

Preparing All Students for College, Career, and Life

**A VISION FOR GEORGIA'S CAREER, TECHNICAL,
AND AGRICULTURAL EDUCATION PROGRAM**

FY2019–FY2023

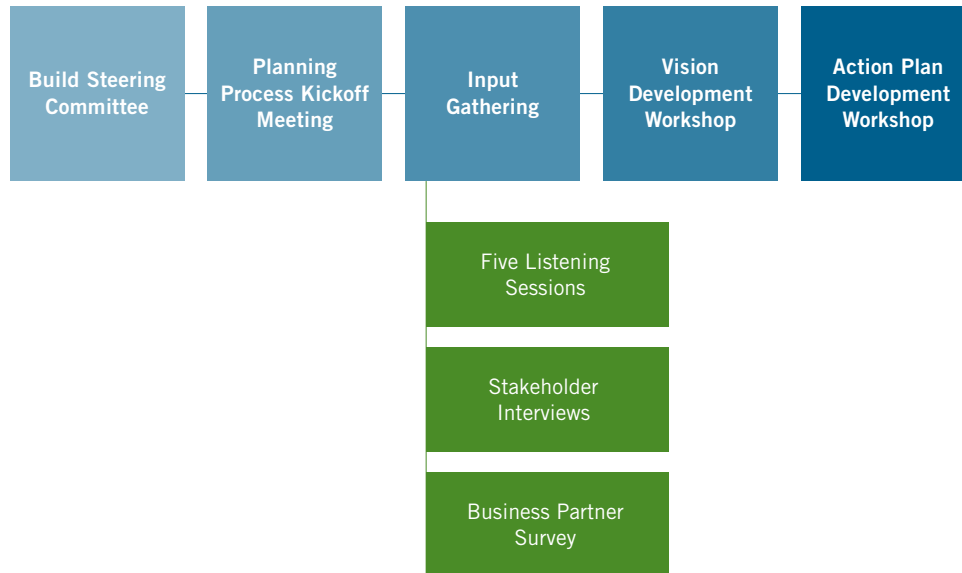




A Vision for the Future of Career, Technical, and Agricultural Education

Each year nearly 600,000 Georgia middle school and high school students participate in Career, Technical, and Agricultural Education (CTAE) courses offered by their local school district. These courses expose students to career pathways, teach them employability skills, and prepare them to enter the workforce, a university, a technical college, military service, and/or a registered apprenticeship. This vision-casting process focused on strengthening the opportunities, offerings, and outcomes for all Georgia CTAE students.

In the fall of 2017, the Georgia Department of Education launched a strategic planning process to develop a five-year plan to guide the future of CTAE programs in Georgia. The inclusive strategic planning effort was guided by a steering committee made up of leaders from business, education, trade associations, and government. The process was informed by five regional listening sessions, stakeholder interviews, a business partner survey, and labor and education data analysis. The overall project plan is illustrated below.



CTAE STRATEGIC PLAN STEERING COMMITTEE

STEERING COMMITTEE CHAIR

Amy Hutchins Georgia Power

Kelly Almond Fulton County Schools

Latesa Bailey Kia Motors Manufacturing Georgia

Gilbert Barrett White County Farmers Exchange

Lakisha Bonner Fayette County Board of Education

Roy Bowen Georgia Association of Manufacturers

Tim Brown Marietta City Schools

Craig Camuso CSX Transportation

Roy Collins Hennessy Automotive

Stuart Countess Kia Motors Manufacturing Georgia

Matthew Gambill Georgia Association for Career and Technical Education

Philip Gibson Georgia BioScience Training Center

Ben Hames Georgia Department of Economic Development Workforce Division

Jamie Jordan Georgia Department of Economic Development Workforce Division

Errika Moore TAG Education Collaborative

Erin O'Briant O'Briant Group

Mark Peevy Technical College System of Georgia

Debbie Phillips Georgia Apartment Industry Education Foundation

Cindy Quinlan Brookwood High School

Mark Scott Houston County Board of Education

Kevin Shea Georgia Economic Developers Association

Scott Shelar Construction Education Foundation of Georgia

Jimmy Stokes Georgia Association of Educational Leaders

Brian Tam Tam's Backstage

Barbara Wall State CTAE Director

Lynne Wilson CTAE Resource Network

Larry Winter State Board of Education

Michael Yarbrough DeKalb County Police Department

The following staff from the Georgia Department of Education assisted with the strategic planning effort: Scott Chafin, Dwayne Hobbs, Chip Bridges, Trudy Smith, and Cheryl Clemons.

