

Georgia CTAE Update

Summer GAEL
Barbara M. Wall, Ed.D.
July 16, 2019



Educating Georgia's Future *by graduating students who are ready to learn, ready to live, and ready to lead.*





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

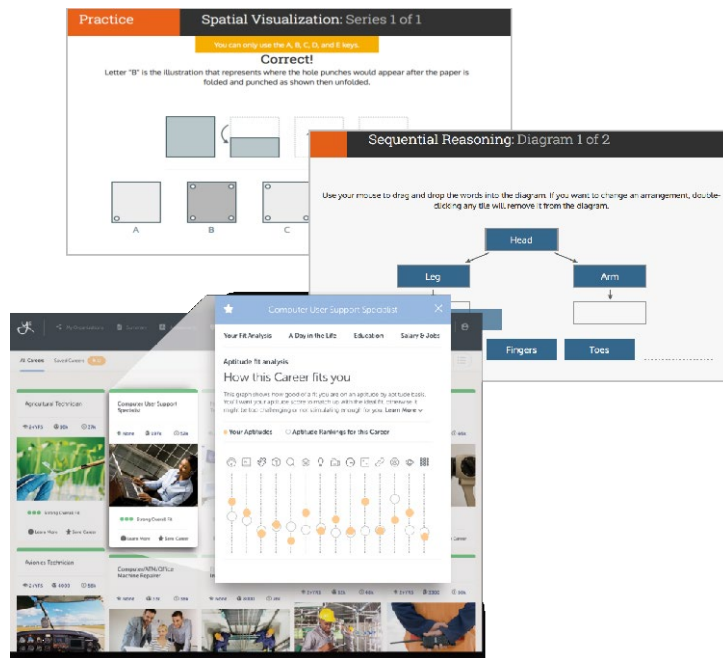
In order for CTAE and students to be successful long term, it is imperative that we expand CTAE opportunities and teach employability skills throughout grades K-12.

Elementary Ag Pilot
ES survey results

Interest & Aptitude Assessment (Priority #2)

THE SCIENCE | Using Performance Measures of Aptitudes

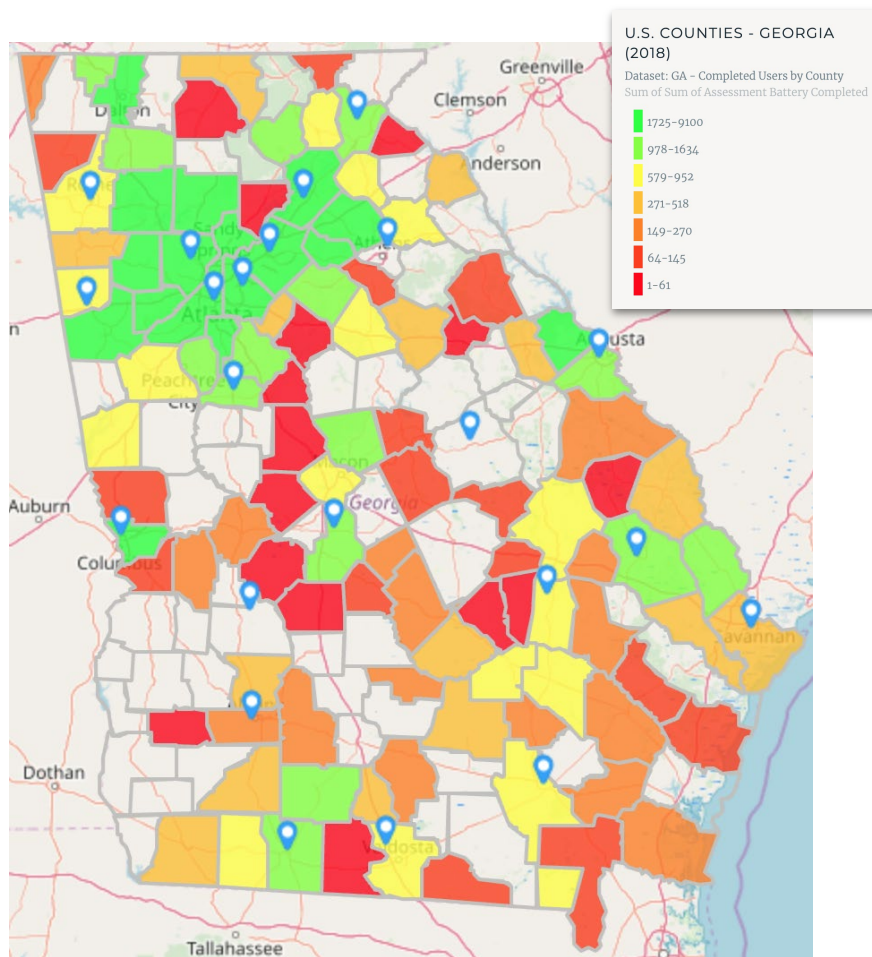
Fun and engaging 'brain games' capture real measures of aptitudes.



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

youscience® SOLVING AMERICA'S WORKFORCE GAP

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



Total Completions 102,422
Graduation Year 2019+

Successes, Challenges, Suggestions, Potential Improvements, & Additional Direction . . .



