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March 24-25, 2021

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MINUTES OF THE STATE BOARD OF EDUCATION MEETING

Atlanta, Georgia
Scott Sweeney, Chairman

March 24-25, 2021
Richard Woods, Superintendent

CALL TO ORDER

The State Board of Education convened on Wednesday, March 24, 2021 at 12:00 pm. Chairman Scott Sweeney called the meeting to order at 12:00 p.m.

ATTENDEES

State Board of Education:

Mr. Mike Long	Mr. Scott Sweeney	Ms. Martha Zoller
Dr. Butch Mosely	Mr. Jason Downey	Mr. Scott Johnson
Ms. Helen Rice	Dr. Stan DeJarnett	Mr. Matt Donaldson
Ms. Lisa Kinnemore	Ms. Phenna Petty	Mr. Leonte Benton

At 12:00 p.m., a motion was made and seconded then a unanimous affirmative vote was given to enter into Executive Session for the purpose of discussing appeals, legal, personnel matters, and recommendations that are exempt from disclosure under the Open Records Act.

At 12:55 p.m., a motion from Mr. Matt Donaldson was made and seconded then an affirmative vote was given to exit Executive Session.

At 1:05 p.m., Budget Committee and Rules Committee met to consider items for the State Board meeting. At 2:00 pm, the Charter Schools and District Flexibility Committee met. *(Committee meeting minutes can be found in Appendices 1-3)*

(Please note that the board items in their entirety, with backup material and attachments, can be found on the State Board of Education's Simbli website, March 25, 2021, State Board Meeting.)

CALL TO ORDER

The State Board of Education convened on Thursday, March 25, 2021 at 9:00 a.m. Chairman Scott Sweeney called the meeting to order at 9:05 a.m.

State Board Members:

Mr. Mike Long	Mr. Scott Sweeney	Ms. Martha Zoller
Dr. Butch Mosely	Mr. Mike Royal	Mr. Scott Johnson
Ms. Helen Rice	Mr. Jason Downey	Mr. Matt Donaldson
Ms. Lisa Kinnemore	Dr. Stan DeJarnett	Mr. Leonte Benton
		Ms. Phenna Petty

Others participating: Mr. Richard Woods, Ms. Tiffany Taylor, Mr. Matt Cardoza

Guest Recognition

Chairman Scott Sweeney acknowledged the guests in the audience who included, Sherri Hall, former DeKalb County educator and tutoring business owner; Tina Engberg, State Leader, Decoding Dyslexia GA; Debbie Alexander, Executive Director, Central Savannah River Regional Area (CSRA) RESA; Sam Marticke, Government Affairs Assistant, Nelson Mullins; and Stacey Lutz, Director of Strategic Programs and Evaluations, Governor's Office of Student Achievement (GOSA).

Invocation/Pledge

Mr. Mike Long provided the invocation and led the pledge of allegiance to the flag.

Public Hearing

Pursuant to the public notice and posting of the agenda, the Chair asked if there were any comments from the public regarding State Board Rule – Georgia Board of Education Rule 160-3-1-.07 Testing Programs – Student Assessment. There were no public comments, and the hearing was closed.

Pursuant to the public notice and posting of the agenda, the Chair asked if there were any comments from the public regarding State Board Rule – Georgia Board of Education Rule 160-4-2-.32 Student Support Team. Ms. Tina Engberg, State Leader at Decoding Dyslexia Georgia, spoke about her concerns regarding the lack of specific guidance for districts in the proposed rule change. Ms. Sherri Hall, former educator and tutoring business owner, spoke about the need for the rule to address the specific instruction that students with dyslexia need to receive. Mr. Mike Long presented YouTube video “Dyslexia is My Hero” by Meagan Swingle.

Pursuant to the public notice and posting of the agenda, the Chair asked if there were any comments from the public regarding State Board Rule – Georgia Board of Education Rule 160-4-2-.34 Dual Enrollment. There were no public comments, and the hearing was closed.

ACTION ITEM

AGENDA

By motion of Mr. Matt Donaldson and a second from Dr. Stan DeJarnett, a unanimous affirmative vote was made to approve the Agenda for the March 25, 2021, State Board meeting.

CONSENT AGENDA

By motion of Mr. Matt Donaldson and a second from Ms. Martha Zoller, a unanimous affirmative vote was made to approve the Consent Agenda for the March 25, 2021, State Board meeting.

