

# Perkins V Update

for RESA & local districts  
fall 2019 – winter 2020

*Georgia Career, Technical, and  
Agricultural Education*



# Presentation Objectives

- Overview of Perkins V
- Timeline
- Public Hearing
- Assistance for Eligible Recipients (LEAs)

# What is the Perkins Act?

**Federal funding for secondary and postsecondary  
Career Technical Education - \$45 million/year for Georgia – split 50/50**



## Perkins V (transition began July 1, 2019)

The purpose of this 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 career and technical education programs and programs of study.

## Requirements of Perkins V

- Comprehensive Local Needs Assessment (academic and workforce)
- Gaps in academics & workforce needs
- Funding allocated to the needs
- High Skill, High Wage, In-Demand
- Meaningful Collaboration
- Local Application



Superintendent Woods: Align Perkins V with GA ESSA plan when possible;

Law seeks to align: Perkins V – ESSA – WIOA – HEA



# Relationship Between CLNA and Local Application

## CLNA

- A fact-finding mission to identify strengths and weaknesses in the 6 identified areas
- Informed/Validated by stakeholders and team members
- Remains at eligible recipient

## Local Application

- Informed by CLNA
- Strategies and Solutions
- Addresses the needs to drive the budget for the most impact on student achievement
- Submitted to GaDOE

# CLNA required components



**Student indicator performance, including  
disaggregated by special and sub populations**



**Size, Scope, and Quality for all CTAE programs**



**Labor market alignment for all CTAE programs**



**Career Counseling and Guidance**



**Recruitment, Retention & Professional learning**



**Equity and Access**



## Student indicator performance, including disaggregated by special and sub populations

### Core Indicators and State Determined Levels of Performance (posted soon for public comment)

1S1 - Four-Year Graduation Cohort Rate

1S2 - Extended Graduation Rate

2S1 - Academic Proficiency in Reading/Language Arts (American Lit)

2S2 - Academic Proficiency in Mathematics (geometry/analytic geometry)

2S3 - Academic Proficiency in Science (biology)

3S1 - Post-Program Placement

4S1 - Non-traditional Program Concentration

5S3 - Participated in Work-Based Learning

5S4 - CTAE Pathway Completion

5S5 - Credentials of Value

# Size, Scope, and Quality for all CTAE programs

## 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:

Agriculture, Food, & Natural Resources  
 Architecture & Construction  
 Arts, AV/Technology, & Communications  
 Business, Management, & Administration  
 Education & Training  
 Energy

Finance  
 Government & Public Administration  
 Health Science  
 Hospitality & Tourism  
 Human Services  
 Information Technology

Law, Public Safety, Corrections & Security  
 Manufacturing  
 Marketing  
 Science, Technology, Engineering, & Mathematics  
 Transportation, Distribution, & Logistics

- 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 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 Building Resourceful Individuals to Develop Georgia's Economy (BRIDGE) Law of 2010.

CTAE eligible recipient 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/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 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 Levels of Performance (10 core indicators).
- Include local employers as the majority of Advisory Committee members.
- Employ instructors who are appropriately credentialed for the areas they teach.
- 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 CTAE.
- 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-recognized certificate, credential, postsecondary training, apprenticeship, or degree.
- **high wage occupation** - 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.



# Labor market alignment for all CTAE programs



## GEORGIA ALIGNMENT TOOLKIT

Resources For Connecting Education And Business



## GEORGIA ALIGNMENT TOOLKIT

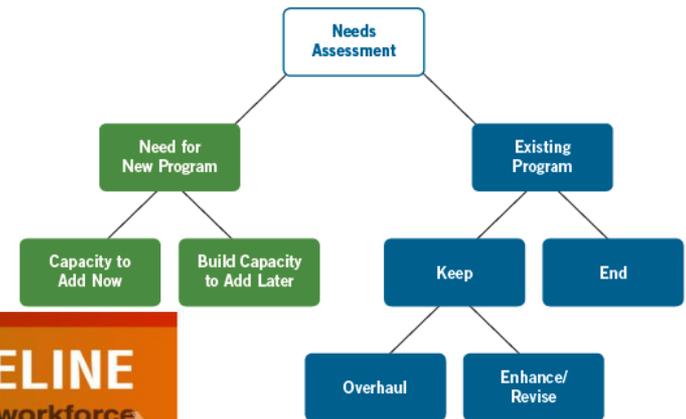
Resources For Connecting Education And Business

