



## *House of Representatives Rural Development Council*

### **Highlights – Meeting Four**

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Representative, 139<sup>th</sup> District

The Honorable John Corbett  
Representative, 174<sup>th</sup> District

The Honorable Matt Hatchett  
Representative, 150<sup>th</sup> District

The Honorable Mack Jackson  
Representative, 128<sup>th</sup> District

The Honorable Dominic LaRiccia  
Representative, 169<sup>th</sup> District

The Honorable Eddie Lumsden  
Representative, 12<sup>th</sup> District

The Honorable Chad Nimmer  
Representative, 178<sup>th</sup> District

The Honorable Clay Pirkle  
Representative, 155<sup>th</sup> District

The Honorable Terry Rogers  
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The Honorable Bill Werkheiser  
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Representative, 44<sup>th</sup> District

The Honorable Jason Shaw  
Representative, 176<sup>th</sup> District

The Honorable Ron Stephens  
Representative, 164<sup>th</sup> District

The Honorable Kevin Tanner  
Representative, 9<sup>th</sup> District

**2018**

Prepared by the House Budget & Research Office

## Meeting Four Highlights – Brunswick

### *October 22, 2018 – Apprenticeships/Increasing Outcomes for Students and Employers*

Chairman England welcomed the group to the fourth meeting of the 2018 Rural Development Council to focus on apprenticeships and increased cooperation between employers and schools to improve outcomes for both students and businesses. Chairman England asked for prayers for those who could not be here because of Hurricane Michael and others with health issues. The council was greeted by its local hosts, who shared information about the community.

The meeting opened with a welcome from Dr. Michelle Johnston, President of the Coastal College of Georgia. The Coastal College of Georgia was founded in 1961 as a two year college and became a four year institution almost ten years ago. Dr. Johnston explained the deep commitment to service learning at the Coastal College of Georgia, boasting that nine of the graduates from the teacher education program were honored in Glynn and Camden counties alone as their school's teacher of the year. In 2016, the Bachelor of Science in nursing degree program was ranked number 1 out of 2,086 programs nationwide. Dr. Johnston said many of their students are from the rural parts of Georgia that the Rural Development Council is working to support and that work is a great benefit to not only the state but the students at the Coastal College of Georgia.

Cornell Harvey, Mayor of Brunswick, shared his appreciation for the Rural Development Council (Council) to take the time to hear from local communities as it is important to our state and our rural communities. Brunswick is working to bounce back from the recession and is making great strides through its economic development efforts in Brunswick. Mayor Harvey ended his remarks by stating small cities have a voice and he is glad that the Council is taking the time to hear what small cities have to say.

Michael Browning, Commission Vice-Chairman of Glynn County, welcomed the Council to Brunswick. Mr. Browning went into an apprenticeship program for pipe fitters and loved the five years he spent within the program. The opportunity to enter into an apprenticeship program will really put some citizens to work and allow them to earn a good living.

Ryan Moore, President and CEO of Brunswick and Glynn County Development Authority, shared insights into some recent economic development trends in Glynn County and around the state. The Port of Brunswick doubled its capacity in 2017 and is on its way to becoming the busiest auto port in the nation. From his experience with Tier 1 and Tier 4 communities, Mr. Moore wanted to focus on some common issues he has seen while working in economic development. Mr. Moore recommends the state take a look at incentivizing smaller deals, between \$1 and \$5 million dollar range in Georgia's bonding law. There is no incentive to invest less than \$5 million dollars for tax abatement purposes. The following graph illustrates the

difference between a \$1 million dollar investment versus a \$10 million. There is a one page tax abatement form in South Carolina with little cost associated with it versus the lengthy process and bond issuance in Georgia. Smaller communities need some way to incentivize these smaller investors from \$1 to \$5 million dollars.

GA Bond Law	
Company investment = \$10M	Company investment = \$1M
\$10M = \$1.4M tax liability over ten years	\$1M = \$140,000 tax liability over ten years
Plan Provides 50% savings over ten years	Plan provides 50% savings over ten years
New liability = \$700,000	New liability = \$70,000
Savings = \$700,000	Savings = \$70,000
Cost = \$80,000	Cost = \$80,000
Net Savings = \$620,000	Net Savings = -\$10,000

Mr. Moore shared another policy issue concerning the tier system which can create inequity simply by some locational shifts. To illustrate this, Mr. Moore used a Caterpillar location as an example. This particular Caterpillar location was built in both Athens/Clarke County (a Tier 1 community) and Oconee County (a Tier 4 community). Caterpillar put their door for addressing purposes in Clarke County and that decision saved Caterpillar \$20 million dollars in job tax credits. Caterpillar created 1,500 jobs, a Tier 1 community can get \$4,000 per job for five years and a Tier 4 community only gets \$1,250 per job for five years.

