

# Perkins V Update

## *Georgia CTE*

State Board of Education Meeting

Barbara M. Wall, Ed.D.

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# Objectives

- What is the Perkins Grant?
- Highlights of Georgia's Perkins V Transition Plan
- Overview and Timeline of Perkins V State Plan
- Examples of Current Georgia CTAE Initiatives Aligning to Perkins V State Plan
- I Support CTE Campaign

# 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 IV (ends 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.

## Perkins V (begins 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.

# 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
- Some sections of plan written collaboratively; others by individual agency
- Gov Kemp's office reviewed plan
- May 24, 2019 - submitted by GaDOE
- Waiting on approval of transition plan

# 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

# Major Changes of Perkins V State Plan - continued

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

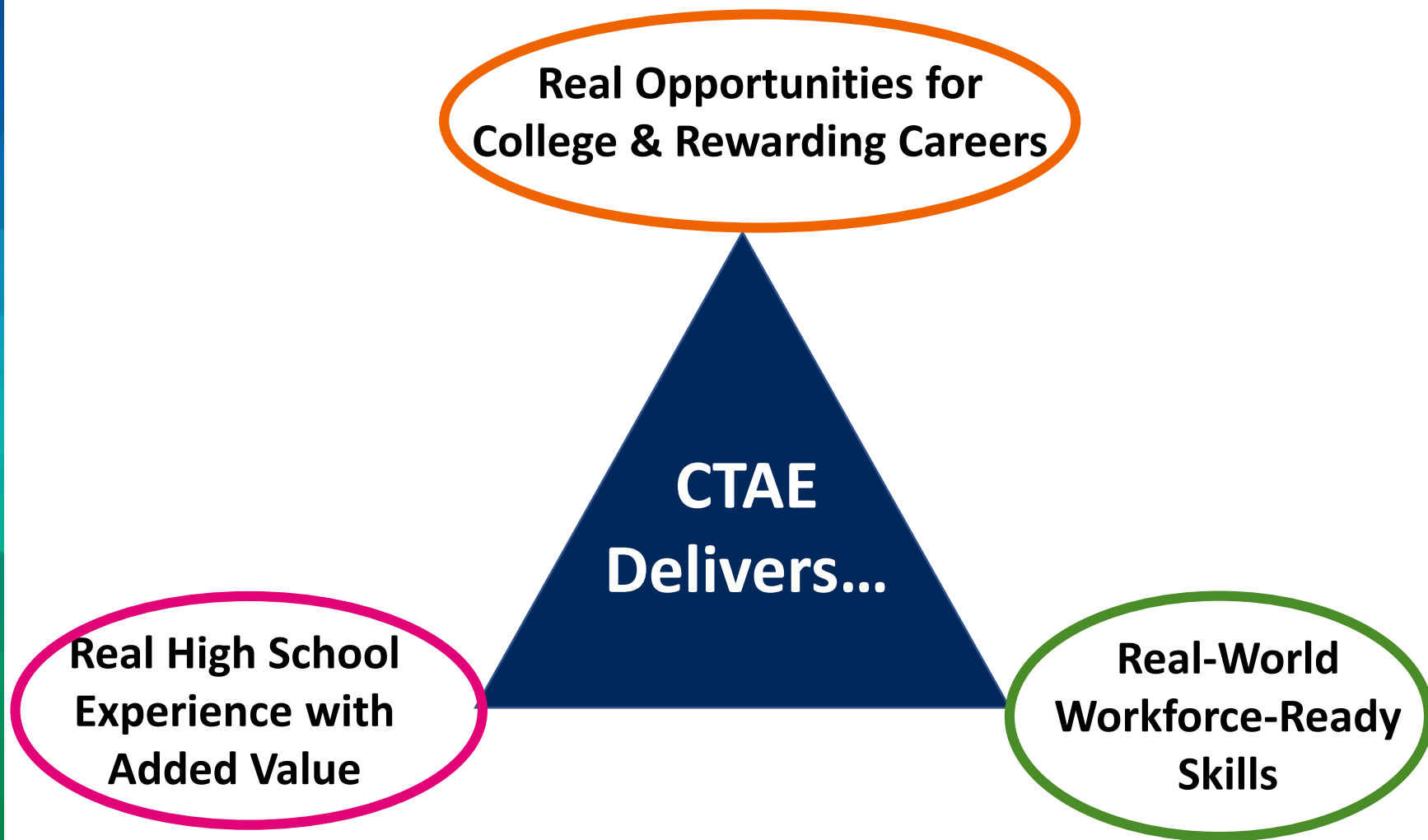
*Efforts that “support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of , all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities.”*



