

CTAE Administrator Handbook

2019|2020



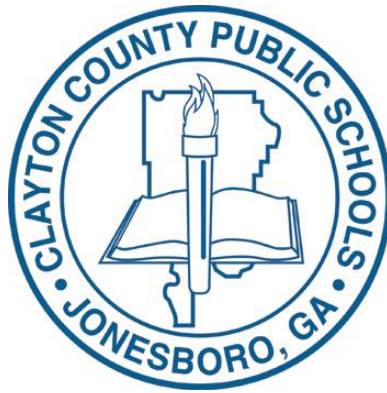


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Non-Discrimination Statement

Clayton County Public Schools (CCPS) does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Clayton County Public Schools' Career, Technical and Agricultural Education (CTAE) department does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, enrollment, access and activities and provides equal access to the Boy Scouts and other designated youth groups. The challenging CTAE curriculum, in conjunction with core academics, provides a robust academic skills and hands-on experience. Program offerings include: Automotive, Agricultural Science, Broadcast/Video Production, Business and Computer Science/IT, Construction, Cosmetology, Culinary Arts, Engineering and Technology, Education, Graphic Communication and Design, Government and Public Safety including JROTC, Healthcare Science, and Marketing Education. Program offerings vary by school location. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. The Clayton County Public Schools also does not discriminate in its hiring or employment practices. This notice is provided as required by the Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the American Disability Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s). Title II: Katrina Thompson, 1058 Fifth Avenue, Jonesboro, GA 30236, 770-473-2700; Title IX: Kevin May, Director of Athletics, 1058 Fifth Avenue, Jonesboro, Georgia 30236, 770-473-2845; Section 504: Trina Smith, Director of 504, 1058 Fifth Avenue, Jonesboro, GA 30236, (770) 473-2700 and Dr. Jamie Wilson, Chief Human Resources Officer; 1058 Fifth Avenue, Jonesboro, GA 30236, 770-473-2747, Office of Legal Compliance, Attn: Latasha Lowe, 1058 Fifth Avenue Jonesboro, GA 30326 or via phone: 770-473-2700.

Welcome Back to CTAE!

Greetings,

Welcome back to a new school year, one that you've never experience before! As I drafted this note, I struggled with what I truly wanted to say that might resonate and shift us in another dimension of our educational journeys. I am always seeking ways to improve in CTAE and I often reflect on how to convey “our best” for children and teachers to thrive. Let me share what I am “learning” ...

It is crucial to create an environment of *growth* around you. That kind of place should look like:

- Others are ahead of you.
- We continually challenged.
- The focus is forward.
- Atmosphere is affirming.
- We're often out of our comfort zone.
- We wake up excited.
- Failure is not our enemy.
- Other people are growing.
- People desire change.
- Growth is modeled and expected.

I believe when we intentionally create the space to *grow*, then our students will *grow*. Let's use this “new school year” to *grow* professionally moving the future forward and propelling our students into industries that foster choice-filled careers and lives!

I thank you in advance for all that you will do to *grow* our future leaders who enroll in our CTAE courses. I look forward to us creating a concerted culture of learning and commendably training students for the global marketplace. As you begin every day for teaching and technical learning, be impactful and think about the industries in which careers will exist today, tomorrow and beyond.

Educationally Yours,

Dr. E. C. Chillis

The CTAE Department
Clayton County Public Schools District

~ Growth Environments, John Maxwell

Clayton County's Vision/Mission, Belief Statements

Vision/Aspiration Statement

The vision of Clayton County Public Schools is to be a district of high performance preparing ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

Core Belief Statements

- We believe children have first priority on all of our resources.
- We believe education is the shared responsibility of the student, the parent/guardian, the school, and the community.
- We believe communication and understanding among all stakeholders of our diverse community are essential to achieving the goals of education.
- We believe that learning is a continuous process and most productive when the needs of each child are met through instruction provided by competent and caring teachers.
- We believe a learning environment where everyone experiences security, care, dignity, and respect is essential.

Strategic Goals

1. To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national and international assessment results
2. To provide and maintain a safe, orderly and secure learning environment
3. To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement
4. To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support
5. To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools
6. To recruit and retain highly qualified and effective staff

Career, Technical and Agricultural Education Program Philosophy

Career inspiration in PreK-2, career awareness in elementary school, career visualization in middle school and career preparation in high school are vital components of one's educational career. Clayton County Public School's Career, Technical and Agricultural Education (CTAE) program provides the interdisciplinary and technical skills to every student focused on attaining the knowledge and abilities that businesses and industries desire for high-demand, high-skilled, high-wage occupations. Students who graduate from high school after successfully completing a CTAE "Career Pathway" are equipped for immediate employment, post-secondary education, and life-long learning. In essence, students in CTAE are "college and career ready" - prepared to compete in the global marketplace.

Elementary School and Career Awareness

HB 713 mandates a minimum course of study in career education in grades K-12. To support schools in fulfilling these requirements, the grade specific career awareness activities listed as an indicator on the College and Career Ready Performance Index have been developed to assist students with career awareness. Making successful transitions into satisfying college and career ready options are fundamental tasks for school counselors, teachers, administrators, and advisors. Social skills and the development of workforce readiness behaviors are crucial in career development.

Clayton County School District Central Office Staff

Career, Technical and Agricultural Education Department

Dr. Eboni C. Chillis Coordinator
 Gregory S. Guhl Workforce Innovator (WBL) & Youth Apprenticeship (YAP)
 Ed Cook Workforce Innovator
 Rodriegus Gardner Workforce Innovator
 Tamika Adams Workforce Innovator
 DeWayne Martin Workforce Innovator
 TBD CTAE Lead Teacher
 Kerine Francis Administrative Assistant

Middle & High School Content Leads

Content Leads	Schools	Content Areas
1. VACANT		Automobile Maintenance & Light Repair Pathway
2. Jamillah Stanford	Morrow High	Business Management and Administration Cluster
3. Andrea Johnson	Morrow Middle	Business Management and Finance and Career Development
4. Dr. Theresa Yarbrough	Lovejoy High	Computer Science
5. Macoyia Bates	Lovejoy Middle	Computer Science
6. Pamela Harris	Riverdale High	Cosmetology Pathway
7. Shonvettia Murphy	Morrow High	Marketing and Marketing & Sports and Entertainment Management Pathways
8. VACANT		Carpentry Pathway
9. April Bramble	Perry Academy	Early Childhood Education, Culinary Arts Pathway and Teaching as a Profession Pathways
10. Lillian Mitchell	Babb Middle	Family and Consumer Sciences (FACS)
11. Rhonda Carpenter	Forest Park High	Programming Pathway
12. Jessica Poole	Jonesboro High	Healthcare Science Cluster
13. Emory Arnold	Mundy's Mill High	Law Enforcement Services/Forensic Science and Firefighting and Emergency Services Pathways
14. Kent Pate	Jonesboro High	Engineering & Technology Pathway and Engineering Drafting & Design Pathway
15. Dr. Leavernard Jones	North Clayton Middle	Engineering & Technology
16. James Dinsmoor	Elite Scholars 6-12	Animation and Audio & Video Technology & Film
17. Tarena Ruff	Mount Zion High	Audio & Video Technology & Film
18. Cynthia Smith	Riverdale High	Horticulture and Animal Systems Pathway
19. Col Raymond King	Mundy's Mill High	Air Force JROTC

