



*Georgia's Career, Technical, and
Agricultural Education Directors*

Winter Conference

February 4, 2020

Dr. Barbara Wall
State CTAE Director



CTAE Directors' Perkins Pledge!

***I am proud to be a local Georgia CTAE Director.
I promise that I will succeed at completing the CLNA and more.***

***I will not become overwhelmed when working on Perkins V.
When I need help, I will not run and hide.***

***I will call a fellow CTAE Director or friend.
I will call my region coordinator before reaching my wits end.
Or I will call another CTAE GaDOE staff member because they will be in the trend.***

***I will not use language of which I am ashamed.
I will hold everything sacred in my superintendent's name.***

***I will survive.
Students will thrive with Perkins V.***

GaDOE CTAE Staff Pledge!



A group of collaborative, cooperative and understanding state staff to help and assist each system implement Perkins V!



Professional resources and professional development through conferences and workshops to provide information as needed.



Staff members with good attitudes and good sense of humors to encourage and support productive CTAE Directors and systems!



Every day of the week!

What is the Perkins Act?

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



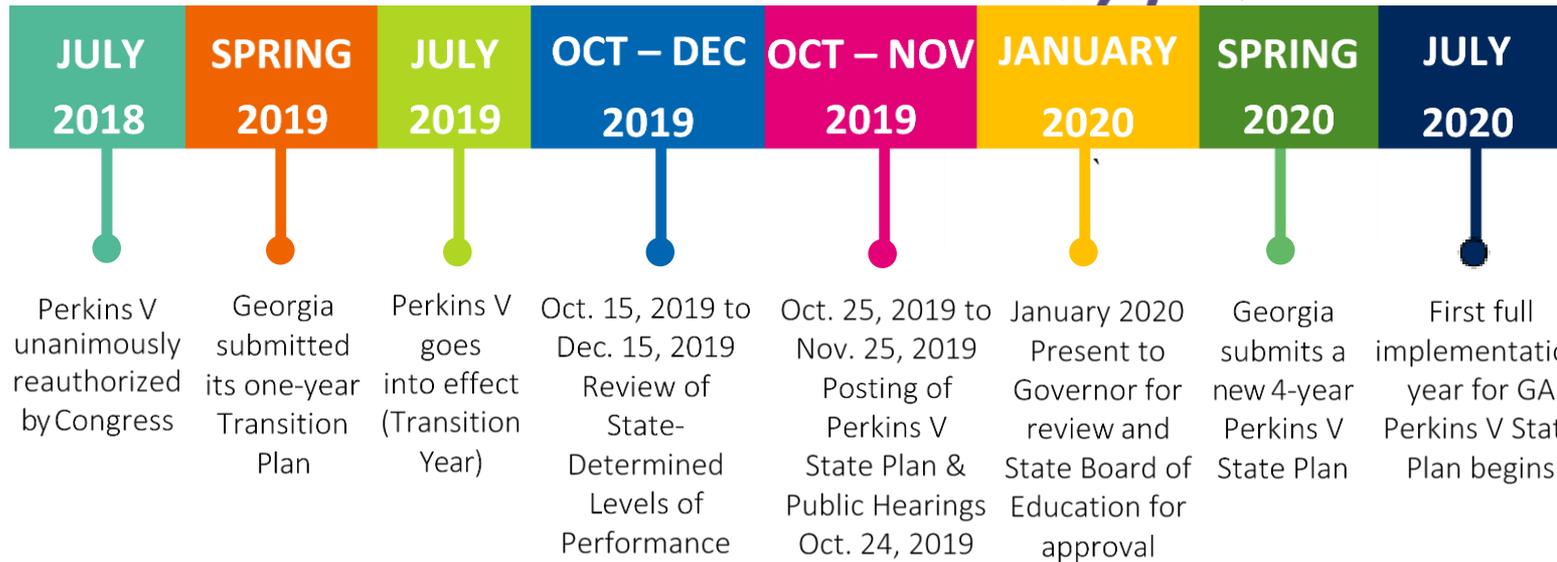
Perkins V (transition began July 1, 2019)

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

Perkins V State Plan Timeline



Suggested 2020 Consultation Timeline



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 Pathway Programs of Study Implementation



Recruitment, Retention & Professional Development



Equity and Access



Student indicator performance, including disaggregated by special and sub populations

Core Indicators and State Determined Levels of Performance (posted October 15, 2019 – December 15, 2019)

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

Perkins V Law - Section 134(c)(2)

What the Law Says

Perkins V Section 134(c)(2)(B)(i)

- (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...

What the Law Means

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).