1. What are the largest industries in my region?
2. What are the fastest growing jobs in my region?
3. What are the highest paying jobs in my region?
4. Where are people in my region commuting to & from for work?
5. What are the current training & education levels of my community's workforce?
6. Where do the students from our high school(s) go after graduation?

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GaDOE-Alignment-Toolkit-Report.pdf>



**Workshops:**  
Using Labor Market Information (LMI) for CTAE Planning



## GEORGIA'S CAREER PIPELINE

Connecting employers to Georgia's future workforce  
[gacareerpipeline.gadoe.org](http://gacareerpipeline.gadoe.org)

Partners Educating Georgia's Future Workforce  
 GaDOE Career, Technical, and Agriculture Education

TCSG  
 Technical College System of Georgia

Georgia DOL  
 DEPARTMENT OF LABOR

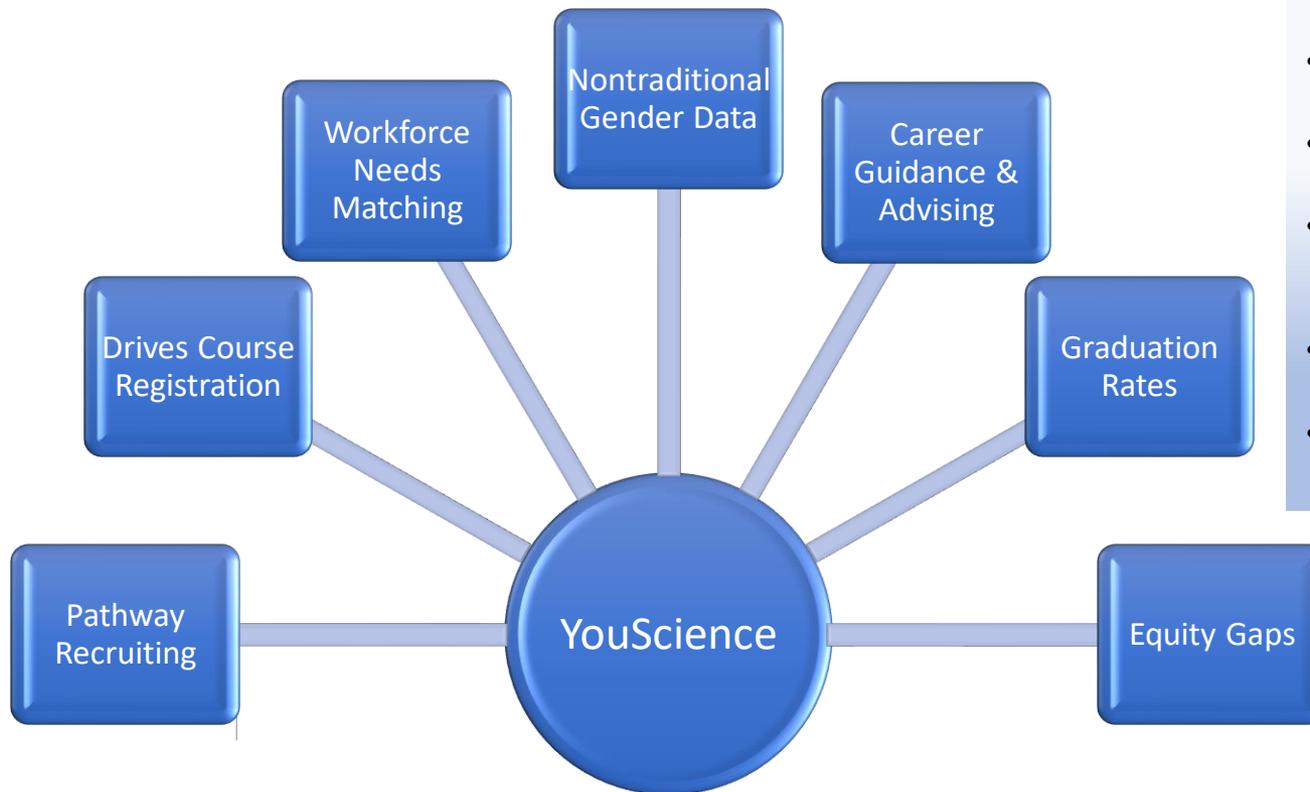
Georgia





# Career Counseling and Guidance

## YouScience and Perkins V



### Bonus Benefits

- Avoids expensive career exploration at colleges and universities
- Connects academics and lifelong plans
- Conversation starter with families
- Student and parent impact—provides hope and purpose
- Data to deliver Tier 1 curriculum
- Data for teachers on student-learning styles



# Recruitment, Retention & Professional learning



PRIORITY  
3

Teachers and counselors are central to student success in CTAE; therefore, we will prioritize increased teacher and counselor recruitment, retention, and professional development efforts.

Without high-quality teachers and staff, effective CTAE programs in Georgia are just a dream. We must ensure that we recruit high-quality teachers and take sufficient measures, such as professional development and ongoing support, to retain them. These educators will, in turn, provide passionate, quality learning experiences for our students.