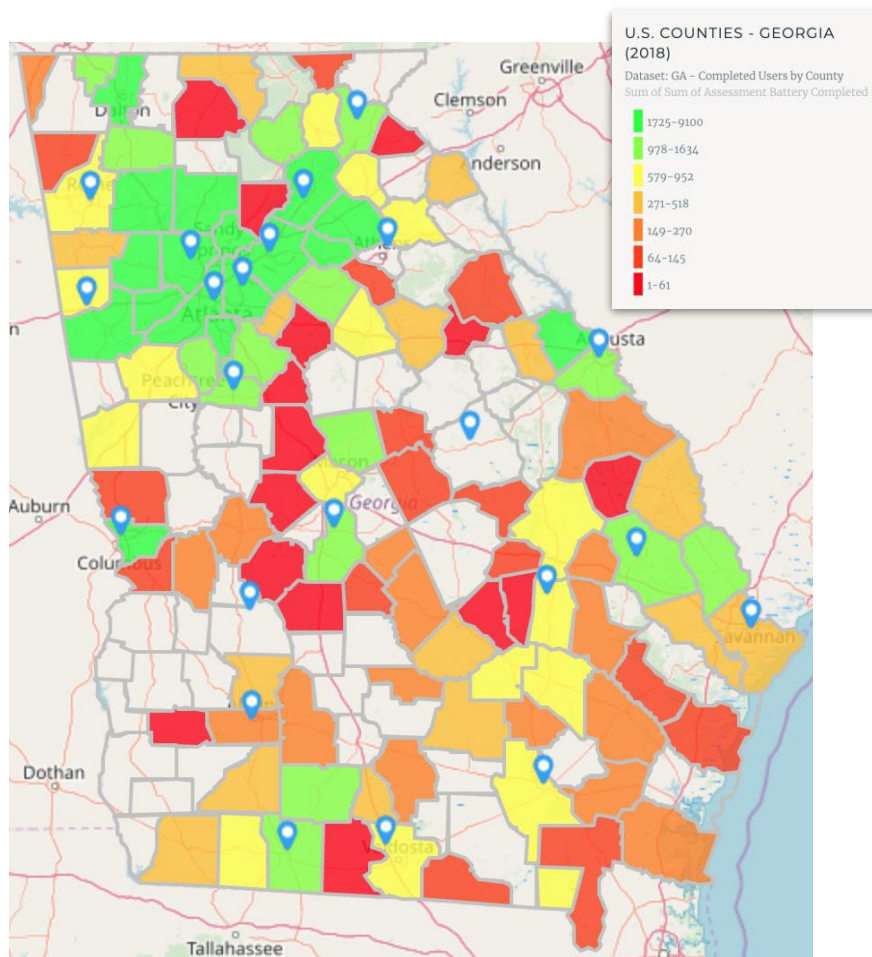
# Perkins V State Plan Timeline

- Fall 2019 – public hearings
- Jan 2020 – 4-year state plan available for public comment, approval by Governor and State Board of Education
- Early Spring – Submit Perkins V State Plan
- July 1, 2020 – Full implementation of Perkins V

# Current Georgia CTAE Initiatives Align to the Perkins V State Plan



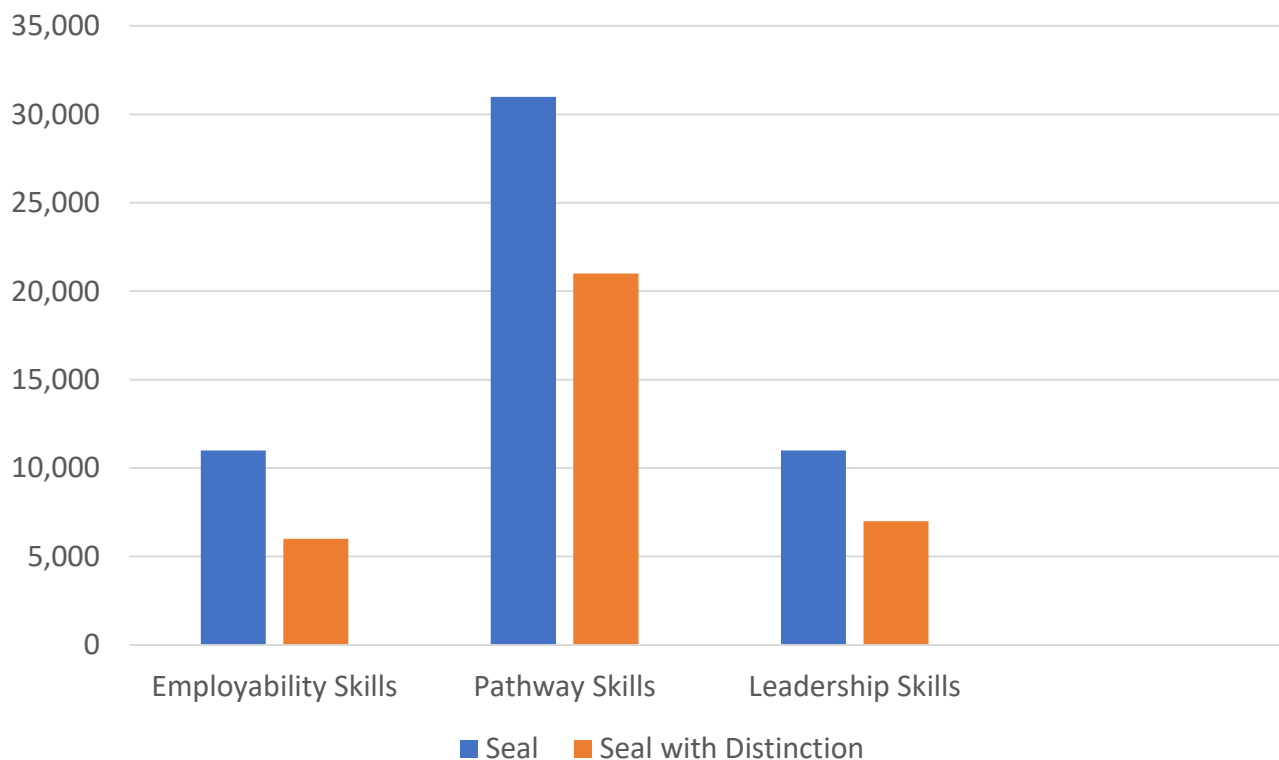
# CTAE Delivers Real Options for ALL Students for College and Rewarding Careers