Rural areas need millennials to move into their community and stay. Mr. Moore recommended looking at incentivizing millennials themselves to move into their communities like we incentivize businesses to come to small communities. Vermont has started a program that will pay individuals \$10,000 to move there and work from home. Investing in the millennial workforce, which is aging, could be helpful to rural areas where they can raise families. Businesses are looking for talent, and the state should look at investing in talent in lieu of in business. There are 167,000 young people between 16 and 24 who are not in school or working – empower that person by backtracking to the problem, which is poverty and access to quality education at the earliest levels, even birth. Sixty percent of teenage mothers will live their lives in poverty and their children only have a 50% chance of leaving poverty. Implementing policies that will help the single mothers of these children rise out of poverty will bring two generations of Georgians out of poverty.

During the question and answer portion of Ryan Moore’s presentation it was brought up that a lease through the authority in lieu of bonds can help avoid some of the attorney’s fees. There is also the potential to allow a master bond to be validated and from the master bond have subprojects which will not require as much in attorney’s fees. Another question asked if a regional development center to make those tier decisions would be a better option rather than making decisions on where to locate your front door.

Dr. Eric Thomas, Chief Turnaround Officer (CTO) for the Georgia Department of Education (DOE), shared his presentation on the turnaround school model in Georgia and his colleague, William Screws, discussed character education programs. The turnaround model works towards helping 50,000 students who reside in the lowest performing school systems in the state. The work is modeled after the evidence-based University of Virginia turnaround program which was identified by the Rand Corporation as the most evidence based and successful turnaround model in the country. The CTO is looking at students' academic needs and non-academic needs. Students' academic needs include leadership, talent management, instructional infrastructure, district support, and accountability. The non-academic needs include screening students for asthma, hearing, language and communication, mental/behavioral health, nutrition, oral health, and vision.

The purpose of the turnaround schools is to fill the shortage of effective, skilled labor. There will be a 5-10 million employability gap in the future that must be addressed. What does K12 need to do to address these issues? Companies can usually teach the technical skills needed in their job, but students are missing the soft skills - problem-solving, communication, effective work relationships.

William Screws works with the character education programs so that students have those soft skills needed in the workforce. Over the summer, all schools under the CTOs purview were allowed to choose from four character education programs: Voyage; Leader in Me; 7 Mindsets; and Youth Leadership in Action and the CTO covered 100% of the cost. Of the four, only two programs were chosen by all the schools, Voyage and 7 Mindsets, covering 4,000 students and staff training. The impact of these programs aims to decrease inappropriate behaviors, increase confidence and impact test scores and ratings (CCRPI, Star Climate Ratings). Positive Behavior Intervention Support (PBIS) status should also be impacted – PBIS is offered in all CTO schools. Finally, increased staff retention should be a result through a better work environment. This is a component of a highly skilled workforce with better employee attendance, satisfaction, productivity, job growth, and retention.

Dr. Eric Thomas recommends keeping the lowest performing 5% of schools and rural schools in mind when supporting teacher talent management. These schools should be prioritized if any additional funding for teacher retention is proposed. Dr. Thomas also recommended creating a quarterly meeting of stakeholders to make sure there is alignment between all the school partners.

Dr. David Bridges, president of Abraham Baldwin Agricultural College, spoke to the Rural Development Council about the benefits of apprenticeships to cultivate a productive workforce. An apprenticeship can ascertain the apprentices willingness to work, combines training with employment, can be focused and skill specific, and is efficient on the state. Apprenticeships reduce the burden on the state for brick and mortar facilities, equipment, personnel, and benefits.

Businesses already have the experts, equipment, and facilities available to conduct training on site.

Dr. David Bridges joined a panel to discuss apprenticeships. The additional panelists included: Tim Vinson, Muscogee County Schools/Pratt/Whitney; John “Jay” Neely, Gulfstream; Ronald Aikens, Savannah-Chatham County Schools; and Laura Ergle, Griffin Spalding County Schools; Lee Bechmann, Georgia Ports Authority.

Jay Neeley started the discussion on apprenticeships for the panel. Gulfstream has 11,000 employees in Georgia and has both a co-op/intern program and an apprenticeship program. The vast majority, 80-90%, of new hires in engineering come from the co-op. Gulfstream has around 80 students in its apprenticeship program performing 60 different job functions from human resources to computer programming. Most students in these apprenticeships are receiving high school credit, earning around \$10 an hour, and these apprenticeships are translating into jobs. The state can do its part by eliminating the idea that college right after high school is the only pathway to success.

Ronald Aikens, with Savannah-Chatham Schools, brought up the importance of guiding the student into the right apprenticeship program for them and emphasized strong collaboration between the business community and the school. The students must work 15 to 20 hours a week but the company is able to offer them up to full time if the student chooses and the student can work for a full year rather than the apprenticeship being tied to a school year. Gulfstream representative Jay Neeley stated the advantages to the business of having the student for an entire year would be the student is there long enough to actually become a productive employee.

