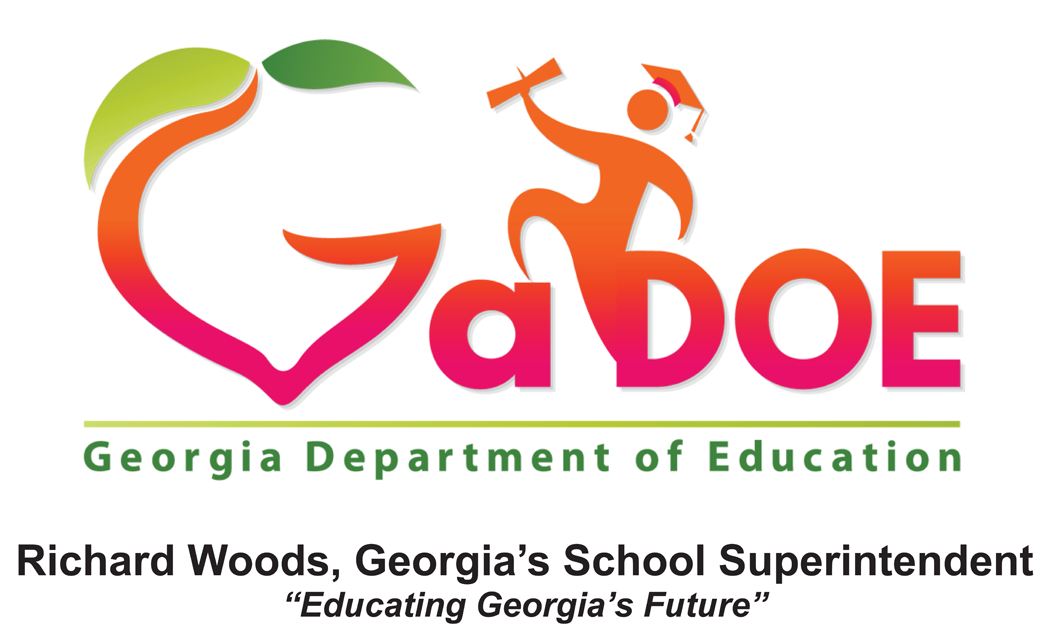
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**Local CTAE Pathway Development Process**

**High School Career Cluster Career Pathways**

**Dr. Barbara Wall, State CTAE Director**

**August 2017**

**July 2017 – Initial Release, version 1.0**

**August 2017 – Revised, version 1.1**

“Industry-aligned career pathways can make education more relevant for students, build connections to the workforce, and allow students to develop career-relevant skills,” as stated in the research document, “Raising the Bar: State Strategies for Developing and Approving High-Quality Career Pathways.” Although the term “career pathway” may have several meanings, for this process, according to the New Skills for Youth initiative career pathway research, a career pathway is defined as “a sequence of learning experiences that span secondary and postsecondary systems, blend rigorous core academic and career technical instruction, offer focused career guidance and advisement systems, include high quality work-based learning experiences, and culminate in postsecondary or industry credentials of value.”

Another key term to reference in the development of local pathways is a program of study. As a requirement under the federal Carl D. Perkins Career and Technical Education Act of 2006, a program of study is one type of career pathway. “A program of study is a non-duplicative sequence of academic and technical courses that include secondary- and postsecondary-level content and opportunities for high school students to earn postsecondary credit and culminate in industry-based credentials and/or postsecondary degrees,” as referenced in the New Skills for Youth initiative research and report.

The development and implementation of career pathways is the mechanism used by the State of Georgia to meet the federal requirements of offering at least one program of study. Georgia offers programs of study/career pathways beyond the federally mandated requirements.

Shown below are the steps, procedures, and processes that need to be completed and provided in the development of Locally Developed Career Pathways.

**Reference: State Board of Education Rule 160-4-2-.20 STATE-FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE IN 2008 AND SUBSEQUENT YEARS.**

**School District Information:**

School District Name

School District Address

Telephone Number

CTAE Director Name E-Mail

Superintendent Signature

Curriculum Director Signature

Local Board Chairperson Signature

**Name of Proposed Career Pathway:**

**Name of Proposed Course 1:**

**Name of Proposed Course 2:**

**Name of Proposed Course 3:**

Lab Funding Requested \_\_\_\_ Yes \_\_\_\_ No

**Briefly Describe Lab Concept/Needs:**

**Field of certification needed by teacher(s)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(MUST MEET PROFESSIONAL STANDARDS COMMISSION REQUIREMENTS unless listed in the SWSS or charter approved waiver.)**

**Step 1** - Local CTAE Director determines whether:

Proposed pathway is non-duplicative in nature to existing career pathways.

Any potential obstacles that might occur in the development of the pathway.

**Step 2** -Local CTAE Director gathers rational for the need for the proposed pathway, notes potential obstacles, and reviews the process with local stakeholders.

Rationale for the need for the proposed pathway (Example: emerging career, high demand, local need, regional need, etc.).

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Any potential obstacles that might occur in the development of the pathway.

