Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Civil Rights Act of 1964); handicap (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990); and age (the Age Discrimination Act of 1975). Employees, students, and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities receiving federal financial assistance.

The following individuals have been designated as the employees responsible for coordinating the department’s effort to implement this nondiscriminatory policy:

- Perkins Act—James Woodard, Director, Career, Technical and Agricultural Education, (404) 657-8304
- Title VI—Julie Lewis, Legal Services, (404) 656-4689
- Title VII—Julie Lewis, Legal Services, (404) 656-4689
- Section 504 and ADA—Julie Lewis, Legal Services, (404) 656-4689

Inquiries concerning the application of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 to educational programs or activities receiving federal financial assistance may be addressed to:

- The Director, Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20202
- The Director, Office of Civil Rights, Georgia Department of Education, 1752 Twin Tower East, Atlanta, Georgia 30334; or to the Director, Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20202.

www.doe.k12.ga.us/curriculum/edtech
Every Georgia student deserves a rigorous and relevant education providing the experience and skills necessary to build fulfilling careers in the 21st-century Georgia economy. To help better prepare our students for career and college success, Georgia Career, Technical and Agricultural Education (CTAE) is reinventing itself. In the past, most of Georgia's students were given the option to follow either a college prep or career-tech path, while a limited number have followed a dual path. Neither the college prep nor career-tech path alone enables students to reach their highest potential and find their true callings in life.

By reengineering CTAE to connect rigorous curriculum to relevant career exploration, Georgia can effectively engage all students, encourage excellence in every classroom, and raise academic expectations across the state.

To accomplish this goal, CTAE programs will directly support the Governor's Strategic Industries and Innovation Centers Initiative. This includes organizing some CTAE Program Concentrations and Career Pathways so that they correspond to a Strategic Industry identified by the state and to one of Georgia's five Innovation Centers.

Linking classroom learning to real-world earning opportunities available in the state will help the state grow its own highly-skilled workforce, attract future economic development, and ensure that every student is prepared to build a rewarding future right here in Georgia.

On behalf of the Department of Education, I invite you to learn more about the reengineering of CTAE by reading this guide. I believe you will see that the new vision for CTAE is one that will make a positive, permanent impact on every Georgia student.

Sincerely,

Kathy Cox
Georgia Superintendent of Schools

CTAE Vision Statement:
All students will be prepared for success in future 13

Dear Fellow Georgian,

Please Support CTAE

Reengineering CTAE is a strategic process that will unfold over three years. Express your support for full implementation of the vision for a new CTAE system to policymakers and other leaders in your community. Thank you for helping to build an education system that truly prepares all students to succeed in the 21st-century economy.

Please Support CTAE

CTAE Vision Statement:
All students will be prepared for success in future 13
Connecting CTAE To Workforce Development

CTAE is part of an integrated network of state departments and programs that serve Georgia’s new, expanding, and existing industries by offering training and developing solutions to the challenges facing Georgia’s businesses. The primary mission of this network, which includes the Georgia Department of Technical and Adult Education (DTAE), is creating a skilled workforce in the state.

DTAE’s Quick Start program, for example, provides high-quality, customized training services at no cost to new or expanding businesses in the state. This training is provided through a network of 34 technical colleges, multiple satellite campuses, and four associated university programs throughout the state. Quick Start gives employees the training they need to help lead more satisfying, productive working lives and help Georgia’s businesses run more efficiently and profitably.

An important partner in this integrated workforce development network is the Georgia Department of Labor (GDOL). Through GDOL’s One-Stop Centers and electronically connected Career Centers, Georgians can gain access to basic employment services. Although each local One-Stop Center is unique, typical services offered include online job listings, education and training services, support services such as funds for transportation, a self-help library including a variety of career exploration tools, and personal employment assistance from professional counselors.

Inside Innovation Centers

Here’s an overview of what takes place inside the Georgia Innovation Centers. By closely aligning some CTAE curriculum with these centers, Georgia’s students will be better prepared to pursue in-state high-skill, high-pay careers.

Maritime Logistics Innovation Center (MLIC), Savannah

Through open communication and shared resources, MLIC works to identify, create, and implement technological advancements in maritime logistics.

Life Sciences Innovation Center (LSIC), Augusta

By facilitating collaborative research and assistance, providing a research facility, and supplying funding through grant support, LSIC supports and promotes the state’s life science industry and creates new educational programs.

