

Georgia CTAE Update

GACTE – CTAE Directors Session

Barbara M. Wall, Ed.D.

July 15, 2019





Career, Technical, and Agricultural Education

Barbara M. Wall, Ed.D
CTAE State Director

Joy Flagg
Administrative Assistant to
CTAE State Director

Dr. Trudy Smith
Program Manager
Development and
Transition

Tonya Walton-Tatum
Business Support Analyst
& Administrative Support

Molly Ream
Dual Enrollment
Specialist & JROTC

Felicia Cullars
STEM Program
Specialist

Meghan McFerrin
STEAM Program
Specialist

Dr. John Pritchett
Research Technology,
and Innovation Specialist

**
Economic Workforce
Development Liaison

Dwayne Hobbs
Work-Based Learning &
Youth Apprenticeship

Roger Ivey

Program Manager (Interim)
Program Delivery

Tonya Walton-Tatum
Business Support Analyst &
Administrative Support

Linsey Shockley
Human Services (FACS)
Hospitality & Tourism (Culinary Arts)
Education and Training

Paula Poulicek
Special Populations
(CTLCCAE/PS)

Tim Elliott
Architecture & Construction, Arts
Audio-Video Technology,
Transportation, Distribution & Logistics

Delda Hagin
Business Management and
Administration, Finance, and Information
Technology

Dr. Tiffany Barney
Health Science, Human Services
(Cosmetology), Law, Public Safety,
Corrections & Security

Roger Ivey
Energy, Manufacturing, Science,
Engineering & Technology

Linda Smith
Marketing, Sales & Service,
Hospitality & Tourism (Recreation,
Sports Entertainment)

Lynsey Singleton
CTSO Coordinator

Dawn Mann
Program Manager
Guidance & School
Counseling/ Career
Development

Valerie Gordon
Administrative Support

Dr. Brent Shropshire
Guidance & Counseling,
Social Work, Hospital
Homebound

**
State School Nurse
Specialist

Melissa Cochran
Career Pathway
Coordinator

Sherese Dennard
Career Pathway
Coordinator

Billy Hughes
Program Manager
Agriculture Education

Valerie Gordon
Administrative
Support

Ben Lastly
FFA Executive
Secretary

Chris Corzine
Central Region
AG Coordinator

Stan Mitchell
North Region AG
Coordinator

Stacey Beacham
South Region AG
Coordinator

Dr. Tim Brown
Program Manager
Accountability &
Improvement

Cynthia Pitts
Administrative Support

Dr. Ray Anukam
Research/Accountability,
Local & 5yr Plan

Sharon Bonner
Central Region CTE
Coordinator

David Turner
Grants and Local Plan
(Fed Grant)

Mamie Hanson
Technical Skill Assessment
(State Grants)

Julie Kenny
South Region CTE
Coordinator

North Region CTE
Coordinator



Goals of the Update

- **Status of Strategic Plan**
- **Status of Perkins V State Plan**
- **Available CTAE Tools**

Priority
1

Georgia's Career, Technical, and Agricultural Education will change perceptions of its career-focused programs.

Common message

Priority
2

We will provide Georgia students access to quality career counseling and development throughout grades K-12.

YouScience Listening Sessions

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.

Retention Data

Priority
4

In order for CTAE and students to be successful long term, it is imperative that we expand CTAE opportunities and teach employability skills throughout grades K-12.

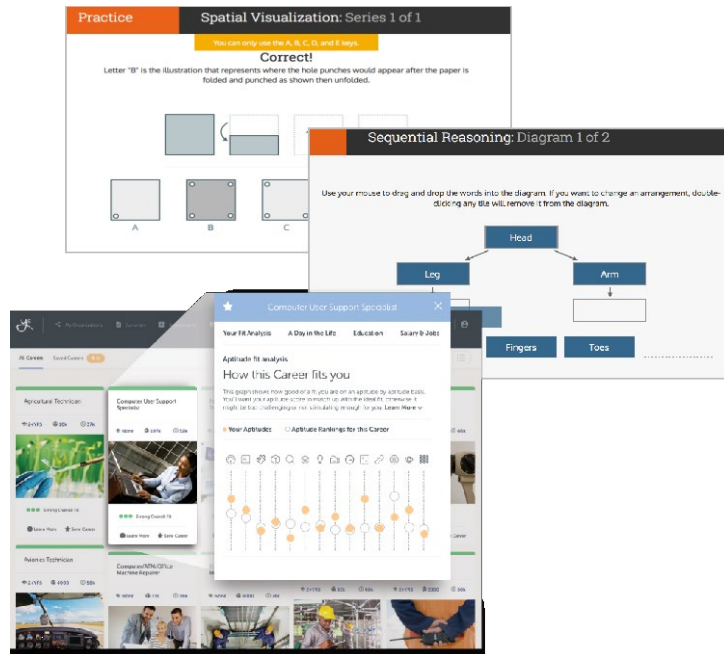
Elementary Ag Pilot
ES survey results

Interest and Aptitude Assessment (priority #2)



THE SCIENCE | Using Performance Measures of Aptitudes

Fun and engaging 'brain games' capture real measures of aptitudes.



