not see it in this plan. Is there a reason it was removed?	
Response: Thank you for your comment. Your concern has been addressed by adding the CTSO list to the appendices (see Appendix I).	Yes
Question 9a: Did they say Perkins funds cannot be used for transportation?	
Response: Yes. The Perkins V Law only allows for the support of transportation costs for members of Perkins-defined special populations.	
Question 9b: If not, what if it was identified as a need from stakeholder engagement?	
Secondary Response: Stakeholders may work with CTAE educators for a solution. Postsecondary Response: Colleges can fund transportation from a third-party provider at their discretion out of Perkins or other sources of funds, for students who are members of Perkins-defined special populations.	
Suggestion 1: The high-demand list needs to be linked directly on/to the State Plan. – Not an appendix – A link to state <i>and</i> regional lists.	
Response: Thank you for your input. The lists are available here https://www.tcsq.edu/ga-high-demand/ and have been added to the Plan as footnotes in the Introduction and Sections B.1.b, B.2.c.iii, and C.1.c.	Yes

Table B-2-b: Public Comments Collected Via Qualtrics Survey* and GaDOE CTAE/TCSG Responses

Public Comments and GaDOE CTAE/TCSG Responses	Changes Made as a Result of Feedback
Comment 1: This plan sounds good on paper, but when looking at the high demand list, there are concerns that some key areas have been missed. Basing high demand jobs strictly on the Department of Labor SOC codes is not the best way to determine high demand jobs in our state. Please do more research by expanding categories through other options for jobs. For example, agriculture is reported as the leading business in our state, but the high demand list accounts for very few jobs in agriculture. This is mostly due to the way DOL accounts for agriculture positions. Please do more research on agriculture opportunities, before adding specific incentives towards teaching these HD CTAE courses and pathways. The draft plan mentions using specific SMART goals and data to measure the impact of the program, but from what I read, it seems this report fails to include measurable data that could possibly influence the lack of focus on the number 1 industry in our state.	
Response: Thank you for sharing. Standard Occupational Classification (SOC) codes are the labor market's industry-accepted way of classifying, grouping, and reporting the various occupations throughout the workforce and are the most comprehensive route for reviewing demand and salary information for job groupings. For those codes most heavily related to Agriculture, these include but are not limited to: • 11-9013 - Farmers, Ranchers, and Other Agricultural Managers • 17-2021 - Agricultural Engineers • 19-4012 - Agricultural Technicians • 45-2011 - Agricultural Inspectors • 45-2041 - Graders and Sorters, Agricultural Products • 45-2091 - Agricultural Equipment Operators • 45-2099 - Agricultural Workers, All Others In the development of the High Demand Career Lists, the data and evaluation teams took the following items into account. For an occupation to be included on the High Demand Career Lists, they must meet each of these criteria: • Projected Job Growth between 2020 and 2030 must be greater than "0" • Number of projected average annual openings must be greater than or equal to the State median (or regional median for the regional lists) • Average median wage greater than 75% of current Statewide median for all jobs • Job must require greater than a high school diploma or must require moderate or higher on-the-job training	

Of those codes listed above, at the State level review, below are the outcomes for each of those codes:					
SOC Code	Job Growth Criteria	Annual Openings Criteria	Average Median Wage Criteria	Education or Training Criteria	Statewide HDC Listing Outcome
11-9013	N	Y	N	N	Exclude
17-2021	N	N	Y	Y	Exclude
19-4012	N	N	Y	Y	Exclude
45-2011	Y	N	Y	Y	Exclude
45-2041	Y	Y	N	N	Exclude
45-2091	Y	Y	N	Y	Exclude
45-2099	Y	Y	N	N	Exclude
The review and criteria used for the jobs on the High Demand Career List should not be construed to determine what industries are the leading contributor towards the State's overall economic health.					
Comment 2: Initiatives to promote students in trades and other skills is vital for the success of our state. However, we need to address the severely large educational gap of students post-COVID. We also should address the limitations that teachers have due to students' grade level delays. This inhibits the skills they already should have when entering the trade school/classes. These delays can and should be addressed in elementary school. Kids don't get to play and develop their imaginative or executive functioning skills because teachers are forced to spend so much time on literacy and math classes. Let kids have more than 10 minutes of recess, go to gym more than once a week, have a dramatic play center, let them explore and build using Kinex and Legos. The academic skills for trade school and CTAE programs need to be infused at a young age. As an elementary agriculture teacher, I can see the benefits of allowing students to explore plants, talk about their observations, and giving them time to draw and label their scientific findings. We know that once kids aren't on grade level by 3rd grade, it becomes more difficult for them to catch up, and once they are in high school - if they are reading at a 5th grade level - it becomes almost impossible to reach them at any level. The motor and executive functioning skills must be acquired and practiced from a young age - we cannot just address these skills deficit in high school.					
Response: Thank you for your input.					
Comment 3: It's very clear that Perkins funding is not being allocated equitably amongst career and technical education programs. There are some schools that receive \$50k, or up to \$275k for major grants, within a year... while there are some schools that receive \$0 year after year. We need more involvement by stakeholders to make sure that funds are getting where they need to go. Also, we need more transparency from the district side to see which schools are actually receiving the funds, and which schools are					

not. Some schools have not received major grants in over 25 years, and some schools have never received a startup grant.	
Response: According to Perkins V law, the distribution of funds is based on a formula that utilizes the small area income and poverty estimates (SAIPE), which is provided by the U.S. Census Bureau. All Georgia public school county and city systems receive Perkins funds. Startup grants are state funded, not Perkins funded.	
Comment 4: Some autonomy needs to be built in within CTAE programs. Project-based learning directly tailored to local business and industry, while following the state standards is best, but we cannot properly do that when we are having to force our classes to "look like" a standard classroom on paper.	
Response: Thank you for your input. Please discuss this with your local system.	
Comment 5: As a Naval Science Instructor (SNS), I recognize the importance of the GaDOE commitment to ensuring quality CTAE pathways. The inclusion of work-based learning, pathway completion, and credential attainment as program quality indicators demonstrates a data-driven approach to measuring student success and program effectiveness. These metrics help validate the practical application of NJROTC's leadership and career readiness focus, aligning well with the goals of our cadet training and development. The Work-Based Learning (WBL) Indicator is a key component of the CTAE program, measuring the percentage of concentrators who graduate having earned at least one credit in a WBL program aligned to their pathway. NJROTC inherently provides leadership training, but the integration of work-based learning — such as mentorship programs, internships, and hands-on leadership experiences — further bridges the gap between classroom instruction and real-world applications. For cadets aspiring to military or civilian careers, practical experience in leadership roles enhances discipline, decision-making, and responsibility. The CTAE Pathway Completion Indicator (5S4) emphasizes the importance of students progressing through a structured sequence of courses. The NJROTC curriculum already functions as a pathway, guiding cadets through progressive levels of leadership, naval science, and physical fitness training. Encouraging full pathway completion ensures that cadets not only gain foundational knowledge but also develop advanced competencies that make them more competitive in both military and civilian career paths. The Credential of Value Indicator (5S5) is particularly relevant to NJROTC, as it assesses the number of concentrators earning a credential of value by passing an End of Pathway Assessment (EOPA). While NJROTC does not directly provide industry-recognized certifications, it instills critical workplace skills such as leadership, teamwork, and discipline. Aligning NJROTC coursework with credentialing opportunities, such as leadership certifications, first aid training, and ROTC scholarships, could further enhance cadets' post-secondary prospects. The GaDOE's State Determined Levels of Performance set ambitious yet attainable benchmarks for CTAE success. With graduation rates consistently	

above 92% and academic proficiency goals rising annually, it is evident that the state prioritizes both student achievement and program accountability. The NJROTC program supports these objectives by fostering discipline, leadership, and civic responsibility, all of which contribute to higher graduation rates and post-program placement success. To further align NJROTC with CTAE quality indicators, my school, Columbia High School, can strengthen partnerships with local businesses, military recruiters, and higher education institutions to provide more work-based learning experiences. Additionally, promoting NJROTC as a recognized pathway within CTAE could encourage more students to complete all levels of the program and pursue leadership roles. In conclusion, GaDOE's approach to CTAE measurement ensures accountability and program effectiveness. NJROTC aligns with these initiatives by fostering leadership, discipline, and career readiness. By integrating more credentialing opportunities and work-based learning, our program can further support cadets in achieving success beyond high school, whether in the military, college, or the workforce.	
Response: JROTC is a valued program in Georgia. Due to JROTC receiving U.S. Department of Defense federal funds, Perkins V federal funds may not be allocated to JROTC programs.	
Comment 6: Research-based curriculum and individual lessons are not mentioned. Industry-driven lessons are important, but if teachers are not using techniques backed by research, the students will not absorb the ideas and content. What training will teachers have to support these initiatives?	
Response: The CTAE Resource Network provides much of the web-based, face-to-face training, as well as resources for CTAE teachers.	
Comment 7: Question: On page 71, many of the Core Indicators for 2024-2025 have increased significantly (i.e., 1S1 FY24 is 90.59 and FY25 is 96.66; 1S2 FY24 is 90.59 and FY25 is 97.03; 4S1 FY24 is 6.57 and FY25 is 15.17, etc.). Are the Core Indicators for FY25 and beyond correct?	
Response: The 2024-25 targets were based on the average of 2021-22 and 2022-23 actual performance with the exception of 2S2 and 2S3, which due to unanticipated circumstances were based on the overall state performance for those two academic indicators. For 2025-26 through 2028-29, the posted targets within the state plan represent an annual increase of 3% of the growth potential for each indicator.	
Comment 8: Page 71, Table 12 -- Regarding Program Credentials of Value — Locally our system offers credentials that matter to our local industry but the system does not receive credit for them because they aren't on the state or federal approved list. Any local, state, or federal credential or exam should be allowed as a Credential of Value. For example, locally in our manufacturing/mechatronics program, we can issue Six Sigma White Belt and Siemens Mechatronics credentials. However, these are not on the official list so we cannot count them. These matter locally so they should be counted for credit.	
Response: The process for recommending additional credentials of value is under revision.	

Comment 9: On page 24 under the 54 programs of study, there is not an animal science program of study in the Agriculture, Food and Natural Resources career cluster. This is a large industry in the state and should be included.	
Response: Additional programs of study are continually added through the collaborative efforts of GaDOE CTAE and TCSG to meet the needs of business and industry as identified on Georgia's High Demand Career List.	
Comment 10: Focusing on building a better workforce should always be the number 1 priority.	
Response: Thank you for your input.	
Comment 11: Pg. 11 - GaDOE Strategic Plan uses vague terms for their strategic goals and priorities. They are not measurable like the terms TCSG uses. #1 Are you wanting to increase students earning a technical certificate or earning an industry recognized credential. If so, why not say to increase credentials? OR are you referring to schools offering skills that align to their regional workforce needs. The intention is not clear. #2 - What is career development support? #3 - Are you talking about CTAE teachers, if so, why not specify? Or are you talking about increasing CTAE workforce, like welders, maintenance technicians? PG 16 - Timelines for phases? PG 16 - GaDOE CTAE, still not clear - TCSG, what about evaluate programs and ensure they meet needs of workforce. Pg. 18 - #3, how do you ensure, do you evaluate? Pg. 51 - do rural systems utilize opportunities as much as larger systems. Do all systems pay the same cost per student or teacher? Pg. 62 - Why do systems not receive Perkins Plus Reserve Funds, and why are most of them rural. Don't they need funds more so than others? Pg. 65 - TCSG factors in a percentage for rural, why doesn't GaDOE? Pg. 68 - Secondary, is that stating rural areas receive a higher percentage of Perkins funds? Pg. 71 - What initiatives through Perkins Funds will help increase 5S3, work-based learning for students in rural areas? Rural is mentioned 20+ times in the draft plan, but what strategies and funding are in place to support rural schools?	
Response: The Perkins/WIOA combined plan focuses on 10 shared priorities identified in the plan. The Perkins V Law provides the mandated formula to distribute funds to secondary recipients. Each system budgets the Perkins funds that they receive based on the results of the Comprehensive Local Needs Assessment. Every eligible system that applied for Perkins Reserve funding was awarded the requested funds for eligible expenses. The Perkins V law provides the mandated formula to distribute funds to secondary recipients. The law does not allow DOE to deviate from the mandated formula.	

GaDOE takes the needs of rural Georgia very seriously and in response has created a Rural Education and Innovation team to help develop strategies to assist rural school systems as needed. At the postsecondary level, the technical colleges must complete a Perkins Local Area Needs Assessment, which analyzes the workforce needs of the college's service area. This uses data from the High Demand Career List. Additionally, each year colleges must analyze their program data to ensure that the programs are meeting workforce needs.	
Comment 12: TCSG. Pg. 68 notes reserve funds are allocated to most rural colleges, does DOE place priority on rural? Perkins V allows funding for transportation for CTE activities. Why does GA not allow, especially in underserved areas that don't offer a variety of CTE programs? Funding is needed to transport for dual enrollment and work-based learning.	
Response: The Perkins V Law provides the mandated formula to distribute funds to secondary recipients. The law does not allow DOE to deviate from the mandated formula. The Perkins V Law does not allow for the transportation costs of students except for certain cases where special population students are being served.	

* https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_bQkw7sC21fPdQz4?Q_CHL=qr

Table B-2-c: Public Comments Submitted via Email to TCSG Personnel in Response to State Determined Levels of Performance Posted on TCSG's Website*

Public Comments and TCSG Responses	Changes Made as a Result of Feedback
Comment 1: I. Yes, this meets the requirements of the law. II. Given that >70% of our students are part time, it does not include all CTE concentrators nor does it disaggregate sub-group or special populations to see if there is a significant difference among CTE concentrators. III. Overall, yes. The business sector is looking for graduates from occupational fields that are qualified to work. They want all those special populations to participate in the workforce, and the formula consistently increases those available to participate in the labor force.	
Response: Thank you for your comments. Regarding your second comment, Perkins postsecondary data does include part-time students. The Perkins data itself is disaggregated by sub-groups including special populations.	
Comment 2: P3: The airline industry is a white male dominated career field. Georgia is one of the largest employers in the aviation industry. There needs to be more pathways throughout the schools in Georgia in the areas of: Drones; Aviation Maintenance and Flight Operations. There needs to more pathways at the middle school level in all fields.	
Response: Thank you for your comments. Aviation is a high demand career in Georgia and we are working on developing more aviation related programs at our colleges.	
Comment 3: Our team has been involved with Perkins and the workforce outcomes for CTAE in K12 for years and we've been instrumental in helping create steady increases in workforce outcomes and growth in industry alignment. We would love to have a seat at the table to support TCSG in obtaining annual growth in these areas as well.	
Response: Thank you for your comments.	
Comment 4: I believe this plan demonstrates benchmarks that represent a strong commitment to student success by addressing the needs of all students, including those with disabilities, and providing clear pathways to postsecondary education and employment. It also aligns with the evolving needs of Georgia's workforce by setting goals to ensure that our graduates possess the skills and knowledge needed for their respective industries.	
Response: Thank you for your comments.	
Comment 5: I think the benchmarks set above are easily attainable.	
Response: Thank you for your comments.	

* <https://intranet.tcsq.edu/teched/grants-management/perkins-files/>

Appendix C: Perkins and WIOA Definitions

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Definitions

1. **ADMINISTRATION:** Activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision of such activities. Does not include curriculum development activities, personnel development, or research activities.

2. **ALL ASPECTS OF AN INDUSTRY:** Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

3. **AREA CAREER AND TECHNICAL EDUCATION SCHOOL** means:

- A specialized public secondary school used exclusively/principally for career and technical education for individuals preparing to enter the labor market
- A department of a public secondary school providing career and technical education in at least 3 different fields
- A public/nonprofit technical institution or career/technical education school for individuals who have completed/left secondary school
- A department/division of a higher education institution providing career/technical education in at least 3 occupational fields

4. **ARTICULATION AGREEMENT:** A written commitment agreed upon at State level or approved annually by lead administrators between educational institutions to provide students with nonduplicative sequence of progressive achievement leading to technical skill proficiency, credentials, certificates, or degrees.

5. **AT-RISK YOUTH:** A school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has contacted juvenile justice system or child welfare system, is behind grade level, is an English learner, is a gang member, has dropped out, or has high absenteeism.

6. **CAREER AND TECHNICAL EDUCATION** means organized educational activities that:

- Offer course sequences providing rigorous academic content and relevant technical knowledge
- Provide technical skill proficiency or recognized postsecondary credentials
- Include competency-based, work-based, or applied learning
- Coordinate between secondary and postsecondary education programs
- May include career exploration at high school level or earlier

7. **CAREER AND TECHNICAL STUDENT ORGANIZATION:**

- An organization for individuals enrolled in career and technical education programs
- May have State and national units aggregating work and purposes of instruction at local level

8. **CAREER GUIDANCE AND ACADEMIC COUNSELING** means guidance and counseling that:

- Provides access to career awareness exploration information
- Provides information about career options, financial aid, education options
- May provide assistance for special populations

9. **CAREER PATHWAYS:** A combination of education, training, and services that:

- Aligns with industry needs
- Prepares individuals for educational options including apprenticeships
- Includes counseling support
- Organizes education and training to meet individual needs
- Enables attainment of credentials
- Helps advance within occupations

10. CHARTER SCHOOL: A public school that meets specific criteria including being nonsectarian, tuition-free, and complying with various civil rights laws while operating with flexibility from certain state/local rules.

11. CTE CONCENTRATOR means:

- At secondary level: A student who has completed at least 2 courses in a single CTE program/study
- At postsecondary level: A student who has earned at least 12 credits in a CTE program/study or completed such a program if less than 12 credits

12. CTE PARTICIPANT: An individual who completes not less than one course in a career and technical education program or program of study.

13. DIRECTOR: The Director of the Institute of Education Sciences.

14. DUAL OR CONCURRENT ENROLLMENT PROGRAM: A program between education institutions allowing high school students to enroll in postsecondary courses for credit.

15. EARLY COLLEGE HIGH SCHOOL: A partnership between education agencies allowing participants to earn high school diploma and college credits simultaneously at no cost.

16. EDUCATIONAL SERVICE AGENCY: A regional public multiservice agency authorized by State statute to develop/manage/provide services to local educational agencies.

17. ELIGIBLE AGENCY: A State board designated as solely responsible for administration/supervision of career and technical education in the State.

18. ELIGIBLE ENTITY: A consortium including:

- Representatives from at least 2 specified categories of entities
- Business/industry partners
- Various stakeholders like parents, students, and community representatives

19. ELIGIBLE INSTITUTION means:

- A consortium of specified entities
- Higher education institutions offering technical education
- Local educational agencies providing postsecondary education
- Various types of technical/career schools and tribal institutions

20. ELIGIBLE RECIPIENT means:

- Local educational agencies, career/technical schools, or tribal organizations eligible under section 131
- Eligible institutions under section 132

21. **ENGLISH LEARNER:** A student who has limited English proficiency based on specific criteria including non-English native language or environment.
22. **EVIDENCE-BASED:** Activities/strategies showing statistical significance in improving outcomes through experimental studies or other research.
23. **GOVERNOR:** The chief executive officer of a State.
24. **HIGH SCHOOL:** A secondary school that grants diplomas and includes grade 12.
25. **HOMELESS CHILDREN AND YOUTH:** Individuals lacking fixed, regular, adequate nighttime residence as defined in McKinney-Vento Act.
26. **IN-DEMAND INDUSTRY SECTOR OR OCCUPATION:**
- Industry sectors with substantial current/potential economic impact
 - Occupations with significant positions/projected positions
 - Determined by State/local boards using labor market projections
27. **INDIAN:** A person who is a member of an Indian Tribe.
28. **INDIAN TRIBE:** Any Indian tribe, band, nation, or organized group recognized as eligible for special U.S. programs due to Indian status.
29. **INDIVIDUAL WITH A DISABILITY:** A person with:
- Physical/mental impairment substantially limiting major life activities
 - Record of such impairment
 - Being regarded as having such impairment
30. **INDUSTRY OR SECTOR PARTNERSHIP:** A workforce collaborative that:
- Organizes key industry stakeholders
 - Includes business representatives, labor organizations, education institutions
 - May include government representatives, nonprofits, and other stakeholders
31. **INSTITUTION OF HIGHER EDUCATION:** An educational institution that:
- Admits students with secondary education credentials
 - Is legally authorized to provide post-secondary education
 - Provides degree programs
 - Is accredited or pre-accredited
 - Is public or nonprofit
32. **LOCAL EDUCATIONAL AGENCY:** Public board of education/authority controlling public elementary/secondary schools.
33. **LOCAL WORKFORCE DEVELOPMENT BOARD:** State-established board carrying out workforce development functions.
34. **MIDDLE GRADES:** Any of grades 5 through 8.
35. **MINORITY-SERVING INSTITUTIONS:** Higher education institutions with over 50% enrollment of specified minority groups.

36. **MIGRATORY CHILDREN:** Children who moved due to qualifying agricultural/fishing work.
37. **NON-TRADITIONAL FIELDS:** Occupations where one gender comprises less than 25% of individuals employed.
38. **OUTLYING AREA:** U.S. Virgin Islands, Guam, American Samoa, Northern Mariana Islands, and Republic of Palau.
39. **OUT-OF-SCHOOL YOUTH:** Individuals aged 16-24 not attending school and meeting specific criteria.
40. **OUT-OF-WORKFORCE INDIVIDUAL:** Displaced homemakers or individuals with diminished marketable skills due to family care responsibilities.
41. **PARAPROFESSIONAL:** Also known as "paraeducator," includes education and instructional assistants.
42. **PAY FOR SUCCESS INITIATIVE:** Performance-based grants/contracts that:
- Commit to pay for improved outcomes benefiting public sector
 - Include feasibility studies and rigorous evaluation
 - Require payments only when outcomes achieved
 - Cannot reduce special education services
43. **POSTSECONDARY EDUCATIONAL INSTITUTION:**
- Institution providing 2+ year programs toward bachelor's degree
 - Tribally controlled college/university
 - Nonprofit institution offering certificate/skilled training programs
44. **PROFESSIONAL DEVELOPMENT:** Activities that:
- Are integral to agency/school strategies
 - Are sustained, intensive, collaborative, job-embedded
 - Support educators' knowledge and skills
 - Include various specific components like curriculum knowledge and student assessment
45. **PROGRAM OF STUDY:** Coordinated, nonduplicative sequence of academic/technical content that:
- Incorporates challenging academic standards
 - Addresses technical knowledge and employability skills
 - Aligns with industry needs
 - Progresses in specificity
 - Has multiple entry/exit points
 - Culminates in postsecondary credential
46. **QUALIFIED INTERMEDIARY:** Nonprofit entity demonstrating expertise in building partnerships for youth services.
47. **RECOGNIZED POSTSECONDARY CREDENTIAL:** Industry-recognized certificates, certifications, licenses, or degrees.
48. **SECONDARY SCHOOL:** Nonprofit school providing secondary education through grade 12.

49. SECRETARY: The Secretary of Education.

50. SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL: Professional staff providing student support services.

51. SPECIALIZED INSTRUCTIONAL SUPPORT SERVICES: Services provided by specialized instructional support personnel.

52. SPECIAL POPULATIONS: Includes individuals with disabilities, economically disadvantaged, nontraditional fields, single parents, out-of-workforce individuals, English learners, homeless, foster youth, and military families.

53. STATE: The several States, District of Columbia, Puerto Rico, and outlying areas.

54. SUPPORT SERVICES: Services related to curriculum/equipment/classroom modification and supportive personnel.

55. TRIBALLY CONTROLLED COLLEGE OR UNIVERSITY: Institution formally controlled by Indian tribe governing body.

56. TRIBALLY CONTROLLED POSTSECONDARY CAREER AND TECHNICAL INSTITUTION: Higher education institution meeting specific tribal control and educational criteria.

57. TRIBAL ORGANIZATION: Recognized governing body or organization of Indian tribes.

58. UNIVERSAL DESIGN FOR LEARNING: Framework providing flexibility in educational presentation, response methods, and engagement.

59. WORK-BASED LEARNING: Sustained interactions with industry professionals in real or simulated workplace settings aligned with curriculum.

Workforce Innovation and Opportunity Act Definitions

§3102. Definitions

In this Act, and the core program provisions that are not in this Act, except as otherwise expressly provided:

(1) Administrative costs

The term "administrative costs" means expenditures incurred by State boards and local boards, direct recipients (including State grant recipients under part B of subchapter I and recipients of awards under parts C and D of subchapter I), local grant recipients, local fiscal agents or local grant subrecipients, and one-stop operators in the performance of administrative functions and in carrying out activities under subchapter I that are not related to the direct provision of workforce investment services (including services to participants and employers). Such costs include both personnel and nonpersonnel costs and both direct and indirect costs.

(2) Adult

Except as otherwise specified in section 3172 of this title, the term "adult" means an individual who is age 18 or older.

(3) Adult education; adult education and literacy activities

The terms "adult education" and "adult education and literacy activities" have the meanings given the terms in section 3272 of this title.

(4) Area career and technical education school

The term "area career and technical education school" has the meaning given the term in section 2302 of title 20.

(5) Basic skills deficient

The term "basic skills deficient" means, with respect to an individual—

(A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

(B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

(6) Career and technical education

The term "career and technical education" has the meaning given the term in section 2302 of title 20.

(7) Career pathway

The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship", except in section 3226 of this title);

(C) includes counseling to support an individual in achieving the individual's education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

(8) Career planning

The term "career planning" means the provision of a client-centered approach in the delivery of services, designed—

(A) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and

(B) to provide job, education, and career counseling, as appropriate during program participation and after job placement.

(9) Chief elected official

The term "chief elected official" means—

(A) the chief elected executive officer of a unit of general local government in a local area; and

(B) in a case in which a local area includes more than 1 unit of general local government, the individuals designated under the agreement described in section 3122(c)(1)(B) of this title.

(10) Community-based organization

The term "community-based organization" means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.

(11) Competitive integrated employment

The term "competitive integrated employment" has the meaning given the term in section 7 of the Rehabilitation Act of 1973 (29 U.S.C. 705), for individuals with disabilities.

(12) Core program

The term "core programs" means a program authorized under a core program provision.