CTAE Supervisors

Jesse Griffin, Dr. Lorraine Lambert, Terrance Dillard, Hardy Watkins, Harold Walker, Jr., Patricia Cain, Arthur Carter, Tommy Ector, Dr. Terry Young and Phillip Shiflet

General CTAE Teacher Responsibilities

1. Teacher must consistently model professional dress, speech, behavior, and soft skills.
2. For each lab, an annual equipment inventory template **MUST** be maintained using the template provided. Department Chairs **MUST** keep a copy and forward a copy to the CTAE Office twice a year (December and May). *See important dates.
3. For each AFJROTC program, all equipment and relevant documentation must be maintained in WINGS.
4. Attendance at all district level CTAE meetings is required, unless you have prior approval to not attend district level meetings from your Principal/CTAE Supervisor **AND** you have communicated with your CTAE Coordinator. Department Chairs are required to be present at all district level Content Lead/Department Chair meetings. CTAE teachers are required to be present at all school level Content Lead meetings unless you have prior approval to not attend school level content leads meeting from your Principal/CTAE Supervisor **AND** you have communicated with your CTAE Coordinator.
5. All department chairs should participate in the planning of the CTAE scheduling at your school. Consideration needs to be made for timely pathway completion. Plan to offer courses so that students may complete CTAE pathways by following the CTAE Pathways chart.
6. Due to the nature of CTAE labs, careful attention should be given to the care and maintenance of equipment. Ensure that students are aware of the expectations and when possible, allow them to take part in the responsibility of maintaining a clean and functioning lab and classroom.
7. Teacher must positively promote your program and be an asset to your school. Create a culture where CTAE classes and programs are vital to the overall school's success! When students are enrolled and engaged in CTAE Courses, they are more likely to graduate! 88.9% is the graduation rate for CTAE concentrators!
8. Your classroom. Lab and overall program should reflect college and career readiness. The school-to-college and/or career connection should be evident in your program. It is recommended that teachers display job postings and post-secondary program offerings so students understand the progression of their training into post-secondary and the workforce. Career, Technical, Student Organization (CTSO) promotional items should be displayed and available to students at all times.
9. Take time to understand what the other programs at your school – including academics – are about. The integration of Mathematics, Science, English Language Arts, Social Studies, World Languages and Fine Arts meets the needs to mold the whole student by exposing them to academics, cultural diversity and real-life experiences. As you work with students and help them identify their skills and interests, this will be crucial in order to align with program offerings. As students demonstrate skills in certain areas, communication also needs to occur with the local school or county Work-Based Learning (WBL) Coordinator, so that advisement about WBL opportunities can occur.

CTAE Administrator Program Responsibilities

Detailed information about each of the CTAE program information is contained in the CTAE Instructor's Manual, which is provided annually to every CTAE teacher during pre-planning. Administrators may also contact the Central Office CTAE Staff for assistance.

1. Adding a New Program
 - a. Information and directions for adding a new CTAE program are included in the New Program Application. In addition to CTAE funds, local school funding to support a new program is required.
2. Closing a Program
 - a. If a program closes, the CTAE Supervisor must be notified immediately. The CTAE Supervisor will determine equipment distribution for the closing program. For Capital Equipment funded programs, the equipment belongs to the state and therefore the GADOE will determine equipment disposition.
3. Textbook Resources
 - a. To obtain CCPS CTAE adopted textbook resources, contact the CTAE Administrative Assistance for ordering new (under adoption series) textbooks. Timely notification is required, in order to efficiently process the request.
4. CTAE Lab Computers
 - a. SPLOST and CTAE funds allocated to schools for technology equipment must be utilized to provide computers in CTAE labs. Apple computers are required to meet industry standards in certain labs, for example Graphic Arts and Audio Video Technology and Film, etc. The CTAE Coordinator will provide appropriate software application licenses.
5. Advisory Boards
 - a. Planning for and participation in at least two advisory meetings per year are required for all CTAE programs except JROTC. However, the CTAE Coordinator encourages JROTC programs to have an advisory board.
 - i. Advisory members should be partners from local/regional/state/national:
 1. Related Business
 2. Related Industry
 3. Post-Secondary Institutions (those having corresponding programs)
 4. Special Populations
 5. Government/Municipal
 6. Members of non-traditional status (ex. a female engineer, male medical professional, female automotive professional).
 - ii. Value-added members include:
 1. Current and former students (especially those who work/study in the program area)
 2. CTSO officer(s)
 3. Parents
 4. Counselors
 5. AFJROTC
 6. CTAE Assistant Principals
 - b. Advisory board members should consist of business and industry, an administrator, a middle school teacher from a feeder program, if applicable, student(s), parent(s), and post-secondary representative(s). Members of non-traditional status (ex. a female

engineer, male medical professional, female automotive professional) are also encouraged.

- c. Advisory boards may be county level or school level. For example, the Law Enforcement Services programs have a county-wide advisory board, and the Business Education programs have a school level Advisory Board.
- d. Advisory board minutes and agendas must be submitted to the CTAE Coordinator for each advisory board meeting and maintained in the CTAE Compliance & Accountability Notebook.

6. Capital Equipment Grants

- a. Capital equipment grants are awarded to support the purchase of new capital equipment for new facilities or modified facilities. Application must be submitted approximately one and a half years in advance, by the CTAE Coordinator to the Georgia Department of Education. Therefore, school administrators should provide notice to the CTAE Coordinator, when a new or modified facility is being considered and/or approved. Upon acceptance of the grant and to be in compliance with the grant requirements, the district and school administration
 - i. Agree to maintain the program for five years
 - ii. Provide a certified teacher for the program

7. Schedule the program for full-time on the master schedule

- a. If the program cannot be maintained, the GADOE will relocate the equipment or the district may be required to reimburse the state.