Middle Georgia Innovation Center for Aircraft Lifecycle Support (MICALS), Macon/Warner Robins

MICALS combines industry expertise with state-of-the-art facilities and leading-edge technologies to develop and transform lifecycle support for aircraft.

Information and Technology Innovation Center (ITIC), Columbus

ITIC’s mission is to generate and support the use of innovative technology in new and established Georgia businesses. The Center’s facility, program, and participants help cultivate technological advancements and job opportunities in the state.

Agriculture Innovation Center (AIC), Tifton

By promoting research, training, and education in agricultural and natural resource technologies, AIC is developing innovative technologies and techniques that can be used in commercial applications and to expand opportunities for the state’s agricultural industry.

Manufacturing Excellence Innovation Center (MEIC), Gainesville

MEIC helps companies seeking help to meet the challenges generated by global competition by offering assistance and leading-edge training in advanced manufacturing.

CTAE is reengineering itself for the 21st century

Georgia Career, Technical, and Agricultural Education—or CTAE—has historically provided students with the high-quality education necessary to prepare for career opportunities in the Georgia economy.

While CTAE has been successful, emerging technologies and evolving employer expectations to have a highly qualified, motivated, and reliable workforce demand that Georgia strategically retool CTAE.

The new vision for CTAE retains its challenging curriculum, yet expands the scope to ensure that every Georgia student graduates from high school with the academic skills, hands-on experience in real work environments, and intensive career guidance required to succeed in college and/or employment.

This booklet describes how CTAE is changing for the 21st century. It is your guide to a three-year effort to reengineer education to offer better opportunities for all students to succeed in school and in life.
Where the Jobs Are

The dynamic Georgia economy depends on a high-tech, highly skilled workforce. Unfortunately, employers can’t find enough skilled workers in state, so they often recruit from other states, regions, and even countries to fill high-paying positions located right here in Georgia.

The top jobs in today’s marketplace will go to graduates with postsecondary technical training. So while a four-year college degree can provide a wealth of career opportunities, it isn’t the only path to future success. In fact, for many students, attending a more affordable two-year college or technical college is often a smarter investment. According to the Bureau of Labor Statistics, by 2008, careers requiring two-years degrees are projected to grow at twice the rate of the overall job market. In addition, students with associate’s degrees can always continue their educations and earn a bachelor’s degree, often with an employer reimbursing them for all or part of their tuition, books, and fees.

In Georgia, of the top ten occupations projected to be the fastest growing through 2012, only two—Respiratory Therapist and Computer Software Engineer—require more than a two-year degree. Take a look at these projections from the Georgia Department of Labor’s Long-term Occupational Outlook.

### 2004—2014: Fastest Growing Occupations

<table>
<thead>
<tr>
<th>Rank</th>
<th>Occupation</th>
<th>Projected Ten-Year Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Home Health Aide</td>
<td>56 percent</td>
</tr>
<tr>
<td>2</td>
<td>Network Systems and Data Communications Analyst</td>
<td>55 percent</td>
</tr>
<tr>
<td>3</td>
<td>Medical Assistant</td>
<td>52 percent</td>
</tr>
<tr>
<td>4</td>
<td>Physician Assistant</td>
<td>50 percent</td>
</tr>
<tr>
<td>5</td>
<td>Computer Software Engineer, Applications</td>
<td>48 percent</td>
</tr>
<tr>
<td>6</td>
<td>Physical Therapist Assistant</td>
<td>44 percent</td>
</tr>
<tr>
<td>7</td>
<td>Dental Hygienist</td>
<td>43 percent</td>
</tr>
<tr>
<td>8</td>
<td>Computer Software Engineer, Systems Software</td>
<td>43 percent</td>
</tr>
<tr>
<td>9</td>
<td>Dental Assistant</td>
<td>43 percent</td>
</tr>
<tr>
<td>10</td>
<td>Personal and Home Care Aide</td>
<td>41 percent</td>
</tr>
</tbody>
</table>