Total Completions 102,422  
Graduation Year 2019+

# CTAE Delivers a Real High School Experience with More Value

## Diploma Seals



# CTAE Delivers Real-World Workforce-Ready Skills

## Educator Externships



# Educators Benefited from LIFT

- “It allowed me to hear first hand how developing **soft skills**, even at the elementary level, will aid both employers and our students.”
- “As a 5<sup>th</sup> grade teacher we often forget how we are helping students to mold soft skills for future careers, but elementary school teachers can implement many teachable moments for **soft skills** inside and outside of the classroom. Beginning the practice of soft skills at an early age will help to allow them to become a practice of daily life as students further themselves.”
- “My goal is to combine my knowledge of *Interface*’s sustainability program and the **science standards** taught in 5th grade. By developing the relationship with members of the *Interface* community, I desire to have those representatives come in and **talk to my students** about how their current grade level content relates to the sustainability idea practiced daily at *Interface*.”



# Educators Benefited from LIFT

- “I am enthusiastic about the many ways I can **collaborate** with Kia Ergonomics Directors with my middle school students in STEM electives.”
- It’s so important for **teachers and business** people to be able to discuss what happens on both sides of the aisle. It’s also important for both sides to know the constraints that the other deals with. That way, more constructive **discussions** can be held with less lost in translation.” – high school CTAE teacher



# Quotes from B & I

- HR Manager, Hyundai: “I can tell you that the changes you are discussing are exactly what I think the system needs, but someone has to step up and **listen to teachers**, because they are on the front lines. The biggest difference between business and education at this point is in implementation of **change** once you identify a problem.”
- HR Mgmt. Asst., Hyundai: “...Anything I can do to help you guide these students in the right direction toward being more ready for the real world, **I will** be more than happy to **help**. They need to hear it from all sides.”
- Managing Supervisor, Jindal Films: “ It’s the basic tasks, the **soft skills** that really need coming into the workforce. We can train on any position that we have. What we need is someone that’s willing to absorb and accept that training.”





# Input from GEICC

1. Are we offering the education and technical skills that meet the needs of business and industry in Georgia? What will be the new jobs in the next five years? What is GaDOE CTAE doing right? What needs to be improved?
2. How can we expand work-based learning such as apprenticeships, internships, etc.?
3. Should Georgia expand CTAE opportunities in grades 5-8? Why? Why not?

# Input from IDEA Conference

- 1. How do you and your students benefit from Georgia CTAE programs and courses?**
- 2. How much should Georgia CTAE emphasize and promote Middle School career awareness and exploration activities?**
- 3. What should Georgia CTAE do that it is not doing currently?**
- 4. How can you ensure that all students, regardless of background or circumstances, have access to high-quality CTAE programs?**
- 5. What do you consider a good measure of CTAE program quality (i.e. job shadowing, graduation rate, industry recognized credentials, dual enrollment, work-based learning, etc.)?**

# How can you help with the Perkins V State Plan?

## Join the national campaign to double the investment for CTE.



**FY 19:** \$45,220,338  
(split 50/50 with GaDOE CTAE  
and TCSG)

<https://isupportcte.org/>



# Questions?