8. Career and Technical Student Organizations (CTSO)

- a. Examples of CTSOs are DECA, FBLA, FFA, TSA, etc. Since CTSOs are co-curricular and not extra-curricular, ALL CTAE teachers, whether an official CTSO sponsor or not, are required to include the CTSO activities into their instructional planning and activities in their classroom, per the course standards. CTSOs are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve.
- b. CTSO sponsors may receive an extended day stipend, if they have an approved Program of Work and when funding is available.
- c. CTSO Sponsors must complete a monthly Extended Day report by the 3rd of each month. Paper copies, which have the Principal's signature, must be submitted to the CTAE Coordinator.
- d. Note: The Extended Day grant is not entitled to any teacher, it is a grant which we apply for annually and the allocation of funds awarded to a district is never received at 100% of the grant request. The extended day supplement is not a guarantee for any district or teacher who applies (completes a program of work) based on the state allocation. Extended day supports Career Technical Student Organizations (CTSO) participation and is co-curricular; regardless of the grant, CTSO best practices should be applied explicitly into the teaching and learning environment (CTSO engagement is a part of the standards for middle and high school CTAE courses).

9. CTAE Inventory

- a. As set forth in the Perkins Legislation, it is mandatory that each system maintain an Equipment Inventory Record. Therefore, each CTAE teacher must complete an annual equipment inventory. Include all equipment purchased at \$300 or more. The annual inventory is due twice a year (See important dates).

10. End of the Pathway Assessments (EOPA)

- a. The End of Pathway Assessments are administered annually during the month of April. In order for students to demonstrate technical skill attainment per the requirements of federal Perkins legislation. Students may also obtain where applicable, national industry certifications and/or state licensures. Each CTAE program area administers the program teacher selected EOPA approved by the Georgia Department of Education CTAE division during the CCPS EOPA Testing window. At the discretion of the school Principal, EOPAs may be administered outside of the EOPA testing window. The CTAE Supervisor is responsible for administering each test and reporting accurate EOPA data.

11. Equipment Acquisition

Assessment and restructuring of programs should be a continual process to assess the overall effectiveness and/or efficiency of the system's programs and services. The assessment process provides vital information in determining the extent to which the system's goals and objectives are being met, and ultimately how students are being served.

- a. Annually, by September 20th all CTAE teachers must submit a Needs Assessment. The items listed on the Needs Assessment should be listed in priority "wish-list" order. Requests should be realistic and align with the standards in the program. All requests must have a vendor price quote, which includes the total cost to receive the item, i.e. shipping and handling, vendor name and address, etc. **WEB PAGE LINKS ARE NOT ACCEPTABLE** as quotes.

Submit Needs Assessments to your Department Chair, who will compile one Excel notebook for your school and submit it to the High School CTAE Department Chair and Middle School Content Lead and to your Principal and/or CTAE Supervisor. **Please do not send individual Needs Assessments to the CTAE Coordinator or CTAE Administrative Assistant.** The department chair/content lead will submit the compiled excel notebook (file) to the CTAE Office.

12. Industry Certification

- a. Industry Certification represents the apex of program quality. Only those programs that have successfully undergone rigorous reviews by leaders from business and industry are recognized with this distinction. Annually, CTAE teachers are invited to apply for Industry Certification, and renew certification every five years.
- b. Additional state grant funding is available for programs who are approved to seek industry certification, during the year in which certification is pursued.
- c. CTAE programs which may seek industry certification are: Agriculture Education, Architectural Drawing and Design, Automotive Maintenance, Business and Computer Science, Programming, Web Design, Accounting, Audio/Video and Film Technology, Carpentry, Culinary Arts, Early Childhood Education, Engineering, Graphic Design/Communications, Healthcare Science, HVAC, Marketing, and Metalworking.

13. Local CTAE Funds

- a. Upon completion and sign off of the Federal and state grant funds, the CTAE Coordinator will release all local CTAE funds to the CTAE teachers for consumable supplies, equipment and/or any program improvement needs. The funds are normally expended in November, but teachers may submit purchase orders until March of the following year.
- b. Notice is provided to the school principal and CTAE teachers when individual and program school budgets are disseminated.
- c. Funds must be expended by the designated date, or they will be returned to the CTAE Coordinator's budget for expenditure. The Culinary and Family and Consumer Science programs may have until April 24th to expend their funds.

14. Professional Learning

15. Clayton County School District's CTAE Professional Learning funds belongs to the CTAE Resource Network (CTAERN). It is the mechanism through which most state-sponsored professional development courses are catalogued and through which registration usually takes place. CTAERN provides program specific training for all CTAE teachers and School counselors throughout the state; Clayton County teachers are highly encouraged to participate. Substitutes will be funded by CTAE, as funds are available.

- a. When a CTAE teacher registers in CTAERN for a workshop and is a "No Show" the district and teacher is informed and the funds are lost, which is a negative impact on overall funding.
- b. District sponsored professional development is provided by the CTAE Coordinator and/or designee. Advance notice is provided in the district professional learning catalog.

16. Travel and Report of Absence

- a. The CTAE Coordinator must approve funding requests for all travel and substitute teacher requests at least two weeks in advance. The school principal authorizes Teacher participation, not the CTAE Coordinator. If a designee is permitted, written notice identifying the designee must be sent to the CTAE Coordinator at the beginning of each school year (See important dates). If travel is completed or substitutes are used without prior approval, your request for after the fact funding may not be approved, per CCPS policy. There will be No Exceptions to this policy.

17. Work-Based Learning

- a. The Work Based Learning (WBL) program allows qualified students, who have mastered skills in pathway areas, the opportunity to work at an approved job placement to gain valuable work experience while receiving CTAE course credit. Work-Based Learning placements may also be a part of an academic course sequence.
- b. A job placement may be a placement arranged by the WBL Coordinator, the CTAE pathway teacher, or an approved part-time job arranged by the student. School level WBL Coordinators must not have classes scheduled during the work-based learning period per GADOE program directives.
- c. The County-Level Work-Based Learning /Youth Apprenticeship Specialist will work with School-Based WBL Instructors to improve the local school WBL program.

CTAE Standards and Career Clusters

CTAE Middle/High Pathways per School may be accessed by visiting the CTAE website.

CTAE Middle School Performance Standards may be accessed by visiting the Georgia Department of Education (GADOE) website.

CTAE High School Performance Standards may be accessed by visiting the GADOE website.

Additional CTAE program information is available on the GADOE website.

Georgia Performance Standards may be viewed at this link.

Instructional Resources by Program Concentration can be found on the CTAERN.

The Georgia Department of Education Career Clusters is listed below. Click on each Cluster to see the Career Pathways and standards.