Labor market alignment for all CTAE programs



GEORGIA ALIGNMENT TOOLKIT

Resources For Connecting Education And Business



GEORGIA ALIGNMENT TOOLKIT

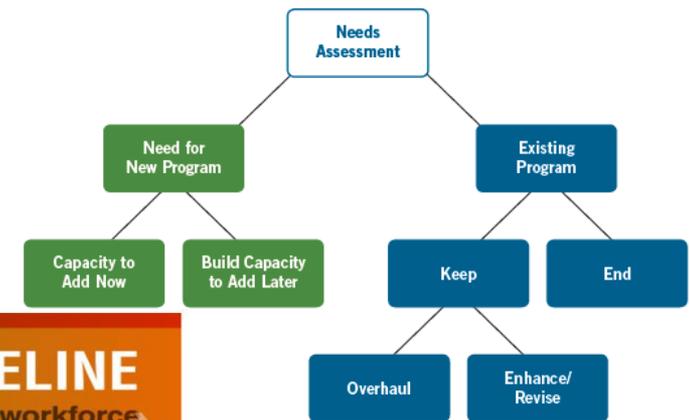
Resources For Connecting Education And Business

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





Career Pathway Programs of Study Implementation

Program of Study: Therapeutic Services - Patient Care



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.

Course/Grade	Secondary: Healthcare Science: Therapeutic Services – Patient Care				Postsecondary		
	Ninth	Tenth	Eleventh	Twelfth	TCC	Diploma or AAS	Bachelor of Science
English	9 th grade Lit/Composition	10 th grade Lit/Composition	American Lit/Composition	World Lit/Composition / British Lit	Entrance or Exit Point	Entrance or Exit Point	Entrance or Exit Point
Mathematics	Coordinate Algebra / Algebra I	Analytic Geometry / 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)						
Required/ Selective Electives	Health & Personal Fitness (can be taken in grades 9-12)	Latin I	Latin II	AP Biology	Patient Care Assistant PC21 TCC - ALHS 1011 Structure and Function of the Human Body - COMP 1000 Intro to Computer Literacy - EMPL 1000 Interpersonal Relations & Prof. Development - ALHS 1060 Diet and Nutrition for Allied Health Sciences Nurse Aide CN21 TCC - ALHS 1040 Introduction to Healthcare ** - ALHS 1060 Diet and Nutrition for Allied Health Sciences - ALHS 1090 Medical Terminology - NAST 1100 Nurse Aid Fundamentals	Upon completion of the Patient Care Assistant TCC: PC21 and Nurse Aide TCC: CN21, students can participate within the competitive admission of the Practical Nursing Diploma: PN12 program. Please check with a local technical college admissions advisor about the process and requirements for admission.	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=118:1:0:::
	Modern Language/Latin 2 units required for admissions to Georgia University System Colleges/Universities 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.				

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.

Therapeutic Services – Patient Care Career Pathway - Industry Credentialing for High School Students

Upon completion of sequenced courses in the Therapeutic Services – Patient Care Career Pathway, students are eligible to complete the Industry-Recognized student credential for fulfillment of the End of Pathway Assessment. Secondary students completing the Patient Care pathway will be able to sit for the National Industry Credentialed assessment offered on-line from NACES, NCCT, NCHSE, and NHA. 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/GAHealthScience>





Career Pathway Programs of Study Implementation

Sample **In Demand Careers in Georgia**

Occupation Specialties	Level of Education Needed	Georgia Average Salary	Annual Average Openings in Georgia	2014 – 2024 Employment Outlook
Certified Nursing Assistant	High School Diploma, some postsecondary coursework	\$23,097	1,534	In Demand
Registered Nurse	Associate's Degree	\$64,111	2,982	In Demand, High Skill
Medical & Health Services Managers	Bachelor's Degree	\$104,956	320	In Demand, High Skill
Healthcare Social Workers	Advanced Degree	\$48,640	192	In Demand, High Skill

GDOL Labor Market Explorer

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 <input type="checkbox"/> Career Awareness <input type="checkbox"/> Career Exploration <input type="checkbox"/> Instructional Related <input type="checkbox"/> Connecting <input type="checkbox"/> Work-Based Learning <ul style="list-style-type: none"> • Employability Skill Dev. • Cooperative Education • Internship • Youth Apprenticeship • Clinicals 	Postsecondary Options: <ul style="list-style-type: none"> • 4-Year Universities/Colleges • 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 titled 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 an Industry Credential, Technical Certificate of Credit (TCC), Associates of Applied Science Degree, and/or <u>Bachelor's Degree</u> .
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Postsecondary Transition

- Students who will continue their education in a 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. (https://www.usg.edu/assets/student_affairs/documents/Staying_on_Course.pdf)
- Students who will continue their education in a Program of Study at one of the Technical College System of Georgia institutions should prepare to complete a placement exam.
- 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
<ul style="list-style-type: none"> • Certified Nursing Assistants (CNA) • Licensed Practical Nurses (LPN) • Registered Nurses (RN) • Specialized Nursing • Athletic Trainers • Home Health Aides • Anesthesiologist Assistants • Athletic Trainers 	<ul style="list-style-type: none"> • Medical Assistants • Occupational Therapist / Assistants • Physical Therapist / Assistants • Physician's Assistants • Recreation Therapists • Respiratory Therapists • Surgical Technicians

*ONET Online

Patient Care 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.