- ✓ Cuts Through Social Bias
- ✓ Uncovers Talent
- ✓ Builds Self-efficacy
- ✓ Connects schools, employers and chambers



SOLVING AMERICA'S WORKFORCE GAP

THE PROOF | Aligns Labor Supply and Demand

Students have the aptitude for in-demand careers, but lack the exposure

Interest-Based Surveys Steer Students Away From the Economy



Aptitudes Align Talent with In-Demand Jobs

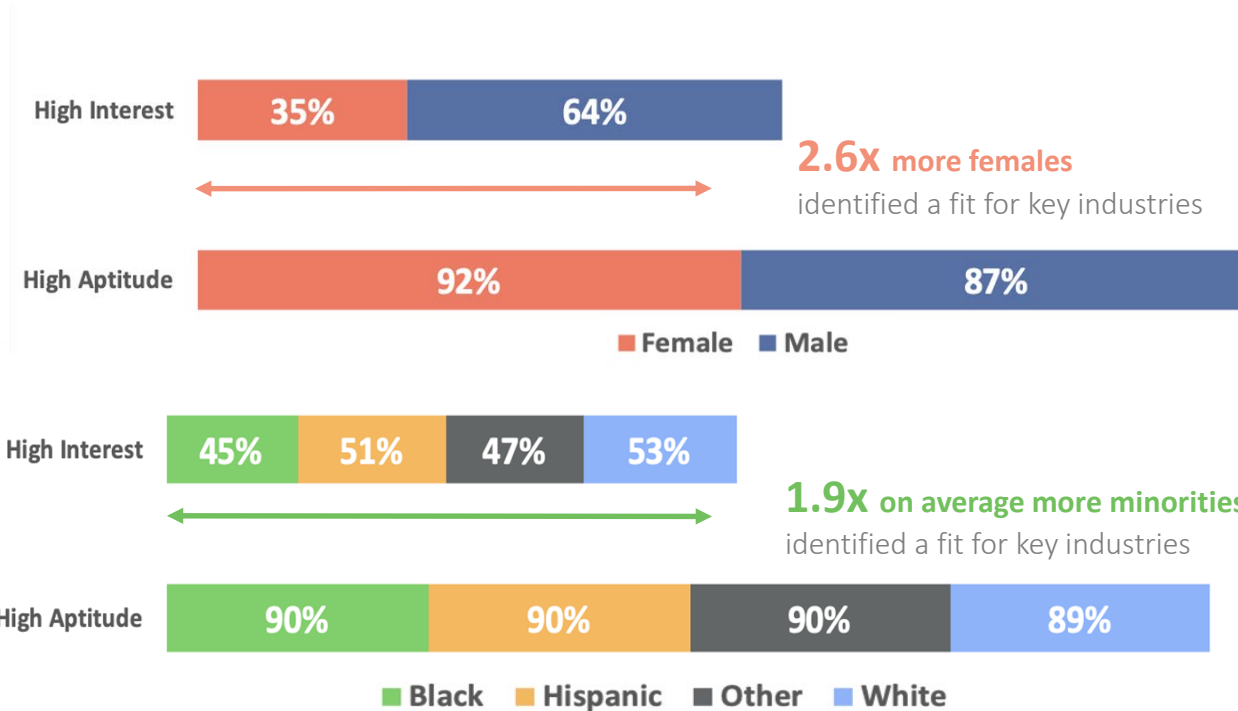


SOLVING AMERICA'S WORKFORCE GAP

Analysis of Top 50 Most Frequent Career Recommendations made to 103,050 Georgia public school students from 346 high schools, based on Aptitudes and Interests

THE PROOF | Uncovers A Broader, More Diverse Talent Pool

2.6x more female and 1.9x more minority students have the aptitudes for in-demand careers.



