**CTAE**

**Procedures Manual**

**Miller County**

**Home of the Pirates**

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Table of Contents

Non-Discrimination Statement 4

Welcome Back 5

Miller County’s Vision/Mission, Belief Statements 7

Career, Technical and Agricultural Education Program Philosophy 7

Miller County School District Central Office Staff 8

Middle/High School Instructors 8

Georgia’s 17 Career Clusters & Miller County Pathways 8

General CTAE Teacher Responsibilities 9

CTAE Standards and Career Clusters 10

CTAE Technology Goals 11

Teacher Instructional Resources/CTAE Supports 11

Microsoft Certification 12

Communication 12

Advisory Boards 14

Work-Based Learning 15

WBL Student Qualifications 15

Career, Technical Student Organizations (CTSOs) and Co-Curricular Instruction 16

Program of Work 17

End of Pathway Assessments (EOPA) 18

EOPA Frequently Asked Questions 19

What is a Pathway Completer? 19

Who takes an EOPA? 19

Who pays for EOPAs? 19

When are EOPAs given? 19

How can students study and teachers prepare for EOPAS? 19

EOPA Facilitation 20

Testing Site Coordinator(s)/Administrators: 20

Duties of the Testing Site Coordinator/Administrator: 20

Testing Proctors: 20

Duties of the Testing Proctor: 20

Technology Support: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 21

Utilizing Exam Blueprints: . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 21

Needs Assessment for Program Equipment 22

Program Equipment Inventory 22

New CTAE Program Request or Discontinuance 22

Purchasing 24

Purchase Requests/Collected Monies 24

Travel Procedures 39

Local Travel Instruction 41

Georgia CTSO Master Calendar Handout

Important CTAE Dates 26

Administration & Miller County Board Members 27

**Non-Discrimination Statement**

Miller County Public Schools 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. Miller 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: Agricultural Science, Business, Government and Public Safety, and Healthcare Science. The Miller 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.

**Welcome Back!**

Greetings,

*Welcome back! CTAE offers three basic programs taught by high school staff: Business, Agriculture, and Healthcare.* These three program areas offer 12 different pathways. We have revamped our pathway sequences to better serve our students. We deliberately sought to advocate for CTAE by *being more visible* and showcasing our students, teachers and “the great things happening in CTAE” through media: radio, TV, social media and print. Lastly, we saw more CTAE instructors *in leadership roles* within their professional organizations and *CTSOs*. Our middle and high school students serving as state/national Officers and competing nationally within FFA and FBLA.

Our vision in CTAE is clear, as stated in the Academic Achievement Plan,

*“through careful analysis of our data, needs and challenges, the district has identified four instructional priorities on which we will focus our work: (1) literacy across the curriculum, (2) critical thinking, (3) integrated technology, and (4) differentiation. Fundamental to academic achievement across subjects is the ability to read, write, listen and speak effectively about content.”*

These four instructional priorities are the basis for CTAE instruction and crafted with one goal in mind, to empower educators to prepare students for college and career, and a skill or trade to compete in the global marketplace. It is evident, that in order to compete much more is expected from its learners and its employees. CTAE will focus significantly on purposeful and explicit lesson planning by staying abreast of business/industry trends and educational advances. This will allow us to ensure students leaving 8th grade will be clear of their high school plans to become pathway completers attaining industry recognized credentials, post-secondary credits and degrees *before* graduating from high school!

Thank you in advance for all you will do for the children in CTAE! I look forward to us creating a concerted culture of learning for more purposeful planning and preparation in order to effectively prepare students for the global marketplace. Have an impactful school year. And as you prepare every day for teaching and learning, think about where it all “S.T.A.R.T.S.”: **S**tudents, **T**ime, **A**ssessments, **R**esources, **T**eaching/Pedagogy, and **S**tandards.

Educationally yours,

*Dr. Gail H.Lovering, CTAE Director*

Miller County Public Schools District



**Miller County’s Vision/Mission, Belief Statements**

***Vision Statement***

Miller County Pirates uphold the highest ethical standards and moral values and believe they can achieve excellence in their school and community.