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, AV/Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Energy
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Teacher Instructional Resources/CTAE Supports

To support student growth here are CTAE resources:	
GADOE Website	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Middle-School-Performance-Standards.aspx Middle School http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-pathway-courses.aspx High School
CTAERN Login: Employee email address Password: First four letters of Last Name and Last Three digits of SS#... (Password can be changed after initial set-up)	CTAERN Instructional & Professional Development Link (<i>click link</i>) *Old Instructional Material's *New Instruction Materials *LIVEBINDERS are available for MS/HS teachers Professional Development Workshops and Webinars: Workshops are ongoing every school year, content specific and offered throughout the state of Georgia. Teachers will be able to sign up for one or two webinars online rather than having to sign up for a series of 10. The webinars are very good and cover a vast amount of material needed or teaching and learning.
CTAE District Website	CTAE WEBSITE (<i>click link</i>) Click on Departmental Forms for all operational, procedural and compliance documents.
Georgia Association of Career Technical Educators	GACTE (<i>click link</i>) is a professional organization for CTAE Teachers
The HS/MS Content Lead Teacher:	<ul style="list-style-type: none"> *All HS/MS Content Lead Teachers meet every month with content-specific teachers *All Content Leads & Department Chairs meet every month with Dr. Chillis *All CTAE Teachers district-wide meet 1st and 2nd Semester at PLC
Illuminate should be used daily to ensure Explicit Instruction EVERY DAY	



The CTAE Department in Clayton County Public Schools has collaborated with Microsoft to offer the Microsoft IT Academy (ITA) Program to provide students with real-world technology skills to help them thrive in the 22nd century economy starting with the Business and Computer Science Pathways **in grades 6-12**. The Microsoft IT Academy Program bridges the world of education and work. It is a comprehensive program that supports ongoing technology education for students, teachers and other education professionals spanning computer basics to high-level programming, along with information and communications technology management. The IT Academy will help build a pipeline of innovators in Georgia as the program helps students gain interest in STEM subjects, science, technology, engineering and math, and spur ideas for how they can be applied in the real world,” said Cameron Evans, Chief Technology Officer for U.S. Education, Microsoft. “Students will be able to graduate high school with industry credentials that are globally recognized in the business world”. Stay updated by visiting the website at: <http://www.georgiaitacademy.org>

Transition Career Partnerships

Transition Career Partnerships TCP (formerly Education Career Partnerships) is designed to prepare students for college and career opportunities leading students to postsecondary institutions for an industry recognized certification or licensure, an associate and/or higher college degree, and successful employment. Dual Enrollment/Dual Credit programs provide opportunities for Georgia high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree while still in high school. Please visit your school counseling office to learn more about how your school participates.

Dual Enrollment

A dual enrollment program for students, which allows students to attend a postsecondary institution full-time during their junior and/or senior year of high school and receive high school credit and college credit simultaneously while attending college classes on the college campus, full-time.

Accel

Accel is a dual enrollment program offered for students that wish to take college-level (academic-only, degree-level) coursework for credit toward both high school and college graduation requirements. Students may attend part-time or full-time.

Early College

Early College is a partnership between a designated local school system and a University System of Georgia institution. There are currently several Early Colleges in Georgia. Students can earn a high school diploma and coursework toward an Associate's or Bachelor's degree. For more information, visit www.gaeearlycollege.org/.

Residential Programs

Residential programs are offered for gifted, talented, and motivated students through the University System of Georgia at two institutions:

The Advanced Academy of Georgia on the campus of the University of West Georgia

The Georgia Academy of Mathematics, Engineering and Science at Middle Georgia College

New CTAE Program Request or Discontinuance

As our workforce grows in Clayton County, Georgia, nationally, and globally, the CTAE Program would like to expand CTAE Pathway offerings to the students of Clayton County. Administrators must consider programming in terms of the following components, as each of these components must be considered for program viability and sustainability:

- (1) **Alignment.** Effective alignment between high-quality CTE programs and labor market needs to equip students with 21st-century skills and prepare them for in-demand occupations in high-growth industry sectors;
- (2) **Collaboration.** Strong collaborations among secondary and postsecondary institutions, employers, and industry partners to improve the quality of CTE programs;
- (3) **Accountability.** Meaningful accountability for improving academic outcomes and building technical and employability skills in CTE programs for all students, based upon common definitions and clear metrics for performance; and
- (4) **Innovation.** Increased emphasis on innovation supported by systemic reform of state policies and practices to support CTE implementation of effective practices at the local level.

- ___ Student Interest (conduct a survey)
- ___ Teacher Certification (GAPSC and Professional Licensures)
- ___ Membership in Professional Organizations
- ___ Student Industry Credentialing (Pathway Completers/Other)
- ___ Active Career Technology Student Organizations (CTSOs)
- ___ Program Industry Certification (eligibility)
- ___ Job Projection Data (workforce needs)
- ___ Post-Secondary Options/Partnerships
- ___ Business/Industry Partnerships
- ___ Lab Requirements (required funding)
- ___ Materials/Resources (required funding)

As school administrators and district leaders work collaboratively, we will be able to meet the CCRPI indicators by analyzing our CTAE Program(s) to offer courses and experiences from elementary to high school that prepare each student for college and careers.

1. Workforce needs

What advice do the Georgia Department of Labor and the local Economic Development office provide about projected workforce needs in this program area? Identify statistical workforce needs data which supports opening this program and attach it to your application.

2. Post-Secondary Options for Students

What local and state post-secondary options are available for students completing this CTAE Career Pathway? Will students be able to continue their studies in higher education to receive a certificate, diploma, four-year degree, or other industry recognized credential? Attach the data to your application.

3. Student Interest

How do you know students will sign up for this CTAE Career Pathway? It is required that a student interest survey be completed, in order to determine the viability of the program. Attach the survey to your application.

4. Business, Industry and Post-Secondary Partnerships

The success of CTAE programs greatly relies on the input from business and industry partners as well as post-secondary partners. Identify partners who will support your new CTAE program.

The CTAE teacher must help with identifying partners, establishing an advisory board, and implementing the program. Partners must be identified in advance of opening your program. Attach the information to your application.

5. Funding and Equipment

Local school funding to support the opening of a CTAE program is required. Funding sources may be your local school budget, SPLOST, and/or a special allocation from your Area Assistant Superintendent, etc. Equipment is considered a resource that the school may provide. The CTAE Supervisor will provide funding, when available, based on a “phase in” of the lab equipment/resources on an annual budget.

New CTAE Program proposals are welcomed and accepted no later than December 1st of the preceding year of the intended program opening. For example, to open a new program for fall 2017, an application must be submitted by December 1, 2016 by the School Principal or CTAE Supervisor.

Click here for a [New Program Request](#) and the [CCPS Course Modification/Add/Deletion Request Form](#) application must be submitted to the CTAE Coordinator, Guidance and Counseling Coordinator, Chief Academic Officer and Chief Financial Officer for review and approvals.