Key In-Demand Industries:
Technology,
Manufacturing,
Construction, Healthcare,
Distribution & Logistics

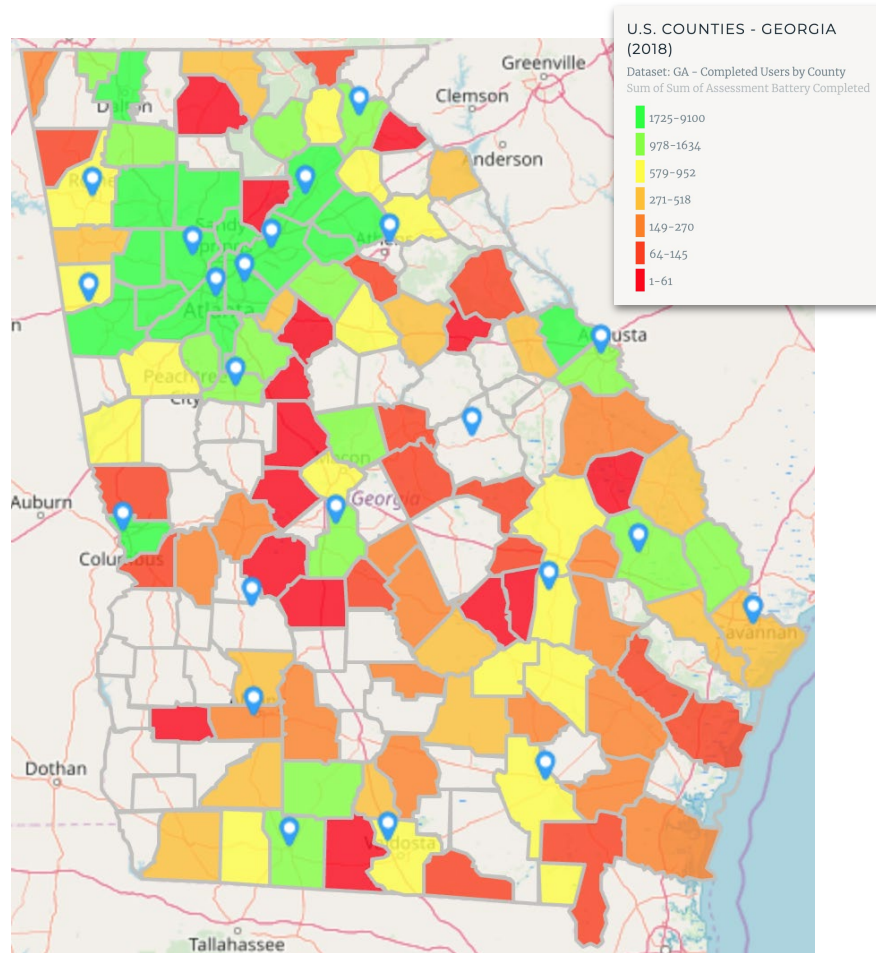
**Shows percentage of the total corresponding sub-population*



SOLVING AMERICA'S WORKFORCE GAP



CTAE Delivers Real Options for ALL Students for College and Rewarding Careers



Total Completions 102,422
Graduation Year 2019+

YouScience Successes per Georgia Educators . . .

- Tool designed to help ALL students
- Helps postsecondary-bound students decide on majors
- Provides resources to use in college applications
- Powerful for students who plan to go straight to workforce
- Local flexibility in administering and using You/Science
- Lists jobs that students has both aptitude for and interest
- Identifies education needed to pursue career and outlook such as number of job openings & average annual salary
- Strong customer service & support
- Buy-in greater when educators take it

What Ga School Counselors say about You/Science . . .

- “It levels the playing field on our students. You see those with the high aptitude and low interest, and it’s not because I’m really not interested, I just don’t know anything about that career.”
- “The Professional Development Day on YS and how to get started was helpful, as was the New School Counselors Conference. These helped clue counselors into the usefulness.”

What Ga CTAE Directors say about You/Science . . .

- “It’s not just our kids who are going to work straight from school, it’s also our college-bound student who may not have any idea what they want to do with the education that they’re going to get.”
- “Once I convinced our superintendent to take it herself, then she jumped I with both feed and both arms.”
- “The Y/S chat function is great. They give fast responses & great customer service.”

CVIQG Opportunity Comment	YouScience Comment/Plan	GaDOE Comment/Plan
<u>Challenge:</u> Time Required	Analyzing – if successful will introduce revised version January 2020	Communicate best practices and implementation suggestions
<u>Challenge:</u> Difficulty setting up program	Now that YouScience is integrated with School Counselor Companion through SLDS, problem should be resolved	
<u>Challenge:</u> How to use results	Creating lesson plans & additional resources for using results. Will be available in Resource Library for 2019-20.	Assist in development of toolkit with mini lessons & communicate resource availability to districts.
<u>Challenge:</u> Extra costs for certain analytics	No costs to schools for these reports: CTAE guidance, technical college majors, MS cluster reporting. Costs for Additional reports for Chambers & school systems for community talent pipeline.	
<u>Challenge:</u> Data Governance & student privacy	YouScience agreement with Georgia requires FERPA compliance. YS has signed local data privacy agreements when requested.	