(13) Core program provision

The term "core program provision" means—

(A) subparts 2 and 3 of part B of subchapter I (relating to youth workforce investment activities and adult and dislocated worker employment and training activities);

(B) subchapter II (relating to adult education and literacy activities);

(C) sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (relating to employment services); and

(D) title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741) (relating to vocational rehabilitation services).

(14) Customized training

The term "customized training" means training—

(A) that is designed to meet the specific requirements of an employer (including a group of employers);

(B) that is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and

(C) for which the employer pays—

(i) a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities; and

(ii) in the case of customized training (as defined in subparagraphs (A) and (B)) involving an employer located in multiple local areas in the State, a significant portion of the cost of the training, as determined by the Governor of the State,

taking into account the size of the employer and such other factors as the Governor determines to be appropriate.

(15) Dislocated worker

The term "dislocated worker" means an individual who—

(A)(i) has been terminated or laid off, or who has received a notice of termination or layoff, from employment;

(ii)(I) is eligible for or has exhausted entitlement to unemployment compensation; or

(II) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 3151(e) of this title, attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and

(iii) is unlikely to return to a previous industry or occupation;

(B)(i) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;

(ii) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or

(iii) for purposes of eligibility to receive services other than training services described in section 3174(c)(3) of this title, career services described in section 3174(c)(2)(A)(xii) of this title, or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;

(C) was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;

(D) is a displaced homemaker; or

(E)(i) is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or

(ii) is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B).

(16) Displaced homemaker

The term "displaced homemaker" means an individual who has been providing unpaid services to family members in the home and who—

(A)(i) has been dependent on the income of another family member but is no longer supported by that income; or

(ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10 or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38) death or disability of the member; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

(17) Economic development agency

The term "economic development agency" includes a local planning or zoning commission or board, a community development agency, or another local agency or

institution responsible for regulating, promoting, or assisting in local economic development.

(18) Eligible youth

Except as provided in parts C and D of subchapter I, the term "eligible youth" means an in-school youth or out-of-school youth.

(19) Employment and training activity

The term "employment and training activity" means an activity described in section 3174 of this title that is carried out for an adult or dislocated worker.

(20) English language acquisition program

The term "English language acquisition program" has the meaning given the term in section 3272 of this title.

(21) English language learner

The term "English language learner" has the meaning given the term in section 3272 of this title.

(22) Governor

The term "Governor" means the chief executive of a State or an outlying area.

(23) In-demand industry sector or occupation

(A) In general

The term "in-demand industry sector or occupation" means—

(i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or

(ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

(B) Determination

The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

(24) Individual with a barrier to employment

The term "individual with a barrier to employment" means a member of 1 or more of the following populations:

(A) Displaced homemakers.

(B) Low-income individuals.

(C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 3221 of this title.

(D) Individuals with disabilities, including youth who are individuals with disabilities.

(E) Older individuals.

(F) Ex-offenders.

(G) Homeless individuals (as defined in section 12473(6) of title 34), or homeless children and youths (as defined in section 11434a(2) of title 42).

(H) Youth who are in or have aged out of the foster care system.

(I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.

(J) Eligible migrant and seasonal farmworkers, as defined in section 3222(i) of this title.

(K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).

(L) Single parents (including single pregnant women).

(M) Long-term unemployed individuals.

(N) Such other groups as the Governor involved determines to have barriers to employment.

(25) Individual with a disability

(A) In general

The term "individual with a disability" means an individual with a disability as defined in section 12102 of title 42.

(B) Individuals with disabilities

The term "individuals with disabilities" means more than 1 individual with a disability.

(26) Industry or sector partnership

The term "industry or sector partnership" means a workforce collaborative, convened by or acting in partnership with a State board or local board, that—

(A) organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership—

(i) representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable;

(ii) 1 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and

(iii) 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and

(B) may include representatives of—

(i) State or local government;

(ii) State or local economic development agencies;

(iii) State boards or local boards, as appropriate;

(iv) a State workforce agency or other entity providing employment services;

(v) other State or local agencies;

(vi) business or trade associations;

(vii) economic development organizations;

(viii) nonprofit organizations, community-based organizations, or intermediaries;

(ix) philanthropic organizations;

(x) industry associations; and

(xi) other organizations, as determined to be necessary by the members comprising the industry or sector partnership.

(27) In-school youth

The term "in-school youth" means a youth described in section 3164(a)(1)(C) of this title.

(28) Institution of higher education

The term "institution of higher education" has the meaning given the term in section 1001 of title 20, and subparagraphs (A) and (B) of section 1002(a)(1), of title 20.

(29) Integrated education and training

The term "integrated education and training" has the meaning given the term in section 3272 of this title.

(30) Labor market area

The term "labor market area" means an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

(31) Literacy

The term "literacy" has the meaning given the term in section 3272 of this title.

(32) Local area

The term "local area" means a local workforce investment area designated under section 3121 of this title, subject to sections 3121(c)(3)(A), 3122(c)(4)(B)(i), and 3249(i) of this title.

(33) Local board

The term "local board" means a local workforce development board established under section 3122 of this title, subject to section 3122(c)(4)(B)(i) of this title.

(34) Local educational agency

The term "local educational agency" has the meaning given the term in section 7801 of title 20.

(35) Local plan

The term "local plan" means a plan submitted under section 3123 of this title, subject to section 3121(c)(3)(B) of this title.

(36) Low-income individual

(A) In general

The term "low-income individual" means an individual who—

(i) receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;

(ii) is in a family with total family income that does not exceed the higher of—

(I) the poverty line; or

(II) 70 percent of the lower living standard income level;

- (iii) is a homeless individual (as defined in section 12473(6) of title 34), or a homeless child or youth (as defined under section 11434a(2) of title 42);
- (iv) receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
- (v) is a foster child on behalf of whom State or local government payments are made; or
- (vi) is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.

(B) Lower living standard income level

The term "lower living standard income level" means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

(37) Nontraditional employment

The term "nontraditional employment" refers to occupations or fields of work, for which individuals from the gender involved comprise less than 25 percent of the individuals employed in each such occupation or field of work.

(38) Offender

The term "offender" means an adult or juvenile—

- (A) who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or
- (B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

(39) Older individual

The term "older individual" means an individual age 55 or older.

(40) One-stop center

The term "one-stop center" means a site described in section 3151(e)(2) of this title.

(41) One-stop operator

The term "one-stop operator" means 1 or more entities designated or certified under section 3151(d) of this title.

(42) One-stop partner

The term "one-stop partner" means—

- (A) an entity described in section 3151(b)(1) of this title; and
- (B) an entity described in section 3151(b)(2) of this title that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.

(43) One-stop partner program

The term "one-stop partner program" means a program or activities described in section 3151(b) of this title of a one-stop partner.

(44) On-the-job training

The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that—

- (A) provides knowledge or skills essential to the full and adequate performance of the job;

(B) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 3174(c)(3)(H) of this title, for the extraordinary costs of providing the training and additional supervision related to the training; and

(C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

(45) Outlying area

The term "outlying area" means—

(A) American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands; and

(B) the Republic of Palau, except during any period for which the Secretary of Labor and the Secretary of Education determine that a Compact of Free Association is in effect and contains provisions for training and education assistance prohibiting the assistance provided under this Act.

(46) Out-of-school youth

The term "out-of-school youth" means a youth described in section 3164(a)(1)(B) of this title.

(47) Pay-for-performance contract strategy

The term "pay-for-performance contract strategy" means a procurement strategy that uses pay-for-performance contracts in the provision of training services described in section 3174(c)(3) of this title or activities described in section 3164(c)(2) of this title, and includes—

(A) contracts, each of which shall specify a fixed amount that will be paid to an eligible service provider (which may include a local or national community-based organization or intermediary, community college, or other training provider, that is eligible under section 3152 or 3153 of this title, as appropriate) based on the achievement of specified levels of performance on the primary indicators of performance described in section 3141(b)(2)(A) of this title for target populations as identified by the local board (including individuals with barriers to employment), within a defined timetable, and which may provide for bonus payments to such service provider to expand capacity to provide effective training;

(B) a strategy for independently validating the achievement of the performance described in subparagraph (A); and

(C) a description of how the State or local area will reallocate funds not paid to a provider because the achievement of the performance described in subparagraph (A) did not occur, for further activities related to such a procurement strategy, subject to section 3249(g)(4) of this title.

(48) Planning region

The term "planning region" means a region described in subparagraph (B) or (C) of section 3121(a)(2) of this title, subject to section 3122(c)(4)(B)(i) of this title.

(49) Poverty line

The term "poverty line" means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved.

(50) Public assistance

The term "public assistance" means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

(51) Rapid response activity

The term "rapid response activity" means an activity provided by a State, or by an entity designated by a State, with funds provided by the State under section 3174(a)(1)(A) of this title, in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining reemployment as soon as possible, with services including—

(A) the establishment of onsite contact with employers and employee representatives—

(i) immediately after the State is notified of a current or projected permanent closure or mass layoff; or

(ii) in the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster;

(B) the provision of information on and access to available employment and training activities;

(C) assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs;

(D) the provision of emergency assistance adapted to the particular closure, layoff, or disaster; and

(E) the provision of assistance to the local community in developing a coordinated response and in obtaining access to State economic development assistance.

(52) Recognized postsecondary credential

The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

(53) Region

The term "region", used without further description, means a region identified under section 3121(a) of this title, subject to section 3122(c)(4)(B)(i) of this title and except as provided in section 3121(b)(1)(B)(ii) of this title.

(54) School dropout

The term "school dropout" means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

(55) Secondary school

The term "secondary school" has the meaning given the term in section 7801 of title 20.

(56) State

The term "State" means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

(57) *State board*

The term "State board" means a State workforce development board established under section 3111 of this title.

(58) *State plan*

The term "State plan", used without further description, means a unified State plan under section 3112 of this title or a combined State plan under section 3113 of this title.

(59) *Supportive services*

The term "supportive services" means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.

(60) *Training services*

The term "training services" means services described in section 3174(c)(3) of this title.

(61) *Unemployed individual*

The term "unemployed individual" means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

(62) *Unit of general local government*

The term "unit of general local government" means any general purpose political subdivision of a State that has the power to levy taxes and spend funds, as well as general corporate and police powers.

(63) *Veteran; related definition*

(A) *Veteran*

The term "veteran" has the meaning given the term in section 101 of title 38.

(B) *Recently separated veteran*

The term "recently separated veteran" means any veteran who applies for participation under this Act within 48 months after the discharge or release from active military, naval, or air service.

(64) *Vocational rehabilitation program*

The term "vocational rehabilitation program" means a program authorized under a provision covered under paragraph (13)(D).

(65) *Workforce development activity*

The term "workforce development activity" means an activity carried out through a workforce development program.

(66) *Workforce development program*

The term "workforce development program" means a program made available through a workforce development system.

(67) *Workforce development system*

The term "workforce development system" means a system that makes available the core programs, the other one-stop partner programs, and any other programs providing employment and training services as identified by a State board or local board.

(68) *Workforce investment activity*

The term "workforce investment activity" means an employment and training activity, and a youth workforce investment activity.

(69) *Workforce preparation activities*

The term "workforce preparation activities" has the meaning given the term in section 3272 of this title.

(70) *Workplace learning advisor*

The term "workplace learning advisor" means an individual employed by an organization who has the knowledge and skills necessary to advise other employees of that organization about the education, skill development, job training, career counseling services, and credentials, including services provided through the workforce development system, required to progress toward career goals of such employees in order to meet employer requirements related to job openings and career advancements that support economic self-sufficiency.

(71) *Youth workforce investment activity*

The term "youth workforce investment activity" means an activity described in section 3164 of this title that is carried out for eligible youth (or as described in section 3164(a)(3)(A) of this title).

(Pub. L. 113–128, §3, July 22, 2014, 128 Stat. 1429; Pub. L. 114–95, title IX, §9215(yyy)(1), Dec. 10, 2015, 129 Stat. 2191.)

PROGRAM OF STUDY:

Carpentry



This Program of Study may serve as a graduation guide for the next four plus years, along with other career planning and educational materials. Courses listed in this model may include recommended coursework and should be individualized to students' educational and career goals. Each graduation plan needs to meet minimum high school graduation requirements. Dual Enrollment courses can be high school academic and/or career technical education courses.

SECONDARY:				
COURSE/ GRADE	NINTH	TENTH	ELEVENTH	TWELFTH
ENGLISH	9 th grade Lit/ Composition	10 th grade Lit/ Composition	American Lit/ Composition	World Lit/ Composition / British Lit
MATHEMATICS	Coordinate Algebra / Algebra I	Analytic Geometry / Geometry	Advanced Algebra / Algebra II	Pre-calculus
SCIENCE	Physical Science	Biology	Chemistry	Physics
SOCIAL STUDIES	World History	Psychology	US History	Government (½ unit) Economics (½ unit)
PATHWAY COMPLETER	Industry Fundamentals and Occupational Safety	Introduction to Construction	Carpentry I	Another course in focus area, Work-Based Learning, or Youth Apprenticeship
Industry Recognized Credential (Pathway Completer)		Visit the End of Pathway Assessment Page (see note below)		
Required/ Selective Electives	Health & Personal Fitness (can be taken in grades 9-12)	Electrical I	Carpentry II	Financial Technologies and Services
	Modern Language/Latin <i>2 units required for admissions to Georgia University System Colleges/Universities</i> For a listing of Modern Language/Latin courses offered at your high school, please contact your advisor, counselor, or curriculum handbook.		Other Electives For a listing of other elective courses offered at your high school, please check with your advisor, counselor, or curriculum handbook.	
Postsecondary Transition - University System of Georgia Institutions: Admissions Testing - ACT or SAT - For More Information: - Contact the institution of your choice - Technical College System of Georgia - Placement Exam - United States Military - ASVAB Assessment - Use BRIDGE Law platform to inform decisions on postsecondary opportunities - Dual Enrollment - Earning high school course credits while taking college courses		Carpentry Career Pathway Completers - Industry Credentialing for High School Students Upon completion of sequenced courses in the Carpentry Pathway, students are eligible to complete the Industry-Recognized student credential for fulfillment of the End of Pathway Assessment. Secondary students completing the Carpentry pathway will be able to sit for the National Industry Credentialed assessment offered on-line from NCCER and NOCTI. Once mastery is reached, students will receive recognition for completion and use this credential in conjunction with their job or continuing training. For specific assessment information, refer to: http://bit.ly/ArchConstEOPA .		

Carpentry Pathway Description

Construction includes the building of new structures as well as additions and modifications to existing ones. The construction industry also includes maintenance, repair, and improvements on these structures. Carpenters construct and repair building frameworks and structures— such as stairways, doorframes, partitions, and rafters—made from wood and other materials. They also may install kitchen cabinets, siding, and drywall.

Although most carpenters learn their trade through a formal apprenticeship, some learn on the job, starting as a helper. Carpenters use many different hand and power tools to cut and shape wood, plastic, fiberglass, or drywall. They commonly use hand tools, including squares, levels, and chisels, as well as many power tools, such as sanders, circular saws, and nail guns.

Sample In Demand Careers in Georgia				
Occupation Specialties	Level of Education Needed	Georgia Average Salary	Annual Average Openings in Georgia	2018 – 2028 Employment Outlook
Drywall Installer	High School Diploma	\$42,850	170	In Demand
Construction Carpenter	Postsecondary Certificate	\$43,520	2,610	In Demand, High Skill
Construction Manager	Bachelor's Degree	\$86,800	950	In Demand, High Skill
Construction & Building Inspector	Bachelor's Degree	\$49,150	300	In Demand
Related Pathway Occupations		Other Related Occupations		
- Construction Foremen - Drywall Installers - Construction Craft Laborers - Floor Layers		- Construction Engineers - Painters - Project Inspectors - Roofers - Paperhangers		



O*NET Online

PROGRAM OF STUDY:

Carpentry



NOTE: Students have many options to **ENTER** and **EXIT** from their academic studies into the workforce. When a student graduates from high school, they are eligible to choose one of many **ENTRANCE POINT** options: **1.** Enroll in either a 2 or 4 year post-secondary program; **2.** Enroll in an apprenticeship program or the military; or **3.** Enter the workforce using technical skills learned in high school. When a student finishes a 2- or 4-year degree program, they may choose to **EXIT** and **1.** Enroll in an apprenticeship program or the military; **2.** Enroll in a professional university degree program; or **3.** Enter the workforce using technical skills learned.

POSTSECONDARY:

	TCC	DIPLOMA OR AAS	BACHELOR OF SCIENCE
Entrance/Exit Point	CW1 Certified Construction Worker TCC COFC 1011 Overview of Building Construction Practices and Materials COFC 1020 Professional Tool Use and Safety COFC 1050 Construction Print Reading Fundamentals	CA22 Carpentry Diploma CCW1 TCC plus ENGL 1010 Fundamentals of English I MATH 1012 Foundations of Mathematics EMPL 1000 Interpersonal Relations and Professional Development CARP 1070 Site Layout Footings and Foundations CARP 1105 Floor Wall and Stair Framing CARP 1110 Ceiling and Roof Framing CARP 1112 Exterior Finishes and Roof Coverings CARP 1114 Interior Finishes COMP 1000 Introduction to Computer Literacy CARP 1190 Advanced Residential Finishes and Decks CA23 Carpentry Degree CA22 Diploma plus 15 Credits General Education Core 15 Credits of Occupational Related Electives	The University System of Georgia offers students' higher education options at 30 institutions throughout the state, providing a wide range of academic programming including certificates and associate, baccalaureate, masters, doctoral and professional degrees. https://apps.ds.usg.edu/ords/f?p=118:1:0:

Go to **GAfutures** at www.gafutures.org for more information about your education and career planning, including valuable financial information (grants and scholarships including HOPE Program, grants, and loans, FAFSA, and CSS forms).

Career Enhancement Opportunities	Career-Related Education Activities	Postsecondary Options:	Earning Postsecondary Credits While in High School
	- Career Awareness - Career Exploration - Instructional Related - Connecting - Work-Based Learning - Employability Skill Dev. - Cooperative Education - Internship - Youth Apprenticeship - Clinicals	4-Year Universities/Colleges 2-Year Colleges - Technical Colleges - State Registered Apprenticeships - Special Purpose Schools - On-the-Job Training - Military	- Dual Enrollment Program - Earn postsecondary credit while in high school - You can complete - Industry Credential - Technical Certificate of Credit (TCC) - Associates of Applied Science Degree - Bachelor's Degree - Who can help? - Parents - School Counselor - Advisor

Developed 1-31-2017 – Revised 5-23-2018 – Updated 9-24-2021 – Formatted 9-28-2021

Appendix E

Appendix E: Georgia Department of Education Combined Comprehensive Local Needs Assessment Report and Local Application

Item	Page
Appendix E-1: Combined Comprehensive Local Needs Assessment 2024-2025 District Report and Local Application	1
Appendix E-2: CTAE Perkins V Comprehensive Local Needs Assessment Guidance	42



Comprehensive Local Needs Assessment 2026 - 2027 District Report



_____County



CONSULTATION

1.1 Identification of Team

Identification of Team

Required Team Members

Position/Role	Name	
Superintendent/ Assistant Superintendent		
School Administrator(s)		
CTAE Director		
Title I, Part A Director		
Homeless Liaison (McKinney-Vento Homeless)		
Neglected & Delinquent Coordinator		
Rural Education Initiative Coordinator		
Special Education Director		
Foster Care Point of Contact		
Title II Part A Coordinator		
Title III Director		
Title IV Director		
School Counselor(s)		
CTAE Teachers		
Specialized Instructional Support Personnel & Paraprofessionals		
Work-Based Learning Coordinator		

Recommended and Additional Team Members

Position/Role	Name	
Human Resources Director		
High School Curriculum Director		
Additional Members		

CONSULTATION

1.2 Identification of CTAE CLNA Stakeholders

Identification of CTAE CLNA Stakeholders

Required Stakeholders

Position/Role	Title and Business/Industry or Agency	Name
Postsecondary Career and Technical Education Faculty and Administrators		
Business & Industry Representatives		
Representatives of state or local workforce board		
CTAE Parents		
CTAE Students		
Representatives of Special Populations		
Representatives of Teacher Prep Programs		

Recommended and Additional Stakeholders

Position/Role	Title and Business/Industry or Agency	Name
Chamber of Commerce Representative		
Development Authority Representative		
Department of Labor Representative		
Military Liaison		
Family Connection Representative		
Additional Stakeholders		

1. DATA COLLECTION AND ANALYSIS

1.1 Core Indicators of Performance

Evaluating CTAE concentrators' performance on the core indicators of performance		
Exemplary	All Core Indicators of Performance were met	
Operational	Seven or more Core Indicators of Performance were met	
Emerging	Four to six Core Indicators of Performance were met	
Not Evident	Three or fewer Core Indicators of Performance were met	

1. What does the data say about student achievement? Sub-groups? Special populations?	Enter Evidence Here

2. Where do the biggest gaps in performance exist between groups of learners for each core indicator?	Enter Evidence Here

1. DATA COLLECTION AND ANALYSIS

1.2 Labor Market Alignment

Determining Labor Marketing Demand		
Exemplary	All current career pathways align to current industry demand and needs.	
Operational	Half (50%) of current career pathways align to current industry demand and needs. Projected industry growth has been analyzed and processes are in place to phase in new career pathways and phase out those that do not align to industry demand.	
Emerging	One/Fourth (25%) of current career pathways align to current industry demand and needs. Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	
Not Evident	No evidence of an alignment.	

1. What industries are projected to grow the most in Georgia, your region, or local area in the short, medium, and long terms? Which of these occupations meet a state-determined definition of high-skill, high-wage and/or in-demand according to the Georgia Top State For Talent Act?	Enter Evidence Here

2. List your current CTAE pathways by clusters and indicate which pathways align to the Georgia Top State for Talent Act at the regional and state levels. Where are there gaps?	Enter Evidence Here

3. Which pathways have insufficient or non-existent employer engagement?	Enter Evidence Here

4. What is the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation and/or phasing out/closure of CTAE pathways?	Enter Evidence Here

5. What percentage of your students are participating in meaningful work-based learning experiences? How does this vary across pathways or Career Clusters? Across student groups?

Enter Evidence Here

6. Are there immediate employer needs in your community that you can help meet? If yes, what are those needs? What about longer term needs toward which you can start building a pipeline?

Enter Evidence Here

1. DATA COLLECTION AND ANALYSIS

1.3 Size, Scope, and Quality

Ensuring complete CTAE pathways offered are sufficient in size, scope and quality to meet the needs of all students served.		
Exemplary	Eligible recipient exceeds the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9-12 student enrollment. All complete CTAE pathways offered by the eligible recipient must have all of the following characteristics: high-skill, high-wage or local in-demand occupation.	
Operational	Eligible recipient meets the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9 – 12 student enrollment. Each complete CTAE pathway offered by the eligible recipient must have at least one of the following characteristics: high-skill, high-wage or local in-demand occupation.	
Emerging	Eligible recipient has at least one required complete CTAE pathway and career cluster (2 – 8) as defined by Georgia Code Title 20. Education § 20-2-159.1 and based on grades 9 – 12 student enrollment. The one complete CTAE pathway offered by the eligible recipient must have one of the following characteristics: High-skill, high-wage or local in-demand occupation.	
Not Evident	Eligible recipient has no evidence of a complete CTAE pathway and career cluster.	

1. How many CTAE pathways are offered in your system? How many Career Clusters? How do these numbers align with the state-required number of CTAE Pathways?	Enter Evidence Here

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

3. Describe your maintenance and upgrade process that ensures your facilities and equipment are adequate given your pathway offerings, student enrollment and labor market needs?	Enter Evidence Here

4. What percentage of learners have opportunities to participate in career technical student organizations (CTSOs)? How integrated are CTSOs with the pathway curriculum? How does this vary across pathways? Across student groups?	Enter Evidence Here

1. DATA COLLECTION AND ANALYSIS

1.4 Career Pathway Programs of Study Implementation

Implementing the full scope of Program of Study		
Exemplary	All of the CTAE Pathways have implemented the full scope of Program of Study which: - incorporates challenging state academic standards - addresses both academic and technical knowledge and skills, including employability skills - aligns with the needs of industries in the economy of the state, region, or local area - progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) - has multiple entry and exit points that incorporate credentialing - culminates in the attainment of a recognized postsecondary credential	
Operational	Half (50%) of the CTAE Pathways have implemented the full scope of Program of Study which: - incorporates challenging state academic standards - addresses both academic and technical knowledge and skills, including employability skills - aligns with the needs of industries in the economy of the state, region, or local area - progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) - has multiple entry and exit points that incorporate credentialing - culminates in the attainment of a recognized postsecondary credential	
Emerging	One/Fourth (25%) of the CTAE Pathways have implemented the full scope of Program of Study which: - incorporates challenging state academic standards - addresses both academic and technical knowledge and skills, including employability skills - aligns with the needs of industries in the economy of the state, region, or local area - progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction) - has multiple entry and exit points that incorporate credentialing - culminates in the attainment of a recognized postsecondary credential	
Not Evident	No evidence of a pathway with the full scope of program of study.	

1. How many of your programs of study have multiple entry and exit points? How does this vary across programs of study? Which stackable credentials are provided and in which program of study?	Enter Evidence Here

2. Which pathways do you offer that incorporate relevant academic, technical and employability skills at every learner level? Do you currently offer an employability skills program for your CTAE students? If yes, which program and how is business and industry involved?

Enter Evidence Here

3. What process is in place to ensure secondary and postsecondary alignment provides students a seamless transition? What process is in place to ensure secondary and postsecondary course duplication does not occur?