***Mission Statement***

The mission of Miller County Pirates is to produce successful students that are prepared for career, life, post-secondary education, and to be responsible citizens. In addition, be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

***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 Miller 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 Miller County Public Schools
6. To recruit and retain highly qualified and effective staff

**Career, Technical and Agricultural Education Program Philosophy**

***Career awareness*** in elementary school, ***career visualization*** in middle school, and ***career preparation*** in high school are vital components of one’s educational career. Miller 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, post­secondary 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**

Georgia statutes 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.

**Miller County School District**

Career, Technical and Agricultural Education Department

Dr. Gail H. Lovering ………………………………………………………………………………Director

**High School & Middle**

Miller County High School/Middle School- Business Martha Widner

Miller County High School Agriculture & FFA Mandy Long

Miller County High School – Healthcare Science…………………………………………….Sheila Anglin

Miller County Work-Based Learning (WBL)/Young Farmer & FFA Jason Houston

**Georgia’s 17 Career Clusters**

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

**Miller County’s Pathways**

Ag Leadership in Animal Production

Plant and Landscape Systems

Ag Leadership in Horticulture

Horticulture/Animal Systems

Introduction to Business & Technology

Therapeutic Services—Allied Health and Medicine

Healthcare Support Services

Southern Regional Offerings

Welding

Criminal Justice

Healthcare Science

**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. Teachers MUST keep a copy and forward a copy to the CTAE Office once a year in May. \*See important dates.
3. Attendance at all district level CTAE meetings is required, unless you have prior approval to not attend. Please let CTAE Director and Principal know.
4. Teachers 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. (See 4 year plan and CTAE suggested grade level offerings)
5. 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.
6. 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 at Miller County!
7. 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.
8. 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. Please keep in mind academics is a performance indicator for CTAE

**Core indicators of performance**

1S1: Four Year Graduation Rate

1S2: Extended graduation rate

2S1: Reading/Language Arts proficiency

2S2: Mathematics proficiency

2S3: Science proficiency

3S1: Post Program Placement

4S1: Non Traditional program concentration(ours is Healthcare)

5S1:& 5S2 Attained Post secondary credential

5S3: WBL

5S4: Pathway Completions

5S5: Earned credentials of value

**CTAE Standards and Career Clusters**

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 as well as program blueprints can be found on the CTAERN website

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

**MILLER COUNTY CTAE TECHNOLOGY GOALS**

**Smart Goal**: For the new school term, 100% of teachers will utilize Google Classroom at least weekly as documented in their lesson plans.

**Action Steps:**

* Teachers will complete “Teach From Home” course as offered by RESA
* Teachers will complete teachercenter.withgoogle.com training Level 1 certification
* Train students/parents how to utilize Google Classroom
* Provide onsite training on GSuite programs with RESA technology specialist or online CTAERN
* Google Classroom PD will be provided at the building level by staff members with knowledge of how to use and have used (Lovering)
* Students will be provided with log-in information at the beginning of the school term
* A Media/Technology Team will be developed to determine tech needs within the school
* Development of a Technology Plan
* In-house PD in regards to interactive displays, projecting/monitoring workstations
* Utilization of ebooks and interactive boards for instruction
* Electronic portfolios
* CTAERN training (digital learning)

**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 ***(click link)*** |
| **\*Old Instructional Material’s****\*New Instruction Materials****\*LIVEBINDERS** **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 1 or 2 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 **miller.k12.ga.us departments CTAE** |
| Access documents by logging in and using the password: **Careerweb** |
| **Georgia Association of Career Technical Educators** | **GACTE *(click link)*** is a professional organization for CTAE |
| Teachers |
| **The HS/MS Content Lead Teacher:** | CTAE teachers will meet as a group monthly |
|  |

MICROSOFT CERTIFICATION PROGRAM

The CTAE Department in Miller 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 21st century economy starting with the Business and Computer Science Pathways **in grades 9-12.** The Microsoft Certification 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 SUCH AS WORD PROCESSING, POWERPOINT, EXCEL, AND ACCESS.