## SHORT-TERM OBJECTIVES

### ADVOCATE FOR FULLY FUNDING THE EXTENDED DAY PROGRAM

The extended day program offers stipends to teachers who provide support for activities beyond the school day (e.g., career technical student organizations such as FFA, Future Business Leaders of America, and HOSA). While career and technical student organizations (CTSOs) are intracurricular, many of the CTSO activities extend beyond the school day. We will work with the General Assembly and Governor's Office to advocate for fully funding the extended day program in Georgia.

### REDUCE ADMINISTRATIVE BURDEN

We will explore ways to reduce the administrative burden on teachers, which can be a deterrent to recruiting and retaining teachers, especially those coming from industry. We will survey current teachers and other staff to better understand the situation and potential solutions. By reducing the burden that teachers feel from outside groups, they can focus on their classroom and students. We believe that, in turn, this will increase teacher retention.

## LONG-TERM OBJECTIVES

### EXPAND EDUCATOR EXTERNSHIPS

We will work to expand formal externship programs for teachers, administrators, and counselors. Best practices for these programs already exist in local areas, but we want to ensure all teachers in Georgia have access to externships for their own professional development as well as real-world classroom examples.

### EXPLORE A CTAE/INDUSTRY EXCHANGE PROGRAM

It is critical that our teachers understand what is happening in industry and that industry partners are knowledgeable about our educational system. We will explore establishing a business and/or teacher exchange program. Allowing a teacher to take a semester or longer to work in industry or allowing a business professional to teach increases long-term retention and provides the students with more real-world knowledge. We will research possible models and work to establish a statewide mechanism for such experiences.