Enter Evidence Here

1. DATA COLLECTION AND ANALYSIS

1.5 Recruitment, Retention, and Professional Development

Establishing and implementing processes to improve Recruitment, Retention, and Professional Development of CTAE teachers, leaders, paraprofessionals, and staff		
Exemplary	The eligible recipient's CTAE teaching staff is made up of a diverse group of professional individuals who have been in their current position 3 years or more. Each CTAE teacher has a professional development plan in place.	
Operational	The eligible recipient has a one to ten percent (1% - 10%) turnover in CTAE staff for the last 3 years. Ninety to ninety-five percent (90% - 95%) of the CTAE teaching staff has been in their current role for at least 3 years and has a professional development plan in place.(CTAE teachers who are promoted within the county and retirees are exempt from the ten percent (10%) turnover in personnel).	
Emerging	The eligible recipient has a ten to fifteen percent (10% - 15%) turnover in CTAE staff for the last 3 years. Eighty-five to ninety percent (85% - 90%) of the CTAE teaching staff has been in their current role for at least 3 years. (CTAE teachers that are promoted within the county and retirees are exempt from the fifteen percent (15%) turnover in personnel).	
Not Evident	The eligible recipient has had sixteen percent (16%) or more turnover in the last 3 years.	

1. Which pathways do you need to develop or recruit faculty, paraprofessionals, and staff due to looming retirements, growing student interest and/or emerging priority employment areas?	Enter Evidence Here

2. How diverse is your faculty, paraprofessionals, and staff? How closely does it reflect the demographic makeup of your student body? What processes are in place to recruit new educators?	Enter Evidence Here

3. When and how do faculty, paraprofessionals, staff and administrators have opportunities to work with and learn directly from representatives of business and industry?	Enter Evidence Here

4. How does the eligible recipient support CTAE teachers, paraprofessionals, and staff striving to upgrade skills and knowledge through professional development?	Enter Evidence Here

1. DATA COLLECTION AND ANALYSIS

1.6 Equity and Access

Progress towards Improving Equity and Access		
Exemplary	Strategies are in place to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
Operational	Strategies are in place BUT not utilized by ALL staff to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
Emerging	Some strategies are being implemented to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. A few programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
Not Evident	No evidence of strategies.	

1. Which population groups are underrepresented in your CTAE programs overall? Which are underrepresented in particular program areas? Which are overrepresented?	Enter Evidence Here

2. What barriers currently exist that prevent special population groups from accessing your programs? (individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4))	Enter Evidence Here

of title 10, United States Code); and is on active duty (as such term is defined in section 101 (d)(1) of such title).

Enter Evidence Here

3. What efforts have been made to recruit and retain diverse populations of learners, including students in special pops, into your programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective?

Enter Evidence Here

4. What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning, dual enrollment and CTSOs? Which student groups are most affected by these barriers?

Enter Evidence Here

2. ROOT CAUSE ANALYSIS

2.1 Root Cause Analysis - Part A (Overarching Needs)

Overarching Need # 1

Overarching Need	
How severe is the need?	
Is the need trending better or worse over time?	
Can Root Causes be Identified?	
Priority Order	

Additional Considerations	

2. ROOT CAUSE ANALYSIS

2.2 Root Cause Analysis - Part B

Overarching Need # 1

Root Causes to be Addressed	
This is a root cause and not a Contributing cause or symptom	
This is something we can affect	
Impacted Elements	

Additional Considerations	

2. STATE DETERMINED LEVEL OF PERFORMANCE

2.1 Graduation Rate

1S1 - FY25 Four-Year Graduation Rate

1S1 - State Determined Level of Performance Target	96.66
SDLP - Actual State Performance	97.80
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

1S2 - FY25 Extended Graduation Rate

1S2 - State Determined Level of Performance Target	97.03
SDLP - Actual State Performance	97.90
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

2. STATE DETERMINED LEVEL OF PERFORMANCE

2.2 Academic Proficiency

2S1 - FY25 Academic Proficiency in Reading/Language Arts

2S1 - State Determined Level of Performance Target	77.62
SDLP - Actual State Performance	79.23
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

2S2 - FY25 Academic Proficiency in Mathematics

2S2 - State Determined Level of Performance Target	36.01
SDLP - Actual State Performance	62.48
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

2S3 - FY25 Academic Proficiency in Science

2S3 - State Determined Level of Performance Target	46.01
SDLP - Actual State Performance	72.68
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

2. STATE DETERMINED LEVEL OF PERFORMANCE

2.3 Post-Program Placement

3S1 - FY25 Post-Program Placement

3S1 - State Determined Level of Performance Target	95.96
SDLP - Actual State Performance	96.73
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

2. STATE DETERMINED LEVEL OF PERFORMANCE

2.4 Non-traditional Program Concentration

4S1 - FY25 Non-traditional Program Concentration

4S1 - State Determined Level of Performance Target	15.17
SDLP - Actual State Performance	16.57
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

2. STATE DETERMINED LEVEL OF PERFORMANCE

2.5 Program Quality

5S3 - FY25 Participated in Work-Based Learning

5S3 - State Determined Level of Performance Target	40.92
SDLP - Actual State Performance	42.30
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

5S4 - FY25 CTAE Pathway Completion

5S4 - State Determined Level of Performance Target	43.66
SDLP - Actual State Performance	46.51
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

5S5 - FY25 Credentials of Value

5S5 - State Determined Level of Performance Target	43.64
SDLP - Actual State Performance	61.47
SDLP - Actual System Performance	

Improvement Plan for Indicator that does not Meet or Exceed SDLP	Enter Evidence Here

3. PROGRAM IMPROVEMENT

3.1 Certification/Debarment Information (CDI) Form

FY 2025 Perkins Career and Technical Education Certification Regarding 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.

Enter Evidence Here

If No is selected, briefly explain why the LEA cannot abide by the certification statements above.

Enter Evidence Here

3. PROGRAM IMPROVEMENT

3.2 DOE Contact Information Form

Barbara M. Wall, Ed.D., Deputy Superintendent
Office of Career, Technical, and Agricultural Education
Georgia Department of Education
1562 Twin Towers East
205 Jesse Hill Jr. Dr. SE
Atlanta, Georgia 30334
(404) 387-1666
bwall@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 - Barbara M. Wall, Ed.D., Career, Technical, and Agricultural Education, (404) 387-1666
 Title VI and Title V (Part B - Rural Education Initiative) - Cathy Buescher, Federal Programs, (678) 621-3263
 Title IX- Therese McGuire, Teaching and Learning, (678) 595-0340
 Section 504 and ADA- Elise James, Federal Programs, (404) 326-0421

Inquiries concerning the application of the Perkins Act, Title V, 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, 1562 Twin Towers East, 205 Jesse Hill Jr. Dr. SE, Atlanta, Georgia 30334; to the Regional Office for Civil Rights, U.S. Department of Education, 61 Forsyth Street, Suite 19T10, Atlanta, Georgia 30303-8927; or to the Director, U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg, 400 Maryland Avenue, SW, Washington, D. C. 20202-1100.

3. PROGRAM IMPROVEMENT

3.3 Advisory Council

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. Briefly describe below how the projected programs, services, and activities identified in this FY2025 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)(5)].	Enter Evidence Here
II. Advisory Council Membership and Requirement for Involvement in the Development, Implementation, and Evaluation of Career, Technical, and Agricultural Education Programs. 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. Complete the chart shown below regarding the FY2025 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.	

Category	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
Business and Industry	0	0	0	0	0
Community					
Economic Development/Chamber of Commerce					
Local District Staff					
Post-Secondary					
All Categories					

Dates of Proposed 2027 Advisory Council Meetings

Enter Evidence Here

Extra Space for Advisory Council Members:

3. PROGRAM IMPROVEMENT

3.4 LEA Career Pathway Form

Career, Technical and Agricultural Education Career Clusters

Dundee County High School		
Pathway Status (Existing or New)	Career Clusters	Career Pathways

Career Clusters	Total Pathways

Does your district offer any pathways in the following clusters: 1) Advanced Manufacturing, 2) Construction, 3) Supply Chain and Transportation, 4) Education, 5) Healthcare and Human Services*? * Only include the Healthcare pathways from this cluster.	Enter Evidence Here

3. PROGRAM IMPROVEMENT

3.5 Existing Pathway Completers Form

Career, Technical and Agricultural Education Exiting Pathway Completers (Need this for each High School in District)

[illegible]

***A “concentrator” is a student who has completed at least 2 courses (earned at least 2 units of credit) in the career pathway.**
FY2025-2026 Actual -Data to be Posted when Available
FY2026-2027 Actual - Data to be Posted when Available

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

Enter Evidence Here

Provide an explanation to address any incorrect data.

Enter Evidence Here

4. REQUIRED QUESTIONS

4.1 Develop CTAE Course Offerings and Activities

Provide information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one (1) program of study approved by the state of Georgia under Section 124(b)(2).

A. Describe how the results of the comprehensive local needs assessment described in subsection(c) informed the selection of the specific career, technical and agricultural education programs and activities selected to be funded.	Enter Evidence Here
B. Describe any new programs of study the eligible recipient will develop and submit to the state for approval.	Enter Evidence Here
C. Describe how students, including students who are members of special populations, will learn about their school's career, technical and agricultural education course offerings and whether each course is part of a career, technical and agricultural education program of study.	Enter Evidence Here

4. REQUIRED QUESTIONS

4.2 Collaborate with local workforce development boards and agencies

Describe how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C.3151(e)(2)), and other partners, will provide

A. Career exploration and career development coursework, activities, or services.	Enter Evidence Here
B. Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment as described in subsection(c).	Enter Evidence Here
C. An organized system of career guidance and academic counseling to students before enrolling and while participating in a career, technical and agricultural education program.	Enter Evidence Here

4. REQUIRED QUESTIONS

4.3 Improve Academic and Technical Skills

A. Describe how the eligible recipient will improve the academic and technical skills of students participating in career, technical and agricultural education programs by strengthening the academic and career, technical and agricultural education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career, technical and agricultural education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).	Enter Evidence Here

4. REQUIRED QUESTIONS

4.4 Serve Special Populations

Describe how the eligible recipient will

A. Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency	Enter Evidence Here
B. Prepare CTAE participants for non-traditional fields	Enter Evidence Here
C. Provide equal access for special populations to career, technical and agricultural education courses, programs, and programs of study.	Enter Evidence Here
D. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations	Enter Evidence Here

4. REQUIRED QUESTIONS

4.5 Foster Work-Based Learning

A. Describe the work-based learning opportunities that the eligible recipient will provide to students participating in career, technical and agricultural education programs and how the eligible recipient will work with representatives from employers to develop or expand work-based learning opportunities for career, technical and agricultural education students, as applicable.	Enter Evidence Here

4. REQUIRED QUESTIONS

4.6 Offer Post-Secondary Credit

A. Describe how the eligible recipient will provide students participating in career, technical and agricultural education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs, articulated credit, or early college high school, as practicable.	Enter Evidence Here

4. REQUIRED QUESTIONS

4.7 Encourage Professional Development

A. Describe how the eligible recipient will coordinate with the GaDOE and institutions of higher education to support the recruitment, preparation, retention, and training including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.	Enter Evidence Here

4. REQUIRED QUESTIONS

4.8 Address Disparities and Gaps

A. Describe how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.	Enter Evidence Here

LOCAL APPLICATION FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION

LOCAL APPLICATION FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION

FY2027 Career, Technical, and Agricultural Education Programs Statement of Assurances for Local Education Agencies (Eligible Recipients)

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 as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), any subsequent applicable acts, and all applicable Georgia public school laws.
2. Funds will be used to support career and technical education programs of such size, scope, and quality to meet the needs of all students served by the local education agency as identified in Section 134(c)(2)(B)(i) and Section 135(b) of Perkins V and to support the objectives identified and included in the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.
3. No funds received under Perkins V will be used to require any secondary school student to choose or pursue a specific career pathway or program of study or to mandate that any individual participate in a career and technical 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 214 of Perkins V.
4. Every public announcement, bulletin, catalog, and application form will contain notice to publicly attest that the institution does not discriminate on the basis of age, 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 age, sex, race, color, national origin, or disability in educational programs or activities receiving federal financial assistance. (Title VI of the Civil Rights Act of 1964) (Title IX of the Education Amendments of 1972) (Section 504 Rehabilitation Act of 1973) (Age Discrimination Act of 1975). <http://www.ed.gov/print/about/offices/list/ocr/docs/nondisc.html>.
5. The applicant assures that no funds expended under Perkins V 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. Expenditures must be in compliance with standard accounting procedures established by the Georgia Department of Education (GaDOE).
7. Perkins V funds shall be used to supplement and to the extent practical, increase the amount of local/state funds for career and technical education. In no case shall Perkins V funds be used to supplant local/state funds. See Section 211 of Perkins V.
8. In its local application, the Local Education Agency (eligible recipient) shall contain information on the career and technical education course offerings and activities that it will provide with Perkins V funds, including how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study as identified in Section 134(b)(2)(C) of Perkins V. Furthermore, the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; prepare career and

LOCAL APPLICATION FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION

technical participants for non-traditional fields; provide equal access for special populations to career and technical education courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations as described in Section 134(b)(5) of Perkins V and to support the objectives as included in the Local Education Agency's (eligible recipient) annual Local Application.

9. The projected programs, services, and activities identified in the Local 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(a) of Perkins V as indicated in the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.

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 therein.

11. Appropriate career and technical education administration and supervision at the system and school levels will be provided for the proper and efficient operation of programs funded under the Georgia Quality Basic Education Act (QBE) and Perkins V in accordance with State Board Rule 160-5-1-.22 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/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 shall be submitted to the GaDOE.

14. The Georgia Statewide TeachGeorgia website (<http://www.teachgeorgia.org>) or an equivalent recruitment and retention tool, 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)(8)].

15. Each eligible recipient will annually evaluate progress toward meeting or exceeding each of the performance indicators at the United States Department of Education's approved benchmark, develop and implement strategies and participate in program reviews as conducted by the GaDOE as specified in Section 113(b)(2) of Perkins V as indicated in the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application.

16. Evaluation and accountability provisions for Local Education Agencies (LEAs) will be carried out in accordance with Section 113 and Section 134(c)(2)(C) and Section 135(b)(5).

17. The Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application 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/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/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

LOCAL APPLICATION FOR CAREER, TECHNICAL AND AGRICULTURAL EDUCATION

(<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/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 Industry Certification will be utilized in accordance with state rules and regulations. Local Education Agencies (LEAs) shall comply with all accountability and reporting requirements set forth in the grant program application.

21. For the Extended Day program, funds allocated will be utilized in accordance with State Board Rule 160-4-3-.11 (<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.11.pdf>) and in accordance with state regulations. Local Education Agencies (LEAs) shall comply with all accountability and reporting requirements set forth in grant program applications.

22. 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/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.07.pdf>) and in accordance with state regulations. Local Education Agencies (LEAs) shall comply with all accountability and reporting requirements set forth in the grant program application.

23. 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/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-3-.08.pdf>).

24. 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 in state budget.

25. This one-year application for funding is based on the objectives of the Local Education Agency's (eligible recipient) Biennial Comprehensive Local Needs Assessment (CLNA) with the results reported annually in the Local Application for Career and Technical Education as submitted by the local school system. Each eligible recipient will be a part of the Monitoring and Risk Assessment process resulting in a plan for improvement.

26. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is a federal act. The requirements set forth in relation to this act may not be waived under charter status by Local Education Agencies (LEAs) accepting funds in relation to this act.

27. The LEA agrees that the projected programs, services, and activities identified in the FY2024 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.

The above assurances are not signed yet

**LOCAL APPLICATION FOR CAREER, TECHNICAL AND AGRICULTURAL
EDUCATION**

Career, Technical, & Agricultural Education Perkins V Comprehensive Local Needs Assessment Guidance



Updated January 5, 2026

Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer



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Dear CTAE Leader

A significant change in Perkins V (Strengthening Career and Technical Education for the 21st Century Act) is the new requirement for Eligible Recipients to conduct a Comprehensive Local Needs Assessment (CLNA) and update it every two years.

“To be eligible to receive financial assistance under this part, an eligible recipient shall—

(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and

(B) not less than once every 2 years, update such comprehensive local needs assessment”

(Perkins V: The Official Guide to the Strengthening Career and Technical Education for the 21st Century Act).

Georgia Department of Education (GaDOE) Technology Services has worked to integrate key functions of all GaDOE departments into one comprehensive statewide solution that can be accessed through the local educational agency’s (LEA) existing student information system. The CLNA Guidance provides an overview of how to begin the local needs assessment and helps to translate the language of the law into concrete, actionable steps for conducting a rigorous local needs assessment that meets Perkins V requirements.

Definitions

Career Cluster: A framework which provides a vital structure for organizing and delivering quality CTAE programs through learning and comprehensive programs of study. There are 14 Career Clusters in the new National Career Cluster Framework. Each cluster will have multiple career pathways.

Career Pathways: Students take a sequence of three classes tailored to a cluster, which will help them navigate their way to success no matter what they choose to do after high school graduation. Each Career Pathway may culminate with Work-Based Learning experiences.

Eligible Recipient: A local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131; or an eligible institution or consortium of eligible institutions eligible to receive assistance under Section 132 (Hyslop, 2018).

Eligible Agency: A state educational agency (i.e., Georgia Department of Education) (Hyslop, 2018).

Need: Gap between what is and what should be.

Program: At the technical college level, CTE programs help youth and adults who are preparing for first-time careers and adults who are changing careers or upgrading their skills within a career field to quickly gain the skills and experiences that are directly related to workplace success. TCSG Programs: Agriculture/Natural Resource Technologies; Business Technologies; Health Technologies; Industrial, Engineering and Manufacturing Technologies; Personal/Public Services Technologies.

Programs of Study: A coordinated non-duplicative sequence of academic and technical content at the secondary and postsecondary level that –

- Incorporates challenging state academic standards, including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
- Addresses both academic and technical knowledge and skills, including employability skills.
- Is aligned with the needs of industries in the economy of the state, region, Tribal community, or local area.
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction).
- Has multiple entry and exit points that incorporate credentialing.
- Culminates in the attainment of a recognized postsecondary credential.” (Public Law 115-224).

Six Elements of Quality Career, Technical, & Agricultural Education (CTAE)

A thoughtfully implemented, data-driven needs assessment provides a powerful opportunity to engage stakeholders in a collective understanding and vision for the future of CTAE within a community. The CLNA requires applicants to evaluate, in consultation with a wide range of stakeholders, how the school system's overall CTAE offerings measure up in several areas.

These elements include:

- I. Student Core Indicators of Performance
- II. Labor Market Alignment
- III. Size, Scope, and Quality
- IV. Career Pathway Programs of Study Implementation
- V. Recruitment, Retention, and Professional Development
- VI. Equity and Access

As you address each element, keep in mind that “needs” is defined as a gap between what is and what should be. A need can apply by an individual, a group, a school, or an entire community. Examining situations closely helps uncover significant gaps and leads toward future improvement (Center for Community Health and Development 2018).

Because each of the six elements is key to the needs assessment, we have dedicated one section to each.

Keep your end product in mind.

Once the needs assessment process is complete, merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing and prioritizing the needs for funding the local application.

The Document

Each CLNA section within this document contains the following subsections:

Guidance	• Law text and explanation • Data analysis: These sections contain data source and analysis recommendations. Selecting which data sources are used and how each is analyzed is up to the discretion of the eligible recipient, unless otherwise notated. • Stakeholder/Team Member engagement: These sections contain suggested stakeholders/team members that may have important feedback on the section's topic, engagement strategies, and pertinent questions. How and with whom you engage on a given CTAE topic is at the eligible recipient's discretion, provided all the required stakeholders/team members participate at some point in the needs assessment process.
Process Tools	• Process reporting tables: These tables capture essential information about data analyses and stakeholder consultation that could have value for replicating processes during future needs assessments as well as reviewed during times of a Monitoring and Risk Assessment (MRA) review. • Results reporting tables: These tables capture the needs identified and facilitates prioritization.

Maintenance of Documentation

Supporting documentation for each identified need will be **maintained by the local system** for reference, reflection and evaluation, future needs assessments, planning, budgeting, and Perkins Monitoring and Risk Assessments Review.

Eligible Recipient Collaboration

Recipients of Perkins funds are strongly encouraged to share needs assessment procedures, results, and even individual stakeholders, with other local systems, as appropriate and relevant. This type of collaboration may yield many benefits as regional workforce needs and challenges may affect neighboring systems. Collaboration could take place online (email, forums, webinars), by phone, survey, or in person (one-on-one or in large group settings or focus groups).

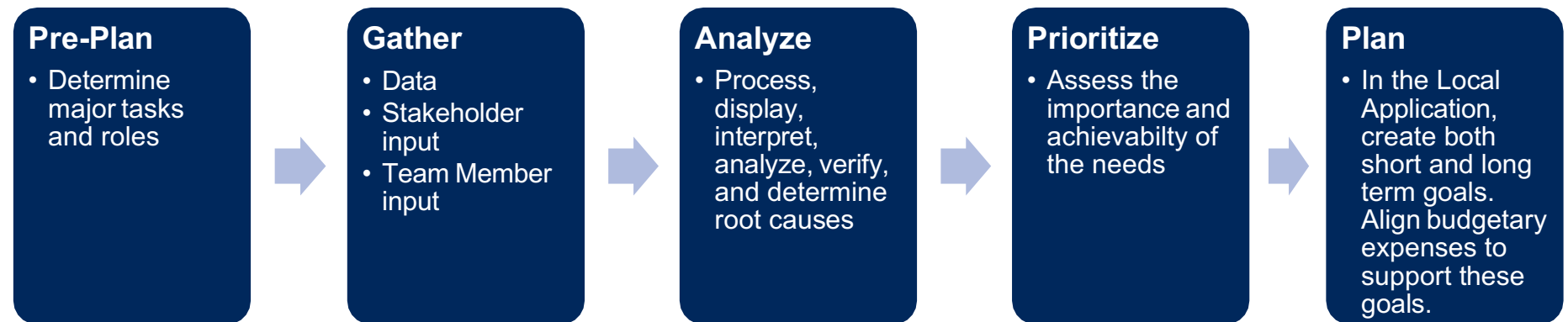
Interim Year Updates

The Perkins Comprehensive Local Needs Assessment process is required to be completed every two years. **During the interim year, updates may be necessary, and documentation should be maintained by the local system.**

The Process

Below is a suggested step process for successfully completing the Perkins Comprehensive Local Needs Assessment (CLNA). The CLNA process merits a great deal of intentional thought and planning to coordinate the various sections, team members, and stakeholders. The CLNA process should produce accurate, actionable, and strategic results, leading to high-quality CTAE programs which promote more opportunities after high school. Consider the CLNA process as a major project that will require decisive leadership and detail-oriented project management.

Overview of the Needs Assessment Process:



Pre-Plan

- Determine major tasks and roles

1. Pre-Plan

Read the entirety of this Comprehensive Local Needs Assessment (CLNA) Guidance Document and determine requirements. Then, identify:

- **Assignments for needs assessment team members and other support roles.**
- **Local personalized priorities and purposes for the CLNA:** A great deal of latitude and choice is built into Georgia's CLNA. Make the most of this by determining as a leadership group (team members) what you would like to get out of the CLNA. Revisiting and refining your mission statement or other set of operating principles prior to completing the CLNA can be highly valuable and directive.
- **Data sources:** Add to and select from the listed data sets within each of the CLNA elements. **Some of the data sources will take some time to gather and process.** Build in lead time to interpret the data. The data sources you select should reflect the team members' priorities and values and should lead towards truly investigating the most important needs of your system.
- **Stakeholder engagement plan:** Stakeholder engagement is the most time intensive part of the CLNA process. Begin the process of identifying stakeholders, contacting them, engaging them in purposeful discussion, and interpreting their input early in the CLNA process.
- **Timeline/calendar of major CLNA events:** Determine major priorities, decide how required stakeholders will be engaged, select data sources to investigate, and delegate staff assignments. Create a calendar including the most significant milestones and progress benchmarks along the way. This will ensure that intermediate progress is met on the path towards completion of the full CLNA. Remember that the results of the CLNA will be reported in the Local Application only. CLNA data will not be reviewed by GaDOE.

Gather

- Data
- Stakeholder input
- Team Member input

2. Gather

Gather data and record stakeholder input. Develop a local strategy for storing these files in a centralized location and naming the files in a way to promote ease of access for multiple individuals in multiple system's sites. There can be immense value in sharing this data and input with stakeholders to gather their input and interpretation. In many instances, this will result in a need to gather more data based on stakeholder input.

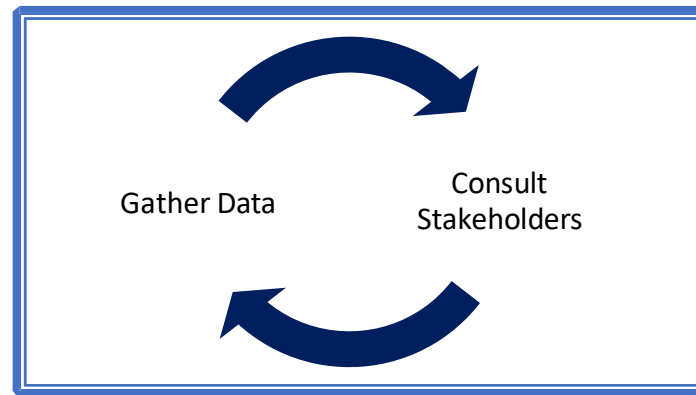


Figure 1 - A common cycle of discovery using stakeholders to interpret data, gathering more data based on their input, and returning to the stakeholders for further interpretation.