CTAE Career Academies, Magnet Programs & STEM Schools

Morrow High	Morrow Aviation & Innovation Career Academy (TBD)
Morrow High	Morrow Science, Technology & Mathematics Magnet
North Clayton High	North Clayton Aviation & Innovation Career Academy (TBD)
Lovejoy High	Lovejoy Mathematics & Computer Science Magnet
Mundy's Mill High	Mundy's Mill Film & Media Magnet
Rex Mill Middle	Rex Mill Middle STEM School

New CTAE Program Application

Program Title:		State Course Numbers:		
		1.		
		2.		
		3.		
School:		Has this program been previously Offered	Yes: (Year)	No
When do you want to open the program?				
Will a new CTAE teacher be required?	Yes		No	
Do you have a CTAE teacher allocation?	Yes		No	
Identify Post-Secondary Option(s) Available for Students: (additional sheets may be attached)				
What are the projected workforce needs in Georgia for students completing this pathway? Identify your source of information and attach your findings on an additional sheet.				
<p>Complete a Student Interest Survey for the planned program and attach the results to your application. Questions may be different depending on the program to be offered. Example questions, may include but are not limited to:</p> <p>(1) How likely are you to enroll in the ____ CTAE pathway?</p> <p>(2) What are your post-secondary plans?</p> <p>(3) What CTAE courses have you taken?</p> <p>(4) Which academic courses have you taken (Math, ELA, Science, etc.)</p>				
<p>What resources does your school currently have that will assist with starting and supporting the program? The CTAE Supervisor will provide lab space and equipment requirements upon request.</p> <p>Technology location</p> <p>Lab Space location</p> <p>Classroom Space location</p> <p>Funding</p>				
<p>Which business and industry and post-secondary partners have you identified to support the program in an Advisory Board capacity?</p> <p>State any other capacity for which the partner(s) will support the program.</p>				
Principal Signature: _____				
Area Assistant Superintendent Signature: _____				

EXAMPLE

Course/Program Request Form



School _____ Principal _____

Today's Date: _____ Date for Change to Take Effect: _____

Current Course Name: _____ Current Course Number: _____ Current Course Department _____

Requested Course Name: _____ Requested Course Number: _____ Requested Course Department _____

Rationale or justification for proposed change, add, modification or course deletion – *clearly describe* the change requested and the impact that the change may have on achievement data, class size/projected enrollment, and/or student interest. The rationale or justification should be based on an informed decision comprised of considerations with the Content/Program Coordinators or Directors, Assistant Superintendents, Facilities, Technology, Business Services and/or any other resource or support providers.

Describe the **change** and its **potential impact** on achievement data, class size/projected enrollment, and/or student interest in course.

Describe the course change's **impact on personnel**. Will the course require staff additions, changes, modifications, etc.? *Consider staff certification requirements and if additional staff is needed to support students' needs: DES, ESOL, Gifted, etc. Be sure to indicate: What certifications are necessary for new courses?*

Calculation of Overall Fiscal Impact _____ Funding Source(s) _____

Describe the assurance that **appropriate instructional resources – including professional development-** are available to support this course/program change. Also, describe the process for discarding or repurposing resources (if deleting a course). Be sure to indicate: What supplies need to be purchased?

Calculation of Overall Fiscal Impact _____ Funding Source(s) _____

Describe the assurance that **appropriate facilities and/or technology** is available to support this course/program change.

Calculation of Overall Fiscal Impact _____ Funding Source(s) _____

Describe the overall impact on the **master schedule**.

*See district website for actual form.

Inventory Disposal/Transfer/Storage Form

CLAYTON COUNTY PUBLIC SCHOOLS SURPLUS (STORAGE)/TRANSFER/DISCARD FORM REDISTRIBUTION OF PROPERTY

Date: _____

From Location: _____

To Location: _____

Surplus Property Contact: _____
(Print Name and Telephone Number)

This request approved by: _____
(Print Name of Department Head / Principal)

Quantity	Detail Description of Property	Model#	Serial #	Color	Please indicate: Transfer (T) Discard (D) Storage (S)

EXAMPLE

Principal/CTAE Supervisor Signature: _____

CTAE Coordinator Signature: _____ Date: _____

CTAE Coordinator signs-off and sends this form to Purchasing
218 Stockbridge Rd., Jonesboro, GA 30236
678-479-4506 (Fax)

2018-2019 Georgia CTSO Master Calendar

April 4-7, 2019	FBLA State Officer Training and Planning Meeting FFA-FCCLA Center, Covington
April 5-7, 2019	DECA State Officer Training and Planning Meeting FFA-FCCLA Center, Covington
May 3-5, 2019	FCCLA State Officer Training FFA-FCCLA Center, Covington
May 28-June 3, 2019	TSA State Officer Training Workshop FFA-FCCLA Center, Covington
May 30-June 2, 2019	CTSO State Officer Training and Planning Meeting FFA-FCCLA Center, Covington
June 24-28, 2019	SkillsUSA National Leadership and Skills Conference Louisville, KY
June 27-July 3, 2019	FBLA National Leadership Conference San Antonio, TX
June 28-July 2, 2019	TSA National Conference National Harbor, MD
June 30-July 4, 2019	FCCLA National Leadership Conference Anaheim, California
July 14, 2019	Adviser Success Day Athens, Georgia
July 14-16, 2019	GACTE Summer Conference Classic Center, Athens
July 8, 2019	FBLA Summer Leadership & Officer Training Summit (SLOTS) Swainsboro High School, Swainsboro
July 9, 2019	FBLA Summer Leadership & Officer Training Summit (SLOTS) Crisp County High School, Cordele
July 10, 2019	FBLA Summer Leadership & Officer Training Summit (SLOTS) South Forsyth High School, Cumming
July 11, 2019	FBLA Summer Leadership & Officer Training Summit (SLOTS) Arabia Mountain High School, Lithonia
July 14, 2019	SkillsUniversity Classic Center, Athens
July 17-19, 2019	HOSA Officer Jumpstart Various Locations

September 10-11, 2019	DECA WorkWinWow FFA FCCLA Camp, Covington
September 14, 2019	FCCLA DISCOVER Training Camp John Hope, Fort Valley
September 11, 2019	FBLA FALCON (FBLA Adviser Leadership Conference) Brasstown Valley, Young Harris
September 2019	FBLA FALCON (FBLA Adviser Leadership Conference) FFA-FCCLA Center, Covington
September 2019	FBLA FALCON (FBLA Adviser Leadership Conference) Macon
September 7, 2019	FIRST Robotics Symposium/Mentor Advisory Council Meeting Kennesaw State University
September 13-15, 2019	TSA CORE (Chapter Officer Retreat for Excellence) Tumbling Waters, Clayton
September 21-24, 2019	HOSA Washington Leadership Academy Washington, D.C.
September 19, 2019	CTI Emerging Leaders Training Day FFA FCCLA Camp, Covington
September 23-27, 2019	FCCLA Knowledge Bowl Qualification Testing Online
Sept 30-Oct 2, 2019	FCCLA National Capitol Leadership Washington, DC
October 2019	FIRST Robotics GRITS (Georgia Robotics Invitation Tournament & Showcase) Off Season Robotics Event TBD
October 4, 2019	SkillsUSA Champions Rally Georgia National Fairgrounds, Perry
October 7, 2019	TSA Technology Rally Georgia National Fairgrounds, Perry
October 9, 2019	FCCLA Fall Rally Georgia National Fairgrounds, Perry
October 9, 2019	CTI Fall Rally Georgia National Fairgrounds, Perry
October 10, 2019	FBLA Fall Motivational Rally Georgia National Fairgrounds, Perry
October 11, 2019	HOSA Fall Leadership Rally Georgia National Fairgrounds, Perry

