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

- **JULY 2018**: Perkins V unanimously reauthorized by Congress
- **SPRING 2019**: Georgia submitted its one-year Transition Plan
- **JULY 2019**: Perkins V goes into effect (Transition Year)
- **JANUARY 2020**: January 2020 Present to Governor for review and State Board of Education for approval
- **SPRING 2020**: Georgia submits a new 4-year Perkins V State Plan
- **JULY 2020**: First full implementation year for GA Perkins V State Plan begins

We are Here!
Suggested 2020 Consultation Timeline

Sept.
- Launch at fall meeting (Sept 19)
- Set dates

Oct.
- Form District Team

Nov.
- Stakeholder outreach
- Data analysis

Dec.
- District team meets, reviews data, and preps for consultation

Late Jan.
- Consultation #1

Feb.
- Consultation #2
- District Team meeting
- Stakeholder follow up (if needed)
- Fill out CLNA

Late Feb.

Apr.
- Local application
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
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
### Perkins V Law - Section 134(c)(2)

#### What the Law Says

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

- 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).
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?

# 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.

## Secondary:

<table>
<thead>
<tr>
<th>Course/Grade</th>
<th>Ninth</th>
<th>Tenth</th>
<th>Eleventh</th>
<th>Twelfth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>9th grade Lit / Composition</td>
<td>10th grade Lit / Composition</td>
<td>American Lit / British Lit</td>
<td>World Lit / Composition / British Lit</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Coordinate Algebra / Algebra I</td>
<td>Analytic Geometry / Geometry</td>
<td>Advanced Algebra / Algebra II</td>
<td>Pre-calculus</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Physical Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Psychology</td>
<td>World History</td>
<td>US History</td>
<td>Government (5% unit) Economics (5% Unit)</td>
</tr>
<tr>
<td><strong>Pathway Competitor</strong></td>
<td>Introduction to Healthcare Sciences</td>
<td>Essentials of Healthcare</td>
<td>Patient Care Fundamentals</td>
<td>Work-Based Learning, Youth Apprenticeship, or Capstone Project</td>
</tr>
</tbody>
</table>

### Industry Recognized Credential (Pathway Competitor)

- Health & Personal Fitness (can be taken in grades 9-12)
- Modern Language/Latin
  - 2 units required for admission to Georgia University System Collegiate Universities
  - For a listing of Modern Language/Latin courses offered at your high school, please contact your advisor, counselor, or curriculum handbook.

## Required/Selective Electives

- Modern Language/Latin
- Latin I and Latin II
- AP Biology

Other Electives

- For a listing of other elective courses offered at your high school, please check with your advisor, counselor, or curriculum handbook.

## Postsecondary

- **TCC Diploma or AAS Bachelor of Science**

### Postsecondary

- **Patient Care Assistant PC21 TCC**
  - ALHS 1011 Structure and Function of the Human Body
  - COMP 1000 Intro to Computer Literacy
  - ENPL 1000 Interpersonal Relations & Prof. Development
  - ALHS 1050 Diet and Nutrition for Allied Health Sciences
  - 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: PN22 program. Please check with a local technical college admissions advisor about the process and requirements for admission.

- **Bachelor of Science**
  - 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.

- **Entrance of Fall Point**

### 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://lab.career.gahs.org](http://lab.career.gahs.org)
# Career Pathway Programs of Study Implementation

## Sample In Demand Careers in Georgia

<table>
<thead>
<tr>
<th>Occupation Specialties</th>
<th>Level of Education Needed</th>
<th>Georgia Average Salary</th>
<th>Annual Average Openings in Georgia</th>
<th>2014 – 2024 Employment Outlook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nursing Assistant</td>
<td>High School Diploma, some postsecondary coursework</td>
<td>$23,097</td>
<td>1,534</td>
<td>In Demand</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>Associate's Degree</td>
<td>$64,111</td>
<td>2,602</td>
<td>In Demand, High Skill</td>
</tr>
<tr>
<td>Medical &amp; Health Services Managers</td>
<td>Bachelor's Degree</td>
<td>$104,596</td>
<td>320</td>
<td>In Demand, High Skill</td>
</tr>
<tr>
<td>Healthcare Social Workers</td>
<td>Advanced Degree</td>
<td>$48,880</td>
<td>192</td>
<td>In Demand, High Skill</td>
</tr>
</tbody>
</table>

Go to GaFutures at [www.gafutures.org](http://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-Related Education Activities
- Career Awareness
- Career Exploration
- Instructional Related
- Connecting
- Work-based Learning
- Employability Skill Development
- Cooperative Education
- Internship
- Youth Apprenticeship
- Clinical

### Postsecondary Options:
- 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 by earning postsecondary credits as a high school student. Georgia offers a dual credit program called 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), Associate of Applied Science Degree, and/or Bachelor's Degree.

### 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/psue/psu/student_affairs/documents/Staying-on-Course.pdf](https://www.usg.edu/psue/psu/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 earn college credit for taking college courses.

### Related Pathway Occupations
- Certified Nursing Assistants (CNA)
- Licensed Practical Nurses (LPN)
- Registered Nurses (RN)
- Specialized Nursing
- Athletic Trainers
- Home Health Aides
- Anesthesiologist Assistants
- Athletic Trainers

### Other Related Occupations
- 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. (GGD)

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 Sciences 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, rehabilitation, 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.
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
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, qualtitative 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.
### 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

Dr. Barbara Wall
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GaDOE
Georgia Department of Education

TCSG
Technical College System of Georgia

CTAE DELIVERS
Our State School Superintendent, Mr. Richard Woods