## Equity and Access

### Perkins Special Populations

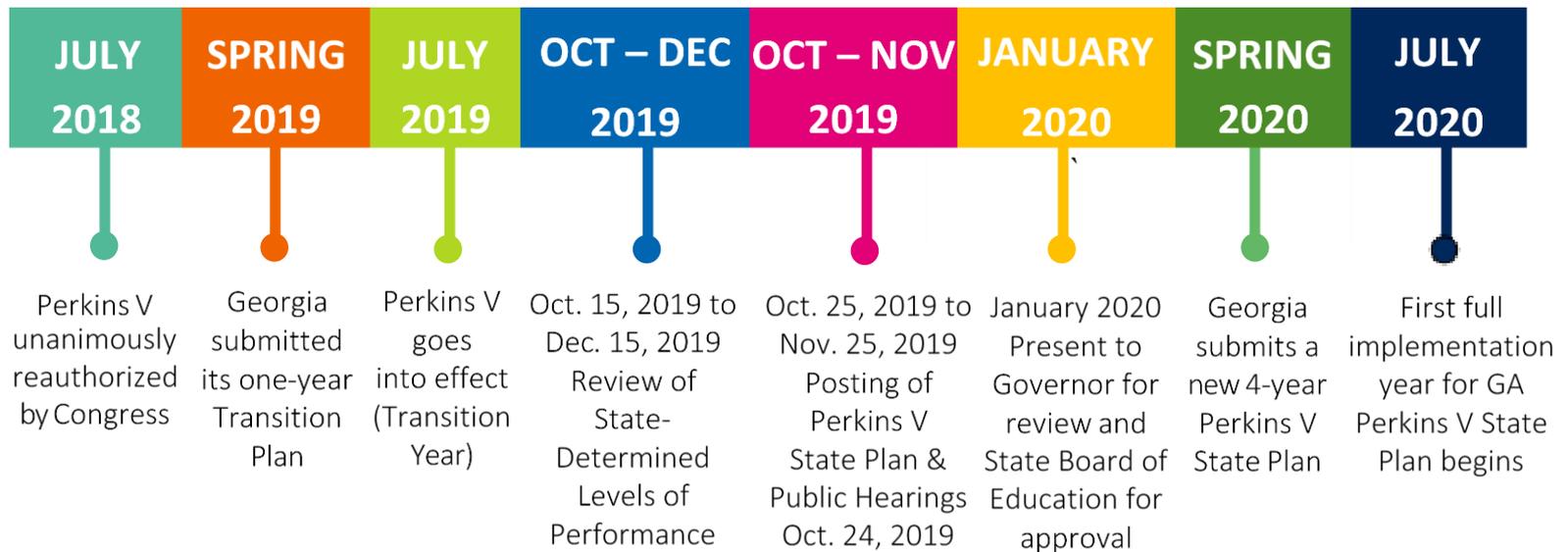
#### Perkins IV

- (A) individuals with disabilities
- (B) individuals from economically disadvantaged families, including foster children
- (C) individuals preparing for non-traditional fields
- (D) single parents, including single pregnant women
- (E) displaced homemakers; and
- (F) individuals with limited English proficiency.

#### Perkins V

- (A) individuals with disabilities
- (B) individuals from economically disadvantaged families, including low-income youth and adults
- (C) individuals preparing for non-traditional fields
- (D) single parents, including single pregnant women
- (E) out-of-workforce individuals
- (F) English learners
- (G) homeless individuals
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who:
  - (i) is a member of the armed forces
  - (ii) is on active duty