1. **AA – Contract Amendment – Georgia Kindergarten Inventory of Developing Skills (GKIDS) 2.0.** The State Board of Education authorized the State School Superintendent to amend the contract with the Board of Regents of the University System of Georgia, on behalf of The University of Georgia, The Georgia Center for Assessment (GCA) that was approved at the June 18, 2020 Board meeting to increase the total maximum compensation amount from \$228,024 to \$278,336 and to revise the scope.
2. **AA – Contract Amendment – Georgia Milestones Assessment System.** The State Board of Education authorized the State School Superintendent to amend the contract with Data Recognition Corporation (DRC) that was approved at the October 1, 2020 Board meeting to increase the total maximum compensation amount from \$17,326,702 to \$23,406,422, to change the expiration date, and to revise the scope.
3. **AA - Grant - Innovative Assessment Pilot Grant.** The State Board of Education authorized the State School Superintendent to award a grant to the LEAs participating in the GMAP and Putnam Consortia at a cost not to exceed \$500,000 in State Funds for developing the GMAP and Navvy assessment pilots from SB 362 (2018 Session) and authorized under the Federal Innovative Assessment Demonstration Authority (IADA). (Appendix 5)
4. **FP – Grant – FY21 Grant for Residential and Reintegration Services (GRRS).** The State Board of Education authorized the State School Superintendent to award a grant to 7 local educational agencies (LEAs) at a cost not to exceed \$1,028,401 in State Funds for special education residential and reintegration services for students placed in private facilities by LEAs. (Appendix 6)

5. **FP – Grant – FY21 High-Cost Grant for Special Education.** The State Board of Education authorized the State School Superintendent to award a grant to 57 local educational agencies (LEAs) at a cost not to exceed \$4,999,994 in Federal Funds for students with disabilities whose direct instructional and related services exceed \$27,000 in individual annual costs. (Appendix 7)
6. **FBO – AFY 2021 Georgia Department of Education Budget.** The State Board of Education adopted the AFY 2021 Georgia Department of Education (GaDOE) budget, as defined by the AFY 2021 Appropriations Act (HB 80.) (Appendix 8)
7. **FBO – Five Year Local Facilities Plan.** The State Board of Education approved the Five-Year Local Facilities Plan for the school systems listed below:
 - Carrollton City
 - Cartersville City
 - Chattahoochee County
 - Clinch County
 - Columbia County
 - Crawford County
 - Decatur County
 - Echols County
 - Elbert County
 - Fannin County
 - Floyd County
 - Glynn County
 - Jenkins County
 - Lee County
 - Macon County
 - Randolph County
 - Seminole County
 - Stephens County
 - Thomas County
 - Trion City
 - Walton County
 - Warren County
 - Wheeler County
 - White County
8. **FBO - Steelcase.** The State Board of Education authorized the State School Superintendent to accept furniture donated to the agency by Steelcase and DeKalb Office. (Appendix 9)
9. **FBO – Contract Renewal – Comprehensive Management Application for School Nutrition Department.** The State Board of Education authorized the State School

Superintendent to renew a contract with PrimeroEdge at a cost not to exceed \$592,617.25 in Federal Funds for School Nutrition Software.

10. FBO - Grant - FY2020 National School Lunch Program Equipment Assistance Grant.

The State Board of Education authorized the State School Superintendent to award a grant to select Local Education Agencies (LEAs) at a cost not to exceed \$1,279,139 in Federal Funds for assistance in purchasing nutrition equipment. (Appendix 10)

11. PFEA - Contract - ClassWallet.

The State Board of Education authorized the State School Superintendent to enter into a contract with ClassWallet at a cost not to exceed \$287,625 in Federal Funds for providing software payment and reimbursement services for the Emergency Assistance for Non-public Schools (EANS) Program and the Governor's Emergency Education Relief (GEER) Student Grant Program.

12. SI – Contract – Teach for America FY21.

The State Board of Education authorized the State School Superintendent to enter into a contract with Teach for America (TFA) at a cost not to exceed \$681,330 in State Funds or recruiting, selecting, placing, and providing ongoing training and support to new teachers in classrooms across metro Atlanta's lowest income communities.

13. TL - Grant Amendment - FY21 Agricultural Education Grants.

The State Board of Education authorized the State School Superintendent to amend the grant with the attached list of Local Education Agencies (LEAs) by the amount of \$17,909 for a cost not to exceed \$11,136,888 in State/Federal Funds for the purpose of Agricultural Education Programs. (Appendix 11)

14. TL - Grant Amendment - FY21 Federal High School Program Grants for Career, Technical and Agricultural Education (CTAE).

The State Board of Education authorized the State School Superintendent to amend the grant with attached list of Local Education Agencies (LEAs) by the amount of \$1,853,306 for a cost not to exceed \$21,417,339 in Federal Funds for the purpose of CTAE High School programs. (Appendix 12)

15. TL - Grant Amendment - FY21 State High School Program Grants for Career, Technical and Agricultural Education (CTAE).