**Communication**

1. Check e-mail daily to keep informed of pertinent CTAE information and requests. Also check for updates [CTAERN.org](http://CTAERN.org). Please respond as quickly as you can if necessary.
2. Honor all deadlines for requested documents and information. This is especially important for travel requests and reimbursements.
3. Teachers are encouraged to establish a calendar of events for: CTSO fundraising, CTAE month, cross-curricular activities, guest speakers, business and industry visits, School Counselor invitations, and other Program of Work activities that may be planned. This should be shared with the administration at your school, and if possible, placed on the school calendar.
4. CTAE teachers should brief other CTAE program teachers on the classroom/lab activities in their program (includes explicit lesson plans, technological innovations, AFJROTC and CTSO activities/results) at department meetings. This kind of communication assists everyone to understand what’s going on and to better support each other AS WELL AS promote other programs to students.
5. Work closely with your school staff: Secretary, Bookkeeper(s), and other support staff members who have a direct bearing on the ease of the smaller tasks of your job. Work with them to ensure purchase orders (maintain a copy of all POs), accepting funds, and school procedures are followed and completed.
6. As you host and facilitate events at your school outside of the regular school day and school calendar (weekends and during the summer), follow the local school policy for communicating the activity. It is also advised that the CTAE Office staff be made aware, so they can assist parents when they call for information. Plans for events occurring during the summer should be finalized by the end of post planning and both your principal and the CTAE office staff will need to have this information.
7. Safety concerns should be reported immediately to your CTAE Supervisor and/or the Administrator in charge of facilities. Work orders for repairs should be submitted as per the local school policy for submission. If a machine/equipment requires special attention beyond that which the Maintenance Department can provide, please contact amartin@Miller.k12.ga.us.
8. You will need to begin teaching students for what to expect on the end of the pathway assessment on Day One, knowing this will help you better plan explicit instructional activities for your student’s success. As CTAE related assessments and other assessments are being administered during the year, please be proactive in notifying the CTAE Office of all assessments administered for attainment of student credentials before and upon completion (reporting template provided).
9. Keep important written notices and information on file. Please do not delete or discard.

Read the contents of this manual to help with the management of your program. The CTAE office is here to support you; however, you are responsible for the content of this manual.

**Professional Development**

**STATE**

1. All systems receiving CTAE grants belong 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.
2. The appropriate travel forms and report of absence forms (substitute requests) must be approval prior arrangements and submitted in advance. Please be familiar with the travel regulations as some expenses are not reimbursable. The most common expense that is not refunded is for meals that have already been included in the event registration costs. The costs of travel should be efficient and economical.
3. Attendance at all state sponsored professional development (PD) is not required; however, if PD courses are offered on a topic that would benefit you as an instructor and/or that would improve your program, attendance is highly recommended. It is recommended that each CTAE teacher attend at least two professional development activities sponsored by CTAERN per year. This year’s emphasis will be digital learning and differentiation of instruction.
4. The summer GACTE conference (or other approved summer workshops) should be attended by all approved attendees (to attend GACTE you MUST be a member). Teachers receiving the State Extended Day stipends for CTSO sponsorship or pursuing industry certification, must attend GACTE annually and maintain active membership in the Association for Career and Technology Education (ACTE) and an active CTSO chapter.
5. If CTAE funds are to cover professional leave/travel expenses, an approved Report of Absence form (substitute request form) must be on file in the CTAE office two weeks prior to the event. Please follow all school guidelines when requesting time off.
6. Communicating with CTSO advisors and/or colleagues who teach common pathways is highly encouraged when traveling. Whenever possible, please make travel arrangements to share a ride and a room. Click the CTSO Advisors link.
7. State Program Specialists will communicate directly to teachers based on their pathway designation on CTAERN. It is expected that teachers maintain an up-to-date profile in the CTAERN. **Reading all CTAERN correspondence will provide on-time pertinent information.**

