



Career, Technical and Agricultural Education

Guidance

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Offering: High School  
Workforce Ready Pathway and Courses

Georgia Department of Education  
CTAE Workforce Ready Pathway Guidance Document

**A. INTRODUCTION**

This Guidance document can be used to assist local school districts in developing local policy for awarding high school units of credit for Career, Technical and Agricultural Education (CTAE) for enrolling students in the Workforce Ready Pathway and sequenced courses adopted by the Georgia State Board of Education in September 2020.

**Equity and Access to CTAE**

All students in Georgia are encouraged to take Career, Technical and Agricultural Education (CTAE) career pathway courses that lead to pathway completion and credentialing. The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) mandates that CTAE leaders make expanding access to CTAE pathway courses a priority to increase equity, access, and workforce diversity.

One of the purposes of the federal Act is to develop more fully the academic knowledge and technical employability skills by increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals. (National Alliance for Partnership in Equity--[https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Special-Populations-At-A-Glance\\_v3\\_10-15-18\\_ml.pdf](https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Special-Populations-At-A-Glance_v3_10-15-18_ml.pdf))

Additionally, the Georgia Perkins V State Plan's annual performance indicators include increasing the graduation rate, academic achievement, non-traditional enrollment, post-program participation, earning Credentials of Value, and program quality measures.

As a first consideration, all students should be provided the opportunity to select traditional CTAE Career Pathways based on individual career interests and aptitudes. Students' career interest and aptitudes can be determined from middle school BRIDGE Act career related activities, YouScience results, early exposure to career pathways and Career, Technical Student Organization (CTSO) activities, Individual Graduation Plan, and other assessments and activities. An Individual Graduation Plan (IGP), developed in the 8<sup>th</sup> grade and updated yearly, should be in place to provide overall high school course enrollment guidance and direction. Efforts such as these allow students to maximize opportunity to develop entry level job skills in their chosen fields, earn credentials of value, and participate in work-based learning activities while in high school.

There are occasions; however, where students may have limitations in completing traditional CTAE career pathways that match their interests and aptitudes. Some of these may include:

- Non-availability of career pathway of choice offered in the school
- Placement in a non-traditional school setting
- Schedule conflicts
- Academic credit standing
- Student career uncertainty, motivation, immaturity

When occasions such as these exist, the **Workforce Ready Pathway** is an option for CTAE career pathway completion. Workforce Ready may serve as a pathway to assist students in realizing true career aspirations and may serve as a bridge to other CTAE career pathways.

## B. CLARIFICATIONS AND DEFINITIONS

The **Workforce Ready pathway** is a recently approved career pathway originated at the request of local school districts. The pathway was developed collaboratively by a team of high school educators and administrators, Georgia business and industry representatives, and other state agencies, including the Department of Juvenile Justice and the Technical College System of Georgia. Workforce Ready is an employability skills pathway in which students take a deep dive into developing competency and understanding including:

- the significance of work/jobs on individual, family, community, state, nation, and world economies
- development of critical thinking skills related to employment and workforce
- communication in workplace and between workers
- customer service techniques in various work settings
- self-advocacy/self-determination skills related to employment, work-related situations, and personal development
- teamwork practices in various settings
- personal and workplace health and safety
- technology applications
- workplace comprehension—reading and listening
- dependability in the workplace
- personal financial literacy
- conflict resolution strategies for the workplace
- leadership through Career Technical Student Organizations.

The Workforce Ready Pathway is designed to provide students with heavy exposure to all aspects of workplace readiness and employability skills development through:

- Integration of course content into hands-on class activities as applications of the concepts; not to be treated as a unit or separate body of knowledge,
- Project-based learning,
- Frequent interaction with business & industry; community as subject matter experts, guest speakers, visits/tours, virtual industry tours, job shadowing, internships, work-based learning placements, and jobs.
- Earned credentials of value at the completion of course 3.

**BRIDGE ACT** – State law updated during the 2018 legislative session by Senate Bill 401 requiring all middle grades students to complete career interest inventories and aptitude assessments to determine individual career talents in the development during the last semester of 8<sup>th</sup> grade an Individual Graduation Plan (IGP) to be followed and updated during grades 9-12 to help students with a defined plan of courses leading to a career after high school graduation.

**CAREER PATHWAY** – A sequence of state-approved courses that prepare students for a defined set of concepts, technical skills, and hands-on mastery of course standards.

**CAREER, TECHNICAL AND AGRICULTURAL EDUCATION** – A division with the Georgia Department of Education tasked with introducing, preparing, and credentialing students for entry level careers, postsecondary placement for further technical skill instruction, registered apprenticeships, or military enlistment to become productive members of local communities and the Georgia workforce.

**CAREER TECHNICAL STUDENT ORGANIZATIONS (CTSO)** – A CTSO is a co-curricular organization that provides experiential learning for CTAE students through competitions, leadership opportunities and business partnerships.

**CREDENTIALS OF VALUE** – Credentials are awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or to advance within an occupation. These technical or occupational skills are generally based on standards developed or endorsed by employers. (W. S. Department of Labor/Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15010, December 15, 2020). Credentials of Value may be in the form of certificates, certifications, degrees, National Industry-Recognized Credentialing Exams, National Occupational Assessments, State Developed Occupational Assessments, or State Licensing Exams.