The State Board of Education authorized the State School Superintendent to amend the grant with attached list of Local Education Agencies (LEAs) by the amount of \$1,853,306 for a cost not to exceed \$21,417,339 in Federal Funds for the purpose of CTAE High School programs. (Appendix 13)

16. TL – Contract - Sources of Strength, Inc.

The State Board of Education authorized the State School Superintendent to enter into a contract with Sources of Strength, Inc. at a cost not to exceed \$106,000 in Federal Funds for providing training, certification for trainers

and launching the program developed by Sources of Strength as part of the sustainability plan for the School Climate Transformation and project Advancing Wellness and Resiliency in Education (AWARE) grants.

17. **TL – Contract - Allan Vigil Ford Lincoln Mercury, Inc.** The State Board of Education authorized the State School Superintendent to enter into a contract with Allan Vigil Ford Lincoln Mercury, Inc. at a cost not to exceed \$28,283 in State Funds for the purchase of a vehicle.
18. **TL – Grant – Rochester Institute of Technology.** The State Board of Education authorized the State School Superintendent to receive a grant from Rochester Institute of Technology in the amount of \$9,000 in Other Funds for Project Fast Forward dual credit courses for the Atlanta Area School for the Deaf and the Georgia School for the Deaf.
19. **TL – Contract – GRE4T Grant: Georgia Leadership Institute of School Improvement (GLISI).** The State Board of Education authorized the State School Superintendent to enter into a contract with GLISI at a cost not to exceed \$211,243 in Federal Funds for providing services for the Leadership Consortium of the Embrace, Engage, Expand, and Enhance Learning with Technology (GRE4T) grant work.
20. **TL – Contract – GRE4T Grant: RTI International.** The State Board of Education authorized the State School Superintendent to enter into a contract with RTI International at a cost not to exceed \$75,000 in Federal Funds for providing services as the External Evaluator of the Embrace, Engage, Expand, and Enhance learning with Technology (GRE4T) initiative work.
21. **TL – Contract Amendment – College Board Contract for Advanced Placement (AP) Exams.** The State Board of Education authorized the State School Superintendent to amend the contract with College Board that was approved at the August 28, 2020, Board meeting to increase the total maximum compensation from \$3,742,710 to \$3,751,290.
22. **TL - Grant – Launch Years Initiative Grant.** The State Board of Education authorized the State School Superintendent to receive a grant from the University of Texas at Austin in the amount of \$25,000 in Other Funds for supporting the state-wide Launch Years initiative activities.
23. **TS – Contract – Georgia Technology Authority (GTA) – Home Internet Access.** The State Board of Education authorized the State School Superintendent to enter a contract with GTA at a cost not to exceed \$10,053,000 in Other Funds for the purpose of utilizing GTA’s telecommunication contracts and professional services.
24. **TS - Contract - Presidio Networked Solutions.** The State Board of Education authorized the State School Superintendent to enter into a contract with Presidio Networked Solutions

at a cost not to exceed \$278,000 in State Funds for the replacement of Audio Visual (A/V) equipment in the State Board Room and Training Center.

25. **WCS – Contract Amendment – National Alliance on Mental Illness (NAMI Georgia) for Mental Health Awareness Training.** The State Board of Education authorized the State School Superintendent to amend the contract with NAMI Georgia to change the expiration date from March 31, 2021 to June 30, 2021 and to add \$400,000 for Mental Health Awareness Training.
26. **FBO - \$50,000.01 - \$250,000 Recurring Contracts List.** The State Board of Education authorized the State School Superintendent to enter into contracts with the vendors specified in the attachments entitled \$50,000.01 - \$250,000 Recurring Contracts at a cost not to exceed the amounts provided in said attachments. (Appendices 14-23)
27. **TL - Standards - Georgia's K-12 Mathematics Standards (Approval to Post).** The State Board of Education granted permission for the posting of Georgia's K-12 Mathematics Standards for public review and comment. (Appendices 24-26)
28. **TL - Standards - Artificial Intelligence Career Pathways (Approval to Post).** The State Board of Education granted permission for the posting of the Georgia Standards of Excellence for Artificial Intelligence Career Pathway courses for public review and comment. (Appendices 27-29)
29. **TL - Standards - Georgia Standards of Excellence for High School Computer Science (CS) Elective Courses: Data Science I & II, Introduction to Python Programming, and E-sports (Approval to Post).** The State Board of Education granted permission for the posting of the Georgia Standards of Excellence for High School CS Elective Courses: Data Science I & II, Introduction to Python Programming, and E-sports for public review and comment. (Appendices 30-37)
30. **PFEA – Local Board Governance Training Providers FY22.** The State Board of Education (SBOE) approved for the 2021-2022 school year the Local Board Governance Training Providers on the attached list. (Appendix 38)
31. **PFEA – Charter Renewal – Atlanta Neighborhood Charter School.** The State Board of Education renewed a charter for Atlanta Neighborhood Charter School, a grades K-8 local charter school approved by the Atlanta Public Schools Board of Education, for a 5-year term beginning July 1, 2021 and expiring on June 30, 2026.
32. **PFEA – Charter Renewal – Fulton Academy of Science and Technology (FAST).** The State Board of Education renewed a charter for Fulton Academy of Science and Technology, a grades K-8 local charter school approved by the Fulton County Board of Education, for a 5-year term beginning July 1, 2021 and expiring June 30, 2026.