**LOCAL**

1. Professional Development is planned annually by the CTAE director. The delivery of training and dates will be communicated each semester, and a stipend may be paid as funding is available. CTAE teachers are strongly encouraged to participate.
2. At least once a semester, teachers should coordinate a meeting with school counselors and CTAE teachers to better help them understand CTAE programs at your school. The goal is to assist School Counselors with accurately communicating the opportunities in the CTAE programs during advisement opportunities with students. Invite each counselor into every CTAE lab/classroom during times when they can showcase a lab activity. The more School Counselors know about the CTAE programs, the better the opportunity for students to become involved. At least twice per semester, School Counselors should be invited to your classroom. A brochure for CTAE has been completed and could prove useful at this time.

**Advisory Boards**

1. Planning for and participation in at least two advisory meetings per year are required; you are encouraged to complete additional advisory meetings as needed. CTAE teachers should seek advisory members who are relevant in their field/organization and who provide constructive feedback that will help build and improve your program. The quantity and type of advisory members required are included in each program’s Industry Certification standards. Middle school teachers are not required to hold advisory meetings, but are required to participate in their feeder school’s advisory meeting for their program. We should be able to have the District Advisory Council and your advisory board should be able to meet at the same time. When you meet with a board member, please note it in your program of work.

2. 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).

Value-added members include:

1. Current and former students (especially those who work/study in the program area)
2. CTSO officer(s)



1. Parents
2. Counselors
3. Principals, Asst. principals, & Academic Coaches
4. Special Needs Director

Representation from a variety of areas and non-traditional status is recommended. Members should be able to provide relevance in your instructional activities from the business, industry and community perspective.

3. CTAE teachers are responsible for the Advisory Board membership and for completing a minimum of two Advisory Board meetings per year. Advisory Board meetings may be by school program or consolidated by district program.

4. In the planning process, teachers are asked to approve advisory member lists based on the above criteria.

5. All Advisory Board agendas, sign-in sheets and meeting minutes MUST be submitted to the CTAE director two weeks after the meeting (one meeting per semester: October and February). All teachers are to maintain a copy of the agendas, sign-in sheets and meeting minutes to place and retain in your CTAE Accountability/Compliance Notebook for at least two years.

**Work-Based Learning**

1. The Work Based Learning (WBL) program allows qualified students who have mastered skills in pathway areas and/or enrolled in any level course the opportunity to work at an approved job placement to gain valuable work experience while receiving CTAE course credit.
2. A job placement (paid or non-paid) may be arranged by the WBL Coordinator, the CTAE pathway teacher, or an approved part-time job arranged by the student.
3. To be considered for the WBL program, students must complete an application to his or her high school WBL coordinator. Applications will be reviewed and ranked based on the student’s CTAE course completion, attendance, discipline, grade point average, and teacher recommendations. Applications received after the due date will be ranked, placed on a waiting list, and considered if space is available in the program.
4. Work-Based Learning placements may also be a part of an academic course sequence and includes Mathematics, Science, Social Studies, English Language Arts, Advanced Academics, World Languages, Fine Arts



**WBL Student Qualifications**

1. Student’s job placement must be approved by the local school WBL Coordinator and must align with CTAE or academic courses taken and have a clearly defined career goal;
2. Student must be a junior or senior and be at least 16 years old;
3. Student must maintain a passing average in all classes and be on-track for graduation (passed all academic subjects and, if a senior, passed all sections of required state tests for graduation);
4. Student must have an acceptable attendance and discipline record;
5. Student must work the minimum numbers of hours per week, based on the school scheduling. (12-15 hours minimum per week)
6. Student must provide his or her own reliable transportation.
7. Some of the primary roles of the School-Based WBL Coordinator are to:
8. Coordinate and implement WBL placements and Career Related Education at the school according to the Georgia Work Based Manual;
9. Serve as a liaison between the school, parents, the community, business and industry, and post-secondary institutions. Collaborate with middle schools that feed the high school and provide information to assist in career awareness and career exploration;
10. Assist in securing qualified guest speakers and resources for pathway classes.
11. Assist in planning career related field trips;
12. Speak to classes about opportunities in job shadowing, employability skill development.
13. Visit prospective employers to maintain communication, locate, analyze, and evaluate the suitability of WBL sites;
14. Teach employability skills lessons to ensure students possess the skills to acquire and maintain the WBL placement.