CVIOG Opportunity Comment	YouScience Comment/Plan
<p><u>Suggestion</u>: Include section on military careers.</p>	<p>YS chose aptitude measures that cover broad set of civilian careers. ASVAB is specifically suited for military careers</p>
<p><u>Suggestion</u>: offer Spanish version.</p>	<p>Recognize the need for additional language and this is on YS product roadmap</p>
<p><u>Suggestion</u>: more robust reporting tools and school/district dashboards focused on schoolwide workforce/economic development factors that could help inform the community</p>	<p>YS has created several community workforce and talent pipeline reports on a custom basis. Will work with GaDOE and districts to evaluate standardizing some of these reports.</p>
<p><u>Suggestion</u>: ability to run reports for the students that could be used to modify lessons to better fit the students & their personalities or learning styles</p>	<p>Will work with counselors and GaDOE to package the student information in a way to give teachers insight into a student's learning style and personality.</p>

CVIOG Opportunity Comment	YouScience Comment/Plan	GaDOE Comment/Plan
<u>Potential Improvement:</u> Print-and-go lesson plans for advisement	YS will have lesson plans available for 2019-20 in the Resource Library with focus on using results to fulfill BRIDGE activities.	
<u>Potential Improvement:</u> examples of letters to inform all stakeholders	Communication/e-mail templates are available in the Resource Library in the Communications folder	Communicate availability of resources to districts
<u>Potential Improvement:</u> Flowchart or timeline	YS will work with GaDOE to create timeline/flowchart for YS implementation.	
<u>Potential Improvement:</u> Share Best Practices/lesson learned from districts	YS will make available feedback received from schools on best practices in addition to working with GaDOE to develop communication strategy	
<u>Potential Improvement:</u> Georgia-specific FAQs	YS will add GA-specific FAQs and make document available in the GA-specific folders of Resource Library	Assist in the development of FAQ

CVIOG Opportunity Comment	YouScience Comment/Plan	GaDOE Comment/Plan
<p><u>Additional Direction:</u> why should districts use YS when there are other options to fulfill Bridge Bill with less effort ?</p>	<p>If compliance is the sole objective, other tools work. YS is the only career guidance in GA (1) that uses performance measures of aptitudes to uncover student aptitudes, (2) proven by GOSA to have positive impact on student’s social & emotional learning including self-efficacy, (3) that delivers academic advising tools to guide students to their best fit CTAE and dual degree pathways, (4) that provides analytics for workforce & economic development, and (5) that provides tools to connect students to WBL opportunities</p>	
<p><u>Additional Direction:</u> guidance on what to do if student’s assessment recommends a pathway not offered at the school.</p>	<p>YS does not recommend single career or single pathway. YS displays alternatives for rural and urban students can see all high fit careers. Provides counselors, parents, students with information to create a path that leverages available resources while looking beyond district for supplemental resources.</p>	<p>New resource available for CTAE Directors that could help with this – “Georgia Alignment Toolkit”</p>

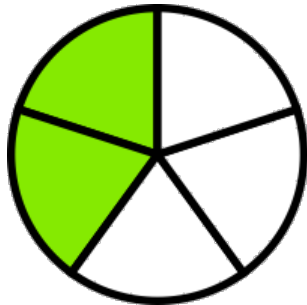
CVIOG Opportunity Comment	YouScience Comment/Plan	GaDOE Comment/Plan
<p><u>Additional Direction:</u> unclear about how YS fulfills Bridge Bill</p>	<p>Document in Resource Library that shows how YS satisfies each Bridge Bill. YS will work on communicating this better during training sessions</p>	<p>YS SLDS integration documents were developed & distributed to counselors Feb 2, 2019. Will send documents to counselors at beginning of Fall 2019 and deliver refreshers to counselors during the September face to face updates.</p>

“By exposing students to careers and encouraging them to think more deliberately about their education choices earlier, while simultaneously arming our faculty with meaningful insights about students’ individual strengths and abilities, we can lay the foundation for a better-prepared workforce and a stronger future economy.”

Barbara M. Wall

PRIORITY #3

Workshops Completed



1. July 2018
2. September 2018

Retention Rate

Healthcare Science
2014: 11.5%
2015: 2.9%
2016: 13.2%
2017: 30.2%
2018:

- We will have a score card for each cluster area that monitors our progress.
- The scorecard will include retention data and workshops completed.
- As further data is compiled and additional workshops offered, it will be updated.
- We may also consider adding a notes section to keep subjective information collected.

Georgia CTAE Strategic Plan Priority 4

Employability Skills Survey Results

For CTAE and students to be successful long term, it is imperative that we expand CTAE opportunities and teach employability skills throughout grades K-12. A survey was administered to collect information regarding current employability skills instruction in Georgia.