Analyze

- Process, display, interpret, analyze, verify, and determine root causes

3. Analyze

This is one of the most difficult and easily neglected steps within a needs assessment process. At its most basic level, it is determining cause and effect. The data and input collected will be the effects of some underlying cause. It is your task to determine the cause(s) of each. To use an analogy from healthcare and human services, the team will be like a doctor looking at symptoms and searching for a diagnosis. To get to an accurate diagnosis:

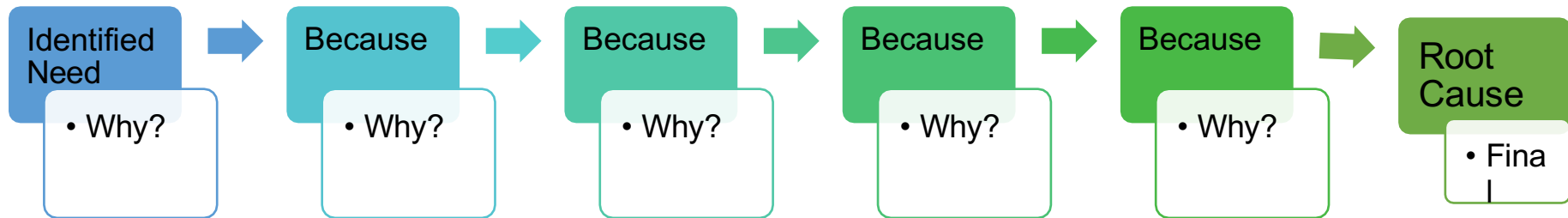
- **Process the data transparently** to allow for others to double check and verify results.
- **Display the data to facilitate interpretation** utilizing tables, graphs, charts, word clouds, and other visual aids to see patterns within the data will be highly beneficial. [Advance CTE provides guidance for developing data displays to meet the needs of the audience.](#)
- **Verify findings through corroboration.** Be skeptical. For small data sets, surprising results, or other unexpected outcomes, make sure to use multiple means of verifying patterns, such as additional data sources, stakeholder input, and evidence-based research.
- **Perform root cause analysis.** There are a variety of techniques used to move from the identified needs to discover root causes. One technique is to ask and answer the question ‘why?’ five times (example follows). Focused interviews, consulting experts, fish bone analysis, and reviewing evidence-based literature on the topic are additional and powerful means of discovering root causes.

Analyze

- Process, display, interpret, analyze, verify, and determine root causes

Continued . . .

Asking ‘Why?’ Five Times to Determine a Root Cause:



For instance, if a gap is discovered in performance between two population groups, asking why five times may reveal underlying factors having to do with curriculum, supports, student background, teacher training, instructional practices, materials, barriers, and any number of other contributing factors. Focus on identifying the factors most within the Eligible Recipient’s ability to influence.

Analyze

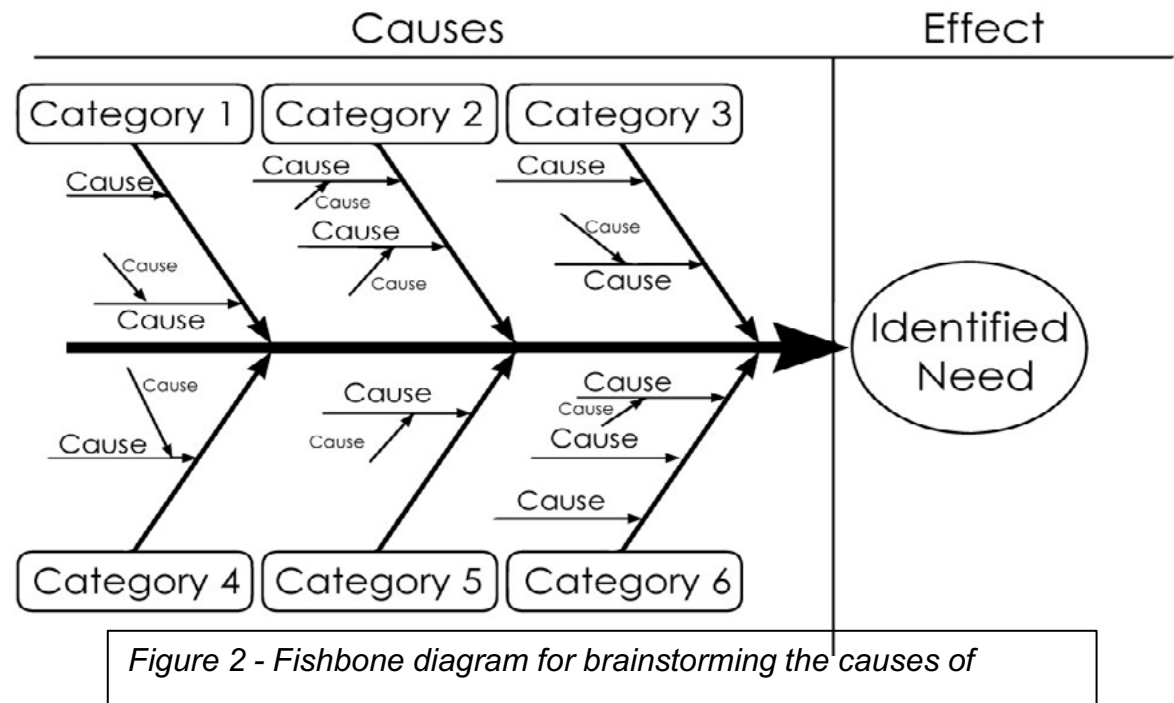
- Process, display, interpret, analyze, verify, and determine root causes

Continued . . .

Fishbone/Cause-and-Effect/Ishikawa Analysis to Determine Root Cause

The diagram to the right illustrates one method for brainstorming causal factors that contribute to an identified need (such as a performance gap). This method contrasts with the “Five Why” method listed on the previous page in that it recognizes that in many contexts it is best to look at the multiplicity of contributing factors rather than narrowing the focus to a single, primary root cause. The categories in which to brainstorm causes will vary by need context, but examples for non-traditional career preparation can be viewed at

napequity.org/root



Prioritize

- Assess the importance and achievability of the needs

4. Prioritize

Within each section of this CLNA it will be necessary to prioritize results. Not all needs can be addressed immediately. It is recommended to list all major needs even if a need cannot be addressed in the upcoming Local Application. These needs can be recorded and addressed for a later date, as time or funds become available. For each need, determine:

- The consequences of not addressing the need** (determine importance)
- The difficulty of addressing the need** (determine feasibility)
- The ranking of the needs** using a 1-5 scale (5 being the most important). These priorities should drive planning and budgeting.

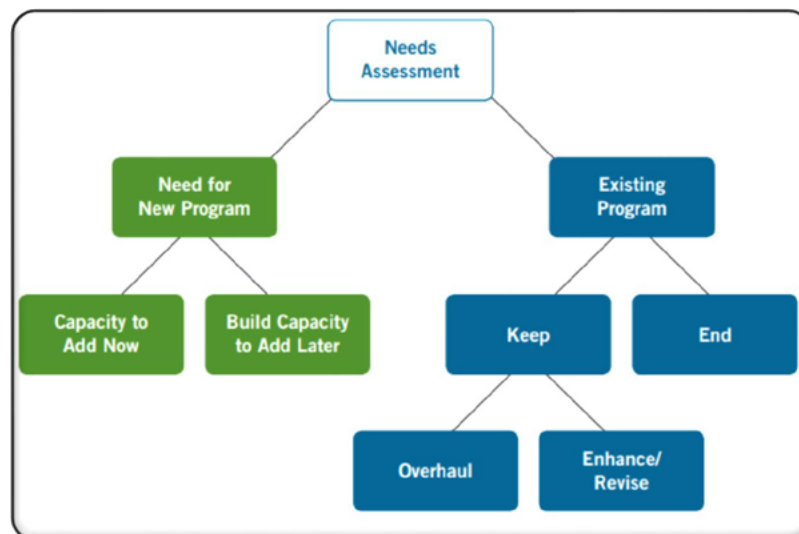


Figure 3: Georgia Alignment Toolkit (page 12)
Right Click on flowchart and select Open Link to access the toolkit.

Plan

- In the Local Application, create both short and long term goals. Align budgetary expenses to support these goals.

5. Plan

The CLNA process drives the Local Application. The results from the CLNA will provide the prompt necessary to consult stakeholders/team members regarding options for addressing the identified needs.

Additional steps to support turning needs into student-focused plans:

- **Research relevant evidence-based practices and the promising practices of other agencies** similar to CTAE. Several have created a list of options that could help meet the identified need. Trusted sources of CTAE research and best practices:
[Advance CTE](#)
[Council of Chief State School Officers \(CCSSO\)](#)
[Perkins Collaborative Resource Network \(PCRN\)](#)
[National Research Center for Career and Technical Education \(NRCCTE\)](#)
[Association for Career & Technical Education \(ACTE\)](#)
[National Alliance for Partnerships in Equity \(NAPE\)](#)
- **Establish both short-term and long-term intervention goals.** The CLNA is for 2 years therefore establish goals for year 1 and year 2.
- **Establish an evaluation strategy, lead, deadline, and high-level process description for each intervention.**
- **Determine budgetary expenses based on CLNA findings.**

The Identification of Team Members (Leadership Team)

The comprehensive local needs assessment team consists of individuals who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when the same person performs multiple roles. The eligible recipient must maintain documentation of team member involvement. (Use N/A if the eligible recipient does not have a required team member employed by their system).

Required Team Member	Name/Title	How can you involve these team members?	Which topics are these team members likely to be the most interested?
Superintendent/Assistant Superintendent			
School Administrator(s)			
CTAE Director			
Title I, Title II, Title III, and Title IV Director(s)			

Required Team Member	Name/Title	How can you involve these team members?	Which topics are these team members likely to be the most interested?
Homeless Liaison, Neglected & Delinquent Coordinator, Foster Care Point of Contact			
Rural Education Initiative Coordinator			
Special Education Director			
School Counselor(s)			
CTAE Teachers			

Required Team Member	Name/Title	How can you involve these team members?	Which topics are these team members likely to be the most interested?
Specialized Instructional Support Personnel & Paraprofessionals			
Work-Based Learning Coordinator(s)			
Other Team Members			

The Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. The eligible recipient must maintain documentation of stakeholder involvement.

Required groups	Specific people/groups	How are you already including these stakeholders?	How else can you involve these stakeholders?	Which topics are these stakeholders likely to be the most interested?
Postsecondary Career and Technical Education Faculty and Administrators				
Business & Industry Representatives				
Representatives of state or local workforce boards				

Required groups	Specific people/groups	How are you already including these stakeholders?	How else can you involve these stakeholders?	Which topics are these stakeholders likely to be the most interested?
CTAE Students				
Representatives of Special Populations				
Representatives of Teacher Prep Programs				

Required groups	Specific people/groups	How are you already including these stakeholders?	How else can you involve these stakeholders?	Which topics are these stakeholders likely to be the most interested?
CTAE Parents				
Other Stakeholders				

What Does It Mean to Consult? Involve, Inquire, Inform, Inspire

Full-fledged consultation is both a process and disposition. Humility, openness to change and constructive criticism, transparency, respect, and a deep commitment to the best interest of students are fundamental dispositions of effective consultation. Make sure these honest conversations occur to discuss and identify true programmatic gaps. Aim at listening, learning, and finding better ways to help students find career success. An overview of the process is illustrated and described below.

- **Involve** stakeholders as active co-creators of policies and programs.
- **Inquire** for input on CTAE weaknesses, strengths, opportunities, and barriers.
- **Inform** stakeholders on a host of topics throughout the consultation process – the CLNA process, what CTAE is, how they can get involved, and other topics related to CTAE.
- **Inspire** stakeholders on why CTAE is important and serves as a critical means of shaping student's career trajectories and the labor market.

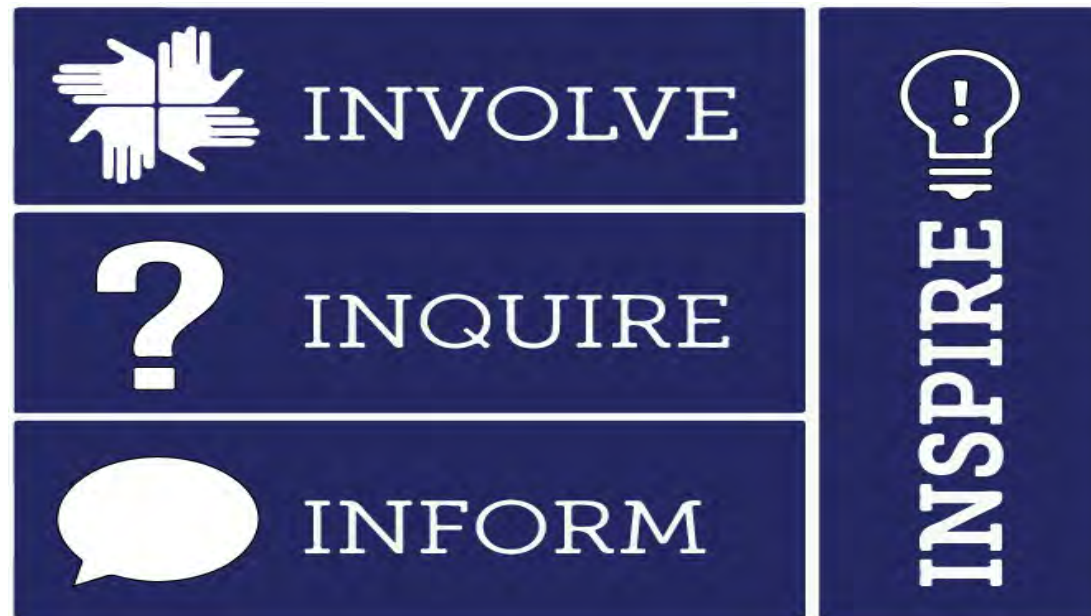


Figure 2 - Model for full-fledged consultation. Read more: <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/framework-communications-engagement.pdf>

Educating while Consulting

In the stakeholder engagement process, there is a high degree of likelihood that you will need to educate some stakeholders on what CTAE has to offer the future workforce. Topics will vary by stakeholder group, but it is recommended that you prepare appropriate information ahead of time in anticipation of common misconceptions, knowledge gaps, and information that could spur or support relevant conversation. [ACTE has a list of basic CTE fact sheets for reference.](#)

Strategies for Engagement

Many eligible recipients will be able to integrate the required stakeholder engagement into their existing processes, such as through their local advisory boards. Leveraging existing consultation practices is strongly encouraged. There will be the need for additional engagement opportunities and a large variety of engagement means are available. [AdvanceCTE has compiled a list of stakeholder engagement and communication resources](#) (see 'Stakeholder Engagement and Communication' section). Georgia CTAE Directors have been provided [Perkins V Consultation Resources](#) developed by Carl Vinson Institute of Government (CVIOG). Additionally, the [EPA \(Environmental Protection Agency\) has a helpful list of in-person engagement tools.](#)

Examples of Stakeholder/Team Member Engagement Strategies and Opportunities

- **Events** – professional development, advisory meetings, CTAE Showcases, PTO/PTA meetings, CTSO events, etc.
- **Meetings** – roundtable, focus group, work group, listening session, etc.
- **Classrooms** – surveys, discussions, etc.
- **Digital surveys** – social media/blog, website, newsletter/listserv, eblast, etc.
- **Earned media** (i.e., press coverage)
- **Webinars**
- **Direct mail** of paper surveys
- **Personalized emails**
- **Phone calls**

Strategizing for Regional Stakeholder Engagement

After reviewing the required list of stakeholders, consider which of these individuals/groups could be consulted simultaneously with other eligible recipients in your region. Some categories can have a mixed approach – they can both be consulted locally and be a part of larger regional discussions. An example of this is CTAE students. You will need to consult with them locally, but if you choose to have a region-wide, collaborative meeting, they could be valuable voices to have represented at that meeting. Consult with your regional eligible recipients to consolidate contact to avoid fatiguing some of your required stakeholders.

Example Broad Engagement Style – Strengths, Weaknesses, Opportunities, Barriers

The style of engagement selected will depend on the means, topic, and stakeholder category being engaged. Pointed, narrowly focused prompts are very appropriate for some situations, however, broad strategies should be used in contexts to elicit input on topics that could not be anticipated beforehand. An example of open-ended, comprehensive engagement is “SWOB” analysis, a technique commonly used in business strategic planning. Within CTAE, this technique could be used with participants to brainstorm ‘strengths,’ ‘weaknesses,’ ‘opportunities,’ and ‘barriers’ within locally offered CTAE pathways. As these prompts are discussed, ideas could be captured for later analysis on a whiteboard or easel board. An example of questions supporting these topics is below.

Strengths: What are our CTAE strengths?	Weaknesses: What are our CTAE weaknesses?
Opportunities: How can we innovate and grow?	Barriers: What could keep us from our goals?

Continued Consultation

Sec. 134(e) mandates that Perkins eligible recipients are to consult with stakeholders in an “ongoing basis” to inform decisions, plans, and budgeting. It is strongly encouraged to integrate into your normal operating procedures the stakeholder consultation and data analysis requirements of this needs assessment. Find as many ways as you can to distribute the load of the needs assessment across personnel and your school year. Below is an example stakeholder/team member engagement scenario that incorporates all the required CLNA components and all required stakeholders/team members. This example is only given as an illustration. Customize your own approach as a leadership team.

Example Stakeholder Engagement Scenario				
Phase	When	Topics	Stakeholders	Engagement Means
Local Program Assessment	Early Fall	• Student Performance • Size, Scope, and Quality • Labor Market Alignment	• CTAE faculty and staff • Parents and students • Special populations • Out-of-school, homeless, at-risk • Business/industry	• Leadership work groups • Focus groups
Regional Summit	Mid Fall	• Labor Market Alignment • Programs of Study	• Secondary • Postsecondary • CareerSource, Workforce Development Boards • Business/industry • Out-of-school, homeless, at-risk	• Guided roundtable discussion
Local Implementation Assessment	Winter	• Implementation Progress • Faculty & Staff • Equity & Access	• CTAE faculty and staff • Parents and students • Special populations • Out-of-school, homeless, at-risk	• Leadership teamwork • Focus groups • Survey students • Classroom discussions

CLNA Required Components

Student Core Indicators of Performance

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
Perkins V Section 134(c)(2)(A) <i>(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.</i>	Eligible recipients must identify deficiencies, gaps, and trends in performance and work towards continuous improvement for all levels and populations.

Data Analysis	
Data Sources and Analyses	What to Look for in the Data
- Perkins performance data for multiple years disaggregated by CTAE program, school (if applicable), and population groups including: - Gender - Race and Ethnicity - Migrant Status - Individuals with disabilities - Individuals from economically disadvantaged families, including low-income youth and adults. - Individuals preparing for non-traditional fields. - Single parents, including single pregnant women. - English learners - Homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a) - Youth who are in, or have aged out of, the foster care system. - Youth with a parent who- is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code) and is on active duty (as such term is defined in section 101 (d)(1) of such title). - Comparison data for 'all' students - Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted. - Results from surveys/focus groups with student, parents and/or community representatives of special populations. - System Report Cards - ESSA Accountability Report	- Use the most recent, valid, and reliable data available. - Data in the SLDS (CLIP) to address each Perkins V indicator. - Once data and specific trends are identified, you will be in a better position to determine the underlying meaning, implications, and root causes of inequities. You will want to find corresponding practices that can combat the inequities you identify in your CTAE programs. - The National Alliance for Partnerships in Equity (NAPE) has tools that can help: Equity Gap Analysis – Local Gap Analysis which provides more information on conducting an equity gap analysis Nontraditional Career Preparation: Root Causes and Strategies tool, which summarizes the research into root causes of inequality and the strategies for addressing these root causes, in relation to nontraditional career pathways.

Indicator 1S1: Four-year Graduation Cohort Rate – FY26 State Target – 97.56% (FY25 – 96.66%)

Formula For Calculation	Notes
Numerator: Number of CTAE concentrators who are cohort members and who earned a regular diploma. Denominator: Number of CTAE concentrators who are cohort members. Defining Reporting Group: These proposed measures utilize the federally approved four-year adjusted cohort graduation rate as defined in section 8101 of the Elementary and Secondary Education Act of 1965. *Perkins Indicators will only include Perkins funded pathways.	CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. CTAE Student Graduation Rate: Student Graduation Rate will be calculated using the same formula used to determine graduation rate for College and Career Ready Performance Index (CCRPI), but only students identified as CTAE concentrators will be included. Georgia's Graduation Rate Calculation: The CCRPI is Georgia's statewide accountability system, implemented in 2012 to replace the <i>No Child Left Behind (NCLB) Adequate Yearly Progress (AYP)</i> measurement, after the U.S. Department of Education granted Georgia's waiver from NCLB on Feb. 9, 2012.

Indicator 1S2: Extended Graduation Rate – FY26 State Target – 97.76% (FY25 – 97.03%)

Formula For Calculation	Notes
Numerator: Number of CTAE concentrators who are 5-year extended cohort members and earned a regular diploma in the reporting year. Denominator: Number of CTAE concentrators who are 5-year extended cohort members. Defining Reporting Group: Under the College and Career Ready Performance Index, the state will calculate the graduation rate using the "5-year extended cohort graduation rate" calculation methodology. *Perkins Indicators will only include Perkins funded pathways.	CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. CTAE Student Graduation Rate: Student Graduation Rate will be calculated using the same formula used to determine graduation rate for College and Career Ready Performance Index (CCRPI), but only students identified as CTAE concentrators will be included. Georgia's Graduation Rate Calculation: The CCRPI is Georgia's statewide accountability system, implemented in 2012 to replace the <i>No Child Left Behind (NCLB) Adequate Yearly Progress (AYP)</i> measurement, after the U.S. Department of Education granted Georgia's waiver from NCLB on Feb. 9, 2012.

**Indicator 2S1: Academic Proficiency – Reading/Language Arts – FY26 State Target – 79.67%
(FY25 – 77.62%)**

Formula for Calculation	Notes
Numerator: Number of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the American Literature End of Course Test (EOC) OR earned a grade of A, B, or C in AP/IB Am Lit or DE Am. Lit equivalent if course was taken for core credit at any point in their high school career. Denominator: Number of CTAE concentrators who graduate high school with a regular diploma and have taken American Literature End of Course Test (EOC) OR earned a grade of A, B, or C in AP/IB Am Lit or DE Am. Lit equivalent if course was taken for core credit at any point in their high school career. Defining Academic Achievement: These proposed measures utilize the federally approved state definition indicating students have met or not met proficiency in the CCRPI assessments. *AP/IB Am Lit or DE Am Lit equivalent applies to FY20 graduates. This does not apply to FY18 or FY19 graduates.	CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. End of Course Test Requirements: Data from five (5) or more previous years will be used for these calculations. . *Perkins Indicators will only include Perkins funded pathways.

Indicator 2S2: Academic Proficiency – Mathematics – FY26 State Target – 50.61% (FY25 - 36.01%)

Formula for Calculation	Notes
Numerator: Number of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the Algebra: Concepts and Connections End of Course Test (EOC) at any point in their high school career. Denominator: Number of CTAE concentrators who graduate high school with a regular diploma and have taken Algebra: Concepts and Connections End of Course Test (EOC) at any point in their high school career. Defining Academic Achievement: These proposed measures utilize the federally approved state definition indicating students have met or not met standards in the CCRPI assessments.	CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. End of Course Test Requirements: Data from five (5) or more previous years will be used for these calculations. *Perkins Indicators will only include Perkins funded pathways.

Indicator 2S3: Academic Achievement – Science – FY26 State Target – 67.76% (FY25 - 46.01%)

Formula for Calculation	Notes
Numerator: Number of CTAE concentrators who graduate high school with a regular diploma and have met the Proficient or Distinguished level on the Biology End of Course Test (EOC) at any point in their high school career. Denominator: Number of CTAE concentrators who graduate high school with a regular diploma and have taken Biology End of Course Test (EOC) at any point in their high school career. Defining Reporting Group: These proposed measures utilize the federally approved state definition indicating students have met or not met standards in the CCRPI assessments.	CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. End of Course Test Requirements: Data from five (5) or more previous years will be used for these calculations. *Perkins Indicators will only include Perkins funded pathways.

Indicator 3S1: Post-Program Placement – FY26 State Target – 96.24% (FY25 – 95.96%)

Formula for Calculation		Notes
Numerator: The most current number of CTAE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are employed as indicated with one of the codes as defined in Appendix A. Denominator: The number of CTAE Concentrators who exited secondary education during the previous reporting year with one of the following codes.		CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. Placement: CTAE concentrators exiting secondary education in the previous reporting year that are placed in postsecondary education, advanced training, service programs, Peace Corps, or entered the military or employment. Postsecondary Education: For post-secondary education placement, Georgia will be using Technical College System of Georgia (TCSG) data and Board of Regents. Military: Military data are used when available. Service Programs: Service Program data are used when available. Peace Corps: Peace Corps data are used when available. Employment: Georgia Department of Labor data are used when available. *This indicator will be lagging data.
Withdrawal Codes		
STATE IDENTIFIED CODES USED IN CORE INDICATOR CALCULATIONS:		
Code	Description	
B	Marriage	
C	Court Order or Legal Requirement	
E	Expelled	
F	Financial Hardship/Job	
G	High School Graduation	
H	Attend Home Study	
I	Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority	
L	Low Grades/School Failure	
M	Military	
O	Adult Education/Postsecondary	
P	Pregnant/Parent	
R	Removed for Lack of Attendance	
S	Serious Illness/Accident	
U	Unknown	

Indicator 4S1: Nontraditional Completion – FY26 State Target 16.01% (FY25 – 15.17%)

Formula for Calculation	Notes																
Numerator: Number of CTAE concentrators from under-represented gender groups whose area of concentration is an identified program, as indicated in Appendix B, which leads to employment in nontraditional fields in the reporting year. Denominator: Number of CTAE concentrators whose area of concentration is an identified program, as indicated in the table below, that leads to employment in nontraditional fields in the reporting year. <table border="1"> <thead> <tr> <th colspan="2">Identified CTAE Nontraditional Programs (According to USDOE Cluster Titles)</th></tr> <tr> <th>Nontraditional Programs</th><th>Under-represented Gender</th></tr> </thead> <tbody> <tr> <td>Construction</td><td>Female</td></tr> <tr> <td>Supply Chain & Transportation</td><td>Female</td></tr> <tr> <td>Advanced Manufacturing</td><td>Female</td></tr> <tr> <td>Education</td><td>Male</td></tr> <tr> <td>Healthcare and Human Services*</td><td>Male</td></tr> <tr> <td colspan="2">*only Healthcare pathways from this cluster will be included.</td></tr> </tbody> </table>	Identified CTAE Nontraditional Programs (According to USDOE Cluster Titles)		Nontraditional Programs	Under-represented Gender	Construction	Female	Supply Chain & Transportation	Female	Advanced Manufacturing	Female	Education	Male	Healthcare and Human Services*	Male	*only Healthcare pathways from this cluster will be included.		CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. Defining Nontraditional Completion: This measure used the number of CTAE concentrators who completed, or will complete in the reporting year, the three required courses for an identified program (see table) in the reporting year that lead to employment in a nontraditional field as defined by USDOE.
Identified CTAE Nontraditional Programs (According to USDOE Cluster Titles)																	
Nontraditional Programs	Under-represented Gender																
Construction	Female																
Supply Chain & Transportation	Female																
Advanced Manufacturing	Female																
Education	Male																
Healthcare and Human Services*	Male																
*only Healthcare pathways from this cluster will be included.																	