Dr. Lovering will work with the School-Based WBL Coordinator to improve the local school WBL program.

**Career, Technical Student Organizations (CTSOs)
and Co-Curricular Instruction**

1. All CTAE classrooms should be comprised of three elements: classroom instruction, business/industry (simulated lab) instruction, and Career, Technical Student Organization activities. Each of these elements is intertwined and should not be separated, if a complete CTAE program is to be offered.
2. When CTSO related activities are integrated, students maximize their employability, gain leadership opportunities, and develop the personal skills which enable them to become highly competitive in the workforce based on an information and technological economy, and global knowledge.
3. CTSOs are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve.
4. ALL CTAE teachers, whether an official CTSO sponsor or not, are required to infuse the CTSO activities into their instructional planning and activities in their classroom, per the course standards. This infusion is not an entitlement to Extended Day funding.
5. In some schools there is more than one teacher under the same cluster area, but only one CTSO sponsor. Teachers who are not the CTSO sponsor should have regular communication with the lead CTSO sponsor to discuss the competitive events and related co-curricular activities that should be supported through their classroom instruction. CTSO advisors should provide a list of the competitive events to the related CTAE teacher.

WBL



Business/Industry (Lab) Instruction

Career/Technical
Student Organization
Activities

Classroom Instruction

**Program of Work**

1. Program of Work (POW) is completed by CTSO Sponsors annual. The CTSO activities are tracked monthly and evidenced through a report due to the CTAE Office by the 3rd of each month. Paper

copies must be submitted to the CTAE Coordinator with your Principal’s signature. POW will be recorded via CATERN

1. The funding for State extended day is based on grant funds provided by the State Extended Day grants, so funds may vary from year to year. The funding is not guarantee to any teacher who completes a POW or participates in co-curricular activities.
2. Local deadlines for the POW, Annual Report, and Improvement Plan are established after the Georgia Department of Education CTAE division releases their deadlines for the grant process. The CTAE Timeline clearly outlines due dates.
3. Each CTSO advisor on Extended Day may be asked to meet with his/her the CTAE Director to review the year’s activities/Program of Work and to review the annual report. Agricultural Education teachers will meet after their evaluation with the State Agricultural Area Program Specialist who conducts their session.
4. For overnight and/or out-of-state travel with students, the appropriate Field Trips documents must be approved by your Principal and maintained on file at your school. See travel procedures information.
5. All plans for travel must be fully explained to parents in the information they receive about a trip.

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).

**End of Pathway Assessments (EOPA)**

Miller County Career, Technical and Agricultural Education (CTAE) division will administer End of Pathway Assessments in order for students to demonstrate Technical Skill Attainment per the requirements of federal Perkins IV Legislation. Students may also obtain where applicable, national industry certifications and/or state licensures. Each CTAE program within a school site administers the teacher selected EOPA approved by the Georgia Department of Education CTAE division during the EOPA Testing window.

CTAE Teachers:

1. Teachers identify the Career Pathway you will teach.
2. Teachers collaborate with other Program Area teachers to identify the selected EOPA (one) for the school year. Review the teachers in your program area according to the teacher listings contained in this handbook.
3. The CTAE Director will approve the list.
4. The CTAE Director will send two reminders to review for changes or updates prior processing
5. CTAE Director will provide a list of all EOPAs in order to review with each teacher administering an EOPA.
6. EOPA preparation begins every day and should be evident in your daily explicit lesson plans.
7. Adherence to the established deadlines is critical in order for EOPA administration to be completed, recorded, and successful.