Teacher Survey Results

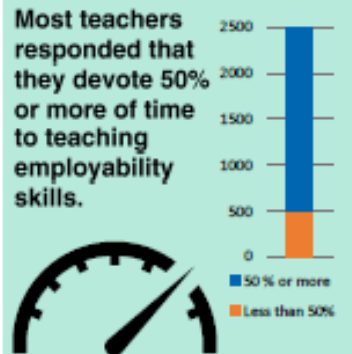
Employability skills instruction is important to teachers.

On a scale of 1-10, 1 being "Not at All Important" and 10 being "Extremely Important," 94 percent of participants rated an 8 or higher regarding the importance of employability skills instruction.



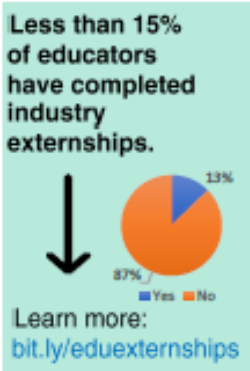
Reasons teachers have not used CTAERN employability skill resources.

Priority #4



Most Used Professional Learning for Teaching Employability Skills:

- GA Best
- CTAERN Workshops
- GACTE Sessions
- Program Area Professional Development



Top obstacles to employability skills instruction that teachers have encountered:

1. Low Student Interest and Participation
2. Inadequate Class Time
3. Lack of Schoolwide Focus or Support
4. Inadequate Teaching Resources
5. Lack of Professional Development



We Listened!

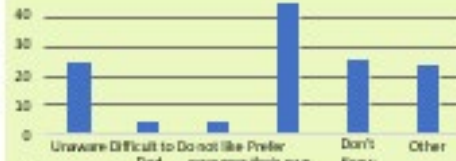
One click on the new "Employability Skills" tab on the CTAE Resource Network homepage will take you directly to employability skills resources. You will find the tab in the menu section on the left-hand side of the page. Check it out to find the resources you need!



Administrator Survey Results

Employability skills instruction is important to administrators.

On a scale of 1-10, 1 being "Not at All important" and 10 being "Extremely important", 173 out of 175 administrators rated an 8 or higher regarding the importance of employability skills instruction.



Reasons teachers have not used CTAE employability skill resources.

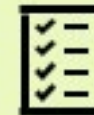
Most schools/ systems plan to issue the Employability Skills Diploma Seal.



Most Used Professional Learning for Teaching Employability Skills:

1. GACTE Sessions
2. CTAE Workshops
3. GA BEST
4. Program Area Professional Development

Administrators promote and support employability skills instruction.



Administrators made comments regarding the following themes:

Instruction	Academic Integration	Business and Industry
Training is needed for CTAE teachers to more effectively integrate employability skills lessons into instruction. Teachers need increased awareness of needs of business and industry to prioritize employability skills instruction.	Employability skills instruction should be integrated into courses outside of CTAE.	Some schools use business and industry professionals in their community as a resource. Others reported that this needs to be done.

Top obstacles to employability skills instruction that administrators have encountered:

1. Inadequate Class Time
2. Lack of Professional Development
3. Low Student Interest/ Participation
4. Lack of Schoolwide Focus
5. Inadequate Teaching Resources



<https://www.wab.e.org/pilot-program-to-introduce-agriculture-education-into-georgia-elementary-schools/>

