

DISTRICT STRATEGY

GUIDANCE ON CAREER AND TECHNICAL EDUCATION IN FORSYTH COUNTY

Forsyth County Schools
COLLEGE & CAREER DEVELOPMENT

SHIFT FROM VOCATIONAL EDUCATION TO CTAE

THEN VOCATIONAL EDUCATION	VS.	NOW CAREER, TECHNICAL, AND AGRICUTURAL EDUCATION
for a Few Students	VS.	for ALL STUDENTS
for a Few "Jobs"	VS.	for ALL CAREERS
Terminal	VS.	LIFE-LONG LEARNING
In lieu of Academics	VS.	ALIGNS & SUPPORTS ACADEMICS
6 to 7 "Program Areas"	VS.	17 CAREER CLUSTERS 134+ CAREER PATHWAYS
High School Focused	VS.	HIGH SCHOOL & POSTSECONDARY ALIGNMENT

CTAE DELIVERS Georgia's FUTURE WORKFORCE
GaDOE Career, Technical, and Agricultural Education

www.gadoe.org/CTAE
www.facebook.com/GeorgiaCareerTech
www.twitter.com/GeorgiaCTAE
www.instagram.com/GeorgiaCTAE

*Adapted from the ADVANCE CTE "Shift from Voc Ed to CTE" Publication

ADVISORY BOARD

PRIMARY PURPOSE

Advisory boards create partnerships between CTAE programs and businesses and industries in the communities they serve. Advisory Board members provide support and advice to the CTAE programs in an effort to assist in producing graduates prepared to enter post-secondary training and/or the workforce. Advisory boards historically have been a very effective means of making the educational delivery system respond to the needs of a constantly changing labor market. The functions of CTAE advisory boards are to:

- Encourage high school students to pursue careers/post-secondary education after graduation.
- Provide the means to ensure that the curriculum is relevant to business and industry.
- Create partnerships between pathways and industry.
- Promote public awareness of career and technical education programs.

EXPECTATIONS

The advisory boards are groups of employers, community and school representatives who advise educators on the design, development, operation, evaluation, and revision of CTAE programs.

FORSYTH COUNTY SCHOOLS REQUIRES:

- Minimum of 3 annual advisory board meetings (2 on official pathway planning days and 1 additional before/after school to include a lab tour or business/industry tour)
- Detailed agenda and minutes
- Sign in sheet for attendance

CTAE ADVISORY BOARDS HAVE THREE MAJOR ROLES:

- Advise the administration
- Assist program staff
- Provide support and advocacy for quality education and training

Working cooperatively with program administrators and teachers, advisory boards can significantly strengthen and improve CTAE programs in Forsyth County. Since they are "advisory" by design, these boards do not have legislative, legal, or administrative authority.

ADVISORY BOARDS

For additional information or if you or your business is interested in providing jobs, internships, etc. contact
Dr. Valery Lowe, Chief of Community Engagement & Lifelong Education
1160 Dahlonega Highway, Cumming, GA 30040
770-887-2461 x 403513, vlowe@forsyth.k12.ga.us

CAREER DEVELOPMENT OPPORTUNITIES FOR PARTICIPATION –

- ❑ Advisory Board/Pathway Partner
- ❑ Athletic and Activity Sponsor
- ❑ Award/Recognition Program
- ❑ Career Fair Participant
- ❑ Career Transition Support for Students with Special Needs
- ❑ Celebration/Appreciation Event
- ❑ Classroom Speaker or Volunteer
- ❑ Community and Cultural Event
- ❑ CTSO Support (Career Tech Student Organizations)
- ❑ Educator Discount
- ❑ Education Foundation Partnership
- ❑ FoCAL Partnership
- ❑ In-Kind/Monetary Donation
- ❑ Junior Achievement Discovery Center Volunteer
- ❑ Mentor/Tutor
- ❑ Mock Interviews
- ❑ School Supply Donation
- ❑ Student Experience (field trip/ industry tour/showcases)
- ❑ Student Internship/Teacher Externship Host
- ❑ Instructional Support and Resources (curriculum/equipment/labs)

PARTNER CONNECT

FCS PARTNER CONNECT

Educational partnerships allow students to go beyond the classroom and into the community where time, talent, and resources provide enhanced learning. This level of engagement fosters a sense of shared responsibility for students' success and strengthens the educational experience. With our district's focus on increasing meaningful home, school, and community partnerships, our goal is to create a collaborative framework that not only fosters growth but also strengthens the bond between schools and the broader community. Our partners are businesses, post-secondary institutions, community organizations, professional associations, faith communities, government agencies, and other groups who are interested in partnering with our school system. By becoming involved, you are taking an active role in educating our students and ensuring a brighter economic future for our country.