**EMPLOYABILITY SKILLS** – Employability skills also known as work ethic, soft skills, lifelong learning skills, workplace readiness skills, or 21<sup>st</sup> century skills—refers to the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.

**INDIVIDUAL GRADUATION PLAN (IGP)**—An IGP is a process that consists of aligning a student’s course-taking and postsecondary plans with his or her career goals and documenting the range of college and career readiness skills that the student has developed. They may also be called individual career and academic plans (ICAPs) or individual learning plans (ILPs).

**INTERNSHIP** – An internship is an opportunity for student placement in an environment where skills and knowledge are developed and applied related to the coursework in the student’s pathway courses. The Internship should involve the equivalent number of hours that the student would have spent in class to earn the equivalent credit. The internship may be paid or unpaid and can occur only after the completion of coursework related to the placement.

**JOB SHADOWING** – Job shadowing is a structured activity, which allows the student to learn about a particular career by observing a person who performs the job in a community business or industry for one or more days. Job shadowing introduces students to potential careers by allowing them to observe the jobs including daily routines and activities. Employers provide students with a look at the world of work and the range of career opportunities available to them.

**PERKINS V**-- Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act of 2018—Signed into law in July 2018, this bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and goes into effect in July 2019. This law is the primary federal investment to state and discretionary grantees for the improvement of secondary and postsecondary CTAE programs and programs of study across the nation. The purpose of the Act is to develop more

fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTAE programs and programs of study.

**PROJECT-BASED LEARNING** – Project-Based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex questions, problem, or challenge. Project-Based Learning consists of carefully designed problems that challenge student to use critical thinking, self-directed learning strategies, team participation skills, research techniques, and disciplinary knowledge. Project-Based Learning allows students to acquire an integrated, knowledge-based structure around real-world problems (<https://www.pblworks.org/what-is-pbl>).

**YOUSCIENCE** – YouScience is an online career and personal planning discovery tool that enables teens and adults to identify their potential aptitudes and careers.

**WORK-BASED LEARNING** – Work-Based Learning Programs (WBL) are a continuum of awareness, exploration, preparation, and training activities, including developing employability and technical skills that support success in careers and postsecondary education. Structured learning and authentic work experiences are implemented through an education and industry partnership. Students have the opportunity to connect what they learn in school with worksite application, enabling a smooth transition into work force and/or education beyond high school. Work-Based Learning activities culminate in an assessment and recognition of acquired knowledge and skills.

### C. CREDENTIALS OF VALUE

Upon completing the third course of Workforce Ready Pathway, students may earn a minimum of two credentials of value—one selected by the district, and one or more selected collaboratively by the student, teacher, and parent based upon student need. The district selected credential of value is an Employability Skills credential. Additional “value added” credentials will support student access to post-secondary education and/or employment, apprenticeship, etc. Students are to be encouraged to earn as many “value added” credentials as necessary to prepare for and reach career goals.

#### **Credential of Value:**

**The local district may choose one of the three options below for all students to complete.**

1. Georgia BEST, or
2. ACT Work Keys National Career Readiness Certificate (NCRC), or
3. NOCTI employability exam (There are 3 listed—21<sup>st</sup> Century Skills/Workplace Success; Employability Skills; and Workplace Readiness)

**And...**

**The student, teacher, and parent may choose any “value added” credential(s) that will support student access post-secondary and/or employment:**

- Employment
- ServSafe
- OSHA-10
- Microsoft Office Specialist

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- CPR-First Aid
- ACCUPLACER/SAT/ACT program ready scores
- Any identified Technical Certificate of Credit
- Driver's License or State ID card
- Certified Maintenance Employee (Goodwill)
- Certified Guest Service Professional (Goodwill)
- Customer Service and Sales Certification (Goodwill/GVRA @ Warm Springs)

*Note:* GVRA @Warm Springs can provide credentialing for ServSafe, OSHA-10, and Career Readiness for VR approved students in counties surrounding Warm Springs.

### D. APPROVED COURSE INSTRUCTOR

Any teacher with a valid teaching certificate in any CTAE field is eligible to teach the Workforce Ready pathway courses.

### E. FREQUENTLY ASKED QUESTIONS

- 1) Are these pathway courses developed for all high school students to enroll and complete?  
Response: Workforce Ready Pathway courses were developed for all students. The pathway should be selected using the guidelines in Part B and Part D of this document.
- 2) Can students receiving instruction outside the general classroom for individuals or small groups take these classes?  
Response: Workforce Ready Pathway courses were developed for all students. The pathway should be selected using the guidelines in Part B and Part D of this document.
- 3) What is the FTE funding level for these high school courses?  
Response: The Workforce Ready Pathway courses are CTAE courses and therefore, receive K weight FTE funding.
- 4) Will local high schools be able to count students that complete the Workforce Ready Pathway as pathway completers for CCRPI and Perkins V indicator 5S4?  
Response: Yes.
- 5) Will completion of the Credentials of Value students earn for completion of the Workforce Ready Pathway for CCRPI and Perkins V indicator 5S5?  
Response: Yes.