Tim Vinson, the Muscogee County School coordinator and authorized spokesperson for Pratt & Whitney, described the apprenticeship program in Muscogee County with airplane engine company, Pratt & Whitney. The high school apprenticeship program, named “Flight Plan to Success”, started in 2009 with six students and mentors. There have been over 100 graduates of the apprenticeship program, in either industrial maintenance or welding. Students participate in the apprenticeship program from January to May and work 19.5 hours a week after school, earning about \$15 per hour. Upon graduation, students can apply for a position within the company and potentially be hired within a month. To date, 72 of the 100 have been hired full-time and 70 of those have been retained. One of the two students who are no longer working at Pratt & Whitney, one was let go due to attendance problems and the other student left to pursue a higher degree. HB 402 allowed Pratt & Whitney to hire students that were 17 years old, students under 18 could not work full-time until they turned 18.

Laura Ergle, Griffin-Spalding County Schools, spoke about their partnership with Georgia CAT on the German apprenticeship program. Students work starting at age 15 and work half a day and can either go to an associate degree or apprenticeship certificate. Every student thus far has

chosen the associate degree option. In addition to a one-time fee for the German curriculum, there is an annual cost based on the amount of students in the program, which can be a deterrent.

Lee Beckman, with the Georgia Ports Authority, discussed their Youth learning Equipment and Safety (YES) program which started this year. Six high school students from Savannah-Chatham were selected for the program this year with plans to increase the number of students to 20 in the near future. Creating the new program has been labor intensive for the human resources department to bring the students on-board. The first year the students make \$15 per hour with full benefits. After high school these students will have access to tuition reimbursement program. Lee Beckman recommends the state create a template for small businesses to create similar programs. A template would reduce the complexities of reinventing the wheel for every new apprenticeship program created in the state. Mr. Beckman expressed that there are currently no incentives for high schools and colleges to reach out to companies and help develop these relationships with businesses. There are insurance hurdles which disincentivize companies to create an apprenticeship program; some companies are able to willingly take on the liability of younger workers and some small businesses use employment agencies that cover the liability for employees.

The Georgia Ports Authority has the largest autoport in the nation at the Brunswick location. The Authority moved a record breaking 12,121 trucks through its gates in a 12 hour period this year. The harbor deepening is 50% complete, the deepening is expected to be completed in 2021.

Amy Lancaster, Director of Workforce Development at the Metro Chamber, shared the Your Talent Your Future report started in 2015. The Metro Chamber of Commerce gathered data from the Technical College System of Georgia, the University System of Georgia, the Georgia Department of Education, and the Georgia Student Finance Commission to produce an accurate report. The report was created to identify gaps in the workforce through job postings compared to secondary degrees and certificates. Georgia faces some challenges which contribute to workforce gaps. Georgia ranks 42<sup>nd</sup> in the nation for economic mobility and Atlanta ranks last among metro areas. Over the last six years healthcare and trucking have been the two largest occupations in Georgia. In 2017, the report was updated to include information on income so the value of a degree and certification could be shared alongside the demand information. A livable wage is \$11.35 an hour or \$23,608 per year for a single adult.

## MOST IN-DEMAND OCCUPATIONS – GEORGIA

15 Most In-Demand Occupations at all award levels in Georgia – Entry-Level Average Annual Wages



Note: [1] Sources: occupational wages, 2016 – Chmura Economics (JobsEQ); living wage – Living Wage Calculator (MIT) [2] Living Wage Line is based off calculation of \$11.35/hour that an individual must earn to support him/herself in Georgia as a sole provider working full-time [3] Registered Nurses shows Associate's and Bachelor's required education to reflect the shifting degree requirements for the occupation [4] All Entry Level Postings include postings that explicitly require 0-2 years of experience plus a percentage of postings with unlisted experience - applying the equivalent to the percentage of postings that list an experience requirement to postings with unlisted experience.

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### Recommendations for policy changes:

- Increase access to post-secondary education with state need-based program (Georgia is one of two states without a need-based program);
- Extend the HOPE eligibility after high school from 7 to 10 years allow greater to access the programs;
- Accelerate training like dual enrollment to get the training and start earning a paycheck; low income have to access that paycheck sooner;
- Incentivize workforce outcomes with a measureable market component;
- Enhance data so we know where there are gaps and we need to focus;
- Identify interest, aptitude and opportunity and where they overlay to form a real pathway – better ratio of counselors to students at all levels; and
- Incorporate industry-relevant training into curricula.