OFFERS LOCAL BUSINESS AND ORGANIZATIONS THE CHANCE TO:

- contribute to the district's vision of safe, connected, and thriving schools
- promote community commitment to lifelong learning
- actively contribute to the education of students who will become future employees
- gain insights into the current landscape of public education
- support a brighter economic future for students, Forsyth County, and beyond through contributions
- appreciate and support the daily efforts of teachers and school staff
- provide students and employees with real-world business experiences

PARTNER CONNECT

WORKFORCE FORSYTH

Forsyth County Schools launched Workforce Forsyth in partnership with local organizations and post-secondary institutions to improve workforce development efforts of the district. The initiative focuses on aligning career education, guiding pathway development, and increasing participation while fostering job growth through business collaborations. Key elements included incorporating corporate training materials into the curriculum, providing varied work-based learning experiences, and establishing employment pipelines with local economic support. The district has since updated the Workforce Forsyth strategy, creating a roadmap for pathway programming through 2026 that aligns with district strategic plans and stakeholder needs.

CTAE GLOSSARY

CTAE consists of various program concentrations of Career Pathways that have been developed for students to select and complete. Career Pathways have three or four specialized courses developed to provide students with rigorous core elements, performance standards, and skills necessary after high school graduation to go straight into the workforce or choose college/university, or the military for additional training. Each career pathway provides students with the necessary tools to be successful at the next level of their educational career. Performance standards will allow instructors to teach to the depth each student needs and deserves.

CAREER ACADEMY

A career academy is either a stand-alone school or a "school-within-a-school" that provides preparatory curriculum in the context of a career-oriented theme. There are approximately 7,000 career academies serving 1 million students in a range of specializations. About a quarter of all public high schools offer specialized career academies.

CAREER ADVISEMENT/GUIDANCE

Career advisement/ guidance is a comprehensive, developmental approach designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling program develops an individual's competencies in self-knowledge, educational and occupational exploration and career planning.

CAREER CLUSTER

The National Career Clusters® Framework was developed to transform vocational education into CTAE. The Framework includes 17 Career Clusters and 135+ Career Pathways that together represent the entire world of work.

These Career Clusters organize academic and technical knowledge and skills into coherent sequences from secondary to postsecondary education. The Framework's use reaches far and wide, with all states using it in some form to describe and organize their CTAE systems, including their reporting of state CTAE enrollments to the federal government.



CAREER COACH

A career coach assists students in preparing for postsecondary education and/or careers by providing career counseling, financial guidance and college and career supports.

CAREER DEVELOPMENT

Career development is a process usually involving school counseling programs to help students understand the connection between school and the world of work and plan for and make a successful transition from school to postsecondary education and/or the world of work as well as successful transitions among careers across the lifespan.

CAREER PATHWAY

There are multiple definitions for career pathways. Through the lens of the National Career Cluster Framework, a career pathway is the grouping of knowledge and skills (and CTAE programs of study) shared by related professions – a layer down from the 16 Career Clusters. As defined by the Workforce Innovation and Opportunity Act, a career pathway is a combination of rigorous and high-quality education, training, and other services that prepares an individual to be successful in any of a full range of secondary or postsecondary education options.

More generally, many organizations and initiatives, such as New Skills for Youth, use the term career pathway to serve as an umbrella term for all career-focused course sequences, including CTAE programs of study and other state- or locally defined programs extending across secondary and postsecondary systems.

CAREER TECHNICAL STUDENT ORGANIZATION (CTSO)

A CTSO is a co-curricular organization that provides experiential learning for CTAE students through competitions, leadership opportunities and business partnerships.

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

Perkins (commonly referred to as Perkins IV) is the federal law that is the primary federal investment to states and discretionary grantees for the improvement of secondary and postsecondary CTAE programs across the nation. The purpose of the Act is to develop more fully the academic, career and technical skills of secondary and postsecondary students who elect to enroll in CTAE programs. This law is being phased out and replaced by the Strengthening Career and Technical Education Act of 2018 (Perkins V).

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODE

The CIP Code provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity.

INTERNSHIP FORSYTH

INTERNSHIP FORSYTH is a structured experience that connects a student's career goal and classroom learning with a productive learning environment. Internship Forsyth provides students with opportunities for instruction in occupational skills and career exploration, and guidance in identifying employment and educational goals. Students have the opportunity to connect what they learn in school with work site application.