33. **PFEA – Charter Renewal – Skyview High School.** The State Board of Education renewed a charter for Skyview High School, a grades 9-12 local charter school approved by the Fulton County Board of Education, for a 3-year term beginning July 1, 2021 and expiring on June 30, 2024.
34. **PFEA - State Charter Schools Commission Appointments.** The State Board of Education appointed T. Fitz Johnson and reappointed Hunter Hill to the State Charter Schools Commission for a four-year term ending January 16, 2025. (Appendix 39-40)
35. **State Board Meeting – February 18, 2021.** The State Board of Education approved the minutes of the February 18, State Board meeting.
36. **Executive Session Meeting – February 17, 2021.** The State Board of Education approved the minutes of the February 17, 2021 Executive Session meeting.
37. **Personnel.** The State Board of Education approved the March Personnel Report as presented. (Appendix 41)
38. **EAP - Individual Student Waiver - Case # 21-0088.** The State Board of Education approved Individual Student Waiver Case #21-0088.
39. **EAP - Individual Student Waiver - Case # 21-0090.** The State Board of Education approved Individual Student Waiver Case #21-0090.
40. **EAP - Individual Student Waiver - Case # 21-0092.** The State Board of Education approved Individual Student Waiver Case #21-0092.
41. **EAP - Individual Student Waiver - Case # 21-0093.** The State Board of Education approved Individual Student Waiver Case #21-0093.
42. **EAP - Individual Student Waiver - Case # 21-00097.** The State Board of Education approved Individual Student Waiver Case #21-0097.
43. **EAP - Individual Student Waiver - Case # 21-0098.** The State Board of Education approved Individual Student Waiver Case #21-0098.
44. **EAP - Individual Student Waiver - Case # 21-0099.** The State Board of Education approved Individual Student Waiver Case #21-0099.

BUDGET COMMITTEE ITEMS

1. **PFEA - Grant - CARES SEA Reserve Grant for School Nurses.** Upon motion from Mr. Matt Donaldson and a second from Ms. Phenna Petty, the State Board of Education authorized the State School Superintendent to award a grant to Local Education Agencies (LEAs) and GNETS facilities at a cost not to exceed \$5,829,574 in Federal Funds for School Nursing. (Appendix 42)
2. **PFEA – Grant – American Rescue Plan (ARP) Act.** Upon motion from Ms. Lisa Kinnemore and a second from Dr. Stan DeJarnett, the State Board of Education authorized the State School Superintendent to receive a grant from the United States Department of Education in the amount of \$4,249,371,244 in Federal Funds for the purpose of supporting schools as they are impacted by the effects of the COVID-19 Pandemic and allocate \$3,824,434,120 to Local Education Agencies (LEA) in the manner required by law. (Appendix 43)
3. **PFEA – Grant – Coronavirus Response and Relief Supplemental Appropriations Act – Educator Bonuses.** Upon motion from Mr. Jason Downey and a second from Mr. Matt Donaldson, the State Board of Education authorized the State School Superintendent to award a grant to Local Education Agencies (LEAs) and GNETS facilities at a cost not to exceed \$230,558,826.65 in Federal Funds for \$1,000 retention bonuses for educators. (Appendix 44)
4. **PFEA – Grant – Emergency Assistance to Non-Public Schools (EANS).** Upon motion from Ms. Lisa Kinnemore and a second from Mr. Matt Donaldson, the State Board of Education authorized the State School Superintendent to receive a grant from the United States Department of Education in the amount of \$79,175,146 in Federal Funds for the purpose of supporting non-public schools as they are dealing with the effects of the COVID-19 Pandemic.

RULES COMMITTEE ITEMS

1. **TL - Standards - Revision K-12 Health Standards of Excellence (Adoption).** Upon motion from Mr. Matt Donaldson and a second from Ms. Lisa Kinnemore, the State Board of Education adopted the Georgia Standards of Excellence for Health Education which will subsequently be added to the State-Funded List of K-8 Subjects and 9-12 Courses. (Appendices 45-46)
2. **AA - State Board Rule - Rule 160-3-1-.07 Testing Programs – Student Assessment (Adoption).** Upon motion from Mr. Matt Donaldson and a second from Ms. Phenna Petty, the State Board of Education adopted the amendment to State Board of Education Rule 160-3-1-.07 Testing Programs – Student Assessment. (Appendices 47-49)

3. **TL - State Board Rule - 160-4-2-.34 Dual Enrollment (Adoption).** Upon motion from Mr. Matt Donaldson and a second from Mr. Jason Downey, the State Board of Education adopted the amendment to State Board of Education Rule 160-4-2-.34 Dual Enrollment. (Appendices 50-52)
4. **TL - State Board Rule - Rule 160-4-2-.32 Student Support Team (Adoption).** Upon motion from Mr. Mike Long and a second from Mr. Jason Downey, this item was postponed to appear again for consideration at the May 12-13, 2021, State Board Meeting.