# Perkins V State Plan Timeline

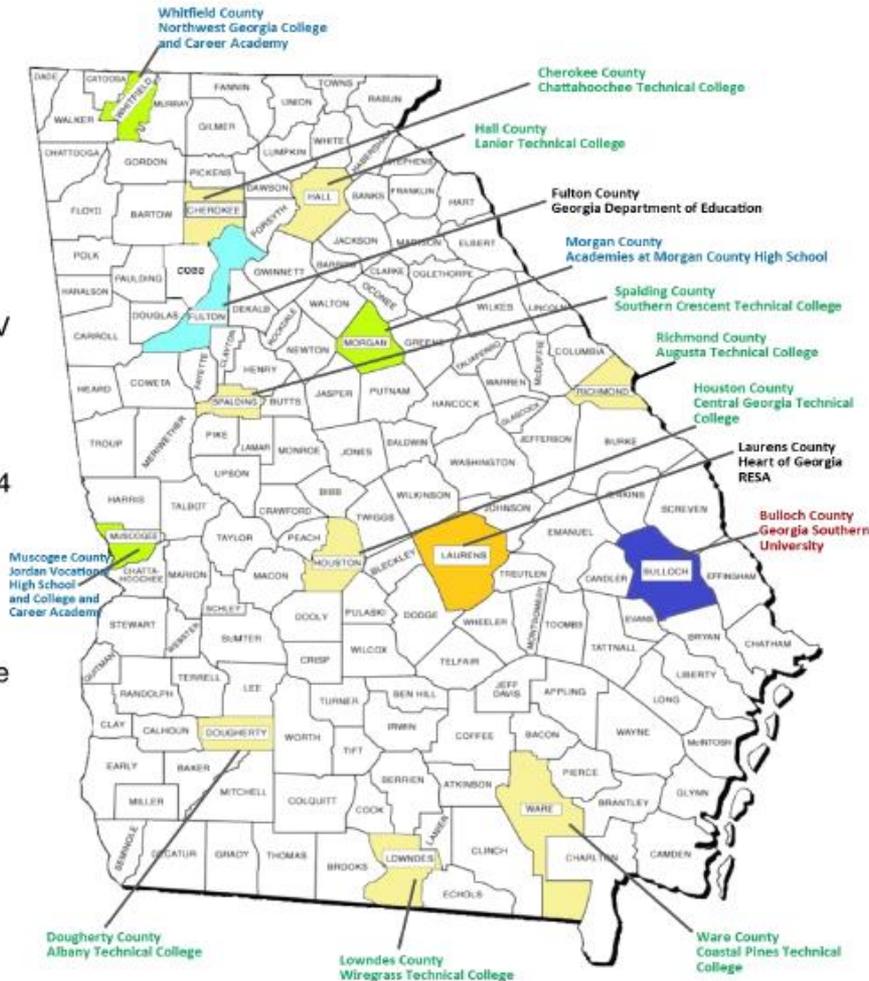


# Perkins V Live!

## Georgia's Perkins V State Plan

Join us for a public hearing of Georgia's Perkins V State Plan. All interested stakeholders are encouraged to attend one of the 14 locations listed on the map.

A registration link for each location is listed below. Please attend, listen and post questions or comments if needed.



Required public hearing for Perkins V feedback

October 24, 2019 • 10 a.m.-1:30 p.m. • 14 Locations

Registration Link: <https://tinyurl.com/y5qo4szs>



@georgiadeptofed



## Georgia's State Plan

Perkins V: Strengthening CTE for the 21<sup>st</sup> Century Act

Public Comment Period (30 days)  
October 25 through November 25, 2019

<http://bit.ly/GeorgiaPerkinsV>



[www.gadoe.org](http://www.gadoe.org)

# Questions and Comments

FAQs posted:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/FAQs-Perkins-V.pdf>

Other questions will be added.

# Major Changes of Perkins V State Plan - Review

- Changes “high-demand” to “in-demand”
- Bigger emphasis on CTAE programs in rural areas and low-income areas
- Seeks to align Perkins V with ESSA, WIOA, and HEA
- Allows Perkins funding down to grades 5-8 (GA 6-8)
- Permits funding of certain charter schools
- Requires local career technical programs to conduct a “Comprehensive Local Needs Assessment” every 2 years
- Expands the list of who counts in Special Populations

# Major Changes of Perkins V State Plan - Review- continued

- Requires states to describe how they will support “meaningful collaboration” between secondary, postsecondary and employers.”

*Efforts that “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.”*

# Perkins V in Georgia Closing Thoughts

- New to all of us
- A work in progress – we do not have all the answers
- Valuable work done by ALL GaDOE CTAE Staff & others
- Conference calls, monthly meetings with TCSG & GaDOE, conferences, workshops . . .
- Tension
- Eligible recipient involvement
- Stakeholder involvement
- GaDOE is not eliminating any CTAE programs – eligible recipient will justify the CTAE programs offered.
- CLNA remains at eligible recipient; CLNA informs Local Application; Local Application submitted to GaDOE.
- Encourage regional approach with CLNA when it makes sense.
- GaDOE CTAE Staff is here to help.