**EOPA Frequently Asked Questions**

Georgia, like many other career and technical education programs around the nation, has worked in recent years to establish a measurement mechanism to ascertain the level of technical skill attainment on behalf of its career pathway completers. Miller County Public Schools is committed to ensuring our students are college and career ready! A Pathway Completer’s exiting assessment (or credentialing) opportunity not only supports the mandates set forth in the criteria of their career pathway but would also support Georgia students in their quest to leave high school with valuable credentials.

What is a Pathway Completer?

**Pathway completers** are students who have completed the three required courses in our state's career

pathways.

Who takes an EOPA?

**An EOPA test-taker** is a student who has completed three sequential/required courses in a career pathway.

Who pays for EOPAs?

CTAE Program will pay for the EOPAs

Teachers will schedule meetings to share assessment information with projected CTAE pathway

completers by the end of the first semester.

When are EOPAs given?

**Testing Schedule** (most online, some paper & pencil):

The district has set the testing window for the Week of April for all high schools

* number of exam questions vary and range from 20-200 questions
* Duration of assessments vary and lasts 1-3 hours
* Students must meet or exceed cut scores for each exam
* Scores are reported by the testing agency, results vary – some scores are received immediately or within two weeks of test date.

How can students study and teachers prepare for EOPAS?

Blueprints (all are online) at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Assessments.aspx>

CTAE will use the exam blueprints:

* to develop professional learning opportunities for instructors
* to have instructors conduct a cross walk of competencies on exams and standards
* to help identify additional resources needed to aid with instructional activities:
* study guides/tutorials review sessions and daily EOPA: lesson openers, and/or closure questions should be implemented in each CTAE

**EOPA Facilitation**

**Testing Site Coordinator(s)/Administrators:**

Assistant Principals/CTAE Supervisor, Counselors, or Principal

**Duties of the Testing Site Coordinator/Administrator:**

* Work with program area instructors to ensure or verify the exact number of pathway completers to be tested (work with District Level with Guidance & School-level Counselors to determine all third-level courses being taught
* Request all students’ transcripts to verify through the use of student transcripts, if students have successfully completed other two courses in pathway and are on track to successfully complete third course
* Establish each school location as a testing site by completing the necessary paperwork and returning paperwork to testing agency and complete all required tutorials at least four weeks in advance
* Participate in any testing site coordinator training provided by the testing agency
* Provide student demographic data to testing agencies during the ordering process
* Review proctoring guidelines and share guidelines with school site proctors
* Ensure that proctors are trained according to testing agency guidelines
* Provide program area instructors with study guides and other instructional resources to aid with EOPA activities
* Order and study guides during the first semester to be dispensed to students
* Act as a knowledge base for all testing agency requirements
* Test prior to EOPA administration that all computer labs are fully functional
* Communicate with the technology department any issues concerning access to testing sites/links
* Develop a testing schedule (within the testing window) in collaboration with local school administration
* Communicate to parents, students and community the importance of technical skill attainment

1. Career and technical education (CTE) plays a major role in strengthening the U.S.

workforce, and thereby American competitiveness, by readying students for both college and careers through the integration of academic, technical and employability skills; by partnering with business and industry; and by emphasizing the attainment of meaningful credentials. High-quality credentials are recognized by multiple employers across an industry.

* Manage the creation and /or retrieval of (usernames/passwords) for the school site as needed for testing in collaboration with the CTAE office and the testing agency ensuring that guidelines for usernames/passwords are followed.
* Prior to testing create student test roster and voucher codes, confirm that all computer labs are fully functional and appropriate software is downloaded to computers for administration of each test

**Testing Proctors:**

* Certified teachers
* Media Specialists
* Counselors

**Duties of the Testing Proctor:**

* Assist students with logging on for on-line testing
* Monitor student activity during the testing process
* Reports all testing irregularities

**NOTE:** Some testing agency exams are dispensed in “Parts” during the on-line testing process, i.e. Part I, Part II, Part III...The various “Parts” of the exam may be broken up into multiple testing sessions. If a student starts a “Part” of the exam, it must be completed during that testing sessions. A student will not be allowed to revisit a “Part” of the exam that was started in a previous testing session.