EXECUTIVE COMMITTEE ITEMS

1. **Individual Legal Case #2021-04 & 2021-05.** Upon motion from Mr. Matt Donaldson and a second from Ms. Martha Zoller, the State Board of Education voted to reverse, in part, and remand, in part, the decision of the local board in Cases Numbers 2021-04 and 2021-05. (Appendix 53)

Superintendent's Report to the Board

- a) **Workplace Accountability and Efficiency.** In order to address concerns expressed by the State Board, Superintendent Richard Woods spoke briefly about the methods used to monitor GaDOE employees as they work from home. Superintendent Woods relayed that email traffic and phone traffic are used to monitor employees' duties and responsibilities and that members of leadership remarked that efficiency has gone up. Superintendent Woods also expressed that antidotally he has received positive feedback from local school districts regarding GaDOE's responsiveness. Additionally, Superintendent Woods highlighted the increased ability to hire across the state along with the ability to efficiently use tax dollars by consolidation of floors by using the work from home model.

Chair's Report

Mr. Matt Donaldson presented a book written by Twin City Elementary teacher Dena Walden entitled *The Year We Stayed Home* to the Superintendent.

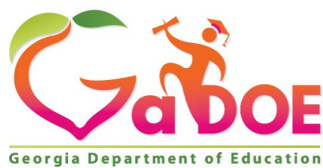
Chair provided an update regarding the State Board retreat in April.

ADJOURNMENT

At 10:43 a.m., by motion of Mr. Mike Long and a second from Mr. Matt Donaldson, a unanimous affirmative vote was given to adjourn. The next regular State Board meeting is scheduled for Thursday, May 13, 2021.

Respectfully Submitted,

Julie James
Recording Secretary



**Budget Committee Meeting Minutes
March 24, 2021
2056 Conference Room 1:00 pm**

Meeting Called to Order: 1:05 p.m.

Attending:

Christopher Shealy
Keith Osburn
Ashley Harris
Allison Timberlake
Kenney Moore
Pat Schofill
John Wight
Stephanie Johnson

Amber McCollum
Jason Downey
Matt Donaldson
Leonte Benton
Scott Johnson
Stan DeJarnett
Rusk Roam

All items were unanimously approved.

Board Items

1. AA – Contract Amendment – Georgia
Milestones Assessment System

- Board member asked for clarification; The Deputy Superintendent - Assessment and Accountability, Allison Timberlake, provided clarification this item allows us to finish out testing for the 2020-2021 school year and additional funds for aligning GA Milestones to the new math standards.

2. AA – Contract Amendment – Georgia
Kindergarten Inventory of Developing
Skills (GKIDS) 2.0

- No questions noted.

3. AA - Grant - Innovative Assessment
Pilot Grant

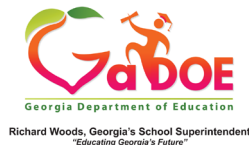
- No questions noted.



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| <p><u>4. FP – Grant – FY21 Grant for Residential and Reintegration Services (GRRS)</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>5. FP – Grant – FY21 High Cost Grant for Special Education</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>6. FP – Grant Amendment– FY21 Federal Formula Grant Allocations Adjustment (Removed from consideration at the March 25, 2021 Board Meeting)</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>7. FBO – AFY 2021 Georgia Department of Education Budget</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>8. FBO – Five Year Local Facilities Plan</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>9. FBO - Steelcase</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>10. FBO – Contract Renewal – Comprehensive Management Application for School Nutrition Department</u></p> | <ul style="list-style-type: none"> • Board Member Donaldson inquired if this was the last renewal amount before go live. CFO responded that he believes this is the last request for this vendor. |
| <p><u>11. FBO - Grant - FY2020 National School Lunch Program Equipment Assistance Grant</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>12. PFEA – Grant – American Rescue Plan (ARP) Act</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>13. PFEA - Grant - CARES SEA Reserve Grant for School Nurses</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>14. PFEA – Grant – Coronavirus Response and Relief Supplemental Appropriations Act – Educator Bonuses</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>15. PFEA – Grant – Emergency Assistance to Non-Public Schools (EANS)</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>16. PFEA - Contract - ClassWallet</u></p> | <ul style="list-style-type: none"> • No questions noted. |
| <p><u>17. SI – Contract – Teach for America FY21</u></p> | <ul style="list-style-type: none"> • No questions noted. |