October 11, 2019	DECA Fall Rally Georgia National Fairgrounds, Perry
October 17-18, 2019	DECA Fall Leadership Development Conference Renaissance Waverly, Atlanta
October 29-30, 2019	SkillsUSA 2RE Fall Leadership Conference TBA
November 5-6, 2019	FCCLA Fall Leadership Conference Georgia FFA-FCCLA Center, Covington
November 6-7, 2019	FCCLA Fall Leadership Conference Camp John Hope, Fort Valley
November 7-8, 2019	HOSA Fall Leadership Conference Omni, Atlanta
November 8-10, 2019	TSA Fall Leadercon Jekyll Island Convention Center, Jekyll Island
November 13-14, 2019	FBLA Fall Leadership Conference Classic Center, Athens
November 15-17, 2019	FBLA National Fall Leadership Conference Denver, CO
November 21-22, 2019	Fall CTI Work Readiness & Leadership Conference Great Wolf Lodge, LaGrange
November 15-17, 2019	FCCLA National Fall Conference Dallas, TX
November 15-17, 2019	DECA Power Trip Washington, D.C.
November 22-25, 2019	FBLA BALCONY New York City, New York
December 2-5, 2019	FBLA Region Skills & Online Testing
Nov. 5 – Dec. 11, 2018	DECA Region Testing
December 5-10, 2019	DECA Region Competition
December TBD, 2019	DECA New York Experience
December 2019- January 2020	SkillsUSA Region Competition – Region 3 Atlanta Technical College
December 2019- January 2020	SkillsUSA Region Competition – Region 2 North Georgia Technical College
December 6, 2019	SkillsUSA Region Competition – Region 1 Georgia Northwestern Technical College

December 6, 2019	SkillsUSA Region Competition – Region 4 Columbus Technical College
January 2020	HOSA State Qualification Testing
January 4, 2020	FIRST Robotics Competition Season Kick-Off Georgia Tech, First Center, Atlanta
January 8-11, 2019	DECA Online Testing
January 8-31, 2020	FBLA Region Leadership Conferences Various locations across the state
January 9, 2020	SkillsUSA Region Testing Online
January 10, 2020	SkillsUSA Region Competition – Region 6 Oconee Fall Line Technical College
January 30, 2020	SkillsUSA Region Competition – Region 5 Southern Crescent Technical College
January 31, 2020	SkillsUSA Region Competition – Region 7 Southern Regional Technical College
January 31, 2020	SkillsUSA Region Competition – Region 8 Golden Isles Career Academy
January 30-Feb 1, 2020	DECA Career Development Conference Hyatt Regency, Atlanta
February TBD, 2020	DECA Sports & Entertainment Marketing Conference Orlando, FL
February 6-11, 2020	FBLA State Skills Testing
February 6-11, 2020	FBLA Middle Level State Online & Skills Testing
February 7, 2020	FCCLA Region STAR Events Region 5
February 15, 2020	FCCLA Region STAR Events Regions 1 and 9
February 10-13, 2020	FCCLA Day at the Capitol Georgia State Capitol Building, Atlanta
February 13, 2020	Georgia CTSO Legislative Expo Georgia State Capitol Building, Atlanta
February 15, 2020	Georgia FIRST Robotics Season Scrimmage Events Atlanta, Columbus, Albany, Marietta, Cumming
February 21-22, 2020	FBLA State Officer Candidate Qualifying FFA-FCCLA Center, Covington

February 24, 2020	FBLA Middle Level State Leadership Conference FFA-FCCLA Center, Covington
February 22, 2020	FCCLA Region STAR Events Regions 2, 3, 4, 6, 7 and 8
February 28- March 6, 2020	FBLA State Online Testing
February 29- March 1, 2020	Georgia FIRST Robotics Gainesville Qualifier Event Riverside Military Academy, Gainesville
March 5-6, 2020	HOSA State Leadership Conference Marriott Marquis, Atlanta
March 7-9, 2020	HOSA State Officer Training Marriott Marquis, Atlanta
March 6-7, 2020	Georgia FIRST Robotics Dalton Qualifier Event Dalton Convention Center, Dalton
March 12-14, 2020	TSA State Leadership Conference Classic Center, Athens
March 20-22, 2020	FCCLA State Leadership Conference Hilton, Atlanta
March 12-14, 2020	SkillsUSA State Leadership and Skills Conference Georgia World Congress Center, Atlanta
March 14-15, 2020	Georgia FIRST Robotics Forsyth Qualifier Event Denmark High School, Alpharetta
March 20-22, 2020	FBLA State Leadership Conference Hyatt Regency, Atlanta
March 20-21, 2020	Georgia FIRST Robotics Columbus Qualifier Event Columbus State University, Columbus
March 27-28, 2020	Georgia FIRST Robotics Albany Qualifier Event Albany Civic Center, Albany
April 2-4, 2020	Georgia FIRST Robotics State Championship Event Mercer University, Macon
April 14-16, 2020	Spring CTI Work Readiness & Leadership Conference Rock Eagle 4H Retreat Center, Eatonton
April 16-18, 2020	FIRST Robotics World Championship George R. Brown Center & Minute Maid Park, Houston, TX
April 29- May 1, 2020	DECA International Development Conference Nashville, TN
May 29-June 1, 2020	CTSO Summer Training FFA FCCLA Center, Covington

June 19-22, 2020	HOSA International Leadership Conference Houston, Texas
June 27-July 2, 2020	TSA National Conference Nashville, TN
June 27-July 2, 2020	FBLA National Leadership Conference Salt Lake City, Utah
July 5-9, 2020	FCCLA National Leadership Conference Washington, DC

Important CTAE Dates

3 rd day of Month	Extended Day Reports
10 th day of Month	Monthly Travel Expense
10 th day of Month	CTAE Newsletter Information
30 th day of Month	CTAE Depart. Chair/Content Lead Monthly Meeting Agenda & Sign-in Sheets
August 20 th	CTAE Teacher Supply/Equipment Budgets Disseminated