### Associate’s Degree

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Average Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>$24.53</td>
</tr>
<tr>
<td>Computer Support Specialist</td>
<td>$20.76</td>
</tr>
<tr>
<td>Respiratory Specialist</td>
<td>$20.61</td>
</tr>
<tr>
<td>Medical &amp; Clinical Laboratory Technician</td>
<td>$15.13</td>
</tr>
<tr>
<td>Medical Records &amp; Health Information Technician</td>
<td>$13.76</td>
</tr>
<tr>
<td>Radiologic Technologist &amp; Technician</td>
<td>$21.08</td>
</tr>
<tr>
<td>Paralegal &amp; Legal Assistant</td>
<td>$20.80</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>$23.66</td>
</tr>
<tr>
<td>Electrical/Electronic Engineering Technician</td>
<td>$23.27</td>
</tr>
<tr>
<td>Cardiovascular Technologist &amp; Technician</td>
<td>$26.78</td>
</tr>
</tbody>
</table>

### Postsecondary Vocational Training

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Average Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Service Technician &amp; Mechanic</td>
<td>$16.34</td>
</tr>
<tr>
<td>Licensed Practical &amp; Licensed Vocational Nurse</td>
<td>$15.04</td>
</tr>
<tr>
<td>Hairdresser, Hairstylist, &amp; Cosmetologist</td>
<td>$11.52</td>
</tr>
<tr>
<td>Real Estate Sales Agent</td>
<td>$21.28</td>
</tr>
<tr>
<td>Preschool Teacher, Except Special Education</td>
<td>$23,242</td>
</tr>
<tr>
<td>Emergency Medical Technician &amp; Paramedic</td>
<td>$12.97</td>
</tr>
<tr>
<td>Aircraft Mechanic &amp; Service Technician</td>
<td>$27.97</td>
</tr>
<tr>
<td>Fitness Trainer &amp; Aerobics Instructor</td>
<td>$18.36</td>
</tr>
<tr>
<td>Appraiser &amp; Appraiser of Real Estate</td>
<td>$18.36</td>
</tr>
</tbody>
</table>

*All salaries are hourly except for Preschool Teacher in which the total is based on working less than 2,000 hours per year.

Skilled Workers Cash In

While a bachelor’s degree and beyond can lead to career success, there are plenty of high-paying fields for students who earn an associate’s degree or technical certificate from a community college or technical school.

Here’s the average earning potential for some of the top jobs in Georgia for people with associate’s degrees or postsecondary occupational training.

“I always thought of high school as the beginning of my career.”

Today the 21-year-old Verden is working as an architect intern/CAD draftsman at JSA Architects in Jacksonville, Florida, while pursuing four associate’s degrees at Florida Community College in architectural design and construction technology, building construction; drafting and design; and civil engineering.

She has one year left at Georgia Tech where she will return to finish her bachelor’s degree in the near future. Her current job, Verden says, is actually “85 percent” of the dream career she started preparing for as a freshman in high school.

“I always thought of high school as the beginning of my career. That’s how I approached my schedule and how I was able to accomplish so much,” explains Verden. “Students are in school from 7 a.m. to 3 p.m. That’s like a real work day. So when you view school as a career, it becomes easier to make that transition from school to work. Whether you go to college or right into a job, the skills you learn in school should help you get further in your career. Your career preparation has to start in high school, because if you wait until after graduation to develop skills and find out what you like to do, then it is too late.”
The Role of Postsecondary Education

CTAE provides a gateway to lifelong learning and a head start in advanced study following high school graduation. To ensure that all Georgia high school students can successfully transition to a two-year college, four-year college, the military, or other postsecondary education, CTAE offers three Seamless Education Opportunities. Each of the options listed below enables students to earn either advanced credit or equivalent college credit while still in high school. This approach saves time and money, since students begin a course of study in high school and seamlessly transition into a postsecondary education to continue their lessons without repeating material already mastered.

Here are Georgia’s Seamless Education Opportunities:

Alignment/Articulation: Under this option, students take a secondary course aligned with a postsecondary course that has been locally approved for postsecondary credit upon completion of high school and entrance into a two- or four-year college or university.

Dual Enrollment: High school students can take postsecondary courses for both high school and postsecondary credit. This option is available for credit toward certificate and diploma programs as well as degree programs.

Joint Enrollment: Students can opt to take a postsecondary course while still in high school. In this case, credit is attained during high school but applied only at the postsecondary level.

Postsecondary Perspective

“One of the key challenges for postsecondary education in Georgia is matching the skills needed in the job market with what we teach in our institutions. Like CTAE, the Department of Technical and Adult Education, which oversees Georgia’s Technical College System, is aligning programs to meet current and future workforce needs. For instance, we are bringing on 100 new instructors in about 150 new programs in the state’s Strategic Industries.