After Amy Lancaster concluded with her presentation of the Your Talent Your Future report she joined a panel discussion on supply and demand. The panel was comprised of Dr. Eric Thomas, Chief Turnaround Officer, Commissioner Matt Arthur, Technical College System of Georgia, Dr. Tristan Denley, University System of Georgia, John “Jay” Neely, Gulfstream, and Tim Vinson, Muscogee County Schools (filling in for Pratt & Whitney).

According to Jay Neely of Gulfstream, there is a supply gap from an airplane manufacturing perspective. The only constraint to being able to double their business is a shortage of A&P mechanics. The state of Georgia does not supply enough A&P mechanics to supply Gulfstream’s and Delta’s needs without taking smaller business needs into consideration. Jay Neeley recommended school systems should teach and operate under a soft skills discipline starting in kindergarten to make a cultural difference in the workforce.

Tim Vinson, on behalf of Pratt & Whitney, emphasized that employability skills is what Pratt & Whitney looks for in its workforce. CTAE courses teach employability skills imbedded into the curriculum in middle and high school. Mr. Vinson suggests possibly moving this embedded curriculum down to the kindergarten level to really immerse them into a work environment.

According to Dr. Tristan Denley, University System of Georgia, the number one issue is attainment in Georgia. The University System of Georgia is undertaking a comprehensive approach to try to increase student attainment through the Momentum Year Approach. This approach starts working with students from the time they enter college. Students are guided to make sure they know their goals and determine whether they are entering the right career and degree. Georgia is a national leader in a new approach to rectify shortfalls that inhibit college success. USG has developed career talent playbooks to determine the skills, knowledge, and ability a job requires and synthesis the information to make sure the degree they are producing is comparable to the talent needed in the field.

USG created a FIN tech academy which is a system wide approach to meeting an industry pipeline that works for the whole state. USG also created a new degree, the nexus degree, which is a 60 hour credential designed for a specific industry, such as blockchain in Albany or Film in Columbus. One third of the nexus degree much be experiential.

Matt Arthur, commissioner of the Technical College System of Georgia, stated that students graduating from the technical colleges are being hired immediately out of school. Soft skills are taught at every program and is graded. The average student age is 26, which begs the question what are these individuals doing from age 18 to 26 across the state. TCSG is growing at a small percentage. However, cyber security programs have grown tremendously and TCSG is expanding its A&P program to address the workforce need. TCSG needs companies to come to them so they can build programs to provide the workforce they need. Kubota came to TCSG saying they need welders and employees that can stand for eight hours a day. TCSG created a welding program that required standing for eight hours a day to accommodate the needs of the business.

From a business perspective, soft skills is a big issue according to Amy Lancaster, Metro Atlanta Chamber. Awareness that a four year degree is not the only pathway and that there are opportunities at all levels of education is crucial. Making sure students know what option is best for them takes time, attention, and people to do it right.

### ***October 23, 2018 – Career Technical Agricultural Education in Georgia***

The meeting then shifted to a discussion and presentations about Career Technical Agricultural Education (CTAE) in Georgia. The CTAE programs in Georgia are administered under the Department of Education. House Bill 778 from the 2018 Legislative Session proposed to move the administration of the CTAE program from the Department of Education to the Technical

College System of Georgia. The presenters in this meeting discuss the pros and cons of moving the administration of CTAE programs.

Dustin Davis, Georgia Association of Career Technical Education, which represents over 2,500 CTAE teachers in the state then addressed the Council. CTAE in Georgia consists of a wide variety instructional programs in technical and agricultural fields, as well as, school counseling, school nursing, and the JROTC program. In FY 17, 350,948 students or 62% of all high school students took a CTAE course and 35,503 Industry-Recognized credentials were earned by these students. CTAE students have a 96% graduation rate, almost 16 points higher than the state average.

Students are offered 17 career clusters and over 130 career pathways. Development of these pathways is a continuous process as business needs change. Engagement with local and regional economic development partnerships is an integral part of a successful CTAE program. Stephens County has discovery tours for students and CTAE teachers to local businesses so they can be educated on the opportunities in their community. Tim Vinson shared the partnership between Muscogee County Schools and Pratt & Whitney. There are many examples around the state of local CTAE coordinators working closely with businesses to make sure they are preparing their students to meet the workforce needs of the company.

Davis testified that the proposed transfer of the CTAE program to TCSG is, at best, unclear how a transfer would help rural workforce needs. There are real concerns about the scale. TCSG already serves 133,455 students in 22 colleges, and this transfer would triple the number of students under TCSG's purview. There is concern that local control will be taken away and given to an agency which lacks a footprint in over half the state's counties, CTAE programs are in every county. Mr. Davis also voiced concern that the transfer would put minors into a classroom with adults.

CTAE is not just in high school, middle school, and now agricultural education is being taught in elementary school after the passage of SB 330. CTAE has a broader mission than just preparing students to enter the workforce as is TCSG's mission. CTAE prepares students for the workforce and technical and four year universities. Davis cites a case where the Kentucky legislature moved their CTAE program out of their Department of Education in 1990 to their Workforce Development agency and twenty years later moved the program back to the Department of Education.