Indicator 5S3: Participated in Work-Based Learning – FY26 State Target – 41.97% (FY25 – 40.92%)

Formula for Calculation	Notes
Numerator: In the reporting year, the number of CTAE concentrators who graduate high school with a regular diploma and earned at least one (1) credit in Work-Based Learning aligned with the student's CTAE pathway. Denominator: Number of CTAE concentrators who graduated from high school with a regular diploma in the reporting year. *Perkins Indicators will only include Perkins funded pathways.	CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. Work-Based Learning: A sustained interaction with industry or community professionals in a real workplace setting, to the extent practicable, or simulated environment at an education institution that fosters in-depth, first-hand engagement with the tasks required of a given career field and is aligned to curriculum and instruction. A qualified work-based learning program is one that follows the State Board Rule 160-4-3-.14. Calculation will include current year and 4 prior years.

Indicator 5S4: CTAE Pathway Completion – FY26 State Target – 45.36% (FY25 – 43.66%)

Formula for Calculation	Notes
Numerator: The number of students who have completed a CTAE pathway funded by Perkins or earned a TCC at any time in their high school career and who then graduate with a regular diploma in the reporting year. Denominator: Number of high school students who graduate with a regular diploma in the reporting year. *Perkins Indicators will only include Perkins funded pathways.	CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. Technical College Certificate: A certificate awarded through the Technical College System of Georgia upon completion of an approved CTAE program.

Indicator 5S5: Credentials of Value – FY26 State Target – 58.23% (FY25 – 43.64%)

Formula for Calculation	Notes
Numerator: The number of CTAE concentrators who complete a CTAE pathway funded by Perkins or a Technical College Certificate (TCC), obtained a Credential of Value related to the completed pathway with an approved Credential of Value or TCC coursework and who then graduate with a regular diploma in the reporting year. (CTAE pathways with a GaDOE approved EOPA will be included in this calculation.) Denominator: The number of CTAE concentrators who complete a CTAE pathway or Technical College Certificate coursework (TCC) in a pathway with an approved Credential of Value and who then graduate with a regular diploma in the reporting year. (CTAE pathways with a GaDOE approved EOPA will be included in this calculation. All eligible students will be included, whether they take the exam or not.) Reporting Group: Pathway completers anytime during secondary education years, as reported through Student Class data. Calculation may include 5 or more years of data. **For FY21 – FY23, all EOPAs and TCCs will be included in this indicator. For subsequent years, an approved list of assessments and TCCs will be submitted for this indicator. *Perkins Indicators will only include Perkins funded pathways.	CTAE Concentrator: A secondary student who has successfully completed two courses (earned one (1) unit of credit in each of the two (2) courses) within a state recognized Georgia approved CTAE Pathway funded by Perkins. Student Class data will be utilized. A student can be classified as a CTAE Concentrator at any point during their high school career when they meet the required two (2) course completion. Calculation will include current year and seven (7) prior years. Student Data Source: State approved list of Credentials of Value reported through Student Class data. Credentials of Value: ** Credentials of Value are the culminating skill and knowledge assessments for a CTAE pathway or TCC Coursework. Credentials of Value demonstrate that the student has achieved the required level of knowledge and skill needed for entry level employment or seamless transition to the next post-secondary level. End of Pathway Assessments - Assessments administered at the completion of a CTAE pathway that are vetted by business & industry through a strategic process. The credential may result from a written and/or hands-on assessment. Technical College Certificate: A certificate awarded through the Technical College System of Georgia upon completion of an approved CTAE program.

Student Core Indicators of Performance:

System performance data is available to the public at

<https://ctaereportspublic.gadoe.org/Views/Shared/ Layout.html>

1 = Not Met	2 = Met	3 = Exceeded	2024-2025 District Overall	FY26 State Target
a) Graduation Rate (1S1): Student performance met or exceeded the state-determined level of performance.				97.56
b) Extended Graduation Rate (1S2): Student performance met or exceeded the state-determined level of performance.				97.76
c) Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state-determined level of performance.				79.67
d) Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state-determined level of performance.				50.61
e) Academic Proficiency - Science (2S3): Student performance met or exceeded the state-determined level of performance.				67.76
f) Postsecondary Placement (3S1): Student performance met or exceeded the state-determined level of performance.				96.24
g) Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state-determined level of performance.				16.01
h) Program Quality – Participation in Work-Based Learning (5S3): Student performance met or exceeded the state-determined level of performance.				41.97
i) Program Quality – CTAE Pathway Completion (5S4): Student performance met or exceeded the state-determined level of performance.				45.36
j) Program Quality - Credentials of Value (5S5): Student performance met or exceeded the state-determined level of performance.				58.23

Student Core Indicators of Performance:

Evaluating CTAE concentrators' performance on the core indicators of performance.

Exemplary	All Core Indicators of Performance were met	
Operational	Seven or more Core Indicators of Performance were met	
Emerging	Four to six Core Performance Indicators were met	
Not Evident	Three or fewer Core Performance Indicators were met	

Stakeholder/Team Member Engagement	
Stakeholders/Team Members	Engagement Strategies
	• Work group to examine data including educators, school counselors, and representatives of special populations. • Assemble educator groups by CTAE career area to examine data
Questions to Ask	
CLNA Essential Questions	
1. What does the data say about student achievement? Sub-groups? Special populations? 2. Where do the biggest gaps in performance exist between groups of learners for each core indicator?	

PROCESS Reporting for Data Analysis for Student Core Indicator Performance

List all data sources used. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe how each data source was analyzed. Provide enough detail that your notes can be used to replicate your process during future CLNAs. All documentation must be kept locally and available for MRA Review.

PROCESS Reporting Stakeholder Engagement Student Core Indicator Performance

List all stakeholders/Team Members and the categories engaged on (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe the method of how each stakeholder/Team Member was engaged. Provide enough detail that your notes can be used to replicate your process during future CLNAs. All documentation must be kept locally and available for MRA Review.

Results for Planning and Budgeting

Results Code (Add rows as necessary by placing your cursor in the bottom right cell and pressing 'Tab.')	Need	Root Cause (See Process Overview section for techniques.)	Consequences of Not Addressing	Difficulty to Correct (High, Medium, Low)	Priority (1-5)

Labor Market Alignment

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
Perkins V Section 134(c)(2)(B)(ii) <i>(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.</i>	Eligible recipients must describe and provide documentation of the labor market alignment for their CTAE pathways, which shall substantiate the funds being spent “to develop, coordinate, implement, or improve” programs.

As a state we want to invest time, funding, and resources into quality CTAE pathways that are the most likely to lead to sustainable careers for our students. When we look at labor market information, such as employment projections and emerging occupations, we can evaluate which CTAE program areas in our state and in your local region are projected to have the most career opportunities for your students. These are the areas that you may want to invest in for pathway development following guidance on Labor Market Alignment. The following guidance on Labor Market Alignment is split into two sections – the first focuses on determining labor marketing alignment and the second focuses on documenting the labor market alignment. Read both sections prior to starting your analysis to effectively plan your approach.

Part 1: Determine Labor Market Demand

Data Analysis

Data Sources and Analyses

Select from the following options or add your own to complete a list of pathways organized by primary occupation.

- [GA Career Pipeline](#)
- [CVIOG Labor Market Information Overview](#)
- [Ctaedelivers.org \(region and cluster data\)](#)
- Input from local business and industry representatives, with reference to opportunities for special populations
- Trend data on student enrollment by pathway
- [Georgia Labor Market Explorer \(GaDOL\)](#)
- [OnTheMap \(U.S.Census\)](#)
- [QCEW \(U.S. Bureau of Labor Statistics\)](#)
- [American Community Survey \(U.S. Census\)](#)
- [O*Net Online](#)
- [Georgia Governor's Office of Student Achievement \(GOSA\)](#)
- [CareerOutlook.US](#)
- [DataUSA.io](#)
- Statewide and Region High Demand Pathway Lists FY26 (TBA)
- [YouScience current aptitudes and interests](#)

What to Look for in the Data

Programs to Open

Identify occupations that are in-demand, high-wage, and high-skilled in your region that you currently do not offer a pathway to grow their workforce. Filter your labor market data, such as the Region/State Demand Occupation List to show only those designated as HSHW (high-skill, high-wage) and then sort the percent growth or annual openings columns. Create a list of high-wage, in-demand, and high-skilled occupations that you currently do not have a matching pathway. Tutorials for Excel: [Filtering](#), [Sorting](#).

Bear in mind that labor market data sources will often underrepresent occupations not well surveyed in their information gathering process. Examples include agriculture, self-employment, and emerging occupations. Information on these occupations will need to be gathered through additional means – often through engagement with business and industry representatives.

Pathways to Potentially Close

Identify occupations that you offer pathways for but that should potentially be closed due to:

- Low wages or limited advancement for opportunities
- Low or negative openings
- Low or negative growth, or
- Low or negative growth projections

Pathways Requiring Additional Resources

Compare program enrollment to regional/State occupation openings, growth, or projections. Identify programs that may be under or over enrolled. This type of analysis can also be completed at the Career Cluster or Career Cluster Pathway level using occupation and program crosswalks, such as those offered by [AdvanceCTE](#).

Part 2: Document Labor Market Alignment of Pathways

Steps:

1. Generate a list of current CTAE pathways offered locally. This list should include all CTAE pathways and not just those that meet Size, Scope, and Quality criteria.
2. [Georgia Alignment Toolkit](#)
3. What are the largest industries in my region? (QWI or DOL Regional Profile)
4. What are the fastest growing jobs in my region? (DOL-Projected)
5. What are the highest paying jobs in my region? (QCEW)
6. Where are people in my region commuting to and from for work? (On the Map)
7. What are the current training and education levels of my community's workforce? (ACS/Census)
8. Where do the students from our high school(s) go after graduation? (GOSA-High School Outcomes)

Data Analysis

Data Sources and Analyses

Select from the following options or add your own.

Unmet Labor Market Demand

- Lists of high-wage, in-demand, high-skill occupations identified during the Labor Market Alignment process of this document and that you do not currently offer aligned programs.
- Trend data on student participation

What to Look for in the Data

Unmet Labor Market Demand

After having completed the Labor Market Alignment section of this document, match pathways that are preparing students for high-wage, in-demand, or high-skill occupations identified as needed but not currently offered.

Stakeholder/ Team Member Engagement	
Stakeholders/Team Members	Engagement Strategies
•	• Work group to examine data including educators, school counselors, business, and community leaders. • Focus group, interviews, study circle with: - o Students and former students - o Representatives of special populations - o Business, industry, and community partners
Questions to Ask	
CLNA Essential Questions 1. What industries are projected to grow the most in Georgia, your region, or local area in the short, medium, and long terms? Which of these occupations meet a state-determined definition of high-skill, high-wage, and/or in-demand according to the Georgia Top State For Talent Act? 2. List your current CTAE pathways by cluster and indicate which pathways align to the Georgia Top State for Talent Act at the regional and state levels. Where are there gaps? 3. Which pathways have insufficient or non-existent employer engagement? 4. What is the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation and/or phasing out/closure of CTAE pathways? 5. What percentage of your students are participating in meaningful work-based learning experiences? How does this vary across pathways or Career Clusters? Across student groups? 6. Are there immediate employer needs in the community that you can help meet? If yes, what are those needs? What about longer term needs toward which you can start building a pipeline?	

Labor Market Alignment:

Determining Labor Market Demand

Exemplary	All current career pathways align to current industry demand and needs.	
Operational	Half (50%) of current career pathways align to current industry demand and needs. Projected industry growth has been analyzed and processes are in place to phase in new career pathways and phase out those that do not align to industry demand.	
Emerging	One/Fourth 25% of current career pathways align to current industry demand and needs. Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	
Not Evident	No evidence of an alignment.	

PROCESS Reporting for Data Analysis for Labor Market Alignment	
List all data sources used. (Add rows by placing cursor in the bottom right cell and pressing ‘Tab.’)	Describe how each data source was analyzed. Provide enough detail that your notes can be used to replicate your process during future CLNAs. All documentation must be kept locally and available for MRA Review.

PROCESS Reporting Stakeholder/Team Member Engagement Labor Market Alignment	
List all stakeholder/Team Member categories engaged on Labor Market Alignment. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe the method of how each stakeholder/Team Member was engaged. Provide enough detail that your notes can be used to replicate your process during future CLNAs. All documentation must be kept locally and available for MRA Review.

Prioritization of Results for Planning and Budgeting			
Results Code (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Pathway	Pathway Code	Means of Alignment Specifically, list: All documentation must be kept locally and available for MRA Review.

Size, Scope, and Quality

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

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

Perkins V SIZE CTAE Definition

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

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

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

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

Career Clusters	
Advanced Manufacturing	Financial Services
Agriculture	Healthcare and Human Services
Arts, Entertainment, and Design	Hospitality, Events, and Tourism
Construction	Management and Entrepreneurship
Digital Technology	Marketing and Sales
Education	Public Service and Safety
Energy & Natural Resources	Supply Chain and Transportation

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

Perkins V SCOPE CTAE Definition

The eligible recipient must:

- Designate a School System Employee as a CTAE Director as defined in State Board Rule 160-5-122 and identified in the System Organizational Chart.
- Conduct a biennial Comprehensive Local Needs Assessment (CLNA) with specified stakeholders.
- Offer state approved and age-appropriate classroom and laboratory experiences, employability skills, work-based learning opportunities and CTSO leadership experiences to all students in grades 5-12.
- Provide career advisement and guidance to all students in grades 5-12 linking students' secondary graduation to the workforce, military, registered apprenticeship, or any postsecondary education option as defined by Top State for Talent Act Law of 2025.

Eligible Recipient CTAE quality programs must:

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

Perkins V QUALITY CTAE Definition

Perkins funded CTAE programs must meet the following quality criteria:

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

Note: Georgia definitions:

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

Size, Scope, and Quality:

Ensuring complete CTAE pathways offered are sufficient in size, scope, and quality to meet the needs of all students served.

Exemplary	Eligible recipient exceeds the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education §20-2-159.1 and based on grades 9-12 student enrollment. All complete CTAE pathways offered by the eligible recipient must have all the following characteristics: high-skill, high-wage, or local in-demand occupation.	
Operational	Eligible recipient meets the required number of complete CTAE pathways and career clusters (2 – 8) as defined by Georgia Code Title 20. Education §20-2-159.1 and based on grades 9 – 12 student enrollment. Each complete CTAE pathway offered by the eligible recipient must have at least one of the following characteristics: high-skill, high-wage, or local in-demand occupation.	
Emerging	Eligible Recipient has at least one required complete CTAE pathway and career cluster (2 – 8) as defined by Georgia Code Title 20. Education §20-2-159.1 and based on grades 9 – 12 student enrollment. The one complete CTAE pathway offered by the eligible recipient must have one of the following characteristics: High-skill, high-wage, or local in-demand occupation.	
Not Evident	Eligible Recipient has no evidence of a complete CTAE pathway and career cluster.	

Stakeholder/Team Member Engagement	
Stakeholders/Team Members	Engagement Strategies
	• Work group to examine data including educators, school counselors, representatives of special populations, and employers. • Face to face group of educators to examine data. • Focus group, interview, or survey of: - o parents and students, - o employers, - o guidance staff
Questions to Ask:	
CLNA Essential Questions 1. How many CTAE pathways are offered in your system? How many Career Clusters? How do these numbers align with the state-required number of CTAE Pathways? 2. What percentage of pathway completers are earning recognized credentials of value? Which credentials? How does credential attainment vary across pathways? Across student groups? 3. Describe your maintenance and upgrade process that ensures your facilities and equipment are adequate given your pathway offerings, student enrollment and labor market needs? 4. What percentage of learners have opportunities to participate in career technical student organizations (CTSOs)? How integrated are CTSOs with the pathway curriculum? How does this vary across pathways? Across student groups? Deep-Dive Question: 1. How do the CTAE programs in your system compare to ACTE's Quality CTE Program of Study Self-Evaluation?	

PROCESS Reporting for Data Analysis for Size, Scope, and Quality

List all data sources used. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

Describe how each data source was analyzed. Provide enough detail that your notes can be used to replicate your process during future CLNAs. **All documentation must be kept locally and available for MRA Review.**

PROCESS Reporting Stakeholder/Team Member Engagement Size, Scope, and Quality

List all stakeholder categories engaged on Size, Scope, and Quality. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

Describe the method of how each stakeholder category was engaged. Provide enough detail that your notes can be used to replicate your process during future CLNAs. **All documentation must be kept locally and available for MRA Review.**

RESULTS for Planning and Budgeting for Size, Scope, and Quality of Pathways

Results Code
(Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

Names of Pathways that Meet All Size, Scope, and Quality Criteria

RESULTS for Planning and Budgeting for Size, Scope, and Quality

Results Code
(Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

What elements of Size, Scope and Quality are not met by eligible recipient?

Career Pathway Programs of Study Implementation

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
Perkins V Section 134(c)(2)(C) <i>(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.</i>	Eligible recipients must identify programs of study that are at various intermediate stages of implementation and integration into full Programs of Study with Career Pathways. This includes identifying: • Programs of study that have yet to be implemented that will meet labor market demand. • Programs of study that have yet to be implemented but that, if implemented, could create full Programs of Study have regional partner eligible recipients that offer programs that could be coupled to create Programs of Study. • Programs of study that have been implemented but do not currently meet all Size, Scope, and Quality criteria

Implementation Progress	
Data Analysis	
Data Sources and Analyses	What to Look for in the Data
Select from the following options or add your own. GaDOE CTAE Programs of Study Industry Certification Requirements Unmet Labor Market Demand • Lists of high-wage, in-demand, high-skill occupations identified during the Labor Market Alignment process of this document and that you do not currently offer aligned programs for • Trend data on student participation Incomplete Programs of Study • Lists of pathways/programs offered by your regional secondary or postsecondary partner, eligible recipients, and enrollment for each of those programs. • Credit transfer agreements for the postsecondary program • Student retention and transfer trend data • Identify trends in data on dual, articulation and concurrent enrollment in CTAE pathway/programs. • Definitions used for alignment, articulation, dual enrollment, academic and technical standards. • Georgia's elements of a Program of Study • Advisory committee notes/minutes Partially Implemented Programs • Programs identified during the Size, Scope and Quality section of this document that do not meet all the required criteria. • Documentation of course sequences and aligned curriculum for each CTAE pathway/program. • Data on credential attainment by type	Unmet Labor Market Demand After having completed the Labor Market Alignment section of this document, match programs that are preparatory to the high-wage, in-demand, or high-skill occupations identified as needed but not currently offered. Incomplete Programs of Study • Identify pathways that you could begin to offer that could pair with programs offered by your regional secondary or postsecondary eligible recipient partners and that would create complete Programs of Study • Identify elements of Programs of Study that could be implemented to create full Programs of Study. Georgia's Programs of Study are comprised of secondary and postsecondary pathways/programs that: - o Meet the requirements of the relevant CTAE Curriculum Frameworks - o Meet all the Georgia Department of Education's Size, Scope, and Quality criteria. - o Are seamlessly aligned through coordinated, nonduplicative sequences of academic and technical content that progress in specificity. - o Offer at least one opportunity within the program of study for accelerated credit through: ▪ Dual enrollment ▪ Local or statewide articulation agreement - o Are coordinated by an advisory council that includes, at a minimum, representatives from secondary, postsecondary, and business and industry. - o Optionally, allow middle school students to take high-school level CTAE introductory courses early. Partially Implemented Programs By pathway, identify areas of potential growth where aspects of Georgia's Size, Scope and Quality could be implemented.

Career Pathway Programs of Study Implementation:

Implementing the full scope of Program of Study

Exemplary	All of the CTAE Pathways have implemented the full scope of Program of Study which: • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the State, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential	
Operational	Half (50%) of the CTAE Pathways have implemented the full scope of Program of Study which: • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the State, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential	
Emerging	One/Fourth (25%) of the CTAE Pathways have implemented the full scope of Program of Study which: • incorporates challenging state academic standards • addresses both academic and technical knowledge and skills, including employability skills • aligns with the needs of industries in the economy of the State, region, or local area • progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction • has multiple entry and exit points that incorporate credentialing • culminates in the attainment of a recognized postsecondary credential	
Not Evident	No evidence of a pathway with the full scope of program of study.	

Stakeholder/ Team Member Engagement	
Stakeholders/Team Members	Engagement Strategies
	• Work group to examine data including educators, school counselors, business, and community leaders. • Focus group, interviews, study circle with: - o Students and former students - o Representatives of special populations - o Business, industry, and community partners
Questions to Ask	
CLNA Essential Questions	
1. How many of your programs of study have multiple entry and exit points? How does this vary across programs of study? Which stackable credentials are provided and in which programs of study? 2. Which pathways do you offer that incorporate relevant academic, technical and employability skills at every learner level? Do you currently offer an employability skills program for your CTAE students? If yes, which program and how is business and industry involved. 3. What process is in place to ensure secondary and postsecondary alignment provides students a seamless transition? What process is in place to ensure secondary and postsecondary course duplication does not occur?	

PROCESS Reporting for Data Analysis for Career Pathway Programs of Study Implementation	
List all data sources used. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe how each data source was analyzed. Provide enough detail that your notes can be used to replicate your process during future CLNAs. All documentation must be kept locally and available for MRA Review.

PROCESS Reporting Stakeholder/Team Member Career Pathway Programs of Study Implementation	
List all stakeholder categories engaged on Career Pathway Programs of Study Implementation (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe the method of how each stakeholder category was engaged. Provide enough detail that your notes can be used to replicate your process during future CLNAs. All documentation must be kept locally and available for MRA Review.

Prioritization of Results for Planning and Budgeting			
Results Code (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Pathway	Pathway Code	Means of Alignment Specifically, list: All documentation must be kept locally and available for MRA Review.

Recruitment, Retention, and Professional Development

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
Perkins V Section 134(c)(2)(D) <i>(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.</i>	Hiring, equipping, and keeping diverse educational faculty and staff that can offer the highest quality CTAE to all students is critical to Georgia’s Career, Technical and Agriculture Education. Eligible recipients must evaluate deficits in their faculty and staff recruitment, retention, and professional development.

Ground your evaluation in this section in state and/or local system policies and relevant terms defined in Perkins V; particularly the definition of “professional development,” which emphasizes sustainability, relevance, and quality of these experiences.

When assessing your system personnel, take a comprehensive view of what you know about educators, administrators, staff, and academic and career counselors across your programs. Evaluate what these educators bring to the table, such as their preparation and credentialing, in comparison to state, system, or institutional requirements. Also consider the ways they demonstrate their commitment to the profession through pursuit of advanced certification or extensive professional development. Look for gaps in expertise within and across programs. In addition, consider how you recruit educators and staff, and prepare them for their responsibilities, particularly new educators coming from an industry background.

To take this analysis further, compare your current staff capacity to your future plans for CTAE programs. For instance, if you intend to develop new programs of study or expand your career development services in the next four years, look at your current staff and make projections about where you need to increase skills or hire new people.

Recruitment, Retention, and Professional Development

Data Analysis

Data Sources and Analyses

Select from the following options or add your own.

- [Georgia Professional Standards Commission](#)
- [TeachGeorgia](#)
- <https://www.ctaern.org/>

Recruitment

- Data on faculty, staff, administrator, and counselor
 - Demographics (gender, race, ethnicity, full/part time, years of teaching experience, etc.)
 - Salaries and benefits
 - Recruitment methods and sources for current staff
- Student demographic data
- State and/or local policies on educator certification and licensing
- Description of recruitment process
- Trend data on educator and staff shortage areas in terms of CTAE area and demographics (at least past 5-10 years)

Retention

- CPI Reports
- Data on faculty, staff, administrator, and counselor years of employment in position, profession, and/or eligible recipient
- Description of retention process
- Trend data on educator and staff retention in terms of CTAE area and demographics (at least past 5-10 years)
- Survey data from faculty and staff exiting employment.

Professional Development

- Data on faculty, staff, administrator, and counselor

What to Look for in the Data

Recruitment

- Disparities between faculty and staff gender, race, and ethnicity demographics and that of the student body's
- Disparities in the distribution of compensation
- Positions that will require additional focus to develop or recruit for effectively.
- Positions needing to be created.
- Effective means of recruitment
- Ineffective means of recruitment
- Recruitment delays, barriers, redundancies, and inefficiencies

Retention

- Positions with high turnover
- Trends in average employment duration by CTE area and demographics
- Patterns of feedback on reported reason for exiting employment

Professional Development

- Areas of faculty/staff underperformance
- Faculty/staff knowledge/skill gaps
- Unsupplied training and support
- Ineffective training and support

- o Preparation training - o Credentials (State degreed CTAE teaching certifications, System-issued CTAE teaching certifications, years of industry experience, industry-recognized credentials, number/percent in-field vs. out-of-field teachers, etc.) - o Participation in professional development, mentoring and externships. • Description of professional development, mentoring and externship opportunities • Findings from TKES or other resources about impact of professional development, mentoring and externships. - o Survey or focus group results conducted with educators regarding needs and preferences	

Stakeholder/Team Member Engagement	
Stakeholders/Team Members	Engagement Strategies
	• Work group to examine data including educators, school counselors, representatives of special populations, and employers. • Face to face group of educators to examine data. • Focus group, interview, or survey of: - o parents and students, - o employers, - o school counselors
Questions to Ask	
CLNA Essential Questions	
1. Which pathways do you need to develop or recruit faculty, paraprofessionals, and staff due to looming retirements, growing student interest and/or emerging priority employment areas? 2. How diverse is your faculty, paraprofessionals, and staff? How closely does it reflect the demographic makeup of your student body? What processes are in place to recruit new educators? 3. When and how do faculty, paraprofessionals, staff, and administrators have opportunities to work with and learn directly from representatives of business and industry? 4. How does the eligible recipient support CTAE teachers, paraprofessionals, and staff striving to upgrade skills and knowledge through professional development?	