August 26 th	Deadline to update all profiles in CTAERN (All Teachers)
September	New CTAE Teacher and GADOE Drive-In Teachers Conferences
September 6 th	Extended Day Award Letters Disseminated
September 9 th	Business/Advisory Board meeting dates due for October and February
September 9 th	1 st Semester Travel Requests Due
September 13 th	All approved 1 st Semester Trips/Travel Requests due in AS400/Infinite Campus
September 20 th	ICON 2019 (Formerly WBL Success Seminar)
September 21 st	Submission of Needs Assessment (All Teachers)
September 24 th	1 st semester CTAE Purchase Orders due (All Teachers)
September 4 th	1 st Semester EOPA Test Orders (CTAE Sups/Dept. Chairs)
October	1 st Semester System-wide CTAE Meeting
November 1 st	Last Day for PCard Purchases (FACS Teachers)
November 4 th	PCard Receipts Due (FACS Teachers)
December 2 nd	New CTAE Program Proposals (All Schools)
December 6 th	Submission of CTAE Inventory (All Teachers)
December 9 th -13 th	First Semester Testing Window for EOPAs <i>Including Retest & Make-Up Testing Window for EOPAs</i>
January 10 th	All Trade & Industry Certifications & Licensures Due
January 21 st -27 th	Accuplacer Testing
January 31 st	2 nd semester CTAE Purchase Orders due (Based on Funding)
February 3 rd	Last Day for PCard Purchases (FACS Teachers)
February 5 th	PCard Receipts Due (FACS Teachers)
February 6 th	2 nd System-wide CTAE Meeting
February 19 th	2 nd Semester EOPA Test Orders (CTAE Sups/Dept. Chairs)
March/April	CTAE/STEM Expo - College and Career Expo
March	Renew GACTE Memberships
March 24 th -31 st	Second Semester Testing Window for EOPAs <i>Including Retest & Make-Up Testing Window for EOPAs</i>
April	Work-Based Learning/YAP Data Reports Due
April	CTAERN POW Annual Reports Due
April 13 th	Industry Certification Application (All Teachers)
April 17 th	All Industry Certification Funds Must Be Expended
April 24 th	Last Day for PCard Purchases (MS FACS & HS Culinary Arts Teachers)
May 1 st	PCard Receipts Due (MS FACS & HS Culinary Arts Teachers)
May 8 th	CTAE Achievement Ceremony
May 12 th	Final Submission of CTAE Inventory (All Teachers)

NOTE: May 12th includes securing and signing off on Chromebooks, digital cameras, scanners, etc. have been secured during summer break

Business/Advisory Board Meeting Dates for 2019-2020 must be held in the month of October 2019 and February 2020. Send electronic copies of meeting agenda, sign-in sheets and minutes to CTAE Office within three days after your Business/Advisory Board Meeting to Ms. Chillis.

The Guidance and Counseling Department will conduct career-related surveys in middle school using YOUScience.

Protocols to STEMulate the Culture General Interest in STEM/STEAM?

School system administrators supporting schools interested in pursuing Science, Technology, Engineering, and Mathematics (STEM) or Science, Technology, Engineering, Arts and Mathematics (STEAM) Certification (school or program) should consider the following protocols to assess their readiness to submit an application to AdvancED and/or the Georgia Department of Education (GADOE).

Step 1: Initial Contact

A district level administrator (eboni.chillis@clayton.k12.ga.us) should contact AdvancEd STEM Office or Georgia STEM at the Georgia Department of Education (GADOE) to discuss the interested schools, the process protocols, and convening a meeting to discuss the STEM School/Program Certification process with district administrators.

Step 2: Convene District Administrators

The interested school district convenes the administrators of all schools for a presentation from the AdvancEd/GADOE regarding the STEM/STEAM School Certification process. This meeting should be held with the STEM Director/Coordinator (eboni.chillis@clayton.k12.ga.us - Interim).

Step 3: Assemble a STEM Team

The school district assembles a district level **STEM/STEAM Team** who will work with the interested schools and be the review team that informs the state of the progress of each school working on certification. This team should be comprised of district level math, science, instructional technology, and CTAE individuals. It is strongly recommended that the STEM Team visit at least one of the schools that have already received certification.

Step 4: Certified Schools Visit

It is strongly recommended that the schools that are working on certification send a team to visit at least one of the schools that have already received certification.

Step 5: Pre-Application Visit

When the district level STEM Team feels a school is ready for certification, they will contact the STEM Director/Coordinator to inform the state AdvancEd Certifiers or GADOE Representatives to schedule a pre-visit.

Step 6: Application Submission Readiness (see Resources). There are no costs for STEM/STEAM Certification.

Step 7: STEM Visitation Team

Once the application has been submitted and accepted, AdvancEd/GADOE will assemble a STEM Visitation Team who will schedule the date for a site visit to confirm that the school has met the criteria for certification. The STEM Director/Coordinator will work directly with school sites for a successfully STEM/STEAM certification process.

Step 8: Visitation Discussion

After the visit, the state visitation team meets to discuss the school application and compare it with the observations made during the visit and will make a decision as to whether the certification criteria have been met – STEM School/Program Certification!

Step 9: STEM Certification

AdvancEd/GADOE will contact the school principal to let them know if certification will be awarded. AdvancEd/GADOE and the school will work together to determine the press release and designation banner/certificate.

Step 10: Revisit

The school will be revisited every five years to determine if they will continue to hold the STEM/STEAM Certification status.

CTAE Acronyms

Alphabet Soup

Understanding CTAE Acronyms

A

- ABC – Associated Builders and Contractors
- ACTE – Association for Career and Technical Education
- AECA -
- AGC – Associated General Contractors
- ARC – Atlanta Regional Commission
- ACCUPLACER – Technical college entrance exam

B

- BRIDGE – Building Resourceful Individuals to Develop Georgia’s Economy

C

- CCMC – Clayton County Ministers Conference
- CCRPI – College and Career Ready Performance Index
- CBO – Community Business Organization
- CCPS – Clayton County Public Schools
- CCRPI – College and Career Ready Performance Index
- CDHS – Charles Drew High School
- CEFGA – Construction Education Foundation of Georgia
- COOP – Cooperative Education
- CRCT – Criterion-Referenced Competency Test
- CTAE – Career Technical & Agricultural Education
- CTAERN – Career Technical & Agricultural Resource Network
- CTAERN.org –
 - The CTAE Resource Network is a statewide organization supporting Career, Technical, and Agricultural Education initiatives in Georgia’s public school
- CTAE Industry Certification -
 - When a program became industry certified, it received a "stamp of excellence", which represents the apex of program quality. Only those programs that have successfully undergone rigorous reviews by leaders from business and industry are recognized with this distinction.
- CTSO – Career and Technical Student Organization

D

- DECA – Distributive Education Clubs of America
 - DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management.
- DJJ – Department of Juvenile Justice (Georgia)
- DE – Dual enrollment

E

- ECP – Education and Career Partnership
- EOCT – End of Course Test
- EOPA – End of Pathway Assessments
 - EOPA test-taker – A student who has completed three sequential/required courses in a career pathway and sat for an industry recognized exam to gain industry credentials or

test results that prove competency in varied skills/trades; through test vendors such as: *NOCTI, SkillsUSA, National Automotive Student Skills Standards Assessment.*

- ESD – Employability Skill Development
- ESEA – Elementary and Secondary Education Act
- Extended Day –
 - The extended day grant funded by the CTAE division of GaDOE is for work performed beyond the regular school by teachers in state-approved CTAE program areas. Pay for the extended day grant salary is based on the minimum hourly rate on the state approved 190-day base salary schedule.