Internship Forsyth program is designed to provide experiences and activities that support a school to career transition. This simply means that students are allowed to work off campus in the business community in order to learn more about a chosen career. Once a student has met all requirements, the Coordinator will determine the correct placement for the student. The students will earn one unit of credit for each completed course.

CAREER DEVELOPMENT COORDINATORS

The FCS follows the state model where each high school has one Career Development Coordinator. The coordinator is required to attend GADOE trainings, as well as all region meetings. Some responsibilities of the coordinator include: properly placing students in the right course number, finding job or internship placements for students, creating business partnerships, conducting employer/mentor training, visiting jobsites four times annually, using CNet to record all data such as job visits and wage/hour reports, teaching employability skills, coordinating shadow days, and being active in community groups such as the Chamber of Commerce.

INTERNSHIP FORSYTH
WORK-BASED LEARNING
Forsyth County Schools





CTAE GLOSSARY

CREDENTIAL

Credentials are awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to obtain employment or to advance within an occupation. These technical or occupational skills are generally based on standards developed or endorsed by employers. (U. S. Department of Labor/Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010)

Certificate

Certificates are used to designate skills gained through education and training after the completion of an assessment or a performance-based exercise. They are often offered as an interim designation on the way to a two-year or four-year degree.

Certification

Certifications are a non-credit-bearing awards used by employers and industry associations to validate the skills workers need to enter a specific occupation or industry. Recipients must pass a test, and certifications are often preferred, though not required, for entry into the field. Certifications may be articulated into credit by postsecondary institutions.

Degree

Academic degrees are awarded by accredited postsecondary institutions to recognize the completion of a pre-determined amount of coursework. They are often completed in two or four years, though the rigor, length and field of study vary.

National, Industry-Recognized Credentialing Exam

National, Industry-Recognized Credentialing Exams (or assessments): An industry-recognized credential is one that is either developed, offered by, or endorsed by a nationally-recognized industry association or organization representing a sizeable portion of the industry sector, or a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment, which may include credentials from vendors of certain products. It indicates that the individual has acquired (through examination) the necessary skills to perform a specific occupation or skill. Such examinations should be fair, valid, and reliable. (U. S. Department of Labor/ Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010)

National Occupational Assessments

National occupational assessments measure technical skills at the occupation level, including aspects of occupational competence such as factual and theoretical knowledge. (As defined by the National Occupational Competency Testing Institute – NOCTI)

State Developed Occupational Assessments

State developed occupational assessments measure technical skills at the occupation level, including aspects of occupational competence such as factual and theoretical knowledge attained by student participation in state identified career pathways offerings. (As defined by the National Occupational Competency Testing Institute – NOCTI)

State Licensing Exams (or state licensures)

State licensures are required by governmental entities, typically state regulatory bodies, before an individual is allowed to be employed in a practice or a trade, profession, or other occupation. Such exams measure knowledge and skill proficiency levels. (U. S. Department of Labor/ Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 15-10, December 15, 2010)

COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)

Georgia's tool for annually measuring how well its schools, districts,and the state itself are helping students achieve their goals.

CTAE ADVISORY BOARD

A CTAE advisory board is a group of individuals whose experience and abilities represent a cross-section of a particular occupational area. The primary purpose of an advisory committee is to assist educators in establishing, operating, and validating the quality and relevance of the CTAE programs/programs of study and to provide expertise and insight about current/future industry and technological changes.

CTAE CONCENTRATOR

As defined in Perkins V, a postsecondary/adult CTAE concentrator is defined as a student who earns 12 credits in a single CTAE program or program of study or completes a CTAE program if that CTAE program encompasses fewer than 12 credits.

As defined in Perkins V, a secondary CTAE is defined as a student who completes at least two courses in a single CTAE pathway.

CTAE PARTICIPANT

As defined in Perkins V, a CTAE participant is defined as an individual at either the secondary or postsecondary level who completes at least one CTAE course in a CTAE program or program of study.



CTAE GLOSSARY

EARLY POSTSECONDARY OPPORTUNITIES

Early postsecondary opportunities are courses and/or exams that give students the chance to obtain postsecondary credit while still in high school. Terms related to early postsecondary learning opportunities include:

Articulation Agreement
Articulation agreements are formal agreements created between public school districts and postsecondary institutions to align high school and postsecondary curricula to create sequences of courses offering skill attainment without unnecessary duplication to support earning of articulated credit by learners.

Articulated Credit
Articulated credit is postsecondary credit provided upon matriculation by an individual college for successful completion of college-level, high school coursework.