# Winter CTAE Leadership Conference

&

## Perkins V Academy

*Sponsored by:*

*GaDOE/CTAE*

*CTAE Resource Network*

**February 4-5, 2020**

**Evergreen Marriott Hotel – Stone Mountain**

### Monday, February 3, 2020

4:00 pm to 8:00 pm	Move in and set up
5:00 pm to 7:00 pm	Advisory Council Meeting (Holly Meeting Room)

### Tuesday, February 4, 2020

6:45 am to 8:00 am	Breakfast Provided By CTAERN (Outside Evergreen Salon D)
7:00 am to 8:00 am	Registration (Outside Evergreen Salon D)
8:00 am to 8:25 am	Opening Session & Welcome (Evergreen Salons D, E, F, G) ROOM 1 Dr. Barbara Wall, CTAE State Director Georgia Department of Education
8:25 am to 8:45 am	Greetings Richard Woods Georgia's School Superintendent Georgia Department of Education
8:45 am to 9:00 am	Timeline/Past, Present, and Future Perkins V Activities Dr. Tim Brown Georgia Department of Education
9:00 am to 9:15 am	Fabulous 3 Session from Local District
9:15 am to 9:30 am	Move to Breakout Rooms

12/19/19

<b><u>MORNING BREAKOUT GROUP TIME</u></b>	
9:25 am to 10:15 am	(Please Check Name Badge for Assigned Group)
<b><u>Networking Break</u></b>	
10:15 am – 10:30 am	A. Statewide Longitudinal Data System (SLDS): Dashboard Navigation (Room 1 – Bring Technology) Hubert Bennett & Dr. Delmas Watkins Georgia Department of Education
10:30 am to 11:20 am	B. Labor Market Alignment (Room 2 – Bring Technology) Greg Wilson & Rebecca Molver Carl Vinson Institute of Government David Turner, Georgia Department of Education
11:30 am to 12:20 pm	C. 1. Student Core Indicators of Performance (Room 3) Sharon Bonner & Delda Hagin Georgia Department of Education 2. Size, Scope, Quality (Room 3) Roger Ivey & Dwayne Hobbs Georgia Department of Education

12:20 pm to 1:30 pm Lunch Provided By CTAERN

<b><u>AFTERNOON BREAKOUT GROUP TIME</u></b>	
1:30 pm to 2:15 pm	(Please Check Name Badge for Assigned Rotation Group)
<b><u>Networking Break</u></b>	
2:15 pm – 2:30 pm	A. The Instructional Improvement System (IIS) – Finding Useful Data for Perkins V (Room 1 – Bring Technology) Hubert Bennett & Dr. Ray Anukam Georgia Department of Education
2:30 pm to 3:15 pm	B. Perkins V Resources & Stakeholder Consultation (Room 2 – Bring Technology) Greg Wilson & Rebecca Molver Carl Vinson Institute of Government Mamie Hanson, Georgia Department of Education
3:25 pm to 4:10 pm	C. Equity & Access in Perkins V (Room 3) Ricardo Romanillos, National Alliance for Partnerships in Equity (NAPE) Julie Kenny & Paula Poulícek Georgia Department of Education
4:15 pm to 5:45 pm	Help Desk/Round Robin (Optional and Self-Initiated Questions) <b>PLEASE SEE NEXT TWO PAGES FOR LISTING OF OPPORTUNITIES</b>

12/19/19

Help Desk/Round Robin Opportunities:

**ROOM 1**

**Agricultural Education and FFA Information/Questions**

Billy Hughes, Stacey Beacham, Chris Corzine, Ben Lastly, Stan Mitchell

**Architecture & Construction; Arts, A/V Technology and Communications; Transportation,  
Distribution and Logistics – Tim Elliott**

**Business, Management and Administration; Finance; Information Technology**

Delda Hagin

**Career Technical Student Organizations (CTSO's)**

Lynsey Singleton

**Dual-Enrollment; JROTC**

Molly Ream

**Education & Training; Human Services; Hospitality & Tourism**

Linsey Shockley

**Engineering; Healthcare Science; Cosmetology; Law & Public Safety**

Roger Ivey

**Local Pathway Development**

John Pritchett

**Marketing; Hospitality & Tourism**

Linda Smith

**Special Populations (Career Technical Instruction (CTI), Coordinated Career Academic Education  
(CCA), Project Success (PS)) – Paula Poulícek**