Full and Half Extended Day -

- The minimum hourly rate is calculated as one hour per day based on an eight-hour workday. Teachers who work one hour beyond the school day for a 190-day school year receive “full extended day” pay whereas teachers working 95 hours per year receive “half extended day” pay. For simplicity the hours to be worked have been standardized into 20 hours per month for full extended day and 10 hours per month for half extended day.

F

- FACS – Family and Consumer Sciences
- FBLA- ϕ BLA - Future Business Leaders of America-Phi Beta Lambda
- FCCLA – Family, Career and Community Leaders of America
- FFA – Future Farmers of America, Agriculture Education
- FPHS – Forest Park High School

G

- GAA – Georgia Alternate Assessment
- GAcollge411 – Free website helps Georgia students plan, apply, and pay for college.
- GaDOE – Georgia Department of Education
- GaDOL – Georgia Department of Labor
- GAIEF – Georgia Apartment Industry Education Foundation
- GACTE – Georgia Association for Career and Technical Education
- GCIS – Georgia Career Information System
- GEICC - Georgia Energy and Industrial Construction Consortium
- GHSGT – Georgia High School Graduation Tests
- GHSWT – Georgia High School Writing Tests
- GKIDS – Georgia Kindergarten Inventory of Developing Skills
- GOWD – Governor’s Office of Workforce Development
- GSFC – Georgia Student Finance Commission
- GUCA – Georgia Utility Contractors Association

H

- HOSA – Health Occupations Students of America

I

- IEC – Independent Electrical Contractors
- IDEA – Individuals with Disabilities Education Act

J

- JHS – Jonesboro High School

K

L

- LHS – Lovejoy High School

M

- MAG – Masonry Association of Georgia
- MCA – Mechanical Contractors Association
- MOU – Memorandum of Understanding
- Monthly Report -
 - By rule, the POW, Monthly Report and Annual Report for each teacher on extended day must be “maintained in the office of the vocational supervisor and/or vocational director.”
- MMHS – Mundy’s Mill High School
- MRW – Mike Rowe Works Foundation
- mikeroweWORKS – Mike Rowe Works
- MZHS – Mt. Zion High School

N

- NAEP – National Assessment of Education Progress
- NATP – Nurse Aide Training Program
- NCDG – National Career Development Guidelines
- NCHS – North Clayton High School
- NE – Nursing Essentials
- NTHA – National Technical Honor Association

O

P

- PAC – Performing Arts Center
- Perry – Perry Learning Center, Open Campus
- PLC - Professional Learning Center (Truett Cathy)

P continued...

- POW – Program of Work.
 - Outlines the activities to be performed beyond the school day. The POW exists as an extension of the teacher’s profile on the CTAE Resource Network (CTAERN) website.
- PPACA – Patient Protection and Affordable Care Act

Q

R

- RHS – Riverdale High School

S

- SkillsUSA – Partnership of students, teachers and industry working together to ensure America has a skilled workforce.
- SBOE – State Board of Education

T

- TAA – Teachers as Advisors
- TABE – Test of Adult Basic Education
- TCC – Technical Certificate of Credit
- TEFGA – Transportation Education Foundation of Georgia
- TSA – Technology Student Association

U

- USDOE – United States Department of Education
- USGBC – United States Green Building Council

V

W

- WBL – Work Based Learning
- WI - Workforce Innovator
- WIA – Workforce Investment Act
- WIP – Workforce Incentive Plan
- WIOA – Workforce Investment and Opportunity Act

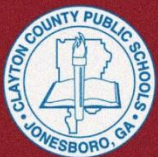
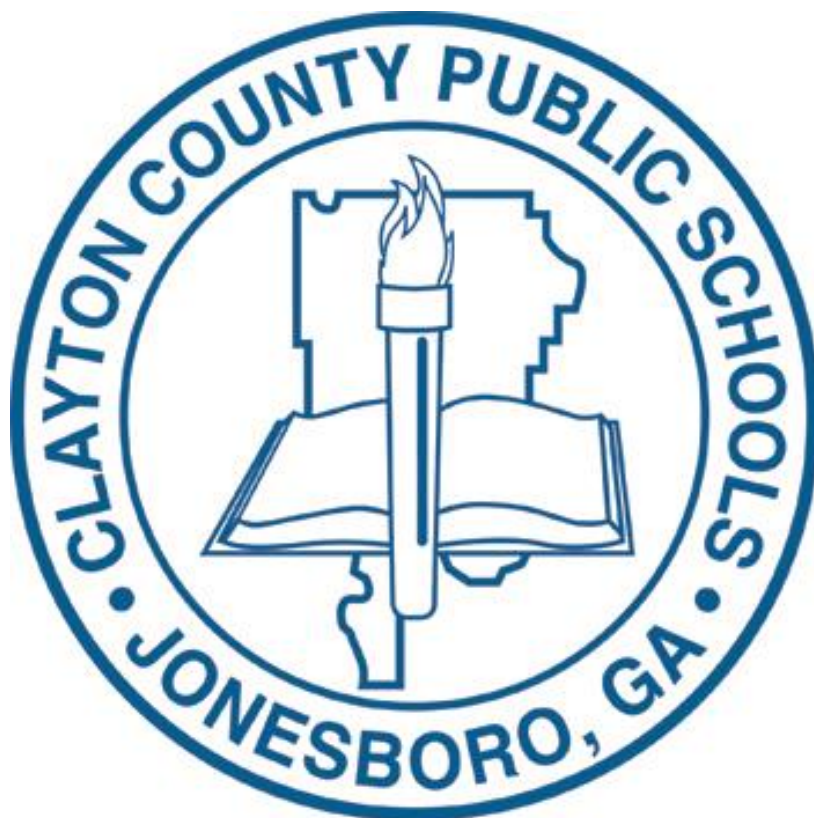
X

Y

- YAP – Youth Apprenticeship Program

Z





Clayton County Public Schools
Career, Technical, & Agricultural Education

Clayton County Board of Education Members

Jessie Goree, Chair