Dustin Davis recommends:

- Establish a CTAE Steering Committee (or local committees like the school climate committees) to foster collaboration between DOE, TCSG, USG, and industry. This could help determine local needs in rural areas and foster relationships with local industry;

- Provide a tax incentive to local employers willing to sponsor apprentices and interns from local CTAE programs.
- Fund the conversion of part-time CTAE directors to full-time positions so more time can be spent cultivating relationships with local partners;
- Expand externships for CTAE teachers to learn more about local industry and community opportunities;
- Support hiring of additional school counselors to assess and advise students on community workforce needs; and
- Extend career and technical training and “soft skill” instruction in elementary education.

Joel Mckie, Georgia Vocational Agriculture Teachers Association, spoke of the pros, cons, and alternatives of transferring the administration of CTAE to TCSG. There are currently 71,207 agricultural education students and 42,288 Future Farmers of American members in Georgia. These students have the choice of 34 agricultural pathways.

Mr. McKie has made some assumption based on HB 778 text from the 2018 Legislative Session. He notes CTAE teachers, principals and counselors remain local board of education employees and still provide local services, QBE funding will remain unchanged, and CTAE teacher certification will remain the same. HB 778 would have changed where the standards being taught, potentially there would be new TCSG developed courses, TCSG would become the “State Eligible Agency” for federal Perkins, accountability for Extended Day/Year funding would flow through TCSG, and CTAE leadership and state staff would move to TCSG.

Joe McKie pointed out some potential positive outcomes from the move to TCSG. There is a potential that students who are dual enrolled would be more able to participate in CTSO leadership and membership; if students are off campus they are unable to attend meetings. A transfer would potentially increase alignment of content standards with employers’ needs for selected technical pathways. The move would provide additional assessment tools for CTAE students. There is also the added benefit of sustaining policymakers’ budgetary support for CTAE.

There are also concerns including the mission alignment between CTAE and TCSG which was mentioned by Mr. Dustin Davis. TCSG is not historically focused on agricultural education. Agricultural education pathways are broader than just technical education. While some students go back to farms there are many that go on to technical schools and four year universities. Mr. McKie is concerned that students currently go into agricultural education knowing they can follow any path after high school they choose. There is a perception that a TCSG run CTAE program will stifle student participation if parents think their student future education options may be limited.

Dr. Barbara Wall, CTAE Director for the Georgia Department of Education, spoke on the transfer from her long experience with CTAE. There does not seem to be any necessity to move the program because it is working well already and she did not see how it would improve the student experience.

When asked what would be the advantages of moving CTAE to TCSG, Dr. Wall stated this question is difficult to answer without knowing what the standards would look like. Dr. Wall did offer that based on the experience in Athens/Clarke County and other states that moving the CTAE program under the technical college did not work well. Georgia Department of Education already has a process to develop career tech courses and pathways which includes USG, TCSG, and industry partners. In addition to statewide pathways, GaDOE works with local districts to create local pathways. An example of this type of local pathway creation is the industrial maintenance pathway created for Frito Lay.

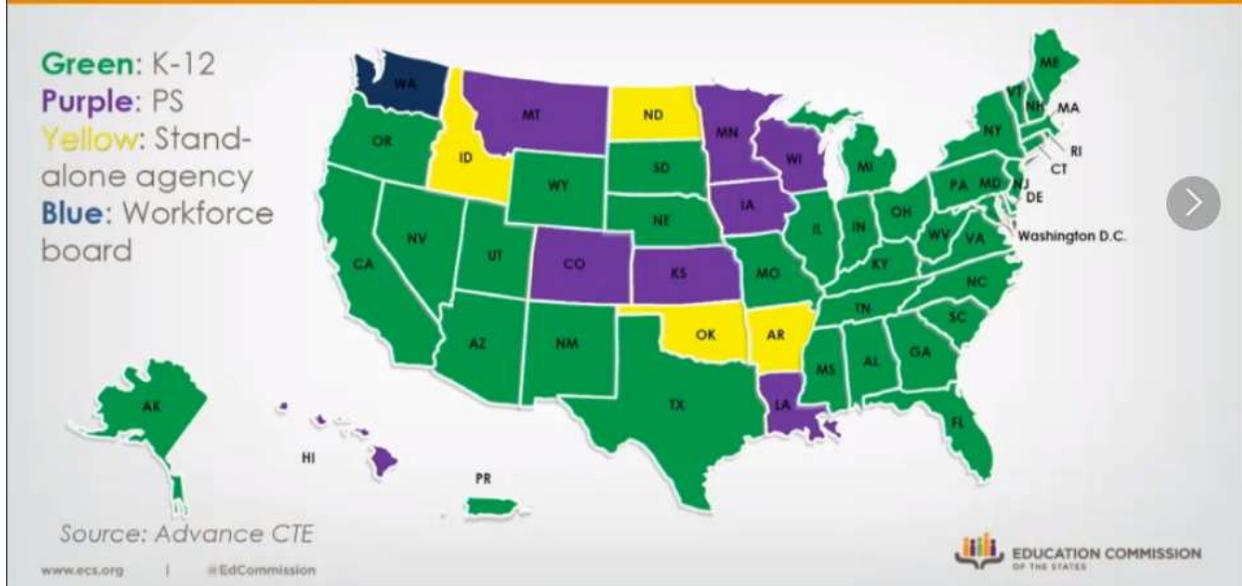
Dr. Wall also mentioned that all of the federal Perkins funds would be controlled by TCSG, a total of \$42,715,039. Currently, the Perkins funds are split equally among Georgia Department of Education (CTAE enrollment 591,172) and the Technical College System of Georgia (CTAE enrollment 13,455), other states tend to split Perkins funding by enrollment.