Facilitation, strategic guidance, research, and plan writing were provided by Greg Wilson, David Tanner, and Rebecca McIver of the Carl Vinson Institute of Government at the University of Georgia. Editing and design assistance were provided by Karen DeVivo and Jake Brower.

MISSION

To educate Georgia's future workforce by providing experiences for Georgia students that will prepare them for workplace success.

VISION

Career, Technical, and Agricultural Education will provide educational experiences of superior quality and value for students that drive economic prosperity for all.

VALUES

CAREER-FOCUSED

All CTAE programs will be designed to teach students relevant job skills that align to career opportunities in the local, regional, or state economy.

EMPLOYER PARTNERSHIPS

Georgia is one of the top places to do business in the country, with quality employers in every career cluster. We must take advantage of this and build relationships so that businesses are deeply involved in the educational system through CTAE. By creating win-win partnerships, we can better align pathways to meet both student and industry needs.

EXPERIENTIAL

Career, Technical, and Agricultural Education is unique in its ability to prepare students through real-world experiences that align with specific career pathways. Hands-on and applied learning will continue to be a bedrock for effective CTAE.

INNOVATION

In order for students to be successful in future careers, we must continue to innovate and stay ahead of the curve. Our structures and processes must be flexible enough to allow programs to be responsive to students' needs and aligned to industry standards.

INTEGRATION

CTAE is committed to being a part of a larger integrated educational system. Our focus is to build relationships at the state level so that we are working as one team for the benefit of all students.

RESULTS-BASED

Georgia CTAE will ensure positive outcomes for students and stakeholders by taking a results-based approach to designing, monitoring, and supporting programs. All programs will use accountability measures to track return-on-investment and impact.

STUDENT-CENTERED

Students are the center of what we do in CTAE. We must always take a student-centered approach in our decisions, strategies, and investments.

QUALITY

Our students deserve to have access to high-quality programs and be taught by quality instructors who have real-world knowledge in the field they are teaching.



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

For students to get the most out of CTAE classes and pathways, stakeholders must truly understand the benefits that these classes provide. Currently, many parents, counselors, administrators, business partners, and others have a dated view of technical education in the state. We can change this stigma through targeted stakeholder engagement by increasing communications and marketing for all pathways and sharing success stories.



SHORT-TERM OBJECTIVES

CHANGE MANAGEMENT

Any and all changes to CTAE in the state of Georgia should be predicated on in-depth research and a well-designed strategy. We will design and follow a change management plan. This plan will begin by identifying all relevant stakeholders, audiences, and communication channels. We will also benchmark the current state of CTAE programs at the state and local levels. The change plan will also encompass goals from the other three priority areas presented in this strategic plan.

SHARING SUCCESS STORIES

Prosperous programs and thriving students already exist across the state, and we must take advantage of this by sharing their success stories. The Department of Education staff will determine the best way to leverage social media and video platforms and will identify programmatic best practices, innovative partnerships, and student success stories. We aim to change the dinner conversations about CTAE and how students can best prepare for a career.

LONG-TERM OBJECTIVES

NEW BRAND

We will design and build a new branding campaign with the help of marketing professionals. This branding campaign will be designed for use at both the state and local levels. It will be customizable so that each district or pathway can use it to fit their needs. The campaign will promote the benefits of CTAE programs.

STRONGER RELATIONSHIPS

We will work to strengthen relationships with organizations throughout the state including the University System of Georgia, the Technical College System of Georgia, apprenticeship programs, and other educational partners. CTAE is for all students, and working with our partners, we will ensure that students can flow seamlessly to the right program, at the right time, with the necessary foundational applied learning and skills needed on their path to a career.