**Real Opportunities for
College & Rewarding Careers**

**CTAE
Delivers...**

**Real High School
Experience with
Added Value**

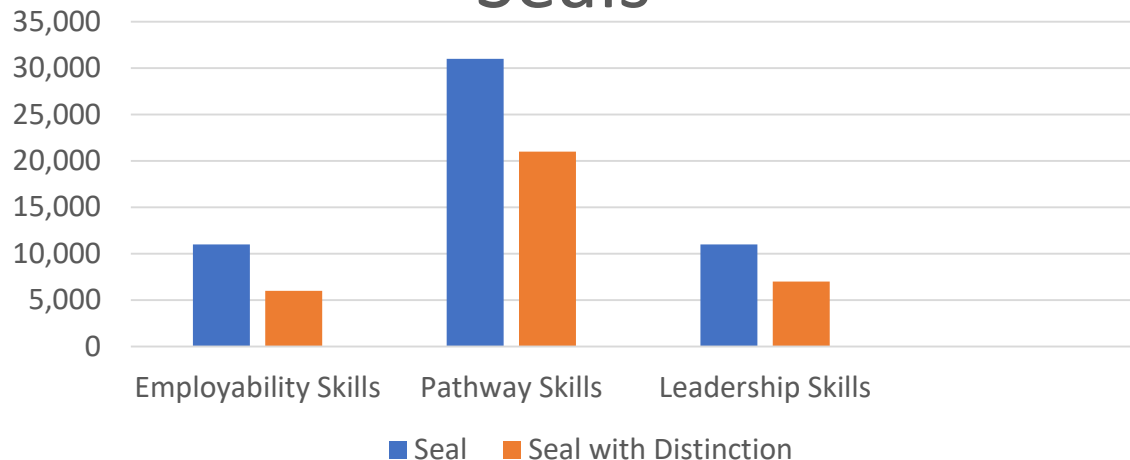
**Real-World
Workforce-Ready
Skills**

CTAE Delivers Real Options for ALL Students for College and Rewarding Careers

- CTAE programs allow students to explore a range of options for their future – inside and outside of the classroom.

<https://www.wabe.org/pilot-program-to-introduce-agriculture-education-into-georgia-elementary-schools/>

Career Ready Diploma Seals



CTAE Delivers Real Options for ALL Students for College and Rewarding Careers

➤ Through CTAE, students can start their path toward a career that they are passionate about, while earning valuable experience, college credits, and more..

- Experiential Learning

CTAE Quick Links

- Georgia CTAE Strategic Plan
- Locally Developed Career Pathway Course Process
- Georgia CTAE Employability Skills Task Force Recommendations
- YouScience Report - 2019
- New CTAE Director Training Recommendations
- Experiential Learning web site



- Early post-secondary opportunities

CTAE Delivers a Real High School Experience with More Value

- CTAE programs are **PART** of high school – students can participate in CTE and the other activities they enjoy, such as sports, the arts or whatever else their friends are doing.
- CTAE takes students even further during their high school experience – providing opportunities for specialized classes, internships, and networking with members of their community.
 - 68% GA HS students take at least 1 CTAE course (385,431)
 - 62% GA MS students take at least 1 CTAE course (271,064)
 - **19,598** students participate in WBL
 - STEM/STEAM Certified schools: 44 ES, 14 MS, 14 HS
 - 9CTSOs
 - 17 Career Clusters
 - 130+ Career Pathways
 - Pathway Completers
 - 96.48% CTAE graduation rate
 - Local Pathways

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Programs-of-Study.aspx>

- Credentials – 36,177 – FY 18
- Programs of Study – 43 and more to come

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Programs-of-Study.aspx>

Program of Study: Industrial Maintenance



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: Manufacturing - Industrial Maintenance					Postsecondary		
Course/Grade	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 IF11 Industrial Fluid Power Technician TCC - IDSY 1170 Industrial Mechanics - IDSY 1190 Fluid Power - IDSY 1195 Pumps and Piping Systems - IDSY 1110 Industrial Motor Controls I	Completion of IF11 Industrial Fluid Power Technician TCC leads to IST4 Industrial Systems Technology diploma or IS13 Industrial Systems Technology degree.	Entrance or Exit Point 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/?p=118:1:0:::
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	Industrial Mechanics	Fluid Power and Piping Systems	Electrical Motor Controls	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)	Intro to Digital Technology	Embedded Computing	AP Chemistry			
	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.				
<p>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.</p>							
<p>Industrial Maintenance Career Pathway Completers - Industry Credentialing for High School Students Upon completion of sequenced courses in the Industrial Maintenance Career Pathway, students are eligible to complete the Industry-Recognized student credential for fulfillment of the End of Pathway Assessment. Secondary students completing the Industrial Maintenance pathway will be able to sit for the National Industry Credentialed assessment offered on-line from NCCER and NIMS. 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/GAManufacturing</p>							

Developed 1-31-2017; Revised 5-23-2018

Sample High Demand Careers in Georgia

Occupation Specialties	Level of Education Needed	Georgia Average Salary	Annual Average Openings in Georgia	2014 – 2024 Employment Outlook
Industrial Machinery Mechanics	Postsecondary Certificate	\$45,888	424	High Demand, High Skill
Maintenance Workers, Machinery	Diploma, some postsecondary	\$41,166	66	High Demand, High Skill
Millwrights	Diploma, some postsecondary	\$48,030	65	High Demand, High Skill

GDOL Labor Market Explorer

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 Enhancement Opportunities	Career-Related Education Activities	Postsecondary Options:	Earning Postsecondary Credits While in High School
	<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 	<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 	<p>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.</p> <p>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 Bachelor's Degree.</p>
Postsecondary Transition <ul style="list-style-type: none"> • 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. (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 <ul style="list-style-type: none"> • Millwright • Machinery Maintenance Workers 		Other Related Occupations	
* ONET Online			

Industrial Maintenance Pathway Description

Industrial machinery mechanics and maintenance workers maintain and repair factory equipment and other industrial machinery, such as conveying systems, production machinery, and packaging equipment. Millwrights install, dismantle, repair, reassemble, and move machinery in factories, power plants, and construction sites.