Recruitment, Retention, and Professional Development:

Establishing and implementing processes to improve the Recruitment, Retention, and Professional Development of CTAE teachers, leaders, paraprofessionals, and staff.

Exemplary	The eligible recipient CTAE teaching staff is made up of a diverse group of professional individuals who have been in their current position 3 years or more. Each CTAE teacher has a professional development plan in place.	
Operational	The eligible recipient has a ten percent (1% - 10%) turnover in CTAE staff for the last 3 years. Ninety to ninety-five percent (90% - 95%) of the CTAE teaching staff has been in their current role for at least 3 years and has a professional development plan in place. (CTAE teachers who are promoted within the county and retirees are exempt from the ten percent (10%) turnover in personnel).	
Emerging	The eligible recipient has a ten to fifteen percent (10% to 15%) turnover in CTAE staff for the last 3 years. Eighty-five to ninety percent (85% - 90%) of the CTAE teaching staff has been in their current role for at least 3 years. (CTAE teachers that are promoted within the county and retirees are exempt from the fifteen percent (15%) turnover in personnel).	
Not Evident	The eligible recipient has had sixteen percent (16%) turnover in the last 3 years.	

PROCESS Reporting for Data Analysis for Recruitment, Retention, and Professional Development.

List all data sources used. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

Describe how each data source was analyzed. Provide enough detail that your notes can be used to replicate your process during future CLNAs. **All documentation must be kept locally and available for MRA Review.**

PROCESS Reporting Stakeholder/Team Member Engagement Recruitment, Retention, and Professional Development.

List all stakeholder/Team Member engaged on Recruitment, Retention, and Professional Learning. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')

Describe the method of how each stakeholder was engaged. Provide enough detail that your notes can be used to replicate your process during future CLNAs. **All documentation must be kept locally and available for MRA Review.**

Results for Planning and Budgeting

Results Code (Add rows as necessary by placing your cursor in the bottom right cell and pressing 'Tab.')	Need	Root Cause (See Process Overview section for techniques.)	Consequences of Not Addressing	Difficulty to Correct (High, Medium, Low)	Priority (1-5)

Equity and Access

Perkins V Law - Section 134(c)(2)	
What the Law Says	What the Law Means
Perkins Section 134(c)(2)(E) <i>(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—</i> <i>(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;</i> <i>(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and</i> <i>(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.</i>	While the Student Performance section of this document had a special population performance focus, this portion of the Law focuses on evaluating the barriers and opportunities that influence that performance as well as access to enroll in CTAE. The focus is on <u>strategies</u>, <u>programs</u>, and <u>activities</u> that allow full participation in all forms of CTAE, particularly those leading to competitive, integrated, high-skill, high-wage, in-demand occupations. Additionally, the focus is on taking active measures to achieve continuous improvement or “progress towards” equal access.

Eligible Recipients will be able to calculate Special Populations by pathway.

Data Analysis	
Data Sources and Analyses	What to Look for in the Data
Select from the following options or add your own. • Pathway promotional materials • Recruitment & career guidance activities for each special population • Processes for communicating and providing accommodations, modifications, and supportive services for special populations. • Available services to support all students, including special populations. • Procedures for work-based learning for special population students • Information on Dual Enrollment, Articulation, and credentials of value available for special populations • Data on CTAE participation and performance by each CTAE pathway for each special population • Data on participation in CTSO in terms of special populations • Documentation from the results section of the Student Core Indicator Performance • Results from the Size, Scope, and Quality section • Results from surveys/focus groups with student, parents and/or community representatives of special populations.	Barriers to Access • <u>Enrollment Gaps</u>: Compare the percent enrollment of special populations in CTAE to the percent enrollment of special populations across all enrollments. Look for both over enrollment and under enrollment. Perform this same comparison by pathway. Then perform root cause analysis. • <u>Ineffective Measures</u>: Identify current special population recruitment efforts, including career guidance practices, which have not yielded significant special population access improvement. • <u>Underutilized Measures</u>: Identify current special population recruitment efforts that have proven to be effective but are underutilized. Barriers to Performance • <u>Performance Gaps</u>: Identify special population performance gaps and their root causes (see Student Core Indicator Performance section) • <u>Ineffective Measures</u>: Identify strategies, programs, and activities that you have implemented that have yet to cause progress towards closing special population performance gaps. • <u>Underutilized Measures</u>: Identify current special population performance improvement measures that have proven to be effective but are underutilized. Barriers to Retention - Concentration and Completion • <u>Completion Gaps</u>: Identify special population gaps in concentration and completion as compared to non-special populations. • <u>Ineffective Measures</u>: Identify retention strategies, programs, and activities that you have implemented that have not yet reduced gaps in special population concentration and completion rates. • <u>Underutilized Measures</u>: Identify current special population retention measures that have proven to be effective but are underutilized

Equity and Access:

Progress towards Improving Equity and Access

Exemplary	Strategies are in place to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
Operational	Strategies are in place BUT not utilized by ALL staff to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. Programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
Emerging	Some strategies are being implemented to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. A few programs are designed to enable special populations to meet the local levels of performance by providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	
Not Evident	No evidence of strategies.	

Stakeholder Engagement	
Stakeholders/Team Members	Engagement Strategies
	• Work group to examine data including educators, school counselors, representatives of special populations. • Focus group, interviews, study circle with: - o Students and former students - o Parents - o CTSO advisors - o Representatives of special populations - o Business, industry, and community partners
Questions to Ask	
CLNA Essential Questions	
1. Which population groups are underrepresented in your CTAE programs overall? Which are underrepresented in particular program areas? Which are overrepresented? 2. What barriers currently exist that prevent special population groups from accessing your programs? (individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; English learners; homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101 (d)(1) of such title). 3. What efforts have been implemented to recruit and retain diverse populations of learners, including students with special pops into your programs, particularly in programs leading to high-skill, high-wage or in-demand industry sectors and occupations? Which ones have been most and least effective? 4. What barriers prevent certain populations of learners from taking part in embedded activities such as work-based learning, dual enrollment and CTSOs? Which student groups are most affected by these barriers?	

PROCESS Reporting Stakeholder Engagement for Equity and Access	
List all stakeholder categories engaged on Equity and Access. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe the method of how each stakeholder category was engaged. Provide enough detail so your notes can be used to replicate your process during future CLNAs. All documentation must be retained locally and available for MRA Review.

PROCESS Reporting for Data Analysis for Equity and Access	
List all data sources used. (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Describe how each data source was analyzed. Provide enough detail so your notes can be used to replicate your process during future CLNAs. All documentation must be retained locally and available for MRA Review.

RESULTS for Planning and Budgeting for Equity and Access					
Results Code (Add rows by placing cursor in the bottom right cell and pressing 'Tab.')	Need	Root Cause (See Process Overview section for techniques.)	Consequences of Not Addressing	Difficulty to Correct (High, Medium, Low)	Priority (1-5)

Putting CLNA Results into Action

The leadership team you identified earlier will be particularly helpful in this phase of the process. You will have to make tough decisions about which needs to prioritize, and which solutions will best meet those needs, bearing in mind the full spectrum of information you uncovered, current research on evidence-based practices, and the context of your local community.

The activities of the local needs assessment should become a regular part of your overall system's data-driven decision-making and program improvement cycles--not merely an additional activity every two years. By fully integrating the Perkins V needs assessment into routine activities, you will be able to realize the full value of the process.

Translating your comprehensive local needs assessment into action, in the form of the local application, is an invaluable opportunity to focus on program improvement, and to implement plans that will have a long-term impact on access to high-quality CTAE for all students. It is your chance to help strengthen and improve the entire educational system through the benefits of CTAE!

Appendix 1: Timeline Example

September/October

- Identify stakeholders
- Identify methods of stakeholder engagement
- Set dates and locations for meetings
- Develop communications
- Identify CLNA leadership team (Team Members)
- Identify data sets needed and determine how to obtain them

November/December

- Compile data for review
- Develop data communications in presentation form
- Develop stakeholder outreach communications

December/February

- Analyze data to find gaps and determine root causes of gaps
- Meet and get input from stakeholder groups
- Identify strengths, weaknesses, needs
- Identify discussion questions for stakeholder groups

February/March

- Compile feedback
- Determine priorities
- Share plan with stakeholders for feedback

March

- Make adjustments to plan

March/April

- Format CLNA results
- Develop plan to align CLNA results with the local application

April/May

- Complete local application

Acknowledgement

Sincere gratitude is expressed to AdvanceCTE and ACTE for the quality of their work on Perkins Comprehensive Local Needs Assessments. Their work contributed significantly to the formation of this document.

Georgia Department of Education Nondiscrimination Policy:

It is the policy of the Georgia Department of Education not to discriminate on the basis of race, color, creed, disability, citizenship, gender, pregnancy, childbirth or other related conditions, national origin, religion, military or veteran status, political opinions or affiliations, genetic information, or age in its employment practices.

Appendix F

Appendix F: TCSG Perkins Local Application Signature Form and Assurances & Online Form Templates

Appendix F

Georgia Combined Perkins V/WIOA Plan



Office of Technical Education

FY 2025-28

**Perkins Local Application Signature Form and
Assurances & Online Form Templates**

March 2024

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The college's Perkins submission, including these signature forms, should be uploaded to the college's Perkins Submissions folder.

General Education Provisions Act § 427(b)

Describe the steps the college will take to ensure equitable access to, and participation in, its Federally-assisted program(s) for students, teachers, and other program beneficiaries with special needs as contained in the General Education Provisions Act § 427(b). (See following instructions.)

General Education Provisions Act Instructions § 427(b)**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program(s) for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What Are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

Perkins Local Application Agreement**Signature Page****Fiscal Years 2025-28****Submitted for:**

College

Address Line 1

Address Line 2

College DUNS #:

Submitted to: Ms. Annelise Berger
Project Coordinator
Technical College System of Georgia
1800 Century Place, Suite 400
Atlanta, Georgia 30345

This Perkins Local Application for federal career and technical education funds constitutes an agreement to operate, maintain, and fund the programs and services as identified herein. This agreement becomes effective upon formal review by the technical college's president and upon execution by the Assistant Commissioner for Technical Education pursuant to authorization by the State Board of the Technical College System of Georgia.

Submitted by:

Signature of President

For State Office Use Only**Recommended by:**

Signature of Executive Director, Accountability & Institutional Effectiveness

Approved by:Signature of Assistant Commissioner, Office of Technical Education,
Technical College System of Georgia**Date:**

Statements of Assurance

By the official signing and approval of the Perkins Local Application for federal career and technical education funds, the technical college president assures the State Board of the Technical College System of Georgia of the following:

Each eligible recipient that receives assistance under the Perkins V Act shall provide the following assurances through the local application. State monitoring activities will evaluate compliance by local recipients. The applicant assures:

1. Federal funds will be used to provide career and technical education in programs that are of such size, scope, and quality as to be effective; the college will integrate academic and career and technical education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; the college will provide equitable participation in such programs for members of special populations.
2. 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 age, 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. Effective strategies will be developed and implemented to eliminate sex discrimination and sex role stereotyping in career and technical education.
3. Programs of staff development shall be funded to further the goals identified in the local plan.
4. None of the funds expended under this Act 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 or its employees or any affiliate of such an organization. Career technical personnel authorized to purchase equipment shall be advised of this requirement. State career technical personnel authorized to purchase equipment shall be advised of this requirement. Each approved local plan shall contain this assurance and shall be monitored by the State.
5. Provisions will be made for such fiscal control and fund accounting procedures as may be necessary to assure that proper disbursement of, and accounting for, career technical funds will be provided. Expenditures must be in compliance with standard accounting procedures established by the State of Georgia.
6. Federal career technical 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.
7. Provisions will be made for activities to prepare special populations who are enrolled in career and technical education programs, for high skill, high wage, or in demand occupations that will lead to self-sufficiency.

8. Activities will be provided to link secondary and post-secondary career technical education. This includes offering career technical education programs of study.
9. All occupational programs of career and technical education funded under the Perkins V Act can be demonstrated to prepare students for paid employment, prepare individuals for successful completion of such programs or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation.
10. All programs, services and activities covered by this local application and annual budgets will be operated in accordance with state and federal laws, regulations and approved rules as established by the Georgia State Board of Education, the State Board of the Technical College System of Georgia, and the State Plan for Career and Technical Education.
11. The college agrees to the Perkins Grant Fiscal Requirements.

College

Signature of Technical College President

Date

Certifications

CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS

The grant recipient certifies that it will, or will continue to, provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the Applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b. Establishing an on-going drug-free awareness program to inform employees of the following:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The Applicant's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph a.;
- d. Notifying the employee in the statement required by paragraph a. that, as a condition of employment under the grant, the employee will do the following:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency in writing, within ten calendar days after receiving notice under subparagraph d.(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph d.(2), with respect to any employee who is so convicted:

- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs a. thru f.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – GRANT RECIPIENT COVERED TRANSACTIONS

Instructions for Certification

The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective grant recipient knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

By signing and submitting this proposal, the prospective grant recipient is providing the certification set out below:

1. The prospective grant recipient shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective grant recipient learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
2. The prospective grant recipient agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
3. The prospective grant recipient further agrees by submitting this proposal that it will include the clause titled, "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Grant Recipient Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
4. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

5. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
6. Except for transactions authorized under paragraph 2 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective grant recipient certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective grant recipient is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

The undersigned swears that the foregoing statement is true and correct. Any material misrepresentation will be grounds for terminating any contract which may be awarded and for initiating action under Federal or State laws concerning false statements.

CERTIFICATION FOR LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Executive Orders

13043: Pursuant to Executive Order 13043, Increasing Seat Belt Use in the United States, dated April 16, 1997, recipients are encouraged to adopt and enforce on-the-job seat belt policies and programs for their employees when operating company-owned, rented, or personally owned vehicles.

13513: Pursuant to Executive Order 13513, Federal Leadership On Reducing Text Messaging While Driving, dated October 1, 2009, recipients and subrecipients are encouraged to adopt and enforce policies that ban text messaging while driving company-owned or -rented vehicles or GOV, or while driving POV when on official Government business or when performing any work for or on behalf of the Government. Recipients and subrecipients are also encouraged to conduct initiatives of the type described in section 3(a) of this order.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: _____
(College)

Perkins Local Application

Project Award Number and/or Project Name: Perkins V – Basic Grants to States

Name of Technical College President: _____

Signature Technical College President

Date

Colleges enter their 4-year local application into TCSG's Perkins Grants Management System (PGMS) application. The online form is as shown below.



Perkins V Local Application FY 2025-28

***[College]* Technical College**

SEC. 134. [20 U.S.C. 2354] LOCAL APPLICATION FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

- (a) LOCAL APPLICATION REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local application to the eligible agency. Such local application shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.
- (b) CONTENTS.—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

Question 1: Comprehensive Needs Assessment

- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);**

Question 2: CTE Courses and Offerings

- (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—**

Course offerings and activities to be funded

Perkins Programs of Study

The college will offer the following TCSG-approved Perkins Program(s) of Study that is (or are) expected to have enrollment during FY 2020-2024:

- (2A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;**

(2B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

(2C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;

Question 3: Career Exploration and Guidance

(3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

(3A) career exploration and career development coursework, activities, or services;

(3B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and

(3C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;

Question 4: Integration of Academic Standards in CTE Programs

(4) a description of how the eligible recipient will improve the academic 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 coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);

Question 5: Serving Special Populations

(5) a description of how the eligible recipient will—

(5A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(5B) prepare CTE participants for non-traditional fields;

(5C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(5D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;

Question 6: Work-Based Learning Opportunities

(6) A description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;

Question 7: Dual Enrollment Opportunities

(7) A description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable.

Question 8: Recruitment, Preparation, Retention and Training of Faculty and Staff

(8) A description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and

Question 9: Addressing Disparities and Gaps in Performance

(9) A description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Appendix G: Technical College System of Georgia CLNA Template and Guide

Item	Page
Appendix G-1: TCSG Perkins Local Area Needs Assessment Report (PLANAR)* FY 2026-2027	1
Appendix G-2: TCSG Perkins V PLANAR Guide for Comprehensive Local Area Needs Assessments (FY2026-2027)	9

* TCSG renamed the Comprehensive Local Needs Assessment (CLNA) Template to the Perkins Local Area Needs Assessment Report (PLANAR).

Colleges enter their comprehensive local needs assessment into TCSG's Perkins Grants Management System (PGMS) application. The online form is as below.

TCSG renamed the Comprehensive Local Needs Assessment (CLNA) to the Perkins Local Area Needs Assessment Report (PLANAR).



Perkins Local Area Needs Assessment Report (PLANAR) FY 2026-27

[College] Technical College

To be eligible to receive financial assistance under this part of Section 134 (c) an eligible recipient shall-

- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
- (B) not less than once every 2 years, update such comprehensive local needs assessment.

Section 1: Consultation (Groundwork)

1A List of Perkins Leadership Team members. Enter your point of contact (POC) in the first row below.

Contact Name	Job Title	POC
		☐
[Add more rows as needed.]		

1B List of Stakeholders consulted

Perkins V Section 134(d): CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards* and a range of

local or regional businesses or industries; (4) parents and students; (5) representatives of special populations; (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965); (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and (8) any other stakeholders that the eligible agency may require the eligible recipient to consult. *Representatives of Workforce Development Boards must be members or employees of the Boards.

Add more rows for each category as needed.

Stakeholder	Contact Name	Job Title
Secondary CTE Administrators/Staff/Teachers		
Secondary CTE Administrators/Staff/Teachers		
Postsecondary CTE Administrators/Staff/Faculty		
Postsecondary CTE Administrators/Staff/Faculty		
State or Local Workforce Development Board Members and/or Employees		
State or Local Workforce Development Board Members and/or Employees		
Representatives from Business and Industry		
Representatives from Business and Industry		
Parents and Students		
Parents and Students		
Representatives of Special Populations		
Representatives of Special Populations		
Representatives from Agencies Serving Out-of- School, Homeless and/or At- Risk Youth		
Representatives from Agencies Serving Out-of- School, Homeless and/or At- Risk Youth		

Other Stakeholders:

Section 2: Comprehensive Needs Assessment Requirements

Perkins V Section 134(c)(2)(A): An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C) of the Elementary and Secondary Education ACT of 1965.

Section 2A: Student Performance Evaluation

2A-1 Evaluate and analyze student performance data for Core Indicator P1 Placement

2A-2 Evaluate and analyze student performance data for Core Indicator P2 Graduation

2A-3 Evaluate and analyze student performance data for Core Indicator P3 Non-Traditional Concentration

2A-4 Identified Needs

Enter identified needs with rationales into the table. If there are no identified needs for this section, enter "None" on the first line. Enter the identified needs in the 1st column. In the Needs Group column, use the drop-down to identify the type of need it is (CP for current programs, SN for student needs, etc.). In the Rationale column, briefly summarize the rationale for the need, making sure that it clearly ties back to the earlier analysis in the section. Check the box in the Add to Budget column if the need should be added to the budget PLANAR references [*this checkbox adds the need to the Perkins budget module in the PGMS so that budget items can be matched with identified needs*].

Needs	Needs Group	Rationale	Add To Budget
	[Dropdown: CP Current Programs NP New Programs SN Student Needs FN Faculty Needs ON Other Needs]		☐
			☐
[Add more rows as needed]			☐

Section 2B: CTE Program Sufficiency and Alignment

Perkins V Section 134(c)(2)(B): A description of how career and technical education programs offered by the eligible recipient are—

- (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
- (ii)
 - (I) aligned to State, regional, Tribal, or local in demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or
 - (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

2B-1 Size, Scope, and Quality

Describe how the college's CTE programs are sufficient in size, scope and quality.

Size

Scope

Quality

2B-2 Labor Market Alignment with In-Demand Occupations

Demonstrate how the college's proposed and existing programs are aligned with the statewide list of in- demand industry sectors or occupations (as determined by the State Workforce Development Board) by completing the table below. Use PROGRAM GROUPS, not individual programs, and include proposed new programs marked with an asterisk.

Program Group or Name	Corresponding State-Wide In-Demand Industry Sectors or Occupations
	<i>[Dropdown with statewide in-demand list with checkboxes to select all that apply.]</i>
<i>[Add more rows as needed]</i>	

2B-3 Labor Market Alignment with High-Skill and High-Wage Industries or Occupations

Describe any of the college's proposed or existing PROGRAMS (not program groups) that do not appear on the official state-wide list but that still meet local education or economic needs. The rationales for these programs must be based on the Perkins definition of high-skill and/or high-wage occupations.

Program Group or Name	Rationale
<i>[Add more rows as needed]</i>	

2B-4.1 Program Specific Needs

Enter the name of the program in the 1st column. Use the dropdowns in the next 3 columns to indicate whether the program is new or existing, what type of need it is (CP for current programs, SN for student needs, etc.), and the need category (E, F, and/or P). In the Rationale column, briefly summarize the rationale for the need, making sure that it clearly ties back to the earlier analysis in the section. Check the box in the Add to Budget column if the need should be added to the budget PLANAR references.

Program	New/Existing	Needs Group	PLANAR Category	Rationale	Add To Budget
	[Dropdown: New Existing]	[Dropdown: CP Current Programs NP New Programs SN Student Needs FN Faculty Needs ON Other Needs]	[Dropdown: E for equipment, F for faculty, P for program-specific professional development]		☐
					☐
[Add more rows as needed]					☐

2B-4.2 Other Needs Related to Program Sufficiency and Alignment

This table is for listing *non-program specific* needs that support program sufficiency and alignment. If there are no such needs, enter "None" on the first line. Enter the identified needs in the 1st column. In the Needs Group column, use the drop-down to identify the type of need it is (NP, CP, SN, etc.). In the Rationale column, briefly summarize the rationale for the need, making sure that it clearly ties back to the earlier analysis in the section. Check the box in the Add to Budget column if the need should be added to the budget PLANAR references.

Needs	Needs Group	Rationale	Add To Budget
	[Dropdown: CP Current Programs NP New Programs SN Student Needs FN Faculty Needs ON Other Needs]		☐
			☐
[Add more rows as needed]			☐

Section 2C: Assess Progress Towards Program Implementation

Perkins V Section 134(c)(2)(C): An evaluation of progress toward the implementation of career and technical education programs and programs of study.

2C-1 Assess the institution's progress towards implementing new and existing programs and Perkins Programs of Study.

- For *current* programs and Perkins Programs of Study, the focus should be on how the college ensures that the programs maintain their relevancy and quality.
- For *new* programs and Perkins Programs of Study, the focus should be on ensuring that the

new programs effectively meet local needs.

- Include a description of how new and current programs and Perkins Programs of Study are implemented in connection with dual enrollment initiatives.

2C-2 Identified Needs

Enter identified needs with rationales into the table. If there are no identified needs for this section, enter “None” on the first line. Enter the identified needs in the 1st column. In the Needs Group column, use the drop-down to identify the type of need it is (CP for current programs, SN for student needs, etc.). In the Rationale column, briefly summarize the rationale for the need, making sure that it clearly ties back to the earlier analysis in the section. Check the box in the Add to Budget column if the need should be added to the budget PLANAR references.

Needs	Needs Group	Rationale	Add To Budget
	[Dropdown: CP Current Programs NP New Programs SN Student Needs FN Faculty Needs ON Other Needs]		☐
			☐
[Add more rows as needed]			☐

Section 2D: Recruitment, Retention, and Training

Perkins V Section 134(c)(2)(D): A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

This question addresses how the college will improve recruitment, retention, and training of faculty and staff. Begin with an analysis of a comparison of the demographic makeup of the college’s faculty and staff, student body, and service delivery area.

2D-1 Demographics

2D-2 Improving Recruitment

2D-3 Improving Retention

2D-4 Improving Training

2D-5 Identified Needs

Enter identified needs with rationales into the table. If there are no identified needs for this section, enter “None” on the first line. Enter the identified needs in the 1st column. In the Needs Group column, use the drop-down to identify the type of need it is (CP for current programs, SN for student needs, etc.). In the Rationale column, briefly summarize the rationale for the need, making sure that it clearly ties back to the earlier analysis in the section. Check the box in the

Add to Budget column if the need should be added to the budget PLANAR references.

Needs	Needs Group	Rationale	Add To Budget
	[Dropdown: CP Current Programs NP New Programs SN Student Needs FN Faculty Needs ON Other Needs]		☐
			☐
[Add more rows as needed]			☐

Section 2E: Progress Towards Implementation of Equal Access

Perkins V Section 134(c)(2)(E): A description of progress toward implementation of equal access to high- quality career and technical education courses and programs of study for all students, including—

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
- (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Describe progress towards the implementation of equal access (equity) to high quality CTE programs for ALL students, with an additional focus on members of special populations. Begin with the description for ALL students, and then address the three subsections of the law that are specific to special populations [numbered (i), (ii), and (iii) in the shaded text from the law above]. Base the analysis on both quantitative and qualitative data to determine root causes for lower rates of access or performance gaps in courses and programs for special populations.

2E-1 Identification of progress towards ensuring equal access for all students.

2E-2 Summary of root cause analysis.

2E-3 Strategies that address barriers to equal access experienced by members of special populations.

2E-4 Programs/activities that are designed to enable special populations to meet local levels of performance.

2E-5 Activities designed to prepare special populations for high-skill, high-wage, and in-demand occupations.

2E-6 Identified Needs

Enter identified needs with rationales into the table. If there are no identified needs for this

section, enter “None” on the first line. Enter the identified needs in the 1st column. In the Needs Group column, use the drop-down to identify the type of need it is (CP for current programs, SN for student needs, etc.). In the Rationale column, briefly summarize the rationale for the need, making sure that it clearly ties back to the earlier analysis in the section. Check the box in the Add to Budget column if the need should be added to the budget PLANAR references.

Needs	Needs Group	Rationale	Add To Budget
	[Dropdown: CP Current Programs NP New Programs SN Student Needs FN Faculty Needs ON Other Needs]		☐
			☐
[Add more rows as needed]			☐

Section 3: Sustainability and Continued Consultation

Section 134(c)(2)(e) CONTINUED CONSULTATION.—An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to:

- (1) provide input on annual updates to the comprehensive needs assessment required under the subsection (c)(1)(B)
- (2) ensure programs of study are
 - (A) responsive to community employment needs;
 - (B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;
 - (C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));
 - (D) designed to meet current, intermediate, or long-term labor market projections; and
 - (E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;
- (3) identify and encourage opportunities for work-based learning; and
- (4) ensure funding under this part is used in a coordinated manner with other local resources.