Concurrent Enrollment/Credit
Concurrent enrollment is the subset of dual enrollment courses taught by college-approved high school teachers. Through concurrent enrollment, students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcripted college credit when they successfully pass the course.

Dual Enrollment/Dual Credit
Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits simultaneously. Dual credit courses are taught by high school faculty, adjunct college faculty or college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent (private, regionally accredited) colleges and universities.

Transcripted Credit
Transcripted credit refers to postsecondary-level credits that students receive on their transcript prior to entering college after completing courses while in high school.

END OF PATHWAY ASSESSMENT (EOPA)

The assessments determine the knowledge, skill and understanding gained by the students in the career pathway. The assessments also provide pathway completers the opportunity to earn certification or certificates that are recognized throughout business and industry in the state and nation while still in high school.

EMPLOYABILITY SKILLS

Employability skills also known as work ethic, soft skills, lifelong learning skills, workplace readiness skills,

PERKINS V FEDERAL LEGISLATION

WHAT IS PERKINS V?

The federal Strengthening Career and Technical Education for the 21st Century Act (commonly called Perkins V) was signed into law in 2018. The law updates the policies and procedures for federal funding to support CTAE, including a change relevant to alignment. Perkins V requires each district to complete a comprehensive local needs assessment (CLNA) to support the local application for funds process. The CLNA process involves consulting with stakeholders (e.g., local industry, economic development organizations, workforce boards, student advocates) and reviewing performance data, labor market alignment, and program operations. Visit the Association for Career and Technical Education Perkins V information page at acteonline.org/perkins-implementation for additional resources.

It's the main federal funding source for career and technical education (CTE) programs. The Perkins Act is the primary federal funding source for high school, college and university CTE programs that are critical for preparing youth and adults, including immigrants, for jobs in local and regional economies. Congress passed the latest version of the Perkins Act, the Strengthening Career and Technical Education for the 21st Century Act, in July 2018.

THE PERKINS ACT PROVIDES FUNDS UNDER THREE MAIN PROGRAMS

BASIC STATE GRANTS PROGRAMS through which states distribute money to high schools, colleges and universities that offer programs that integrate academic and career and technical education.

NATIONAL PROGRAMS that allow certain research organizations to conduct and disseminate national research and information on best practices that improve CTE programs. For example, these funds are currently used to support the National Research Center for Career and Technical Education and other activities assisting states with implementing key requirements of the Perkins Act.

TECH PREP PROGRAMS that allow educational institutions to combine at least two years of high school education followed by at least two years of education at a college or university, resulting in an industry-recognized credential, certificate or degree. Since May 2011, the U.S. Department of Education no longer provides states with funds for tech prep.

EVERY STUDENT SUCCEEDS ACT (ESSA)

ESSA is a federal law that funds K-12 education throughout the nation and emphasizes equitable access to education, high standards and accountability. ESSA both encouraged and allowed states to incorporate CTAE into their plans through an emphasis on a "well-rounded education," which includes CTAE programs and activities, and the opportunity to embed CTAE and career readiness measures within state accountability systems.

HIGH-SKILL, HIGH-WAGE, IN-DEMAND

High-skill, high-wage, in-demand refers to the careers that learners after completing a high-quality CTAE programs or programs of study, as defined by states. High skill refers to the technical and employability skills necessary for careers that align with labor market needs. In demand refers to careers aligned with labor market needs. High wage refers to careers that provide individuals with a living wage that can be used to support themselves and their families.

INDIVIDUAL GRADUATION PLAN (IGP)

An IGP is a process that consists of aligning a student's course-taking and postsecondary plans with his or her career goals and documenting the range of college and career readiness skills that the student has developed. They may also be called individual career and academic plans (ICAPs) or individual learning plans (ILPs).

INDUSTRY EXPERT

Industry experts are individuals with substantial industry knowledge and experience, including both technical content knowledge and an understanding of how to navigate professional career growth in a specific industry and of the knowledge, skills and abilities necessary to effectively support students.

INTERMEDIARY

An intermediary is an individual or organization that facilitates partnerships between educators and employers for the ultimate benefit of a student's career explorations. Intermediaries may be responsible for recruiting new employers to participate in the full continuum of work-based learning activities, monitoring student performance during a placement on a work site and ensuring that all laws are being followed. Intermediaries interface not only with the community but also with educators to ensure that placements are aligned with and build upon their classroom learning.