**Testing Environment:**

**Technology labs and chromebooks**

**Technology Support:**

* CTAE Coordinator works with District Level Management Information Systems (MIS) personnel to ensure that hardware/software specifications required by testing agencies for on-line testing were available in all high school labs, keeping an open line of communication with Technology Specialists; Technology Specialists are alerted regarding established testing dates in the event their assistance is needed to handle any technical difficulties that may arise during the testing process.

**Utilizing Exam Blueprints:**

Utilizing exam blueprint in instructional activities:

* Instructors were required to do a cross walk of the competencies on the blueprints and the standards.
* After identifying competencies not included in standards, instructors were required to submit a request for supplementary resources to address missing competencies.
* CTAE Coordinator will then purchase study guides and on-line tutorials for the various program areas to assist teachers with instructional activities.

**NOTE:** All blueprints are located at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Assessments.aspx>

Needs Assessment for Equipment

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.

Annually, by September 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 CTAE Director. They will be evaluated and depending on funding approved or placed on a wait list.

**Program Equipment Inventory**

As set forth in the Perkins IV 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. Equipment inventories are submitted to the CTAE Office The annual inventory is due once a year: in May.

The annual inventory documentation must reflect equipment that has been removed from your program.

1. **Contact CTAE office for inventory that is to be moved out of your area.**

**Textbooks: Are the books boxed and ready for warehouse pick-up?**

**?**

**New CTAE Program Request or Discontinuance**

As our workforce grows in Miller County, Georgia, nationally, and globally, the CTAE Program would like to expand CTAE Pathway offerings to the students of Miller 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.

1. **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.

1. **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.

1. **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.

1. **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. CTAE Director will consider and research and determine.

**Purchasing**

1. Carefully plan your Supply, Equipment and Travel requests. Your Needs Assessment and Travel Request document should list, in priority order, additional and/or replacement equipment, travel requests, registrations, estimated sub coverage, repairs, maintenance needs, and competitive CTSO travel expenses estimates, etc. Approval of each Needs Assessment and Travel Request item will be based on several factors, so please do not assume your request will be approved. The CTAE Director will send responses to requests.
2. Purchase Requests are submitted when ordering any supplies or equipment for the CTAE program you teach.
3. S**ubmitting a Purchase Request:** contact the vendor you are ordering supplies from. Complete the order form and submit it to the CTAE Office. DO NOT SUBMIT THE ORDER FORM TO THE VENDOR.
4. Any handwritten requests will not be accepted.
5. Send the completed order form to Dr. Lovering and I will take care of the request forms

6. Requests will be reviewed. Any tech equipment will be submitted to the CTAE office, then the tech department will secure the bids for the materials. The approved purchase will then be submitted to the bookkeeper for completion and submission to the vendor. You will be notified when the materials arrive.

**\*\*REMINDER: DO NOT SUBMIT ORDERS ONLINE OR OVER THE PHONE\*\***

Collected Monies

For your protection, any funds handled as part of Career Technical Student Organization (CTSO) accounts must be treated with extreme care. Please adhere to your school policies regarding handling of school funds, fundraising and/or CTSO funds.

a. Some “DO NOT” tips...

1. Take in money without providing receipts.
2. Deposit money without receiving a receipt from your Bookkeeper.
3. Have money that you take in within your possession beyond that day – make daily deposits, if necessary.
4. Leave monies unsecured (i.e. on your desk, within view, within an unlocked location).
5. Use club funds for any purpose other than CTSO students. Teacher expenses should flow through CTAE department.
6. Have money sent to your home for any reason – have students and parents send funds to the school, if they are unable to give it to you personally.