“We’ve begun working with about 145 middle and high schools to make sure kids understand all the wonderful career opportunities out there and to help all students develop a combination of academic skills and real-life skills. Microsoft founder Bill Gates has said that we’ve got to fundamentally change how we view the K–12 school system. It’s an outdated notion that some high school graduates go off to college and the rest go down to the shop. In Georgia, 85 percent of jobs require more than a secondary school education. Every person who graduates from high school ought to be prepared both academically and with the job skills to go onto postsecondary education. In the future, we are no longer going to have two tracks—academic or technical. We are really seeing a merger of the two in higher education. We need students, parents, teachers, and counselors to understand that today’s growth careers require both academic and technical skills.”

—Michael Vollmer, Commissioner, Georgia Department of Technical and Adult Education

Faces of CTAE

Eddie Hudson, Senior
Chapel Hill High School, Douglas County

Eddie Hudson started dreaming about becoming a doctor when he was a little boy. So when he entered Chapel Hill High School in Douglas County, the gifted athlete and artist chose a Healthcare Science focus to help him make his dream come true.

“Coming out of middle school, I chose a path that combined health careers and challenging courses because I knew that was the only way I could get firsthand experience in the healthcare field,” says Hudson, a senior who plans to continue his medical school preparation at Albany State University in Albany after graduating from high school.

Through CTAE’s Youth Apprenticeship program, Hudson has had the opportunity to explore a variety of healthcare settings including hospitals, daycares, nursing homes, and elementary school clinics. His school day typically begins at one of the many work sites available in the Health Science rotation, where Hudson dons surgical garb and assists nurses, aides, and other healthcare providers with basic patient care.

This on-the-job experience has confirmed what Hudson has known all along. Only now his career choice is even more focused. He explains, “Since I’ve had the chance to talk to people in health care and learn about each job, I know now that I want to be a general surgeon.”

Hudson believes that his goal is in reach thanks in large part to his participation in his school’s Health Occupations Students of America (HOSA) chapter. Throughout high school, Hudson has competed at HOSA competitions in which events include everything from researched persuasive speaking to medical terminology. Hudson, who is vice-president of Chapel Hill’s HOSA chapter, specializes in medical math during the state competitions and adds extra math and science classes to his schedule to prepare for college and medical school.

“HOSA gives students a chance to develop leadership skills in addition to the other more technical skills required for careers in health sciences,” adds Hudson. “To me, being part of HOSA and being involved in Youth Apprenticeship gave me a head start in life. Now I won’t waste time and money when I get to college. I know exactly what I want to do and what I need to do to get there.”
Aligning CTAE Concentrations

Equipping Georgia’s workforce and industries to compete in the global marketplace requires an ongoing and thoughtful examination of how the state prepares students for life beyond high school. That is why CTAE is in the process of realigning its Program Concentrations and curriculum areas to better support the Governor’s Strategic Industries and Innovation Centers Initiative (see box). By creating a direct connection between secondary school education and the industries identified as key to Georgia’s future economic well-being, CTAE can help ensure that all students graduate from high school with the academic and career skills required to succeed in the 21st-century workplace.

This reengineering of Program Concentrations, curriculum, and Individual Career Pathways will unfold logically over three years. The goal is to create the following eight areas of concentration encompassing the 16 federal career clusters:

1. Agriculture
2. Architecture, Communication & Logistics
3. Business & Computer Science
4. Engineering & Technology
5. Family & Consumer Sciences
6. Government & Public Safety
7. Healthcare Science
8. Marketing, Sales & Service

Within each Program Concentration are Career Pathways that students can choose to follow. Part of the realignment process will include the development of Individual Career Plans (ICPs) showing the sequence of courses in each pathway, as well as the academic requirements and postsecondary options.

Below is a chart listing the new Program Concentrations followed by the corresponding proposed Career Pathways:

<table>
<thead>
<tr>
<th>Program Concentration</th>
<th>Career Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Agriscience</td>
</tr>
<tr>
<td>Architecture</td>
<td>Construction</td>
</tr>
<tr>
<td>Business &amp; Computer</td>
<td>Small Business</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>Technology</td>
</tr>
<tr>
<td>Family &amp; Consumer</td>
<td>Family/Community</td>
</tr>
<tr>
<td>Healthcare Science</td>
<td>Diagnostic</td>
</tr>
<tr>
<td>Marketing, Sales &amp;</td>
<td>Marketing</td>
</tr>
</tbody>
</table>

Connecting CTAE To Georgia’s Innovation Centers

The Commission for a New Georgia identified these six Strategic Industries as critical to Georgia’s future economic well-being:

- Aerospace
- Agribusiness
- Energy and Environmental
- Healthcare and Eldercare
- Life Sciences
- Logistics and Transportation

To support the growth of these industries and encourage new companies to invest and build in Georgia, the state established The Centers of Innovation program. Each center supports joint industry-university applied research, providing incubation services to technology start-up companies, and providing entrepreneurial training and outreach to its region.