PERKINS OVERARCHING NEEDS



PERKINS OVERARCHING NEEDS

OVERARCHING NEED #1 Based on partner engagement data, less than 50% of CTAE Pathway Partners are actively involved, impacting various aspects such as advisory board participation, classroom experiences, industry field trips, work-based learning opportunities, mock interviews, teacher externships, and other CTAE-related partnership initiatives. Drawing from recommendations of the 2023-24 Perkins Risk Assessment and Monitoring process, industry certification visits, and internal monitoring feedback, it is imperative for the district to enhance recruitment efforts and foster active engagement with partners. This endeavor is essential to ensure that new pathways align with labor market expansion and existing pathways stay abreast of industry trends, encompassing equipment, software, resources, well-maintained labs, and safety standards. Addressing these areas is crucial for upholding program quality standards, along with creating experiential professional development opportunities for teachers.

OVERARCHING NEED #2 Based on qualitative data collected during the the CLNA process, an overarching need for Forsyth County CTAE is to better organize K-12 vertical alignment for the system, emphasizing the necessity for more robust career guidance initiatives and stakeholder education. This ensures that CTAE opportunities are purposeful and dedicated to facilitating successful student transitions. As Forsyth County expands program offerings and schools, there is an increasing demand for K-12 pathway alignment to accommodate growth effectively. It is also imperative to enhance counselor training, equipping them with a comprehensive understanding of current industry trends, local workforce needs, and the skilled trade opportunities in our community, thus enabling them to provide informed guidance to students navigating their educational and career pathways.

OVERARCHING NEED #3 Based on our most recent data, Forsyth County CTAE should be more closely monitoring staff and student retention of programs. Among staff, the district is experiencing an average turnover rate of 10-15% among CTAE teachers. CTAE recruitment and retention were identified as issues with teachers and students throughout the CLNA process. There are ongoing concerns with recruiting qualified CTAE teachers who have industry-experience, reflect the diversity of our school system, and are willing to stay up to date with pathway and CTSO professional development requirements. Likely impacted by staff transition, only 53.56% of our CTAE concentrators are completing a pathway. A well-prepared CTAE teacher is a strong indicator of student success and completion of the program.

PERKINS GOALS

GOAL #1: By the end of the 2025-26 school year, the district will implement a partnership engagement strategy that will involve at least 50% of our CTAE Pathway Partners annually, have at least 75% of teachers participating in industry tours and external experiences, and ensure 100% of CTAE labs meet industry standards based on feedback and safety evaluations of CTAE Pathway Partners.

GOAL #2: By the end of the 2025-26 school year, the district will enhance K-12 vertical alignment by implementing elementary CTAE standards in 50% of our schools, develop career guidance initiatives and a centralized repository, and increase stakeholder education to ensure purposeful CTAE opportunities and seamless student transitions.

GOAL #3: By the 2025-26 school year, the district will develop a CTAE-specific induction and mentoring program which will allow the system to monitor professional development outcomes. The district will also develop an additional component of the CTAE Excellence Reviews (internal monitoring developed through the last

WHAT IS CAREER, TECHNICAL, & AGRICULTURAL EDUCATION?

92% of high school students and 69% of college and adult students are engaged in CTAE, learning skills in the classroom and on the job.

CTAE is delivered at comprehensive and CTAE-dedicated high schools, magnet schools, area technical centers, community and technical colleges, and some four-year universities.

CTAE students earn industry certifications and licenses, postsecondary certificates, associate degrees, bachelor's degrees, and higher.

CTAE is good for students, good for businesses, and good for communities.

CTAE high school students are college and career ready – **94%** graduate high school, and most enroll directly in college.

CTAE associate degrees can pay **$10,000 more** per year than associate degrees in other fields - and can even pay more than bachelor's degrees – while limiting student debt.



LEARN MORE ABOUT CTAE AT CTAEDELIVERS.ORG.

CTAE DELIVERS Georgia FUTURE WORKFORCE
GaDOE Career, Technical, and Agricultural Education

CTAE answers the nation's projected deficit of **6.5 million,** including infrastructure, healthcare, and manufacturing jobs.

CTAE PREPARES THE WORKFORCE ACROSS A WIDE RANGE OF INDUSTRIES AND OCCUPATIONS.

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V 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 (STEM)
- Transportation, Distribution & Logistics

*Adapted from ACTE's February 2022, What is Career and Technical Education

CAREER READY Diploma Seals



Career Ready Diploma Seals are awarded to graduating high school students who complete a series of accomplishments as outlined and engage in activities, courses, and experiences that foster career readiness. The diploma seal is a signal to employers that a student is prepared to participate in the workforce.