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| <u>18. TL - Grant Amendment - FY21
Agricultural Education Grants</u> | • No questions noted. |
| <u>19. TL - Grant Amendment - FY21
Federal High School Program Grants
for Career, Technical and Agricultural
Education (CTAE)</u> | • No questions noted. |
| <u>20. TL - Grant Amendment - FY21 State
High School Program Grants for Career,
Technical and Agricultural Education
(CTAE)</u> | • No questions noted. |
| <u>21. TL – Contract - Sources of Strength,
Inc.</u> | • No questions noted. |
| <u>22. TL – Contract - Allan Vigil Ford
Lincoln Mercury, Inc.</u> | • No questions noted. |
| <u>23. TL – Grant – Rochester Institute of
Technology</u> | • No questions noted. |
| <u>24. TL – Contract – GRE4T Grant:
Georgia Leadership Institute of School
Improvement (GLISI)</u> | • No questions noted. |
| <u>25. TL – Contract – GRE4T Grant: RTI
International</u> | • No questions noted. |
| <u>26. TL – Contract Amendment –
College Board Contract for Advanced
Placement (AP) Exams</u> | • No questions noted. |
| <u>27. TL - Grant – Launch Years Initiative
Grant</u> | • No questions noted. |
| <u>28. TS – Contract – Georgia
Technology Authority (GTA) – Home
Internet Access</u> | • No questions noted. |
| <u>29. TS - Contract - Presidio Networked
Solutions</u> | • No questions noted. |
| <u>30. WCS – Contract Amendment –
National Alliance on Mental Illness
(NAMI Georgia) for Mental Health
Awareness Training</u> | • No questions noted.. |
| <u>31. FBO - \$50,000.01 - \$250,000
Recurring Contracts List</u> | • No questions noted. |

Meeting Adjourned: 2:15 p.m.



**State Board of Education Rules Committee
State Board Room, Twin Towers East
March 24, 2021, 1:00 PM**

MINUTES

State Board Members Present: Butch Mosely (Chair), Phenna Petty, Helen Rice, Mike Long, Lisa Kinnemore, Martha Zoller, Scott Sweeney

AGENDA

I. Action Items

- 1. (Post) Georgia's K-12 Mathematics Standards**
– Moved to consent agenda
- 2. (Post) Artificial Intelligence Career Pathways**
– Moved to consent agenda
- 3. (Post) Georgia Standards of Excellence for High School Computer Science (CS) Elective Courses: Data Science I & II, Introduction to Python Programming, and Esports**
– Moved to consent agenda
- 4. (Adopt) Revision K-12 Health Standards of Excellence**
– Moved forward for State Board vote
- 5. (Adopt) 160-3-1-.07 Testing Programs – Student Assessment (160-3-1-.07)**
– Moved forward for State Board vote
- 6. (Adopt) Dual Enrollment (160-4-2-.34)**
– Moved forward for State Board vote
- 7. (Adopt) Student Support Team (160-4-2-.32)**
– Moved forward for State Board vote
- 8. (Approve) Local Board Governance Training Providers FY22**
– Moved to consent agenda

CHARTER SCHOOLS AND DISTRICT FLEXIBILITY COMMITTEE MEETING

Georgia Department of Education
205 Jesse Hill Jr. Dr. SE
Atlanta, Georgia 30334
March 24, 2021 • 2:00 P.M.
MINUTES

CALL TO ORDER

The Charter School and District Flexibility Committee convened on Wednesday, March 24, 2021 at 2:00 pm.

ATTENDEES

State Board of Education:

Mr. Leonte Benton

Dr. David “Butch” Mosely

Dr. Stan DeJarnett

Ms. Phenna Petty

Mr. Matt W. Donaldson

Ms. Helen Rice

Mr. Jason Downey

Mr. Mike Royal (via conference call)

Mr. Scott Johnson

Mr. Scott Sweeney

Ms. Lisa Kinnemore

Ms. Martha Zoller

Mr. Mike Long

Others participating:

Mr. Richard Woods

Ms. Tiffany Taylor

GUEST RECOGNITION

Committee Chairman DeJarnett acknowledged guests representing the three charter schools seeking renewal in 2021.

CHARTER SCHOOL RENEWALS

1. Atlanta Neighborhood Charter School (“ANCS”)
 - Ms. Taylor presented renewal information for ANCS.
 - ANCS Executive Director Chuck Meadows shared information about the charter school. Other ANCS representatives present were ANCS Board Chair Dr. Kristen Frenzel and Elementary Principal Lara Zelski.