This move suggests one size fits all and is really a loss of local control, creating a more bureaucratic administration. Other states see a loss of control and professional development, which is a greater loss in Georgia since we have multiple professional development opportunities and networks. CTAE educators realize to be effective and provide the best opportunities with students we must engage in partnerships. Alternatives to moving CTAE administration could be to increase existing successful, collaborative best practices for schools in rural Georgia. Create a new opt-in consortium designed to benefit rural areas. Help schools where there are weak programs and find content experts to help in those areas.

Keeping the CTAE program under GaDOE will continue the current momentum surrounding CTAE programs, will serve all students, and result in less bureaucracy with more flexibility. Lastly, lessons from other states show it is not helpful and the CTAE program in our state is working well as evidenced by the all-time high graduation rate of 96.48%.

Jennifer Zinth, Education Commission of the States (ECS), discussed other states' efforts for CTAE. ECS addresses the spectrum of education to develop the workforce as a non-partisan, 501C3 to inform policymakers.

## 50-State View: State Agency Overseeing CTAE



There are four ways that states house CTAE: 35 use the DOE as the lead agency – this is a product of 1917 federal legislation when vocational education was passed and students rarely went to post-secondary and when they did it was traditionally academic in nature. In four states, with Iowa as an outlier, the K12 and community colleges are housed together. Eight states have their CTAE program in a post-secondary agency. Jennifer Zinth then looked at the eight states outside of DOE to see if there was a move out of the DOE at some point in their history. Idaho, North Dakota, and Oklahoma programs were there from the start. Colorado always had it in community colleges. Washington has always housed their CTAE program in their workforce board. Only three states have actually moved Arkansas, Kansas, and Louisiana.

Anecdotal evidence suggested Arkansas was moved primarily by a legislator who wanted more emphasis on the program in the 1980s. Kansas was moved in the 1990s when legislation moved the community and technical colleges out from the DOE into the Kansas Board of Regents. Louisiana also housed its program with DOE until the technical college system was moved out of DOE into its own agency in the late 1990s, but DOE staff still provide the administrative and professional development pieces. In states where this move has taken place there is formalized staff coordination to ensure communication.

Perkins curriculum is developed by a regional team in Louisiana that meets four times a year and determines which career clusters are that year's concentration. North Dakota established a process where local schools develop the curricula which is approved by the state, there are some off the shelf curricula models used for construction. Washington allows each local district to create the CTAE curriculum. Each region has an industry council that works well given most people reside within a 25 mile radius of where they grew up in Washington. Idaho has

undertaken a major alignment process over the last three years and is 50% complete. This alignment will ensure all credits will be transferable and recognized by other institutions in the state. Washington has a state plan with data which they publish in a consumer report card called Career Bridge for career guidance to the public and information for governments, including Congress.

Colorado commented it is extremely helpful to have a single staff person who manages secondary and post-secondary concerns for each career cluster. Businesses do not have to go to multiple education partners when coordinating and establishing a partnership. A standalone agency helps with coordination and alignment and keeps focus and mission solely on CTAE. Considerations would be funding split; wherever CTAE is housed the demands refreshing equipment is costly.

The value of CTAE has to be communicated to parents and students and address perceptions that it is less than an academic track. There was also a concern that making this move could result in a loss of institutional knowledge which is required to maintain or create relationships to avoid any impact to students. These relationships will also be needed to foster and blend missions in the new setting. Transferring the program could also result in some loss of practices which could negatively impact performance for up to two years during structural changes while the state figures out the lines of responsibilities.

Karey Russel, retired CTAE teacher from Barrow County Schools, spoke to the committee on the transfer of the CTAE program to TCSG. Ms. Russel believes this move will foster the longevity and sustainability of the program. Consortiums were formed to facilitate the collaboration between the technical colleges and local schools. Not all areas were able to form working relationships and partnerships between technical schools and local school systems, She believes this was due to a lack of communication. Mr. Russel shared with the committee joining the CTAE and technical colleges would eliminate this lack of communication.