EMPLOYABILITY/SOFT SKILLS SEAL

Awarded to high school graduates who:

- Complete an Employability Skills/Soft Skills program approved by the local system and their business partners (GeorgiaBEST)

PATHWAY SKILLS SEAL

Awarded to high school graduates who:

- Complete a Career, Technical and Agricultural Education (CTAE) pathway in at least one of Georgia's 17 Career Clusters

AND ONE (1) OF THE FOLLOWING

- Pass an End of Pathway Assessment (EOPA)/Industry Recognized Credentialing exam (if it applies)
- Complete a pathway in an industry-certified program
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
- Complete all components of the Career-Related Capstone Project in the concentrated pathway area, as outlined by the Ga DOE
- Earn a rank of E-5 or above in a JROTC program
- Via dual enrollment complete two Technical Certificates of Credit (TCC) in one pathway, earning a Technical College Diploma, or earning an Associates Degree

LEADERSHIP SKILLS SEAL

Awarded to high school graduates who:

- Complete one year of membership in a state- recognized Career and Technical Student Organization (CTSO) or one year in a JROTC co-curricular activity
- Prepare a portfolio to include as a minimum, a cover letter, resume, and three letters of recommendation

AND ONE (1) OF THE FOLLOWING

- Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
- Receive a regional, state, or national honor and/or recognition
- Participate in at least 40 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)
- Earn a rank of E-5 or above and at least 2 JROTC credits

Distinguished Seal

Awarded to high school graduates who:

- Complete the requirements above

AND

- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated CTAE pathway area

Distinguished Seal

Awarded to high school graduates who:

- Complete a Career, Technical and Agricultural Education (CTAE) pathway in one of Georgia's 17 Career Clusters

AND TWO (2) OF THE FOLLOWING

- Pass an End of Pathway Assessment (EOPA)/Industry Recognized Credentialing exam (if it applies)
- Complete a pathway in an industry-certified program
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
- Complete all components of the Career-Related Capstone Project in the concentrated pathway area, as outlined by the Ga DOE
- Earn a rank of E-5 or above in a JROTC program

Distinguished Seal

Awarded to high school graduates who:

- Complete two years of membership in a state-recognized Career and Technical Student Organization (CTSO) or two years in a JROTC co-curricular activity
- Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
- Hold or previously held a leadership office at the local, regional, state or national level in a state-recognized CTSO during high school or a JROTC Command or Staff position within the unit or JROTC co-curricular activity and earn a rank of E-7 or above
- Participate in at least 80 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)

GaDOE Georgia Department of Education

Forsyth County Schools COLLEGE & CAREER DEVELOPMENT

CTAE GLOSSARY

LABOR MARKET INFORMATION (LMI)

Workforce information and LMI consist of the data and information used by businesses, workers, learners, job seekers, education and training providers, workforce development planners, policymakers and others to make informed decisions in areas such as hiring and advancement, career choice, curriculum development and investments in training.

NONTRADITIONAL OCCUPATIONS

These are occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. For example, nursing is a nontraditional occupation for males, while engineering is a nontraditional occupation for females.

PATHWAY COMPLETER

A pathway completer is a concentrator who completes the requirements for the Georgia End of Pathway Assessment as well as the requirement for CTAE pathway concentrators.

PROGRAM OF STUDY

A program of study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- *Incorporates challenging, state-identified academic standards;*
- *Addresses academic and technical knowledge, as well as employability skills;*
- *Is aligned to the needs of industries in the state, region, Tribal community, or local area; progresses in content specificity; has multiple "entry and exit points"; and*
- *Culminates in the attainment of a recognized postsecondary credential.*

All local recipients of Perkins funds are required to offer at least one program of study, and states are required to offer more than one program of study.

SCHOOL-BASED ENTERPRISE

A school-based enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods/services that meet the needs of the school's target markets (i.e., students, teachers, administrators, parents, community members, community organizations/businesses). While the SBE serves many purposes, it mainly provides in-depth learning experiences for students. SBEs are managed and operated by students as hands-on learning laboratories that integrate National and State Curriculum Standards in marketing, finance, hospitality or management.

SECTOR STRATEGIES

Sector strategies are partnerships of employers within a critical industry that bring together education, economic development, workforce systems and community organizations to identify and collaboratively meet the workforce needs of that industry within a regional labor market.

SPECIAL POPULATIONS

Special populations, as defined by Perkins V are:

- *Individuals with disabilities;*
- *Individuals from economically disadvantaged families, including low-income youth and adults;*
- *Individuals preparing for non-traditional fields;*
- *Single parents, including single pregnant women;*
- *Out-of-workforce individuals;*
- *English learners;*
- *Homeless individuals;*
- *Youth who are in, or have aged out of, the foster care system; and*
- *Youth with parents on active duty in the armed forces.*

STANDARD OCCUPATIONAL CLASSIFICATION (SOC) CODE

The SOC Code is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data.

STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT OF 2018 (PERKINS V)

Signed into law in July 2018, this bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and goes into effect in July 2019. This law is the primary federal investment to states and discretionary grantees for the improvement of secondary and postsecondary CTAE programs and programs of study across the nation. The purpose of the Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTAE programs and programs of study.

TECHNICAL SKILLS ASSESSMENT (TSA)

Measures must be valid and reliable and include a minimum of challenging academic standards and attainment of skill proficiencies, including achievement on technical assessments that are aligned with industry-recognized standards if available and appropriate. [b.2.A] Section 113: Accountability; Perkins Act of 2006

WORK-BASED LEARNING

The Work-Based Learning Program assists businesses with building a highly trained, technologically sophisticated and career oriented young work force. Our goal is to assist in the creation of a strong support structure between local employers, students and schools. Work-Based Learning supplies talent to address industry workforce shortage needs. We promote an industry-driven system where employers set occupational skills standards, collaborate on curriculum, provide work experience and certify mastery of skills. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled.

Apprenticeship

An apprenticeship combines paid on-the-job training under the supervision of experienced journey workers with related classroom instruction. A Registered Apprenticeship is an apprenticeship program that is registered with the U.S. Department of Labor and meets all federal and state standards. Upon completion of a ***Registered Apprenticeship*** program, participants receive an industry-issued, nationally recognized credential that certifies occupational proficiency, is portable, and can provide a pathway to the middle class.

An apprenticeship consists of five components (1) employer involvement; (2) on-the-job training; (3) related technical instruction; (4) paid work experience; and (5) award of a nationally recognized industry credential.

Cooperative Education (CO-OP)

Cooperative Education students participate in a structured program that connects school-based occupational instruction and related paid work-site experiences. These educational experiences provide a rigorous and relevant curriculum with an occupational specialty. Co-op students are guided by a formal, written training plan that defines specific academic and workplace skills to be mastered. Students must be concurrently enrolled in a course directly related to the job placement.

Employability Skill Development (ESD)

The Employability Skill Development (ESD) category is an enrollment option for students who have a job, but the job does not have the correct relationship to their career goal and/or pathway courses taken. An ESD placement may last for up to one school year.

Internship

An internship is an opportunity for student placement in an environment where skills and knowledge are developed and applied related to the coursework in the student's pathway courses. The Internship should involve the equivalent number of hours that the student would have spent in class to earn the equivalent credit. The Internship may be paid or unpaid and can occur only after the completion of coursework related to the placement.

Job Shadowing

Job shadowing is a structured activity, which allows the student to learn about a particular career by observing a person who performs the job in a community business or industry for one or more days. Job shadowing introduces students to potential careers by allowing them to observe the jobs including daily routines and activities. Employers provide students with a look at the world of work and the range of career opportunities available to them.

Workplace Mentors

A mentor is a supportive adult who provides guidance and encouragement to the WBL student, as well as being involved in the teaching of work tasks and job responsibilities to the student. The selection of the mentor is the prerogative of the business. However, an effective mentor must possess both the personal qualities and the technical competence to be successful. In addition, it is important for the business to provide time for the mentor to work with the WBL student on a one-to-one basis.

Youth Apprenticeship (YAP)

Youth Apprenticeship is a structured program that connects school-based occupational instruction and related paid work-site experiences in order to prepare students for the world of work.

WORKFORCE DEVELOPMENT BOARD (WDB)

Develops regional strategic plans and sets funding priorities for their area. Responsible for administering the local WIOA funds for job training.

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

WIOA is a federal law that supports workforce development activities and funds job training programs for displaced adult and youth workers. WIOA emphasizes greater coordination between workforce development and CTAE through aligned definitions, the requirement that postsecondary CTAE be a local infrastructure partner, the option to do a combined state plan that meets the planning requirements for WIOA's core programs and at least one other federal program, and other provisions.

YOUSCIENCE

YouScience is an online career and personal planning discovery tool that enables teens and adults to identify their potential aptitudes and careers.

Forsyth County Schools
COLLEGE & CAREER DEVELOPMENT

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

CTSOs are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve. Teachers infuse CTSO activities into the instructional activities, thereby helping students see the real world value of their academic studies.

The mission of Georgia CTI, Career and Technical Instruction, is to provide meaningful leadership and employment experiences for students with disabilities through career, technical and agricultural education courses.