- State Board members asked questions and discussion ensued.
 - ANCS's charter renewal was placed on the consent agenda for the March 25, 2021 State Board meeting.
2. Fulton Academy of Science and Technology ("FAST")
- Ms. Taylor presented renewal information for FAST.
 - FAST Board Chair Joseph Akpan and Board Member June Erickson shared information about the charter school (via conference call). Other FAST representatives present via conference call were Board Member Yvonne Lampkin Fowlkes and Principal Stan Beiner. Fulton County Schools Charter Liaison Andrea Cooper-Gatewood also shared information about FAST via conference call.
 - FAST's charter renewal was placed on the consent agenda for the March 25, 2021 State Board meeting.
3. Skyview High School
- Ms. Taylor presented renewal information for Skyview.
 - Skyview Board Treasurer Josh Chamberlain and Principal William Strickland shared information about the charter school. Fulton County Schools Charter Liaison Andrea Cooper-Gatewood was also present via conference call.
 - State Board members asked questions and discussion ensued.
 - Skyview's charter renewal was placed on the consent agenda for the March 25, 2021 State Board meeting.

STATE CHARTER SCHOOLS COMMISSION ("SCSC") APPOINTMENTS

4. Commission Appointments
- Ms. Taylor presented the recommendation to appoint T. Fitz Johnson and reappoint Hunter Hill to the State Charter Schools Commission.
 - SCSC Executive Director Lauren Holcomb was also present.
 - The SCSC appointments were placed on the consent agenda for the March 25, 2021 State Board meeting.

ADJOURNMENT

Ms. Taylor recognized SCSC Executive Director Lauren Holcomb, Georgia Charter Schools Association Executive Vice President of Policy and External Affairs Dr. Bonnie Holliday, and Department of Education staff members Allen Mueller (Director of Charter Schools and Flexibility Division) and Yoshana J. Hill (Staff Attorney).

Ms. Holcomb provided an update on SB 153.

Dr. DeJarnett adjourned the meeting.



State Board of Education Meeting
Executive Session Minutes
March 24, 2021
12:00p.m.

Attendees (in-person)

Ms. Helen Rice
Ms. Lisa Kinnemore
Mr. Kenneth Mason
Mr. Scott Sweeney
Mr. Mike Long
Dr. David "Butch" Mosely

Mr. Scott Johnson
Dr. Stan DeJarnett
Mr. Matt Donaldson
Mr. Leonte Benton
Ms. Martha Zoller

Ms. Phenna Petty
Supt. Richard Woods
Ms. Arveeta Turner
Mr. Jason Downey

Attendees (via conference call)

Ms. Stacey Suber-Drake
Ms. Susan Haynes
Mr. Matt Jones

Agenda

1. **Personnel.** Ms. Arveeta Turner presented the March 2021 personnel recommendations.
2. **Legal.** Ms. Stacey Suber-Drake reviewed the March 2021 legal executive summary and one appeal.

Adjournment

The Executive Session adjourned at 12:55 p.m.

Innovative Assessment Pilot – Participating LEAs

Consortia	Member in Year 2 2020-2021
GMAP	Barrow County
	Clayton County
	Dalton City
	Floyd County
	Haralson County
	Jackson County
	Jasper County
	Marietta City
	Chattooga County (affiliate)
	Evans County (affiliate)
	Oglethorpe County (affiliate)
	Social Circle City (affiliate)
	Trion City (affiliate)
	Georgia Cyber Academy (participating)
Putnam	Calhoun City
	Cook County
	Dougherty County
	Fayette County
	Floyd County
	Liberty County
	Putnam County
	Ben Hill County
	Candler County
	Chattooga County
	Emanuel County
	Mitchell County
	Scintilla Charter Academy
	Statesboro STEAM Academy
	Troup County

FY21 Grant for Residential and Reintegration Services

LEA	Requested Amount	Preliminary Approved Amount	Total	Local %	LEA Cost	Allocations Total
Catoosa 1	\$ 113,830.00	\$ 113,830.00	\$ 113,830	28.82%	\$ 32,806	\$ 81,024
Cobb County 1	\$ 255,961.25	\$ 255,961.25	\$ 255,961	47.93%	\$ 122,682	\$ 133,279
Cobb County 2	\$ 255,562.50	\$ 255,562.50	\$ 255,563	47.93%	\$ 122,491	\$ 133,071
Cobb County 3	\$ 139,380.00	\$ 139,380.00	\$ 139,380	47.93%	\$ 66,805	\$ 72,575
Dekalb 1	\$ 153,643.62	\$ 153,643.62	\$ 153,644	44.82%	\$ 68,863	\$ 84,781
Forsyth 1	\$ 238,605.00	\$ 238,605.00	\$ 238,605	47.40%	\$ 113,099	\$ 125,506
Gwinnett 1	\$ 323,070.00	\$ 323,070.00	\$ 323,070	38.88%	\$ 125,610	\$ 197,460
Union 1	\$ 108,000.00	\$ 108,000.00	\$ 108,000	48.36%	\$ 52,229	\$ 55,771
Walker 1	\$ 196,518.92	\$ 196,518.92	\$ 196,519	26.25%	\$ 51,586	\$ 144,933
			\$ -		\$ -	\$ -
			\$ -		\$ -	\$ -
			\$ 1,784,571		\$ 756,170	\$ 1,028,401