The reengineering of CTAE links some new Program Concentrations to one or more of the Centers of Innovation, ensuring that what students are learning in school today will be relevant and rewarded in tomorrow’s workplace.

The box below illustrates the connection between the Innovation Centers and the Program Concentrations:

- Maritime Logistics Innovation Center (MLIC), Savannah
- Architecture, Communications & Logistics
- Engineering & Technology
- Life Sciences Innovation Center (LSIC), Augusta
- Health Sciences & Human Services
- Family & Consumer Science
- Middle Georgia Innovation Center for Aircraft Lifecycle Support (MGICALS), Warner Robins
- Macon/Warner Robins
- Architecture, Communication & Logistics
- Business & Computer Science
- Engineering & Technology
- Information and Technology Innovation Center (ITIC), Columbus
- Business & Information Technology
- Agriculture Innovation Center (AIC), Tifton
- Agriculture
- Manufacturing Excellence Innovation Center (MEIC), Gainesville
- Manufacturing

Complementing Holliday’s rigorous academic schedule is FFA, which today includes more than 490,000 student members nationally and encompasses more than 300 agriculture-related careers. Through state and national FFA competitions, Holliday has competed in public speaking and team events.

Regina Holliday, a senior at East Laurens High School, has already owned and cared for 12 cows, and she is thankful for the academic and career preparation she has received at East Laurens. She especially pleased with the Agriculture classes that bring students beyond the classroom and out into the surrounding countryside for hands-on study.

“FFA prepares students for real jobs and real life.”
The Role of CTSOs

Thousands of Georgia students in middle schools, high schools, colleges, and universities participate in career and technical student organizations (CTSOs). These groups bring together students with shared career interests and connect them with teachers, community leaders, and local business people who serve as mentors, role models, and, often, employers offering internship and part- and full-time job opportunities.

Through their CTSO experiences, students develop the “soft skills” necessary for career success such as time management, organization, interviewing, writing a resume, teamwork, public speaking, networking, and leadership. Students also have the chance to test their career and technical skills in local, regional, and national competitions. Georgia CTSOs include:

**DECA: An Association of Marketing Students**
[www.deca.org](http://www.deca.org)
Georgia DECA is a national association of marketing students. DECA is specifically designed to provide activities for students to learn marketing, management, and entrepreneurial skills that will prepare them to pursue a career in the field of marketing. Members participate in a local, state, and national competitive events program that showcases student skills.

**Future Business Leaders of America (FBLA)**
[www.georgiafbla.org](http://www.georgiafbla.org)
Georgia FBLA is the largest FBLA chapter in the nation, with over 17,500 members. This nonprofit student organization prepares today’s students for success in business leadership. FBLA is an important partner in the success of school-to-work programs, business education curriculums, and student leadership development. Participation in FBLA activities promotes civic and personal responsibility, helps students develop business leadership skills and establish career goals, and prepares them for useful citizenship and productive careers.

**Leaders of Advanced Placement math and science classes. During his sophomore year, he took twice the required math courses to

“Everything I do in high school should be helping me prepare for my future.”

The next achievement Green would like to add to his impressive portfolio is a part-time IT-related internship. His advisor, Eddie Lindsey, is helping Green explore the available opportunities and arrange an apprenticeship that matches his career goals and school schedule.

“Everything I do in high school should be helping me prepare for my future,” adds Green, who plans to become a contract computer programmer after graduating from college. “Because of my classes and experience at the engineering magnet, I know I can achieve any goal that I set for myself.”

**Georgia FFA Association**
[www.aged.ces.usga.edu/georgiaffa](http://www.aged.ces.usga.edu/georgiaffa)
Georgia FFA ranks in the top five for membership in the nation. Members develop their potential for premier leadership, personal growth, and career success through agricultural education. Today’s FFA encompasses more than 300 careers in everything from agriscience to biotechnology to turf grass management.