**STEAM/STEM**

Felicia Cullars, Meghan McFerrin

**Work-Based Learning (WBL); Youth Apprenticeship (YAP)**

Dwayne Hobbs

**ROOM 2**

**CRE Information/Required for Systems with FY20 CRE Grants with Balances Left (This Year):**

David Turner

**End of Pathway Assessments (EOPA)/Credentials of Value; Industry Certification; State Grants**

Mamie Hanson

**Federal Grants (Perkins Program Improvement, PerkinsPlus, Carryover, Perkins Professional  
Learning) - Tim Brown**

**GaDOE CTAE Data/Performance Levels**

Ray Anukam

**Questions for your CTAE Region Coordinators**

Sharon Bonner, Julie Kenny, Delmas Watkins

**ROOM 3 (ON NEXT PAGE)**

12/19/19

**ROOM 3**

**Counseling & Guidance**

Dawn Mann, Maegan Mellick

**CTAE Resource Network**

Lynne Wilson, Cindy Lamsey

**Georgia Association for Career & Technical Education (GACTE)**

Jody Reeves

**Labor Market Data/Information**

Greg Wilson, Rebecca Moiver – Carl Vinson Institute for Government

**National Alliance for Partners in Equity (NAPE)**

Ricardo Romanillos

**SLDS/IIS/CLIP Systems**

Hubert Bennett and team, Georgia Department of Education

**Wednesday, February 5, 2020**

6:45 am to 8:00 am

Breakfast (Provided By CTAERN)

8:15 am to 8:30 am

2020 GACTE Summer Conference and Theme

Jody Reeves, Executive Director

Georgia Association for Career & Technical Education

8:30 am to 9:15 am

CCRPI and Perkins V State Determined Levels of Performance – Different Definitions?

Paula Swartzberg, Director of Accountability

Sharon Bonner, Program Specialist

Georgia Department of Education

9:15 am to 9:25 am

Move to Breakout Rooms

9:25 am to 10:15 am

**MORNING BREAKOUT GROUP TIME**

(Please Check Name Badge for Assigned Rotation Group)

A. The Consolidated LEA (Local Education Agency) Improvement Plan (CLIP) – How to Enter CLNA Results in the Perkins V Local Application (Room 1 – Bring Technology)

Travis Allen & Julie Kenny

Georgia Department of Education

**Networking Break**

10:15 am – 10:30 am

B. 1. Career Pathway Programs of Study Implementation (Room 2)

Dr. John Pritchett & Dr. Delmas Watkins

Georgia Department of Education

10:30 am to 11:20 am

2. Recruitment, Retention, & Professional Learning

Mamie Hanson & Molly Ream

Georgia Department of Education

11:30 am to 12:20 pm

C. Root Cause Analysis (Room 3)

Ricardo Romanillos, National Alliance for Partnerships in Equity (NAPE)

Dr. Tim Brown, Georgia Department of Education

12/19/19

12:15 pm to 1:30 pm	Lunch Provided By CTAERN
1:30 pm to 1:45 pm	CTAE Delivers Dr. Trudy Smith Georgia Department of Education
1:45 pm to 2:00 pm	Fabulous 3 Session from Local District
2:00 pm to 2:30 pm	End of Pathway Assessments/Industry Certification Mamie Hanson Georgia Department of Education
2:30 pm to 2:45 pm	Fabulous 3 Session from Local Districts
2:45 pm to 3:00 pm	Perkins Plus for Perkins V FY21 Dr. Tim Brown Georgia Department of Education
3:00 pm to 3:45 pm	Creating Goals and Action Steps for your District Kimberly Green, Executive Director Advance CTE
3:45 pm	Closing Remarks Dr. Barbara Wall, CTAE State Director Georgia Department of Education

BREAK SET-UP TO CARRY-OUT AS YOU LEAVE. PLEASE TRAVEL SAFELY GOING BACK HOME.

**Notes/To Do List**

**Include Group Rotation on Agenda**

**Official Agenda to include list of:**

**State Advisory Council members**

**CTAE Resource Network Board**

12/19/19



# Questions?