

Perkins V Stakeholder Consultation Session #1 Guide

Planning Notes

The first consultation session will focus on three Perkins comprehensive local needs assessment elements: (1) size, scope, and quality, (2) labor market alignment, and (3) CTAE Programs of Study. A diverse group of stakeholders should be invited to participate in the consultation session. Review the list of required and recommended stakeholders as you develop a target invite list. You should reach out to potential stakeholders using multiple methods such as email, in-person visits, letters, and phone calls.

Utilize the Perkins consultation meeting planning checklist to work through the logistical items for the meeting. Ideally meeting space will allow for participants to be seated at tables (rounds or rectangles) to allow for small group conversations.

You should also consult the Perkins V Comprehensive Local Needs Assessment template and other GaDOE guidance documents as you plan the meeting.

Annotated Agenda

1. Welcome and Meeting Overview

A senior leader from the district (e.g., superintendent, deputy superintendent, CTAE director, etc.) should welcome the participants and thank them for attending the consultation session. If you have less than 30 people you should have each person give a brief introduction. If you have



more than 30 people, you may to acknowledge the various groups and sectors represented in the room and have participants introduce themselves to their tablemates.

After the introductions, the meeting facilitator (likely the CTAE director) should give a short overview of the agenda, logistical items (e.g., ending time, breaks, bathrooms, etc.) and explain the goals for the meeting.

2. Overview of Perkins V and District CTAE Program

This portion of the agenda should give your stakeholders a basic grounding in Perkins and your district's CTAE programs. Remember that your stakeholders are not education or CTAE experts! First, you should give a brief overview (~5 minutes) what Perkins V is, what it requires, and how their feedback is critical to the process. You can draw on slides from the GaDOE Perkins V Academy.

You should also give an overview of your district's CTAE program. This will vary by districts but should likely include:

- Enrollment by course and concentration
- Student outcomes (e.g., graduation rates, Perkins indicator performance, post-graduation success)
- Career and Technical Student Organization information
- Industry credentials information by pathway

You may also want to provide each participant with a handout that contains much of this information so they can reference it throughout the consultation session.



3. Review of Labor Market Information Data

This portion of the agenda is about sharing relevant labor market information. Review pages 19-26 in the *Georgia Alignment Toolkit* to get ideas for selecting relevant indicators. The labor market information course offered by the CTAE Resource Network may also be helpful in accessing and preparing this information. You should plan to have 5-8 slides that features key pieces of labor market information that will help with the alignment and size, scope, and quality conversations.

This portion of the agenda could potentially be presented by an outside partner such as your local economic development director or chamber executive.

4. Alignment Conversation

In this portion of the agenda, you are seeking input from stakeholders on the alignment between programs offered and the labor market needs of your community, region, and state now and in future years. You may want to make handouts of key data slides (e.g., labor market projections, regional industries, fastest growing industries) to place on each table.

Potential discussion questions (for the group or tables)

- 1) Based on the data shared and your experience, how aligned are our programs to the local, regional, and state labor market needs?
- 2) Are there any programs that we currently offer that are not aligned to labor market needs?
- 3) What additional programs might best help our district to meet labor market needs?



- 4) What else should our district be doing to prepare students with the skills that in-demand industries desire?

There are multiple ways to facilitate this portion of the agenda. Depending on group size you may want to have a series of whole group conversations, have tabletop groups discuss each question and report out, or do a hybrid approach (some whole group and some tabletop groups).

5. CTAE Program of Study

This portion of the agenda is about detailing how the district offers a coordinated program of study. Perkins V defines programs of study as “a coordinated, non-duplicative 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.”



Potential discussion questions (for the group or tables)

- 1) Based on the presentation, what does our district do in offering programs of study that have multiple entry and exit points? Where do we have room for improvement?
- 2) What pathways do we offer that incorporate relevant academic, technical, and employability skills at every level? Where are there gaps?
- 3) What processes do we currently have to ensure alignment between secondary and postsecondary education to ensure a seamless transition? What can we do better?

This discussion can be facilitated similar to section four.

6. Size, Scope, and Quality Discussion

This section is meant to gather feedback on how the district's program, overall and individual pathways, meets Georgia's definition of size, scope, and quality. Refer to the draft Perkins V state plan to see the proposed definition. This section of the agenda should start with a short presentation (1-2 slides) of Georgia's size, scope, and quality definition.

Potential discussion questions (for the group or tables)

- 1) From your perspective as a stakeholder, how is our district doing on meeting the state's definition for size, scope, and quality?
- 2) What areas of improvement do you see as we seek to best adhere to the size, scope, and quality definition?
- 3) Identify one change to our programs to better position our districts program in light of the definition.



This could be facilitated similar to sections four and five. Question 3 could be done as an individual activity with sticky notes or note cards.

7. Conclusion

Thank the participants for their time. Remind them about the second consultation session. Tell them that if they have additional feedback from today's meeting, that they can use the colored paper or sticky notes at their tables to record the feedback and leave it on the tables or provide them with someone's direct email or phone number.

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