How will the college seek continued consultation with internal and external stakeholders?



Perkins V PLANAR Guide

Comprehensive Local Area Needs Assessment



FY 2026-2027

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Introduction

To be eligible to receive financial assistance under this part of Section 134 (c) an eligible recipient shall—

- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
- (B) not less than once every 2 years, update such comprehensive local needs assessment.

Each college within the Technical College System of Georgia (TCSG) will implement the requirements outlined in Perkins V to conduct a comprehensive needs assessment of Career and Technical Education (CTE). CTE programs are those that prepare students for an occupation. Needs assessment results will be included in each college's local application for Perkins funds and updated not less than once every two years. This is, by far, the most important change in Perkins V. **Within TCSG, the needs assessment is known as the Perkins Local Area Needs Assessment Report, or PLANAR.**

The PLANAR is designed as the foundation of Perkins V implementation at the colleges as it drives the local application development and spending decisions. The PLANAR must be the dominant source on which the components and strategies detailed in the local application are based. The PLANAR should not be viewed as a one and done activity; it is a part of the evaluation and continuation of the local application and annual budget expenditures.

The purpose of this guide is to assist colleges in developing the PLANAR while engaging all relevant stakeholders in their service areas. The resources referenced in developing the guide, are *Perkins V Law –‘Strengthening Career and Technical Education for the 21st Century Act’* and ACTE's March 2019, publication of *‘Maximizing Perkin’s V Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity’*.¹

The PLANAR document is a report with two main functions: first, to describe the local eligible recipient's analysis of qualitative and quantitative data (including internal and external stakeholder feedback) to identify a comprehensive list of ongoing and new local needs for the planned period and second, select the needs the college wants to include in their annual Perkins budget. Each identified need must be clearly justified and supported by data analysis and stakeholder feedback to be funded. It is therefore critical that colleges be as thorough in scope and depth of analysis as possible to ensure that all relevant needs have been identified. Colleges should ensure that all the evidentiary documentation for each need will be available during internal control reviews.

¹ ACTE: Maximizing Perkin’s V’s Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity; Updated March 15, 2019

Perkins V requires colleges to conduct the comprehensive needs assessment in consultation with stakeholders by evaluating how the CTE program offerings measure on the following elements:

- Student performance on federal accountability indicators
- Alignment to labor market needs
- Size, scope and quality of programs offered
- Progress toward implementing programs and Perkins Programs of Study
- Recruitment, retention and training of faculty and staff
- Progress toward improving access and equity

To engage in a successful implementation of the comprehensive needs assessment, colleges need to review and acquaint themselves with all the needs assessment requirements of Perkins V and other related sections in the law. The college should conduct an audit of all available information/data beginning with Perkins V performance data and labor market information (from Lightcast, formerly known as EMSI, and similar sources). This may also include institution-level data such as QEP, dual enrollment, environmental scan data for current strategic plan, etc. In particular, colleges should pay attention to services to for special populations. The needs assessment process may look different in rural as compared to urban areas which have a larger number of potential partners and employers. The needs assessment is about helping communities use information to ensure that local CTE programs foster student success. To jumpstart the needs assessment process, colleges should solicit input from the college Perkins committee and selected internal and external stakeholders.

This guide includes a list of questions to consider that have been taken from the previously mentioned ACTE publication. These questions are only intended to stimulate the crafting of the response and to demonstrate the type of information that may be appropriate to include.

The PLANAR content will be entered into a form in the Perkins Grant Management System (PGMS) software and has three sections, some of which have sub-sections. Colleges will be able to identify their needs with rationales and indicate which specific needs are likely to be requested in their Perkins budgets.

Section 1: Groundwork for the Needs Assessment Process

1A. Identify a Leadership Team to Guide the Assessment Process.

Note: this information will need to be entered into the PGMS PLANAR form by the college.

To begin the needs assessment process, colleges will need to identify an internal leadership team to guide the process. This team will become a standing Perkins V committee at the college and will assist with the on-going planning and development processes necessary to carry out the college's needs assessment, including identifying stakeholders, and developing a Perkins budget based on findings.

Leadership team point of contact: colleges should identify a single point of contact with the primary task of facilitating the process. The single point of contact will also provide required reports to TCSG.

The leadership team may consist of one or more from the following individuals listed below.

- Vice President/Directors of Institutional Effectiveness and/or Research
- Vice President for Student Affairs
- Vice President for Academic Affairs
 - Also, consider academic deans and program chairs
 - Faculty in non-traditional programs
- Vice President for Economic Development (for informational purposes)
- Special Populations Coordinator
- Student Success Committee
- WIOA (Workforce Innovation and Opportunity Act) Coordinator/Facilitator
- Adult Education
- High School/Dual Enrollment Coordinator
- Other members, as determined by the institution (e.g. advisory committee or local board members)

1B. Identify Stakeholders

Note: this information will need to be entered into the PGMS PLANAR form by the college.

This includes those stakeholders identified in the law under Perkins V Section 134(d) CONSULTATION and Section 134(e) CONTINUED CONSULTATION.

Section 134(d): CONSULTATION.—In conducting the comprehensive needs assessment under subsection (c), and developing the local application described in subsection (b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of special populations;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

Consultation with a diverse group of stakeholders is a requirement of the Law. The colleges need to ensure that all appropriate and relevant stakeholders are involved in order to secure comprehensive feedback that the college can use for the planned period. The makeup of the stakeholders will differ for each college based on the size, scope, geographic location and characteristic of each college; however, whomever is selected should either have or be willing to acquire in-depth knowledge of the college's CTE programs and Perkins Programs of Study. It is important to devise a method of communicating with them and archiving the work of the needs assessment in an accessible manner.

These consultations with the stakeholders should be data-driven and begin with the college's performance on the Perkins V core indicators (see Appendix C), and local labor market data. After the data review, stakeholders should provide input into the six elements of the needs assessment that are described in the earlier Introduction section of this guide. The end goal of the consultations is to achieve consensus regarding economic and educational needs at multiple levels: business and industry (particularly local and regional), community, college, and when appropriate, program or program group.

Below is a list of the required stakeholders that each institution, at a minimum, should engage to participate in the development of an on-going consultation for the Comprehensive Needs Assessment and the Local Application.

According to Perkins V, colleges should use the required stakeholders list and select at least two representatives from each of the following categories:

- Secondary administrators
- Postsecondary faculty and administrators (including Career Guidance/Placement)
- Representatives of State Workforce Development Board or Local Workforce Development Boards (i.e. Board members and/or employees of the Board)
- Local/regional businesses and industries (including Economic development boards, Chamber of Commerce, advisory committee members)
- High school students and parents
- Postsecondary students
- Representatives of special populations/special populations staff
- Representatives of agencies that serve homeless and foster care students, out-of-school youth, and at-risk youth
- Other stakeholders, as needed, depending on the college's service area

The law requires continued consultation with stakeholders. If needed, the Comprehensive Local Needs Assessment may be updated on an annual basis. Any updates or changes would require the college to repeat the process of engaging stakeholders as stated in the law for the new or adjusted need(s).

Reminder: the college is responsible for keeping evidentiary documentation of all stakeholder engagement, including attendance records and stakeholder categories. Possible examples of attendance records include sign-in sheets and/or virtual attendance records. Make sure that all electronic records and input are appropriately archived for later access.

[1C. Identify Existing Local Goals](#)

Note: this groundwork will not be entered into the PGMS PLANAR form but should be maintained with the college's other Perkins documentation.

The needs assessment can be used to enhance the college's Strategic Plan goals. Input from stakeholders regarding workforce needs in the college's service area will also influence the needs assessment goals. Special populations are a major focus in Perkins V; therefore, in reviewing and setting goals, it is imperative to address special populations and sub-populations throughout the needs assessment process.

1D. Perform a Document Review of Existing Data Sources (3 to 5 years of data/reports)

Note: this groundwork will not be entered into the PGMS PLANAR form but should be maintained with the college's other Perkins documentation.

Colleges should review existing data sources that may inform the needs assessment process. Collecting information from a variety of sources that yield similar results will allow for the cross validation of quantitative and qualitative results gleaned from the evidence. The law requires that each eligible recipient review student performance on mandated federal measures. The list below indicates the minimum data sources that the college should utilize, as appropriate, to inform the needs assessment.

- Perkins data from TCSG ITDR (Information Technology Data Resource, formerly Data Center) will be provided (college/statewide level)
- Service-area census data
- Lightcast reports (formerly EMSI) from TCSG will be provided.
- College Strategic Plan
- College QEP (Quality Enhancement Plan) focus discovery data
- Work Source GA WIOA Regional Plan(s)
- Special Populations data (college and community)
- Out of School Youth data (Adult Education and WIOA)
- Internal and external source surveys
- Advisory committee recommendations
- Other related data sources; e.g. grant-related data; focus group results; Noel Levitz data; CCSSE (Community College Survey of Student Engagement), etc.

1E. Devise a Plan to Seek Feedback on Current Information

Note: this groundwork will not be entered into the PGMS PLANAR form but should be maintained with the college's other Perkins documentation.

The college should determine what working groups currently exist in the service areas that are inclusive of relevant required stakeholders. Consider how to build upon what groups already exist to form the stakeholder team or the new Perkins V team. Colleges may also consider having a joint stakeholder meeting with secondary partners to devise a postsecondary Comprehensive Local Needs Assessment (which will be separate from the secondary partners' Comprehensive Local Needs Assessment but may have similar goals at the local level).

Bring the newly devised stakeholder team together to determine a plan for presenting and collecting feedback either face to face, virtually, or both. Virtual meetings should be synchronous and e-mail alone is not an acceptable mode. Share stakeholder input and

contributions to the process and ensure this step meets the continued consultation requirement of the law. When sharing information with stakeholders, colleges should be cognizant of the six Required Perkins Uses of Funds, and the special population and sub-group requirements.

The law makes no requirements about methods of stakeholder engagement, however the following activities may assist in developing a robust feedback loop:

- Planning for successful feedback sessions:
 - Prepare a timeline for the process.
 - Determine questions.
 - Determine meeting locations/times.
 - Consider accessibility needs— meeting locations, documents, sign language interpreters, etc.
 - Determine budget needs:
 - Consider utilizing Perkins funds to cover costs associated with the Comprehensive Needs Assessment (*no food or supplanting*); include costs for accessibility.
 - Determine methods of meeting (e.g. in-person, videoconferencing).
 - Determine documentation and sharing methods:
 - Be sure to include agendas, sign-in sheets, and minutes regardless of mode of meetings.
 - Determine how to take results of the needs assessment process outcomes and translate them into the PGMS PLANAR form.

ACTE provides resources for engaging community partners and supporting high-quality CTE, and **colleges are strongly encouraged to take advantage of these resources**. The resources include webinars, publications, and a program self-evaluation instrument.

High-Quality CTE Tools webpage: <https://www.acteonline.org/professional-development/high-quality-cte-tools/>.

Section 2: Comprehensive Needs Assessment Requirements

This section of the Guide provides each college with the methods necessary to address the five needs assessment requirements outlined in the law. The five requirements are listed below and described in more detail in the sections that follow.

- Evaluation of student performance for the student body as a whole, for each of the special populations, and by gender and major racial and ethnic groups.
- Alignment to labor market needs.

- Progress toward implementing programs and Perkins Programs of Study.
- Recruitment, retention and training of faculty and staff.
- Progress toward improving access and equity.

Suggested Questions to Consider (ACTE): these are selected questions from ACTE to consider as the college conducts the needs assessment and prepares the report.

Note: the responses to Sections 2A through 2E will be entered into the PLANAR form in PGMS.

2A. Student Performance Evaluation

Perkins V Section 134(c)(2)(A): An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 111(h)(1)(C) of the Elementary and Secondary Education ACT of 1965.

Colleges should evaluate the performance of students in CTE programs and Perkins Programs of Study using Perkins V measures in order to appropriately identify needs related to improving that performance. Also, colleges should ensure that the analyses include aggregated and disaggregated data for the populations and sub-groups described in Perkins V. The special populations for postsecondary are: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out of-workforce individuals (previously displaced homemakers); and English learners (previously Limited English Proficient students).

In order for the analyses to be meaningful, colleges should review multiple years of Perkins data. TCSG will provide Perkins V data (college/statewide level, including special populations data) based on the performance measures listed below (see Appendix C for more detailed descriptions).

- P1 - Placement (including continuing higher education)
- P2 - Completion/Graduation
- P3 - Non-Traditional Concentration

Non-traditional fields are those where a given gender is less than 25% of that field's workforce.

Concentrators are students who have earned at least 12 credit hours within one CTE program, or who have completed a CTE program of less than 12 hours.

Once these data are collected, colleges should combine them with internal and external stakeholder feedback, and any other data sources, in order to take a deep dive to determine meaningful implications of findings and trends that can be used to identify needs. *The National Alliance for Partnerships in Equity (NAPE) Program Improvement Process for Equity*

(<https://www.napequity.org/>) is a good resource for evaluating performance disparities, and colleges are highly encouraged to use it. Supplement the data and root cause analysis by conducting surveys, interviews, or focus groups with relevant groups to gather feedback on outcomes of the college's programs. All the data and feedback collected through the various methodologies should be discussed and compiled into meaningful conclusions that highlight strengths and challenges.

In the PGMS PLANAR form colleges will use Table 2A-4 "Identified Needs" for entering their needs over the period covered by this PLANAR related to the data analysis conducted above regarding student performance, with a rationale for each of those needs. Avoid using terms like "continue to" for needs that are ongoing. It is not necessary to state whether the needs are newly identified, or continuations of previously identified ones. ALL identified needs, including those that are continuations, MUST be supported and justified by this current needs assessment. Reminder: this is merely a list of identified needs without regard to whether or not any of them will be funded. Follow the PLANAR form instructions to indicate which of the needs might be funded with Perkins funds.

2A. Questions for consideration when crafting the response (from ACTE)

- How are students from special populations performing in my CTE programs in comparison to students without identified special needs?
- How are students from different genders, races and ethnicities performing in my CTE programs?
- Which groups of students are struggling the most in CTE programs?
- Where do the biggest gaps in performance exist between subgroups of students?
- Which CTE programs overall have the highest outcomes, and which have the lowest?
- Which of the programs with the lowest outcomes could we address to have the largest impact on student performance?
- Are there certain CTE programs where special populations are performing above average? Below average?
- What are the potential root causes of inequities in my CTE programs?

2B. CTE Program Sufficiency and Alignment

Subsection 2B-1: Size, Scope and Quality

Perkins V Section 134(2)(B)(i): Size, Scope and Quality

(B) A description of how career and technical education programs offered by the eligible recipient are—

- (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient;

Perkins V requires an evaluation of sufficiency of college offerings with regard to the number of courses and programs to meet the needs of the student population; whether the scope is sufficient and how the quality of program delivery serves to develop student learning and success.

Colleges should respond by indicating how the college and its CTE programs meet the following definition of size, scope and quality, which is also found in Appendix A:

- Size: That the college has credit CTE programs in at least 6 of the 16 federal career clusters.
- Scope: That the college's CTE programs have a minimum of 6 credit hours and that the CTE programs lead to a postsecondary credential.
- Quality: That the college maintains SACSCOC accreditation; CTE programs are approved by the State Board of the Technical College System of Georgia, and CTE programs maintain local advisory committees.

Subsection 2B-2: Labor Market Alignment with In-Demand Occupations

Perkins V Section 134(2)(B)(ii): Labor Market Alignment part (I)

(I) aligned to State, regional, Tribal, or local in demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the "State board") or local workforce development board, including career pathways, where appropriate; or

Perkins V requires the college to consider the alignment between programs offered and the labor market needs of the college's local area, taking into consideration needs that are not met in existing workforce state and/or regional plans. This part of Section 2B should list the college's current programs and the college's proposed programs that match the in-demand occupations on the official statewide WIOA list of in-demand occupations. The list is provided in PGMS, within the PLANAR form and in the *Training & Resources* area.

Note: just because a program matches the in-demand list it does not mean that specific needs within the program (e.g. equipment or faculty) are automatically justified. These specific needs must still be supported by data analysis and stakeholder feedback.

Subsection 2B-3: Labor Market Alignment with High-Skill and High-Wage Occupations

Perkins V Section 134(2)(B)(ii): Labor Market Alignment, part (II)

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

This third part of Section 2B should address the college's programs that do not appear on the official statewide WIOA list of in-demand occupations, but which still meet local educational or economic needs. This discussion should be based on how the programs meet the Perkins definition of high-skill or high-wage occupations or industries, found in Appendix B of this guide. This information can be requested from TCSG.

2B-4.1 and 4.2 Identified Needs

In the PGMS PLANAR form, colleges will use Table 2B-4.1 "Program Specific Needs" and Table 2B-4.2 "Other Needs Related to Program Sufficiency and Alignment" for entering their list of needs (if any) related to providing programs of sufficient size, scope and quality that lead to occupations or industries that meet the Perkins definition of high-skill, high-wage and in-demand. In Table 2B-4.1, use data analysis and stakeholder feedback to determine which program-specific needs are most critical to address in the two years covered by this needs assessment. All needs should fall under one of these three needs categories: equipment, faculty, and professional development. (Reminder: this is merely a list of identified needs without regard to whether or not any of them will be funded.)

In Table 2B-4.2, enter needs related to general program support, such as IE personnel, institutional membership in professional organizations, and so on.

2B. Questions for consideration when crafting the response (from ACTE)

Program Sufficiency

- Is the institution offering programs in which students are choosing to enroll?
- Is the institution offering programs with too low an enrollment to justify the costs in offering those programs?
- Is the institution offering a sufficient number of courses, and course sections, within programs?
- Are there students who want to enroll in programs who are unable to do so?
- Can students complete a Perkins Program of Study at my institution and others in the service area?
- Do some of my programs offer more opportunities for skill development than others, both in the classroom/laboratory and through extended learning experiences?
- How do my programs compare to a set of quality standards developed by my state or by a relevant third party?
- How do specific program areas compare in quality?
- How do specific components of my programs, such as work-based learning or instruction, compare in quality?

2B. Questions for consideration when crafting the response (from ACTE)**Labor Market Alignment**

- What industries are projected to grow the most in my local area? What occupations?
- Are my CTE program offerings broad enough to expose students to all the in-demand industry sectors or occupations in my region?
- How do my CTE program enrollments match projected job openings? Where are the biggest gaps?
- What are the emerging occupations in my area to which students should be exposed?
- What skill needs have industry partners identified as lacking in my programs?
- Which graduates of my programs are thriving in the labor market, and why?
- What opportunities exist in my local labor market for students with disabilities, English learners or other special populations?
- Local employer input can help to identify trends that may not be evident in reported data, particularly in emerging career areas, and to describe skill needs across industries. Gather employer input through informal discussions, surveys and/or focus groups.
- To learn whether students who have completed your programs are succeeding in the workforce, conduct graduate follow-up survey results.

2C. Assess Progress Towards Program Implementation**Assess the Institution's progress towards implementing programs and Perkins Programs of Study**

Perkins V Section 134(c)(2)(C): An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Colleges are required under Perkins V to evaluate their progress toward the implementation of the college's CTE programs and also Perkins Programs of Study. For **current** programs and Perkins Programs of Study, the focus should be on how the college ensures that the programs maintain their relevancy and quality. For **new** programs and Perkins Programs of Study, the focus should be on ensuring that the new programs effectively meet local needs.

When discussing implementation of current and new Perkins Programs of Study, include a description of dual enrollment initiatives and the need for supporting staff, if any, since these are closely (but not exclusively) tied together. The definition of a Perkins Program of Study can be found in Appendix D, together with an example.

In the PGMS PLANAR form, colleges will use Table 2C-2 "Identified Needs" for entering their needs over the period covered by this PLANAR related to this topic, with a rationale for each of those needs.

2C. Questions for consideration when crafting the response (ACTE)

- Am I starting new programs?
 - To what extent are my programs aligned with secondary and post-secondary education?
 - Do my programs incorporate relevant academic, technical and employability skills at every learner level?
 - How are students being offered dual enrollment credit?
- Do students in the Perkins Programs of Study have multiple entry and exit points?

2D. Recruitment, Retention, and Training

Describe the recruitment, retention and training of CTE Faculty, career and academic counselors, and those working with students of special populations.

Perkins V Section 134(c)(2)(D): A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Perkins V requires the college to assess and develop plans to **improve** the quality of the faculty and staff through recruitment, retention and professional development, with particular attention paid to diversity in the profession. This includes all types of diversity, e.g. race, ethnicity, gender, age, and members of other groups traditionally under-represented in CTE and higher education.

Begin the response with a brief description of the demographics of the college's faculty and staff compared to the student body and the service delivery area. Graphs, charts or tables are recommended for presenting any data. Analyze the data in terms of how closely employee demographics reflect the student body and local communities, and what the college can do to address any disparities that may impact student success. This will help the college identify needs related to **improving** recruitment, retention, and professional development for its faculty and staff.

Ground the remainder of the description of the college's recruitment, retention and training activities in state and/or local policies and relevant terms defined in Perkins V, particularly the definition of "professional development," which emphasizes the sustainability, relevance and quality of these experiences. The discussion should include relevant data and internal and external stakeholder feedback regarding these activities, as appropriate. The evaluation should also focus on how the college can improve these processes.

Colleges will prepare a narrative on the current process for the recruitment and hiring of such personnel (including individuals underrepresented in such professions) as described in the law. The narrative should further describe efforts to retain these employees through ongoing

initiatives to engage, support, and recognize them. The narrative should also describe professional development (training) that is more than one day in duration for such personnel. Colleges should include the Faculty Development Institute and the general topics for internal and external professional development opportunities. Group professional development opportunities by topic or purpose rather than listing individual conferences or events, e.g. “professional development regarding serving special populations,” “professional development regarding pedagogy”, and so on. If necessary, seek information regarding recruitment and hiring from the college’s Human Resources Officer, but note that the response should focus on general processes and guiding philosophies, not on specific procedures or documentation.

In the PGMS PLANAR form, colleges will use Table 2D-5 “Identified Needs” to enter their needs related to these activities over the period covered by this PLANAR, including needs related to making **improvements** in these activities, with a rationale for each need. (Reminder: do not mention funding or costs associated with any of the needs).

2D. Questions for consideration when crafting the response (ACTE)

- How diverse is my staff? Does it reflect the demographic makeup of the student body?
- What processes are in place to recruit and induct new faculty and staff? Are these processes efficient and effective, especially for faculty coming from industry?
- Are all the faculty teaching my programs adequately credentialed?
- Do I offer regular, substantive professional development opportunities?
- What professional development offerings are most highly rated by participating staff?
- What do faculty report as needs and preferences for professional development, benefits and supports?
- In what subject areas do I need to develop or recruit more faculty?

2E. Progress Towards Implementation of Equal Access

Describe the institution’s progress towards the implementation of equal access (equity) for all students.

Perkins V Section 134(c)(2)(E): A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

- (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Perkins V requires colleges to evaluate progress in providing equal access for all students, including members of special populations, to CTE programs and Perkins Programs of Study, particularly those programs leading to strong positive outcomes, and in providing CTE in a way that maximizes success for special populations. In this context, “access” refers to students’ ability to enter and successfully complete their chosen programs, which begins with initial outreach and enrollment assistance, continues through supporting services and activities while the students are enrolled, and culminates in career development and job-hunting guidance. Ensuring equal access includes, but is not limited to, ensuring non-discrimination for all students.

First, colleges should evaluate the progress towards ensuring equal access to programs and services for ALL students, including those enrolled in dual enrollment initiatives. Special attention should be paid to equal access for members of special populations. Support the evaluation with performance data analysis and feedback from internal and external stakeholders, as appropriate.

Second, identify root causes for the lack of access to high-quality CTE for ALL students, including special populations. Colleges should also investigate whether or not there is a need for staff to support special populations, accommodations, and/or a special populations Lending Library.

The evaluation should then move on to the progress for members of special populations by addressing each of the subsections (i) through (iii) of the law. Include findings from improvement plans and data and feedback analysis concerning special populations to inform each of these subsections:

- (i) **Strategies to overcome barriers for all students, including special populations.** Base the strategies on the previously mentioned root causes.
- (ii) **Provide programs/services that enable special populations to meet local performance expectations.** Describe promising practices, activities and services to support performance expectations for special populations. Colleges may use the results of the student performance data for special populations discussed above to describe these activities and services.
- (iii) **Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors (occupational programs) leading to self-sufficiency.** Describe how the local recipient of funds will provide activities to prepare members of special populations to pursue high-skill, high-wage or in-demand occupations.

The definitions for high-skill, high-wage, and in-demand industry sectors and occupations can be found in Appendix B.

In the PGMS PLANAR form, colleges will use Table 2E-6 “Identified Needs” to enter their needs over the period covered by this PLANAR related to these activities, with a rationale for each need.

2E. Questions for consideration when crafting the response (ACTE)

- How are you improving equity and access to CTE programs for all students and special populations?
- Which population groups are underrepresented in your CTE programs overall, and in particular program areas? Overrepresented?
- Are there additional enrollment discrepancies related to high-wage, high-skill occupations?
- What barriers currently exist that prevent special population groups from accessing your programs?
- How are special population groups performing in your programs?
- What accommodations, modifications and supportive services do you currently provide to ensure the success of special population groups? Which ones are most effective? Which ones are underutilized?
- What additional accommodations, modifications and supportive services would help ensure access and equity for all students within your programs?

Section 3: Sustainability and Continued Consultation**Perkins V Section 134(c)(2)(e)**

(e) CONTINUED CONSULTATION.—An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection (d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to –

(1) provide input on annual updates to the comprehensive needs assessment required under the subsection (c)(1)(B)

(2) ensure programs of study are

A) responsive to community employment needs;

(B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection (d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner- Peyser Act (29 U.S.C. 491–2(e)(2)(C));

(D) designed to meet current, intermediate, or long-term labor market projections; and

(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment

(3) identify and encourage opportunities for work-based learning; and

(4) ensure funding under this part is used in a coordinated manner with other local resources.