**Georgia SkillsUSA**
[www.skillsusa.georgia.org](http://www.skillsusa.georgia.org)
The mission of SkillsUSA is to develop leadership skills and workplace competencies that students will need to succeed in a constantly changing global workplace. More than 7,000 Georgia SkillsUSA members compete in over 70 leadership, health, occupations; occupationally related, and trade, industrial, and technical contests offered at the regional and state levels, culminating with the SkillsUSA Championships.

**Georgia Health Occupations Students of America (HOSA)**
[www.georgiahosa.org](http://www.georgiahosa.org)
HOSA’s mission is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health occupations students. Members attend leadership conferences featuring competition in nearly 50 healthcare-related skills.

**Georgia CTSOs Help Students Succeed**
- Georgia CTSOs offer students the chance to:
  - develop employability skills such as problem-solving, decision-making, teamwork, responsibility, time management, and follow-through with assigned tasks
  - develop and practice their leadership skills
  - become involved in community service opportunities
  - develop job seeking skills such as developing a resume, interviewing, and performance review skills
  - explore majors and occupations in their career pathways.

**Georgia Technology Student Association (GA TSA)**
[www.gatsa.org](http://www.gatsa.org)
Georgia TSA promotes technology education as a means of preparing students for a dynamic world, involving them to become citizens in the home and workplace. Chapter projects focus on a variety of youth concerns including parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, inter-generational communication, and career education.

**Georgia Technology Student Organization (GA CTSO)**
[www.gavoca.org](http://www.gavoca.org)
Georgia CTSOs offer students the opportunity to expand their leadership potential and develop skills for life—planning, goal setting, problem solving, decision-making, and interpersonal communication—necessary in the home and workplace. Chapter projects focus on a variety of youth concerns including parenting, family relationships, substance abuse, peer pressure, environment, nutrition and fitness, inter-generational communication, and career education.

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**Georgia FFA**
[www.aged.ces.usga.edu/georgiaffa](http://www.aged.ces.usga.edu/georgiaffa)
Georgia FFA is a state organization with over 7,500 members. Helping students reach their potential is what VOCA is all about. Through participation in the Coordinated Vocational Academic Education (CVAE) program, and/or Project Success Program, students learn about the world of work and the employment skills they need to be successful. By participating in school and community projects, members learn to plan, organize, and implement—qualities essential in leadership. VOCA has over 45 competitive events in which students can participate. By providing these opportunities, students receive recognition for their achievement and feel confident in their abilities.

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HOSA’s mission is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health occupations students. Members attend leadership conferences featuring competition in nearly 50 healthcare-related skills.

**SkillsUSA**
[www.skillsusa.georgia.org](http://www.skillsusa.georgia.org)
The mission of SkillsUSA is to develop leadership skills and workplace competencies that students will need to succeed in a constantly changing global workplace. More than 7,000 Georgia SkillsUSA members compete in over 70 leadership, health, occupations; occupationally related, and trade, industrial, and technical contests offered at the regional and state levels, culminating with the SkillsUSA Championships.

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Rewriting CTAE Curricula

In addition to realigning the Program Concentrations, the three-year effort to reengineer CTAE will also include reworking CTAE curricula. Currently, Formulating Committees are working to develop curricula that relate to and/or support the Strategic Industries and Innovation Centers described on page 12. Committee members include academic and CTAE secondary teachers, postsecondary teachers, business representatives, Centers of Innovation staff, Department of Labor representatives, and Department of Education staff.

During the first phase of the CTAE reengineering process, the following pathways will be introduced to the corresponding areas:

Across the K–16 Curriculum

A n important part of a student selecting a career pathway will include exploring ways to introduce careers to the curricula for all grades, K–16. A K–16 career development program would introduce career awareness in grades K–5; career exploration in grades 6–8; and career preparation in grades 9–12. Having students wait until high school to start exploring available careers and selecting courses to meet the requirements of a chosen career path is too late. By creating a K–16 career development plan, Georgia's students will be better equipped at the high school level to make educated postsecondary choices based on relevant coursework and real-world career experience.

The goal is to expose students to a wide variety of career opportunities and let them try several on for size to see what fits best with their strengths, interests, and goals. Students would be more able to move freely between programs clusters and pathways as their career interests mature and change. No student would be required to follow a certain path and all paths would be open to every student, as long as academic and course requirements were adequately met.