Workers in this occupation must follow safety precautions and use protective equipment, such as hardhats, safety glasses, and hearing protectors. Most work full time. However, they may be on call and work night or weekend shifts. Overtime is common.

Industrial machinery mechanics and maintenance workers and millwrights typically need a high school diploma. However, industrial machinery mechanics need a year or more of training after high school, whereas maintenance workers typically receive on-the-job training that lasts up to a year. Most millwrights go through a 4-year apprenticeship.

Employment of industrial machinery mechanics and maintenance workers and millwrights is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations. The need to keep increasingly sophisticated machinery functioning and efficient will drive demand for these workers. Job prospects for qualified applicants should be very good.

Compare the job duties, education, job growth, and pay of industrial machinery mechanics and maintenance workers and millwrights with similar occupations.

CTAE Delivers Real-World Workforce-Ready Skills

- CTAE is a unique opportunity for hands-on learning – putting students at the center of the action.
 - Employability Skills
 - Work-based Learning
 - CTSOs

- CTAE provides the skills and confidence students need to pursue career options, discover their passions and get on a path to success.
 - Educator Externships
 - School Counselors
 - CTAE Teachers
 - CTAE Administrators
 - Partners
 - YouScience (listening session results)

Perkins V Update

For Georgia



*Offering a holistic education to **each and every child** in our state.*

Objectives of Perkins V Section of Presentation

- Assurance that current CTAE Strategic Plan and CTAE Initiatives are aligned to Perkins V State Plan
- What is the Perkins Grant?
- Highlights of Georgia's Perkins V Transition Plan
- Overview and Timeline of Perkins V State Plan
- Who are the Ga Perkins State Plan Experts?

What is the Perkins Act?

Provides federal funding for secondary and postsecondary Career Technical Education



Secondary Career Technical and Agricultural Education (CTAE) may include grades 5-12.

Mission: to educate GA's future workforce by providing experiences for GA students that will prepare them for workplace success.



Postsecondary Career Technical Education (CTE) means two-year (and shorter) credit college programs offering students training to prepare them for a job.





Perkins V (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.

Perkins IV (ended June 30, 2019)

The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs.

Highlights of Perkins V Transition Plan

- Georgia - recognized across nation for bold initiatives and quality career technical programs.
 - Agreed to make few changes during transition year.
 - Develop 2 additional Programs of Study – Audio Video & Film Cluster and Architecture & Construction Cluster
 - Identify Criteria to justify the split of funds between TCSG and GaDOE CTAE
- Some sections of plan written collaboratively; others by individual agency
- Gov Kemp's office reviewed plan
- May 24, 2019 - submitted by GaDOE
- Georgia's Transition Plan approved July 1, 2019

Major Changes of Perkins V State Plan

- Changes “high-demand” to “in-demand”
- Bigger emphasis on CTE 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
- Requires local career technical programs to conduct a “Comprehensive Needs Assessment” every 2 years
- Expands the list of who counts in 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 Core Indicators (new, non-trad participant dropped, new but on ESSA,)

- 1S1 - Four-Year Graduation Rate
- 1S2 - Extended Graduation Rate
- 2S1 - Academic Proficiency in Reading/Language Arts
- 2S2 - Academic Proficiency in Mathematics
- 2S3 - Academic Proficiency in Science (biology)
- 3S1 - Post-Program Placement
- 4S1 - Non-traditional Program Concentration
- 5S3 - Participated in Work-Based Learning
- 5S4 - CTAE Pathway Completers
- 5S5 - End of Pathway Assessment (EOPA) (Technical Skill Attainment)

Major Changes of Perkins V State Plan – continued - collaboration

- 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 State Plan Timeline

- Spring until Fall 2019 – GaDOE & TCSG Teams
- Summer 2019 – Input from GECCI members, Special Education Directors, WBL Teachers, Georgia B & I at GACTE with Deputy Assistant Secretary Casey Sacks from US Ed., CTAE teachers, administrators, and counselors at GACTE
- Fall 2019 – public hearings
- Jan 2020 – 4-year state plan available for public comment, approval by Governor and State Board of Education
- Early Spring (mid-April) – Submit Perkins V State Plan
- July 1, 2020 – Full implementation of Perkins V

GEORGIA CAREER, TECHNICAL AND AGRICULTURAL EDUCATION (CTAE)



GEORGIA CTAE DELIVERS

- REAL HIGH SCHOOL EXPERIENCES WITH ADDED VALUE
- REAL OPPORTUNITIES OR COLLEGE & REWARDING CAREERS
- REAL-WORLD WORKFORCE-READY SKILLS

GEORGIA CTAE VISION

Our vision is that Georgia's Career, Technical, and Agricultural Education will provide educational experiences of superior quality and value for students that drive economic prosperity for all.