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

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 of jobs for students who have both aptitude 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

| CVIOG 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>Suggestion:</u> more robust reporting tools and school/district dashboards focused on schoolwide workforce/economic development factors that could help inform the community. | 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. | |
| <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. | Communicate availability of resources to districts |
| <u>Additional Direction:</u> guidance on what to do if student's assessment recommends a pathway not offered at the school. | 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. | New resource available for CTAE Directors that could help with this – “Georgia Alignment Toolkit” |

CTAE Retention

Educating Georgia's Future

FY14 to FY18

Law and Public Safety

Georgia CTAE: Retention in Teaching Law and Public Safety Courses

The number of law and public safety teaching positions has grown by over 150% since 2014. 51% of those that were employed in 2014 are still employed as teachers.



| Year | Number Employed | Percent Employed | | | |
|------|-----------------|------------------|----------|----------|----------|
| | | 2nd year | 3rd year | 4th year | 5th year |
| 2014 | 83 | 80% | 66% | 56% | 51% |
| 2015 | 122 | 81% | 80% | 61% | |
| 2016 | 150 | 77% | 65% | | |
| 2017 | 162 | 70% | | | |
| 2018 | 213 | | | | |

Law and Public Safety Certification Information

1. Hold an associate's degree or higher from a GaPSC-accepted accredited institution in criminal justice, emergency management, fire science, paralegal studies, political science or a GaPSC-determined equivalent.

AND

2. Have at least two (2) years of occupational work experience in the field.

3. Local units of administration (LUAs) hiring teachers certified in this field should select individuals with a background that is closely related to the pathway(s) they will be teaching. For example, an individual with experience as a firefighter would be best suited to teach a firefighting course. LUAs offering programs leading to certification or licensure must also be sure that their teachers meet the requirements of the particular credentialing agency.

<https://www.gapsc.com/rules/current/certification/525-2-.90.pdf>

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[https://www.gadoe.org/Curriculum-](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/)

[Instruction-and-Assessment/CTAE/Pages/](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/)



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PRIORITY #3

Georgia CTAE Strategic Plan Priority 4

Employability Skills Survey Results

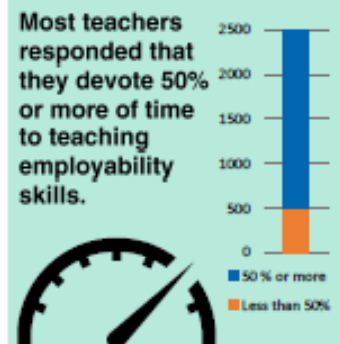
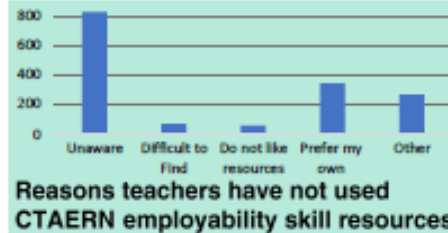
For CTAE and students to be successful long term, it is imperative that we expand CTAE opportunities and teach employability skills throughout grades K-12. A survey was administered to collect information regarding current employability skills instruction in Georgia.



Teacher Survey Results

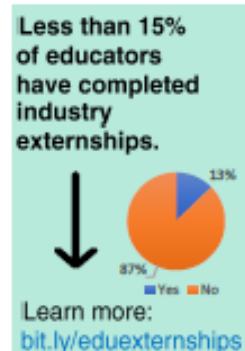
Employability skills instruction is important to teachers.

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.



Most Used Professional Learning for Teaching Employability Skills:

1. GA Best
2. CTAERN Workshops
3. GACTE Sessions
4. 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

Priority #4

We Listened!

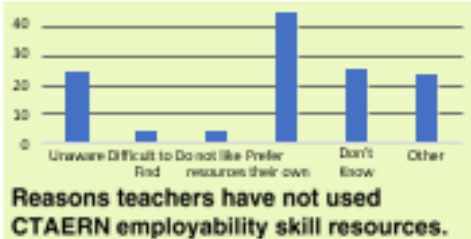
One click on the new "Employability Skills" tab on the CTAE Resource Network homepage will take you directly to employability skills resources. You will find the tab in the menu section on the left-hand side of the page. Check it out to find the resources you need!



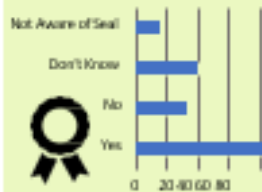
Administrator Survey Results

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.



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



Most Used Professional Learning for Teaching Employability Skills:

1. GACTE Sessions
2. CTAERN 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.wabe.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**

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 Five-Year Strategic Plan and CTAE Initiatives are aligned to requirements of 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

What is the Perkins V 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.



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Tools to Help CTAE Deliver

- Georgia Alignment Toolkit – resources for connecting education & business (training – Sept)
www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GaDOE-Alignment-Toolkit-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>
- CVIOG & GaDOE developing CLNA guidance document, related resources, & training to conduct effective & **meaningful** needs assessment process for FY20
- 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
- New Equipment Grants – new facility nor modified facility required
- GACTE Summer Conference: July 15-17, 2020 (W-F) - Athens



Questions?

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