**Travel Procedures**

The CTAE Coordinator must approve funding for all travel. Principal approves substitute teacher requests at least two weeks in advance. Send travel request to the CTAE Office and Principal (all overnight trips) for processing. If travel is completed or substitutes are used without prior approval, your request for after the fact funding will be denied.

The following paperwork must be received in the CTAE Office two weeks in advance of the travel. Certain CTSO activities, such as national competitions may not allow two weeks advance notice, therefore CTSO Sponsors must immediately submit travel requests, in order to be funded. Travel that is received late will be denied. Please do not ask for exceptions to the time frame requirements.

Two weeks prior to the activity, communicate to your principal and CTAE office the request for travel and/or a substitute, to participate in a CTAERN Professional Learning activity, select Conferences, CTSO activity, POW Activity, etc. You will need prior approval to participate.

The CTAE Director will review, approve or deny. Individual teachers should not request approval from the CTAE Director. When approved by the CTAE Coordinator, complete the Travel Information Form, substitute request form, if applicable, hotel registration costs, activity registration cost, mileage using MapQuest, activity program information available, estimated airfare, and any other expense to be incurred must have a paper copy documentation. Internet links are not acceptable documentation

After travel is completed and within 10 days, submit an Employee Expense Statement FORM,. This is on the county website. Then submit it to the CTAE office for reimbursement.

Please adhere to the District policy regarding travel expenses. Your school Bookkeeper should be aware of the policy. If reimbursement is requested and not approved or not a non-allowable school/teacher/district charge, the CTAE Office will not be able to reimburse the traveler.

**The following Information must be included:**

**Proof of payment:** Receipt Canceled Check Copy of Credit/Debit Card Statement Copy of Money Order If paid by Cash – make sure it is noted on the receipt

**Note:** if proof of payment is not attached, paperwork will be returned which will delay processing.

**Local Travel Instruction**

CTAE teachers who complete local travel for CTAE related business, may be reimbursed using the Employee Expense Statement: Local Travel Reimbursement form..

 **Georgia CTSO Master Calendar (handout)**

**Important CTAE Dates**

3rd day of Month Extended Day Reports

10th day of Month Monthly Travel Expense

10th day of Month CTAE Newsletter Information

August CTAE Teacher Supply/Equipment Budgets Disseminated

August Deadline to update all profiles in CTAERN (All Teachers)

September Extended Day Award Letters Disseminated

September Business/Advisory Board meeting dates due for October and February

September 1st Semester Travel Requests Due

September 1st Semester System-wide CTAE Meeting

September All approved 1st Semester Trips/Travel Requests due

September Submission of Needs Assessment (All Teachers)

September CTAE Teacher and GADOE Drive-In Teachers Conferences

October 1st semester CTAE Purchase Orders due (All Teachers)

November 1st End of Pathway Assessments Preliminary List of Tests (All teachers))

February 2nd semester CTAE Purchase Orders due (All Teachers)

February 2nd System-wide CTAE Meeting

March CTAE College and Career Expo

April Work-Based Learning/YAP Data Reports Due

April Testing Window for End of Pathway Assessments

May CTAE Achievement Ceremony

May Final Submission of CTAE Inventory (All Teachers)

 Supply requests, maintenance, software

**NOTE:** May includes securing and signing off on Chromebooks, digital cameras, scanners, etc. Business/Advisory Board Meeting Dates must be held in the month of October and February Send electronic copies of meeting agenda, sign-in sheets and minutes to CTAE Office within three days after your Business/Advisory Board Meeting

**Miller County Public Schools**

Shane Miller, Superintendent of Schools

**Miller County Board of Education Members**

Vic Fleet ***Chairman***

Rick Little, ***Vice-Chairman***

***LeRoy Bush***

***Cody Cleveland***

***Bill Spooner***

**Career Technical & Agricultural Education (CTAE)**

**Dr. Gail Lovering, Director**