600,000+

students across Georgia enroll in CTAE courses and career pathways every year!

- PRIORITY 1 - Georgia's Career, Technical, and Agricultural Education will change perceptions of its career-focused programs.
- PRIORITY 2 - We will provide Georgia students access to quality career counseling and development throughout grades K-12.
- 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.
- PRIORITY 4 - In order for CTAE and students to be successful long term, it is imperative that we expand CTAE opportunities and teach employability skills throughout grades K-12.

PERKINS V

Perkins V is the recently updated federal law that provides accountability and funding for CTE programs around the country, including Georgia, to promote and enhance CTAE programs for students!

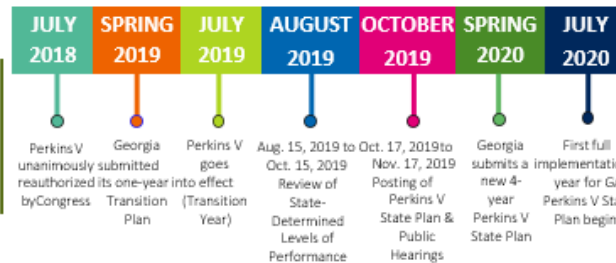
NEW Perkins V features:

- Expanded opportunities for local employer engagement
- Greater support for ALL students
- New federal CTAE funding opportunities for career exploration in grades 5-8
- A new local needs assessment requirement to encourage MORE community input
- Refined student performance indicators focused on measuring student success in school and preparation for successful transitions to a career or college



GA STATE PLAN

We need **YOUR** input as we develop Georgia's State Plan for Perkins V. Watch for more information coming soon about public comment meetings and an online survey.



Georgia Department of Education
1752 Twin Towers East
205 Jesse Hill Jr. Dr. SE
Atlanta, GA 30334
www.gadoe.org

For More Information
Dr. Barbara Wall, State CTAE Director
bwall@doe.k12.ga.us



@georgiadepofed



PERKINS V INTERNAL COMMITTEES

Comprehensive Needs Assessment	Size, Scope, Quality	Stakeholder Engagement	Definitions
Chair: Julie Kenny	Chair: John Pritchett	Chair: Roger Ivey	Chair: Molly Ream
Sharon Bonner	Mamie	Billy	Trudy
Mamie	Trudy	Felicia	Chris
Trudy	Ray	Meghan	
Ray	Julie		
Tim Brown	Tim		
Dwayne	Dwayne		
Billy	Billy		
Roger	Roger		
Roy	Roy		
John			
Core Indicators	Policy & Board Rules	Reserve Funds	State Determined Performance Levels
Co-chairs: Mamie & Dwayne	Chair: David Turner	Chair: Tim Brown	Chair: Sharon Bonner
Stan	Tim E.	Ben	Dawn
Brent	Linda Smith	Paula	Sherese
Melissa		Tiffany	Delda
Lynsey Singleton		Linsey Shockley	Stacey B

**Real Opportunities for
College & Rewarding Careers**

**CTAE
Delivers...**

**Real High School
Experience with
Added Value**

**Real-World
Workforce-Ready
Skills**

Tools to Help CTAE Deliver

- Revised new CTAE Director Training
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/New-CTAE-Admin-Report.pdf>
- Georgia Alignment Toolkit – resources for connecting education & business
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GaDOE-Alignment-Toolkit-Report.pdf>
- YouScience Listening Session Report
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/YouScience-Report.pdf>
- State-wide CTAE B & I Advisory Council – (accountability)
- Educator Externship Opportunities (CTAERN: 121 FY 19)
- Experiential Learning website (Ga Power)
<https://gaworkforce.org/explearning>

More Tools to Help CTAE Deliver

- CVIOG & GaDOE developing CLNA guidance document, related resources, & training to conduct effective & meaningful needs assessment process for FY 20
- Enhancing Georgia Career Pipeline Tool with labor market data and technical assistance for FY 20 (CVIOG & GaDOE)
<http://gacareerpipeline.gadoe.org/>
- Labor Market Information Workshop by CVIOG for FY 20
- Economic Development Educator Course Development & Pilot FY 20
- GaDOE CTAE – CTAERN – GACTE – joint planning – Nov 12 & 13, 2019
- CTAE Annual Report Refresh for FY 20
- New Equipment Grants – new facility nor modified facility required
- GACTE Summer Conference: July 15-17, 2020 (W-F) - Athens



Questions?

bwal@doe.k12.ga.us

404-387-1666