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**Step 3 -** Local system uses an existing business & industry advisory committee, governing board, or creates a pathway committee. Complete the *GaDOE Committee Member Template* that will be provided to include relevant information for the committee members. The committee needs to include representatives from the following:

Secondary & Postsecondary Educators/Administrators (TCSG and/or USG)

Business & Industry

Special Populations

**Step 4 -** Local stakeholders hold committee meetingsto discuss: (Attendance and minutes from the meeting must be documented.) Evidence from the below information to be included in pathway proposal submission.

Rationale for the need for the proposed pathway.

Any potential obstacles that might occur in the development of the pathway.

Review the Steps of the Process for local system with CTAE representative(s).

Identify Potential End of Pathway assessments that could lead to industry credentials or an occupational exam.

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The role a representative for Special Populations will serve in the pathway development process.

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Utilize committee input and potential End of Pathway Assessment blueprints as a reference to create Georgia Standards of Excellence and elements for each course of the proposed pathway unless such course(s) have already been approved by GaDOE. *GaDOE Course Standards and GaDOE EOPA Crosswalk Template* will be provided for this step.

Include the employability standard as the first standard in each course.

Identify the CTSO that most closely aligns with the pathway standards. GaDOE will add the appropriate CTSO standard as the final standard in each course. (NOTE: Using a portion of local Perkins funds to assist nationally recognized CTSOs is permissible after the 9 required uses of Perkins funds are met.)

Suggest possible lab design/facility layout, including infrastructure needs, that incorporates appropriate safety/health guidelines and workflow that simulates industry, if needed.

List of necessary equipment to teach the proposed standards. *GaDOE Equipment Needs Template* will be provided for this step.

Determine whether capital equipment funds will be available for the locally developed pathway or can be requested. (Annual capital equipment grant applications deadline is May 15. Award typically takes 18 months. Inquire about the possibility of “fast track” option.)

Suggest recommended teacher qualifications necessary to teach the proposed pathway.

Develop the Program of Study, utilizing the *Program of Study template* provided by GaDOE, which includes post-secondary elements (such as possible dual enrollment and articulation opportunities). This *Program of Study* template was adopted by GaDOE and TCSG prior to the Fall 2016 federal monitoring visit and is the official template for Georgia POS.

Suggested academic alignment with proposed pathway courses.

Outline how the needs of Special Populations will be addressed.

**Step 5 -** All documents should be submitted to GaDOE via email to [lplan@doe.k12.ga.us](mailto:lplan@doe.k12.ga.us) to start and complete the approval process within 90 days of documented receipt of completed pathway courses documents. The subject line of the email should be: “Local Pathway Development for (*name of proposed pathway-name of school system*).” GaDOE Review Committee, which includes representatives from GaDOE Curriculum/Instruction, GaDOE CTAE Department, and GaDOE Policy, will determine acceptance of the proposal.

**Step 6 -** GaDOE submits the accepted proposal to the State Board of Education on behalf of the submitting LEA. Representatives from the LEA and their industry partners should plan to be present for the State Board meetings. The timeline for this process varies due to State Board meeting dates and timeframe for public review. GaDOE will work with the LEA and industry partners to schedule their meeting dates and times with State Board committee and board meetings. The first State Board meeting to attend will be Rules Committee where courses, documentation, meeting minutes and input from the LEA and industry partners may occur. When forwarded out of Rules Committee, the proposed pathway courses will then be presented to the full State Board to approve for public review posting of each course for a minimum of 30 days. GaDOE and CTAE representatives will work through the survey and public review process for the LEA.

**Step 7** - After the public review, a report of public input will be created by CTAE representatives and presented to LEA and State Board members. A final presentation to the State Board of Education reflecting survey and public review comments may be requested of the LEA. Once courses are approved by the State Board of Education, course numbers are assigned and included in the most current list of state funded courses. From the time, the completed proposed pathway documents are submitted to GaDOE and CTAE, this process will typically be accomplished within 30 to 60 days and no more than 90 days to follow current Georgia state law.

All guidelines for the development of local career pathways are based on Perkins IV (Perkins Act of 2006) as published in the Perkins Act of 2006. The Official Guide and the State Plan for Georgia incorporate Perkins guidelines and serve as the official documents for implementing Perkins legislation.

The following elements of Perkins legislation provide general requirements for the contents of the State Plan specifically related to the development of programs of study (career pathways).

[Section 122(c)(1)(A-L)] and [Section 135(b)(1) ] Local Uses of Funds - Required Uses

**Templates provided:**

* GaDOE Committee Member Template
* Course Standards Template
* EOPA Crosswalk Template
* Equipment Needs Template
* Program of Study Template

**For Department of Education use only:**

**Date Application Received: \_\_\_\_\_\_\_\_\_ Recipient: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Review Process Completion Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recommendation: \_\_\_\_\_Approved \_\_\_\_\_Not Approved

CTAE Program Manager Signature Date\_\_\_\_\_\_\_\_\_\_\_

CTAE Division Director Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

GaDOE Deputy Superintendent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

**State Board Approval Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assigned Course Number 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assigned Course Number 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assigned Course Number 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Month/Year for course initial implementation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**