The Georgia Workforce Development Board was moved to TCSG because their missions align. CTAEs mission is the preparation of a successful workforce, making a similar move with the CTAE administration to TCSG advantageous, this would break down barriers and make the preparation of a successful workforce a reality in Georgia. CTAE programs should be flexible, flexible to the students and the needs of industry.

The benefits of moving CTAE to TCSG are many, ensuring Georgia students have the same opportunities has always been a challenge. The move would result in less duplication, better use of funds, and better identification of opportunities. Initiatives tend to change and go away with the funding, TCSG having a singular mission of workforce preparation will ensure CTAE remains a priority. This is a real opportunity to benefit from commonality and reduce duplication. The move will position CTAE to be more innovative and meet the needs of the workforce because of the resources and research TCSG can provide.

Superintendent James Woodward, Morgan County School System, opposes moving CTAE to TCSG. There is a difference between the two missions in TCSG and DOE, TCSG's mission is to provide a workforce and DOE's mission is to foster a holistic education for a child. Morgan County High School just created a college and career academy which has a holistic approach to education. There are shared services and collaboration between technical colleges and schools which need to exist, specifically in grades 11 and 12.

Superintendent Woodward expressed concerns that there could be mixed messages when CTAE teachers are getting direction from an appointed TCSG commissioner and an elected state school superintendent. Woodward also discussed problems that he has experienced firsthand when trying to collaborate with his local technical college. The technical college Morgan County was assigned to was not working with the school system to implement the college and career academy and Woodward eventually had to ask to be assigned to a new technical college.

Superintendent Woodward also brought up that this transfer would add an additional level of bureaucracy, especially with the flow of funds and accounting systems, blur the chain of command, increase capital costs, and raise questions on the evaluation and accountability for teachers. At the end of the day, he has concerns that this transfer will diminish local control.

To close his presentation Superintendent Woodward recommends:

- Strengthen the current process for approving curriculum standards at both TCSG and GaDOE;
- Incentivize the partnering role rather than establishing a wholesale change which at best creates confusion and blurred lines of responsibility;
- Create standards for excellence which involves TCSG as a partner and provide a funding incentive to school systems which meet these standards.

Dr. Valery Lowe, Forsyth County Schools, spoke to the committee on some areas of concern for transferring CTAE to TCSG. These areas of concern include; local K12 alignment and academic outcomes, CTAE teacher certification and professional development, the role of CTAE director and counselors, local connections to business and industry, CTSO impacts on middle school and high school students, and CTAE branding and community perception. Forsyth County's CTAE students are going to USG, TCSG, the military, and the workforce. Their focus as a district is on the next step for the student no matter the direction, not focused solely on workforce preparation.

Forsyth County brought together technical colleges and business partners and evaluated each pathway in FY 14 to make sure there was clear alignment from middle to high school to post-secondary. DOE came to Forsyth County to pilot an international manufacturing focus for Siemens to create an employment pipeline through the work-based learning program. Dr. Lowe also shared an example of the local school system, technical college, and university all working together to create the Alliance Academy for Innovation of Cumming-Forsyth County. Through collaboration new programs like cyber security, law enforcement, aerospace, energy, and

mechatronics were able to be offered to students which the local school alone would not have been able to afford.

Dr. Lowe brought up the issue of teacher certification, even industry teachers that come in currently have to go through an induction process so they will understand the basics of classroom management. TCSG teachers are used dealing with mature adults, not the type of behavioral problems than minors can present.

Matt Arthur, Commissioner of the Technical College System of Georgia, has over 30 years of experience with the programs at stake and understands the business. Each part of the state is different and the best use of personnel and facilities should be the purpose to provide a seamless education and career for students. Perkins V emphasizes dual enrollment because that is what industry wants. We have tests in schools so that we are able to demonstrate to industry how effectively a community educates its students when deciding to relocate. Business is changing and we must change with it. We wouldn't be here today if CTAE was preparing all the students for their path after high school. TCSG would not have an average age of 26 if students were adequately prepared for a career and industry wouldn't be looking for mid-level skill people.

Between CTAE and TCSG medal winners, Georgia is the second most awarded state in the nation this year. CTSO are not going to be changed; TCSG has no intention of deterring participation in student organization. TCSG has over 600 programs from simple to complex with little curricular difference and all are SACS accredited. The students TCSG produces have salaries between \$35,000 and \$95,000 and are guaranteed a job or retraining. In the last year nine students did not pass the nursing exam and TCSG took them back and retrained them. There is still a need for a four year degree, but industries are taking a second look at the skill level required for jobs in the technology age.