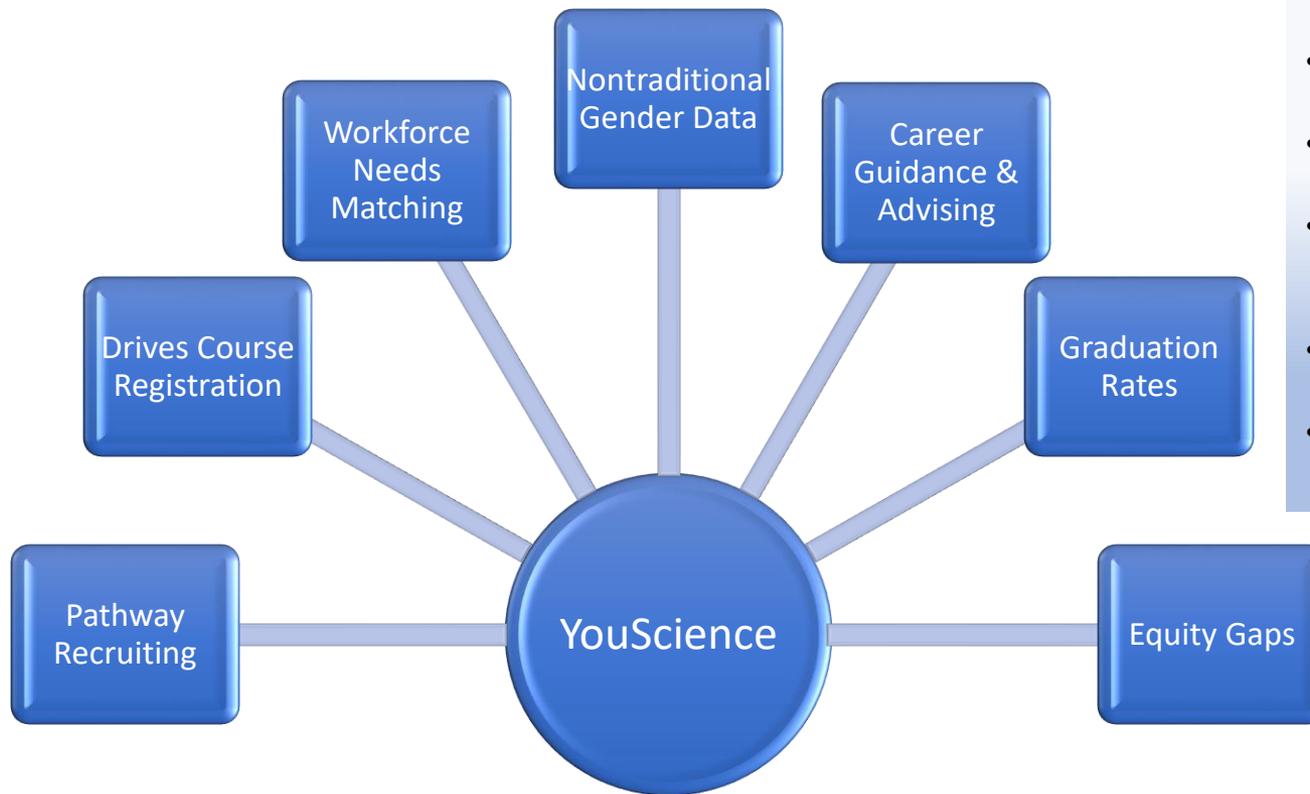
Occupations in the Health Sciences represent the largest and fastest growing industry in the United States employing over 10 million workers in more than 200 careers. Those considering a nursing career should have a strong desire to help others, a genuine concern for the welfare of patients and clients, 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. RNs with a bachelor's degree will have better job prospects in supervisory and managerial positions than those with either an associate degree or a diploma. The pay scale will increase as students specialize to nurse practitioner, nurse anesthetist and clinical nurse specialist.



Career Pathway Programs of Study Implementation

YouScience and Perkins V

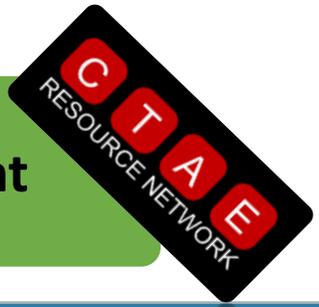


Bonus Benefits

- 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 Development



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



Sessions to Support Required Components of CLNA

- Root Cause Analysis
- Finding Useful Data on the SLDS
- Resources for Stakeholder Consultations



CLNA “drives” the Local Application

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; presentations to local superintendents at RESA groups . . .
- **Tension**
- **Eligible recipient involvement** (shout out to: CTAERN Board of Administrators, CTAE Administrators Advisory Committee, Administrators on GACTE Board, others)
- **Stakeholder involvement**
- **GaDOE is not eliminating any CTAE programs** – eligible recipient will justify the CTAE programs offered.
- Encourage **regional approach** with CLNA when it makes sense.
- GaDOE CTAE Staff is **here to help**.
- **Conference sessions** being **recorded** for your future reference
- State plan **not yet approved** – Governor Review

Georgia's State Plan

Perkins V: Strengthening CTE for the 21st Century Act



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Our State School Superintendent, Mr. Richard Woods