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

Ultimately all students are career bound whether they choose to pursue postsecondary education or not. This common goal should drive our commitment to increase career programming and counseling. Starting career education as early as possible helps set students up for long-term success. “Career” is in our name and has always been part of what we do. We will develop innovative ways to help all students understand their career options and get the one-on-one career coaching they need.



SHORT-TERM OBJECTIVES

ENCOURAGE FULL IMPLEMENTATION OF YOUSCIENCE

As a state, we invested in YouScience, which is a career development tool that helps students identify their interests and aptitudes. We must ensure that we maximize the investment and use it to inform student success. Using this personalized tool not only helps students expand their horizons, but can assist teachers, counselors, and other trained partners with coaching and guiding students. We will provide tool kits and training materials to ensure districts are getting the most out of YouScience.

DEPUTIZE MORE EDUCATORS AND PARTNERS TO DELIVER CAREER DEVELOPMENT SUPPORT

Often career development and career counseling responsibilities fall solely on school counselors. Meeting the career development needs of all students will require expanding beyond the core group of school counselors. We envision a coordinated effort involving all teachers as well as new partnerships with working professionals and parents led by school counselors. We will develop models, training, and resources to help empower more partners in career development. Additional professional development and support will be provided to counselors in the area of career guidance.

LONG-TERM OBJECTIVES

INTEGRATE CAREER DEVELOPMENT INTO K-12 CURRICULA

We will work to integrate career development and key career skills (e.g., employability skills) across the K-12 curricula. Career development cannot only be the responsibility of CTAE in middle school and high school. We will develop resources, training, and toolkits to aid educators in this new focus area.

ADDITIONAL SCHOOL COUNSELORS

We will advocate for and pursue additional funding to reduce student-school counselor ratios. Access to a school counselor and meaningful career advisement are critical parts of effective career preparation and guidance.

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, quality 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.

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.

One of the strengths of CTAE classes is their focus on problem solving and employability skills that are directly applicable to the workplace. We repeatedly hear from Georgia employers that employability skills are in high demand. Starting the development of these skills in middle school or high school is not early enough. Rather, they should be integrated into classes as early as possible. We believe in a comprehensive K-12 system that sets students up for long-term career success.



SHORT-TERM OBJECTIVES

ELEMENTARY SCHOOL SCHEDULE AND CURRICULUM

We will collaborate with others at the Department of Education and local school leaders on ways to include careers in the academic schedule and curriculum of elementary students. While students may not be able to or need to take a “career” class everyday, we will explore whether such classes could be part of a rotation such as music and art. We will provide support for curriculum development and teacher training.

EARLY-GRADE PRE-CTSO

We will create tools to help introduce student organizations in early grades. Interest in specific careers should not only be cultivated in the classroom but in intracurricular activities such as pre-CTSOs. For example, a middle school construction pre-CTSO could be an opportunity to engage students in STEM lessons and could serve as a feeder to high school construction, engineering, and architecture pathways.

LONG-TERM OBJECTIVES

INTEGRATE EMPLOYABILITY SKILLS INTO TEACHER TRAINING

We will work with postsecondary institutions that train future teachers on how to incorporate employability skills into elementary and middle school curricula. Much like we want employers to be involved in pathway and curriculum development within CTAE, we must work with teacher-training programs to ensure future educators understand the benefits and strategies for starting these real-world lessons early on.

LEVERAGE THE BRIDGE ACT

The BRIDGE (Building Resourceful Individuals to Develop Georgia’s Economy) Act was created to guide career development in middle school and high school. This is a powerful tool but may require changes to reach maximum effectiveness. We will review the current law, identify gaps in effective career development, and begin discussions with the Governor’s Office and the General Assembly to explore potential changes.



GaDOE.org/CTAE

This report was developed and designed by the



Carl Vinson Institute of Government
UNIVERSITY OF GEORGIA