There are 30 million middle-skilled jobs open right now nationally, and 55% of open jobs in Georgia are for middle-skilled workers. Georgia only has enough middle-skilled workers to fill 48% of the available jobs at that skill level. SB 2 shortens the pathway to an industry recognized pathway and a middle skilled job, but there are challenges. DOE has placed some road blocks requiring students to take tests on subjects which they have not even taken any classes on yet. Rural counties want help, they need TCSG and have few students that are going to four year university. These students need someone holding their hand and a clear path to a two year college those students will go. Some places in Georgia do not even have a CTAE program and we can address any problem brought up by a merger – something has to happen and bring the programs together.

### ***Update on Hurricane Michael Recovery***

Gary Kelley, Inspector General Department of Agriculture, gave an update via phone on the hurricane damage recovery. This was a big undertaking from the beginning. Waivers are increasing capacity on trucking to move farmer product and help with fuel distribution. The

Department of Agriculture (Ag) was instrumental in coordinating animal sheltering and evacuation, information on storage fuel tanks, generator distribution and supply, and American Red Cross staging areas. Ag worked with GA Power and EMCs to facilitate the flow of information to the power company information to make sure facilities that were most in need could get power back first. There were 97 poultry houses destroyed, including two million birds. The current damage totals are \$550 million in cotton crop damage, \$480 million in vegetable, \$25 million in poultry, \$10 million in peanuts, \$1 billion in timber, and \$13 million in landscaping. These totals do not include the loss of irrigation pivots, fences, barns, equipment, and supplies. Up to \$3 billion in total agriculture loss for the state. Ag is working with USDA to put information together on their website to direct farmers to their local Farm Service Agency in their country. Mr. Kelley is urging farmers to document and take photographs of the damage and document how your inventory has been effected. Contact your insurance company, local FSA, and their lender.

### ***Brief Overview of Oyster Industry in Brunswick***

Representative Jeff Jones shared information about the growing oyster industry which could have a positive impact on the coast. Rep. Jones would like to legalize oyster farming as a 12-month a year private sector industry. Currently, only wild grown oysters can be harvested and sold in Georgia, which is labor intensive and does not present very well in a restaurant. For the industry to thrive there will need to be seed brought in from out of state, which is currently illegal, to come into the state until hatchery capacity is built. Finally, there needs to be a safe delivery method in place so there are no risk of contagions in the oysters. Currently, oyster farming brings in about \$250,000 a year in Georgia, projections for farm raised oysters poised to make a multi-million dollar Georgia Grown industry.

Mark Risse, Director and Bryan Fluech of the Marine Extension of UGA, and Sapelo Sea Farms owner, Charlie Phillips, lead the research on oysters at Skidaway. There is an estimated \$115 million in economic impact and a 250% return on investment for supporting farm raised oysters. The University of Georgia supports the seafood industry through seafood safety training and runs an online directory of products and where to get them. Aquaculture presents an opportunity to correct a trade imbalance in seafood. 95% of seafood is imported and there is a federal effort to change this inequity. The greatest opportunity to achieve this goal presents itself with oysters. Through farm raised oysters, UGA hopes to attract commercial level production that has been proven to work and provide a livelihood. Charlie Phillips noted that the tide and large eastern seaboard marshlands create a unique place to grow farm raise oysters. Environmental businessman wants to have it regulated but keep it simple enough so that it will be affordable to get into the industry.

### ***Welfare Program Restructuring***

Buzz Brockway, Eric Cochling, and Erik Randolph with the Georgia Center for Opportunity spoke to increasing work opportunities and incentives in rural Georgia. The federal administration is working on the “welfare cliff” to develop a plan. It has the potential to have the same sweeping impact as criminal justice reform. The models provided by the Georgia Center for Opportunity were generated as if this was a single mother with two children. The value of items like child care and food assistance inhibit a need to move up economically and disincentivizes work. The programs should phase out as a person climbs the ladder, not hit a cliff. Marriage also has an inverse effect on the benefits. These problems are embedded in the design of the programs and their lack of coordination. Moreover, work requirements where they exist are not enforced.

There is an estimated 80,000 men out of the workforce in Georgia equaling \$2 billion in lost economic activity. Georgia Center for Opportunity proposes preserving the safety net for those who need it the most. They suggest bringing all the welfare programs in one place and using the Office of Family Independence to implement. Work first policies are not being enforced across programs, consolidating the programs will ensure a united effort. Buzz Brockway recommends explicitly stating welfare reform as an official policy of Georgia. Create a steering committee that produces a timeline and oversee the project using established project management techniques. Direct state agencies to cooperate and work toward the vision. Finally, require state agencies to apply for federal waivers to implement this new approach. The federal Office of Family Assistance is telling states about the new flexibility to design a comprehensive reform program that is meant to work together and provide some enhanced funding to accomplish it.