Describe how the participating stakeholders will continue to support the PLANAR by:

- i) providing updates to the PLANAR based on significant environmental changes and performance outcomes;
- ii) describing how CTE programs and Perkins Programs of Study are—
 - responsive to community needs;
 - aligned with employment priorities in the service area;
 - informed by labor market information including that from local Labor Departments;
 - designed to meet current, intermediate, or long term labor market projections; and
 - developed and implemented with input from business and industry sector partners (Advisory Committees);
- iii) identifying and encouraging work-based learning opportunities (e.g. co-operative and apprenticeship); and
- iv) ensuring Perkins allocated funding is coordinated with other local resources, which includes WIOA funding, at minimum.

Reminder: all interactions with stakeholders must be documented for review during future internal control reviews for Perkins.

- The documentation must clearly show that:
 - 1) The college consulted a minimum of two representatives from each of the required stakeholder categories outlined in Perkins V Section 134(d). The college must document the stakeholders that actually provided feedback, not just those that were invited to.
 - 2) The college collected feedback from all the required categories of stakeholders. In the case of anonymous feedback, it must still be possible to determine which stakeholder categories the respondents represented.

- 3) The college used the feedback in developing the PLANAR. All the feedback mentioned in the PLANAR document should be identifiable in the college's stakeholder documentation.
- The documentation must be *after-the-fact*, meaning that it must provide evidence of what has occurred, and not just what the college intended. For example, a calendar of planned stakeholder meetings is not sufficient by itself; the documentation must also show which of the meetings actually occurred. Similarly, a blank survey questionnaire is not sufficient by itself; the college must provide the survey results.

Appendix A: Size, Scope and Quality

Perkins V Section 134(c)(2)(B)(i)

TCSG's definition of size, scope and quality is as follows:

Size

- College has credit CTE programs in at least 6 of the 16 federal career clusters.

Scope

- CTE programs have a minimum of 6 credit hours.
- CTE programs lead to a postsecondary credential.

Quality

- College maintains Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation.
- CTE programs are approved by the State Board of the Technical College System of Georgia.
- CTE programs maintain local advisory committees.

Appendix B: High-Skill, High-Wage, and In-Demand Occupations

Perkins V includes several references to High-skill, High-wage, or In-demand occupations.

Each state has been encouraged to develop their own definition of High-skill and High-wage occupations. Below are the criteria currently being used by the Technical College System of Georgia:

High-skill Criteria: Occupations requiring an associate degree or higher or for which an apprenticeship, long-term on-the-job training (greater than 12 months) or more than five years of work experience are typically necessary.

High-wage Criteria: Occupations with a median annual wage greater than the state of Georgia median annual wage for jobs requiring postsecondary career technical education

In-demand is defined in WIOA (see below). Currently local Workforce Investment Boards make a determination of which industry sectors or occupations are considered In-demand.

The term “in-demand industry sector or occupation” means –

- an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
- an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

Appendix C: Perkins V Core Indicators

P1 Placement

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Numerator: Unduplicated count of those from denominator who were placed in continued postsecondary education, employment, or Peace Corps, or other such programs.

Denominator: Unduplicated count of concentrators* who completed a program in the previous year and are available for employment.

*Where a concentrator is a credit, occupational student with 12 credit hours in their history, or who have completed a program that is less than 12 hours.

P2 Graduation

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation or within 1 year of program completion.

Numerator: Unduplicated count from denominator who received a recognized postsecondary credential.

Denominator: Unduplicated count of concentrators who either completed or left a program in the previous fiscal year.

P3 Non-traditional Concentration

The percentage of CTE concentrators in career and technical education programs and Perkins Programs of Study that lead to non-traditional fields [for their gender].

Numerator: Unduplicated count from denominator who are of under-represented gender.

Denominator: Unduplicated count of concentrators enrolled in non-traditional programs and Perkins Programs of Study.

Appendix D: Programs, Perkins Programs of Study, and Career Pathways

These are *three separate concepts* that may overlap, but are not synonymous. “Programs of study” (which TCSG calls “Perkins Programs of Study”) and “career pathways” are specifically defined in the Perkins V law, but “programs” is not.

Program: a generic term referring to any grouping or sequence of courses that lead to a postsecondary credential. It can be very broad (e.g. Allied Health programs) or occupationally specific (e.g. Pharmacy Assistant program).

Perkins Program of Study: a planned sequence of courses that meets all of the requirements listed in [Perkins V Section 3\(41\)](#) (see page 12) and is approved by TCSG Grants Management as a Perkins Program of Study. An example of a Perkins Program of Study template that illustrates all the required elements is found on the next 2 pages. *Note that this is an example only and some of the details may not be current.*

PROGRAM OF STUDY.—The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

Career Pathway: defined in WIOA, it goes beyond prescribed education courses by providing additional workforce training and wrap-around services such as academic and career counseling ([WIOA Section 3\(7\)](#)).

CAREER PATHWAY.—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (29 U.S.C. 50 et seq.);
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

NOTE:

- Pay attention to whether the needs assessment or Local Application section is asking about programs, Perkins Programs of Study, or in some cases, both programs and Perkins Programs of Study. Make sure the response addresses the correct concept.

Perkins Program of Study: Practical Nursing (*example only; may not be up to date)

This Perkins Program of Study may serve as a graduation guide for the next four plus years, along with other career planning and educational materials. Courses listed in this model may include recommended coursework and should be individualized to students educational and career goals. Each graduation plan needs to meet minimum high school graduation requirements. Dual Enrollment courses can be high school academic and/or career technical education dual enrollment courses.

Secondary: <u>Healthcare Science: Therapeutic Services-Patient Care</u>					Dual Enrollment Opportunities TCC	Entrance or Exit Point	Postsecondary			
Course/Grade	Ninth	Tenth	Eleventh	Twelfth			Diploma	TCC Entrance or Exit Point	Bachelor of Science	
English	9 th grade Lit/ Composition	10 th grade Lit/ Composition	American Lit/ Composition	World Lit/ Composition			#ENGL 1010: Fundamentals of English I #COMP 1000: Intro to Computers #MATH 1012: Foundations of Mathematics #ALHS 1011: Structure and Function of the Human Body # PSYCH 1010: Basic Psychology			The University System of Georgia offers students' higher education options at 30 institutions throughout the state, providing a wide range of academic programming including certificates and associate, baccalaureate, masters, doctoral and professional degrees. https://apps.usg.edu/ords/f?p=18:1:0:::
Mathematics	Coordinate Algebra	Analytic Geometry	Advanced Algebra/ Algebra II	Pre-calculus						
Science	Physical Science	Biology	Chemistry	Physics						
Social Studies	Psychology	World History	US History	Government (½ unit) Economics (½ unit)						
Pathway Completer	Introduction to Healthcare Science	Essentials Of Healthcare	Patient Care Fundamentals	Work-Based Learning, Youth Apprenticeship, or Capstone Project						
Industry Recognized Credential (Pathway Completer)		Visit the End of Pathway Assessment Page (see note below)					#PNSG 2010: Intro to Pharmacology #PNSG 2030: Nursing Fundamentals #PNSG 2035: Nursing Fundamentals Clinical #PNSG 2210: Med-Surg. Nursing I #PNSG 2220: Med-Surg. Nursing II #PNSG 1120: Med-Surg. Nursing III #PNSG 2310: Med-Surg. Nursing Clinical I #PNSG 2320: Med-Surg. Nursing Clinical II #PNSG 2330: Med-Surg. Nursing Clinical III #PNSG 2240: Med-Surg. Nursing IV #PNSG 2340: Med-Surg. Nursing Clinical IV #PNSG 2410: Nursing Leadership #PNSG 2415: Nursing Leadership Clinical #PNSG 2250: Maternity Nursing #PNSG 2255: Maternity Nursing Clinical I			
Required and/or Selective Electives	Health & Personal Fitness (can be taken in grades 9-12)	Fine Arts course	AP Computer Science Principles	AP Computer Science						
	World Languages 2 units required for admissions to Georgia University System Colleges/Universities For a listing of World Languages courses offered at your high school, please contact your advisor, counselor, or curriculum handbook.		Other Electives For a listing of other elective courses offered at your high school, please check with your advisor, counselor, or curriculum handbook.							

NOTE: Students have many options to **ENTER** and **EXIT** from their academic studies into the workforce. When a student graduates from high school, the student is eligible to choose one of many **ENTRANCE POINT** options: 1. Enroll in either a 2- or 4-year post-secondary program; 2. Enroll in a registered apprenticeship program or the military; or 3. Enter the workforce using technical skills learned in high school. When a student finishes a 2- or 4-year degree program, the student may choose to **EXIT** and 1. Enroll in a registered apprenticeship program or the military; 2. Enroll in a university professional graduate degree program; or 3. Enter the workforce using technical skills learned.

Healthcare Science Career Pathway Completers Dual Enrollment - Industry Credentialing for High School Students

Upon completion of sequenced courses in the Healthcare Science Career Pathway or Dual Enrollment Opportunities courses, students are eligible to complete Industry-Recognized student credential for fulfillment of End of Pathway Assessment. Secondary students completing the Healthcare Science pathway or Dual Enrollment courses will be able to sit for National Industry Credentialed assessment offered on-line from NOCTI, MTA, and Sun Java. Once the student earns a credential, the student will receive recognition for completion and use this credential in conjunction with their job or continuing training. For specific assessment information, refer to: <http://bit.ly/GAInfoTech>

Sample High Demand Careers in Georgia			
Occupation Specialties		Level of Education Needed	Georgia Average Salary
Certified Nursing Assistant		Some Postsecondary courses	\$47,165
Registered Nurse		Associate's Degree	\$35,566
Meeting, Convention & Event Planners		Bachelor's Degree	\$48,989
Career Enhancement Opportunities	Career-Related Education Activities ☐ Career Awareness ☐ Career Exploration ☐ Instructional Related ☐ Connecting ☐ Work-Based Learning	Postsecondary Options: • 4-Year Universities • 2-Year Colleges • Technical Colleges • State Registered Apprenticeships • Special Purpose Schools • On-the-Job Training • Military	Earning Postsecondary Credits While in High School A vital way to get ahead and realize you can pass college courses is by earning postsecondary credits as a high school student. Georgia offers a dual credit program entitled Dual Enrollment. You need to talk with your parents, school counselor, or advisor about the proper courses to take each year in high school and dual credit. Students completing the course work in this Plan, will have earned/completed DE courses, Industry Credential, and Technical Certificate of Credit (TCC) and/or Associates of Applied Science Degree.
	Postsecondary Transition • Students who will continue their education in a Perkins Program of Study at one of the University System of Georgia institutions should prepare to take the ACT or SAT for admissions. Tests for admissions may vary from institution to institution. Contact the selected institution for specific testing information. Additional admissions information can be found at Staying On Course. (www.usg.edu/student_affairs/documents/Staying_on_Course.pdf) • Students who will continue their education in a Perkins Program of Study at one of the Technical College System of Georgia institutions should prepare to take the COMPASS test for admissions. • Students who will continue their education and training in the US Military should take the ASVAB assessment. • Students should utilize electronic college and career databases to select the most appropriate postsecondary opportunities to match their selected career field, including registered apprenticeships. • Georgia's dual-credit programs have been combined into one program entitled Dual Enrollment, in which high school students may earn their high school course credits while taking college courses.		
Related Pathway Occupations		Other Related Occupations	
*Certified Nursing Assistants *Licensed Practical Nurses *Registered Nurses *Specialized Nursing *Athletic Trainers *Home Health Aides *Anesthesiologist Assistants		*Medical Assistants *Occupational Therapist/Assistants *Physical Therapist *Physician's Assistants *Recreation Therapists *Respiratory Therapists *Surgical Technician	

Healthcare Science Pathway Description

Students that successfully complete the Essentials of Healthcare course will also earn credit for the Science course Anatomy/ Physiology as an embedded credit. The grade earned in Essentials will be the same grade for Anatomy/Physiology. Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients and may provide care, treatment, counseling and health education information. National labor market information indicates that eight out of the top twenty fastest-growing occupations are in the Health Science industry. (OOH) Based on an aging population and a retiring workforce, the demand for health care workers will remain high through 2020. As roles of careers in Therapeutic Services change, professionals in this pathway will find increased opportunities to work independently. Additionally, an increasing number of career opportunities are becoming available outside of the traditional hospital setting. Educational levels vary from occupation to occupation. Most Health Science occupations require additional education after high school and require that potential employees acquire the appropriate certification and/or licensing. Workers in the Health Science industry must have a solid background in math, science, communications, and technical skills, be knowledgeable in their subject area, have the ability to communicate with others, and inspire trust and confidence. Occupations in the Health Sciences represent the largest and fastest growing industry in the United States employing over 10 million workers in more than 200 careers. Those considering a nursing career should have a strong desire to help others, a genuine concern for the welfare of patients and clients, and an ability to deal with people of diverse backgrounds in stressful situations. Rapid job growth is expected in hospital outpatient facilities such as same day surgery, rehabilitations, and chemotherapy. Growth is also expected in nursing care facilities and in-home health care. Registered nurses with a bachelor's degree will have better job prospects in supervisory and managerial positions than those with either an associate's degree or a diploma. The pay scale will increase as students specialize to nurse practitioner, nurse anesthetist and clinical nurse specialist.

References

ACTE: [Maximizing Perkin's V's Comprehensive Local Needs Assessment and Local Application to Drive CTE Program Quality and Equity: A Guide for Local Leaders](#); Updated March 15, 2019

Advance CTE: [Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive CTE Program Quality and Equity: A Guide for State Leaders](#)

Career Outlook in the U.S. Retrieved from <http://www.careeroutlook.us/>

Data USA. Retrieved from <https://datausa.io/>

National Alliance for Partnerships in Equity. Retrieved from <https://www.napequity.org/>

Appendix H: State of Georgia Memorandum of Agreement Between the State Board of Education and the State Board of Technical and Adult Education - 2007

APPENDIX H: MEMORANDUM OF AGREEMENT

STATE OF GEORGIA MEMORANDUM OF AGREEMENT BETWEEN

THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF TECHNICAL AND ADULT EDUCATION

Pursuant to Section 121, Public Law 109-270 (The Carl D. Perkins Career and Technical Education Improvement Act of 2006), the State Board of Education is authorized to delegate responsibilities for the administration and operation of federal funded career technical education programs, in whole or in part, to one or more appropriate agencies.

Now, therefore, be it resolved that the State Board of Education recognizes the governing authority of the State Board of Technical and Adult Education over postsecondary vocational education, effective July 1, 1985 (OCGA § 20-4-18).

The State Board of Technical and Adult Education makes the following assumptions.

- (1) The State Board of Technical and Adult Education shall operate those postsecondary career technical programs, services, and activities which are funded in whole or in part with federal career technical education funds. It shall be responsible for planning, implementing, administering, supervising, conducting, and evaluating the use of these funds in a manner consistent with federal law and regulations.
- (2) The State Board of Technical and Adult Education shall develop in a timely manner the postsecondary portion of the State Plan for Career Technical Education.
- (3) The State Board of Technical and Adult Education shall provide reports at such times as may be required to comply fully with the federal law and regulations.

The State Board of Education will insure that the Division of Career, Technical and Agricultural Education will provide to the State Board of Technical and Adult Education such information and coordination as may be appropriate and/or required to comply with the Georgia State Plan for Career Technical Education.

The State Board of Education and the State Board of Technical and Adult Education will cooperate in fulfilling the responsibilities and requirements while utilizing federal career technical education funds. Funds will be utilized by each agency as identified below.

Activities		State Board of Education	State Board Technical and Adult Education
I.	State Administration	50 percent	50 percent
II.	State Leadership	50 percent	50 percent
III.	Basic Grants	50 percent	50 percent
IV.	Corrections	100 percent	

This Memorandum of Agreement will be reviewed upon significant federal legislation re-authorization or amendments to the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and/or State law. This agreement becomes effective upon signing and remains in effect until revised, or as long as the Carl D. Perkins Career and Technical Education Improvement Act of 2006 or its successor remains in effect.

[Signatures are on the next page.
The remainder of this page is left intentionally blank.]

For the State Board of Education

5-8-07
Date

Wanda L. Barco
Chairman
State Board of Education

'f/z.0/07
Date

Kathy Cox
State School Superintendent
State Board of Education

For the State Board of Technical and Adult Education

3/t/;;)...001
Date I

B. A. Cox
Chairman
State Board of Technical and Adult Education

3/1/07
Date

[Signature]
Commissioner
Department of Technical and Adult Education

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Appendix I

Ap

Career Cluster	Description	Number of Career Pathways	CTSOs
Advanced Manufacturing	The Advanced Manufacturing cluster blends innovative technologies and practices to enhance design and production. It covers areas such as engineering research and development, automation and artificial intelligence, equipment maintenance, safety protocols, and quality control. This cluster aims to increase efficiency, reduce waste, ensure safety, and produce high-quality goods, driving the industry's growth and adapting to modern demands.	9	SkillsUSA, CTI,* TSA, & FIRST Robotics**
Agriculture	The Agriculture cluster concentrates on the scientific advancement of agriscience, cultivation, processing, and distribution of agricultural products, employing advanced technologies and sustainable practices to optimize global food systems. This cluster also supports other plant- and animal-based industries including regenerative agriculture, sustainable logging, and fisheries. This cluster has meaningful connections with the Energy and Natural Resources Cluster, highlighting a symbiotic relationship that emphasizes stewardship and resilient communities.	30	FFA & CTI
Arts, Entertainment, and Design	This cluster combines creative roles in visual and performing arts, film, journalism, fashion, interior design, and creative technologies. This cluster focuses on creating, producing, and sharing artistic and design work across multiple platforms, aiming to entertain, inform, beautify, and inspire.	8	SkillsUSA & CTI
Construction	Construction focuses on professions involved in designing, planning, managing, and executing projects in the built environment. It emphasizes sustainable building practices to ensure that structures are both environmentally responsible and resilient. Careers in this cluster are pivotal in creating durable infrastructure that meets present needs without compromising future generations' ability to meet their own,	11	SkillsUSA & CTI

	covering a range of roles from architects and engineers to construction managers and skilled trades people.		
Digital Technology	The Digital Technology cluster focuses on developing digital systems for communication and data storage using critical technologies such as artificial intelligence, data analytics, and cybersecurity. This cluster builds the skills necessary for all careers to navigate and lead in the constantly evolving tech landscape and drives innovation across all industries to tackle complex challenges and opportunities in communities and economies.	11	FBLA & CTI
Education	The Education cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.	3	FCCLA & CTI
Energy and Natural Resources	This cluster spans careers in traditional and renewable fuel production, power generation and energy conversion, utilities, environmental preservation, ecological research, and resource extraction. These industries focus on efficient and responsible resource management, including conservation, transmission, distribution, and storage, to minimize environmental impacts and meet global energy needs. Careers in this cluster are dedicated to creating a sustainable future, innovating cleaner energy solutions, and preserving our planet's natural resources for generations to come.	8	FFA, CTI & TSA,
Financial Services	The Financial Services cluster encompasses careers in managing and advising financial transactions, including banking, lending, corporate finance, debt management, accounting,	4	FBLA & CTI

	insurance, and real estate. These careers contribute to economic stability and growth by supporting the financial health of individuals and organizations.		
Healthcare and Human Services	The Healthcare and Human Services cluster promotes whole health in individuals and communities through a diverse array of services, including technical, mental, and therapeutic services and personal care, supported by medical and social sciences. By addressing social determinants of health and leveraging health data and science, this cluster aims to enhance the overall health and resilience of individuals, families, and communities.	27	HOSA, FCCLA, SkillsUSA, & CTI
Hospitality, Events, and Tourism	This cluster encompasses a broad range of services and experiences related to food and beverages, lodging, travel, events, and conferences. This cluster focuses on delivering quality customer service, memorable experiences, and seamless logistics to cater to the needs and preferences of guests, tourists, and event participants. The diverse cluster includes everything from luxury hotels and international travel to local dining, cultural events, and business conferences, aiming to enhance the overall experience of visitors and attendees.	5	DECA, CTI, & FCCLA
Management & Entrepreneurship	The Management and Entrepreneurship cluster involves skills and occupations that are essential across all industries, focusing on business administration, operations optimization, strategic planning, workforce management, and entrepreneurship. It merges key areas such as data management and analysis, human resources, general operations, administrative support, project management, and organizational leadership. This cluster ensures that businesses across all industries efficiently meet their goals, adapt to market changes, and maintain competitive advantage. By emphasizing entrepreneurship, this cluster supports the creation of new ventures, driving economic growth and innovation and making it a cornerstone of modern	5	FBLA & CTI

	economies.		
Marketing and Sales	The Marketing and Sales cluster focuses on promoting products, understanding consumer needs, engaging with communities, and driving sales. This cluster integrates digital marketing, data analysis, brand promotion, customer relationship management, strategic communications, human-centered design, and retail strategies to build strong customer connections and support business growth. This cluster helps all industries create value, effectively reach and engage target audiences, and achieve commercial success in a competitive marketplace.	4	DECA & CTI
Public Safety and Services	The Public Safety and Services cluster encompasses roles in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries.	16	ENGAGE***, CTI, & SkillsUSA
Supply Chain and Transportation	The Supply Chain and Transportation cluster encompasses the transfer, coordination, and management of goods from production to consumption, ensuring efficient movement across various modes of transportation including air, ground, and water, as well as maintenance of these transport modes. This cluster integrates logistics and distribution networks to facilitate the seamless flow of materials and products, playing a crucial role in global commerce, economic development, and community health.	10	SkillsUSA & CTI
* Georgia CTI is a Georgia state-recognized CTSO serving students with disabilities. Georgia CTI serves as a bridge to the other eight Georgia CTSOs. ** FIRST Robotics is a Georgia state-recognized CTSO. *** ENGAGE is a Georgia state-recognized CTSO.			

Career and Technical Student Organizations: Definition, Mission, Purpose and Criteria for Membership

Career and Technical Student Organizations (CTSOs) are an important part of the delivery of Career, Technical and Agricultural Education (CTAE) programs by the Georgia Department of Education (GaDOE), helping local systems provide the best co-curricular experience for students in every career pathway. CTSO organizations vary according to their purpose and affiliations, national organizations, constitutions, bylaws, policies, and procedures.

Mission and Purpose

The mission and purpose of a CTSO are defined as follows:

Career and Technical Student Organizations (CTSO) enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. CTSOs work as an integral component of the classroom curriculum and instruction, building upon employability and career skills and concepts through the application and engagement of students in hands-on demonstrations and real life and/or work experiences through a CTAE program. CTSOs help guide students in developing a career path and a program of study and provide opportunities for students to gain the skills and abilities needed to succeed in those careers through CTSO activities, programs, and competitive events. Students also have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students and business and industry partners.

Criteria for Membership as a Georgia CTSO

The following criteria must be met for membership as a Georgia CTSO:

Organizations whose mission and statement of purpose seek to:

1. Offer programs that are integral to the industry or occupational focus associated with a career pathway program, program of study, or course.
2. Serve CTAE students and teachers in one or more of the 14 national Career Clusters.

Organizations whose governance reflects their commitment to CTE by:

1. Incorporating as a 501(c)(3) not-for-profit corporation in the United States.
2. Offering an organized system of Student Governance with elected officers at the local and state levels.
3. Organizing themselves into state geographic units.
4. Featuring a structured Program of Work for accountability.
5. Having substantial representation on their board of directors from CTAE educators, administrators, and business and industry leaders.
6. Keeping accurate records and prepare and presenting written documents and reports to GaDOE CTAE as requested.

Georgia CTSOs must demonstrate sufficient engagement by CTAE students, educators, and state departments of education to be considered statewide in scope. Organizations must have:

1. 5,000 or more student members organized into chapters in middle, secondary, and/or postsecondary institutions.
2. 125 or more middle, secondary, and/or postsecondary chapters.
3. Have an identified, participating, and employed full-time State Executive Director or equivalent.
4. Have a minimum of 10 career and/or leadership development activities or competitions/contests.

5. Offer comprehensive competitive event opportunities at the local, regional, and/or state levels.
6. Offer program activities and conference(s) that support the CTAE curriculum area associated with the organization. These activities should, at a minimum, include State Officer Training, Local Chapter Officer Training, Fall Leadership Conferences, and Spring Leadership Conferences.

Georgia CTSOs are expected to comply with the following:

1. The Civil Rights Act of 1964, Title VI: No person in the United States shall, on the ground of race, color, or national origin, be excluded from, be denied benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.
2. The Rehabilitation Act of 1973, Section 504: No otherwise qualified handicapped individual... shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
3. The Education Amendments of 1972, Title IX: No person... shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.
4. The American with Disabilities Education Act of 1990, TITLE II: An act to establish a clear and comprehensive prohibition of discrimination based on disability.

Georgia CTSOs shall follow an annual Memorandum of Understanding through which they agree to:

1. Maintain accurate accounting records and participate fully in an annual review of the organization's accounting records by a firm selected by GaDOE.
2. Provide GaDOE with audited financial statements by a firm approved by GaDOE.
3. Provide quarterly financial disclosures/documents to GaDOE, including quarter-ending balance sheets and Year-to-Date statements of revenues and expenses compared to the annual budget, general ledger detail (quarter), checks and disbursements lists (quarter), bank reconciliations (quarter), and credit card statements (quarter).

Organizations seeking membership as a Georgia CTSO must demonstrate that they have met these criteria and are willing to be an affiliate of GaDOE CTAE through attendance and participation at meetings and activities.

Apply for membership by contacting the GaDOE CTAE Deputy Superintendent and providing necessary documentation of the criteria noted above.

Current Georgia CTSOs as of January 1, 2026 are:

- Career & Technical Instruction (CTI)
- DECA (formerly Distributive Education Clubs of America)
- Engage
- Family, Career and Community Leaders of America (FCCLA)
- FFA (formerly Future Farmers of America)
- FIRST Robotics
- Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL)
- HOSA – Future Health Professionals (formerly Health Occupations Students of America)
- SkillsUSA
- Technology Student Association (TSA)

Note: CTSO Extended Day funds may be available at the discretion of the state legislature and local system.



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