The mission of DECA, Distributive Education Clubs of America, an Association of Marketing Students, is to prepare emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.

The mission of Georgia FBLA, Future Business Leaders of America, is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

The mission of FCCLA, Family, Career, and Community Leaders of America, is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner and community leaders, members develop skills for life through -- character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.

The mission of FFA, Future Farmers of America, is to make a positive difference in the lives of young people by developing their potential for premier leadership, personal growth, and career success through agricultural education.

The mission of FIRST Robotics, For Inspiration and Recognition of Science and Technology, is to inspire young people to be science and technology leaders and innovators, by engaging them in exciting mentor-based programs that build science, engineering, and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

The mission of HOSA, Health Occupations Students of America, is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development for all health science technology education students, therefore, helping students to meet the needs of the health care community.

The mission of SkillsUSA, Students Taking Action with Recognition, is to help its members become world class workers, leaders and responsible American citizens. SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel.

The mission of TSA, Technology Student Association, is learning to lead in a technical world. TSA enhances personal development, leadership, and career opportunities in STEM, whereby members apply and integrate these concepts through intracurricular activities, competitions, and related programs.

ROLE OF EMPLOYERS

#CTAE Delivers Real-World Workforce-Ready Skills



INDUSTRY PARTNERS HELP **develop** and regularly **review** CTAE pathways, including helping to **validate** standards and credentials. They also help **deliver** CTAE pathways by offering work-based learning or serve as industry experts within a classroom.

*Adapted from the ADVANCE CTE "Role of Employers" Publication

CTAE ACRONYMS

ATC Area Technical Center
CCRPI College and Career Ready Performance Index
CIP Code Classification of Instructional Programs Code
CO-OP Cooperative Work Experience Program
CTAE Career, Technical and Agricultural Education
CTAERN Career, Technical and Agricultural Education Resource Network
CTSO Career Technical Student Organization
- CTI – Career Technical Instruction
- DECA – Marketing CTSO
- FBLA – Future Business Leaders of America
- FCCLA – Family, Career and Community Leaders of America
- FFA –National FFA Organization
- GeorgiaFIRST Robotics – FIRST Robotics Competition
- HOSA – Future Health Professionals
- SkillsUSA - Preparing for careers in trade, technical and skilled service occupations, including health occupations
- TSA – Technology Student Association

EOPA End of Pathway Assessment (Perkins IV term)
ESSA Every Student Succeeds Act
GACTE Georgia Association for Career and Technical Education
GaDOE Georgia Department of Education
HEA Higher Education Act
ICAP Individual Career and Academic Plan
IGP Individual Graduation Plan
ILP Individual Learning Plan
LMI Labor Market Information
OCTAE Office of Career, Technical, and Adult Education
Perkins Carl D. Perkins Career and Technical Education Act of 2006
Perkins V Strengthening Career and Technical Education for the 21st Century Act
PLA Prior Learning Assessment
POW Program of Work
SBE School-Based Enterprise
SOC Code Standard Occupational Classification Code
WBL Work-Based Learning
WIOA Workforce Innovation and Opportunity Act

Forsyth County CTAE Delivers a Roadmap Toward Your Future

MILITARY SERVICE

Through JROTC programs, Georgia students are offered citizenship development, service learning and leadership awareness activities that prepare them for the opportunities accompanying active duty enlistment, commissioned officer training and defense of our state and nation.

FOUR-YEAR UNIVERSITY

Unified under the governing authority of the Board of Regents since 1931, the University System of Georgia is deeply connected to all 159 counties, providing a host of academic and outreach services through their 28 public higher education institutions, libraries, and archives.

CAREER

There are numerous opportunities to do what you love while providing for yourself and your family, right in your own backyard. We're preparing Georgia's students for future successes in the careers of their choosing.

REGISTERED APPRENTICESHIPS

As the Georgia economy continues to grow and diversify, it is critical that business and industry-led, work-based training programs are supplied a sustainable pipeline of career-ready employees. Widely used around the world, apprenticeship programs are a key component of our global competitiveness.

TECHNICAL COLLEGE

Recognized among the best technical college systems in the nation, the Technical College System of Georgia provides technical and adult education, business and industry training and community and economic development services through 22 member-colleges comprising 85 campuses.

Partners Educating Georgia's Future Workforce

GaDOE Career, Technical, and Agricultural Education

Forsyth County Schools COLLEGE & CAREER DEVELOPMENT

The Forsyth County School District does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in its programs, activities, or employment practices and provides equal access to the Boy Scouts and other designated youth groups.