Total Funds Appropriated for this grant:

\$1,489,868

FY21 High Cost Grant

District	Application ID	Funds Requested	Application Approval	Funds Approved in Application	FY21 Final Approved Amount
Bartow County School System	135	\$ 98,643.97	Yes	\$ 98,643.97	
Bartow County School System	66	\$ 54,688.67	Yes	\$ 54,688.67	
Bartow County School System	194	\$ 25,283.58	Yes	\$ 25,283.58	
Bartow County School System	65	\$ 47,840.03	Yes	\$ 47,840.03	
Total: 4 Applications				\$ 226,456.25	\$ 98,287
Bibb County Public Schools	245	\$ 97,660.00	Yes	\$ 97,660.00	
Bibb County Public Schools	249	\$ 16,003.00	Yes	\$ 16,003.00	
Bibb County Public Schools	247	\$ 27,320.00	Yes	\$ 27,320.00	
Bibb County Public Schools	248	\$ 42,564.00	Yes	\$ 42,564.00	
Total: 4 Applications				\$ 183,547.00	\$ 79,663
Buford City Schools	252	\$ 28,962.08	Yes	\$ 28,962.08	
Total: 1 Application				\$ 28,962.08	\$ 12,570
Bulloch County Public Schools	193	\$ 22,260.89	Yes	\$ 22,260.89	
Bulloch County Public Schools	192	\$ 81,889.53	Yes	\$ 81,889.53	
Total: 2 Applications				\$ 104,150.42	\$ 45,204
Calhoun City Public Schools	26	\$ 31,268.54	Yes	\$ 31,268.54	
Calhoun City Public Schools	195	\$ 3,696.78	Yes	\$ 3,696.78	
Total: 2 Applications				\$ 34,965.32	\$ 15,176
Candler County Public Schools	108	\$ 14,975.00	Yes	\$ 14,975.00	
Total: 1 Application				\$ 14,975.00	\$ 6,500
Carroll County Public Schools	174	\$ 46,831.68	Yes	\$ 46,831.68	
Carroll County Public Schools	173	\$ 16,279.97	Yes	\$ 16,279.97	
Carroll County Public Schools	25	\$ 58,430.07	Yes	\$ 58,430.07	
Carroll County Public Schools	27	\$ 77,972.00	Yes	\$ 77,972.00	
Total: 4 Applications				\$ 199,513.72	\$ 86,593
Catoosa County Public Schools	42	\$ 21,928.88	Yes	\$ 21,928.88	
Catoosa County Public Schools	45	\$ 18,198.69	Yes	\$ 18,198.69	
Catoosa County Public Schools	191	\$ 12,142.05	Yes	\$ 12,142.05	
Catoosa County Public Schools	47	\$ 27,979.72	Yes	\$ 27,979.72	

FY21 High Cost Grant

Total: 4 Applications				\$ 80,249.34	\$ 34,830
Cherokee County School District	144	\$ 31,325.43	Yes	\$ 31,325.43	
Cherokee County School District	146	\$ 27,198.14	Yes	\$ 27,198.14	
Cherokee County School District	147	\$ 27,135.80	Yes	\$ 27,135.80	
Cherokee County School District	145	\$ 31,441.66	Yes	\$ 31,441.66	
Cherokee County School District	141	\$ 38,608.64	Yes	\$ 38,608.64	
Cherokee County School District	142	\$ 23,809.73	Yes	\$ 23,809.73	
Cherokee County School District	140	\$ 37,966.22	Yes	\$ 37,966.22	
Cherokee County School District	143	\$ 36,692.46	Yes	\$ 36,692.46	
Cherokee County School District	148	\$ 25,815.78	Yes	\$ 25,815.78	
Cherokee County School District	137	\$ 48,148.67	Yes	\$ 48,148.67	
Cherokee County School District	138	\$ 47,912.28	Yes	\$ 47,912.28	
Total: 11 Applications				\$ 376,054.81	\$ 163,216
Clarke County Public Schools	255	\$ 87,252.51	Yes	\$ 87,252.51	
Clarke County Public Schools	256	\$ 62,613.65	Yes	\$ 62,613.65	
Clarke County Public Schools	257	\$ 52,161.58	Yes	\$ 52,161.58	
Clarke County Public Schools	246	\$ 53,808.00	Yes	\$ 53,808.00	
Total: 4 Applications				\$ 255,835.74	\$ 111,038
Clayton County Public Schools	125	\$ 37,383.00	Yes	\$ 37,383.00	
Clayton County Public Schools	115	\$ 21,054.15	Yes	\$ 21,054.15	
Clayton County Public Schools	104	\$ 13,834.00	Yes	\$ 13,834.00	
Clayton County Public Schools	118	\$ 18,475.00	Yes	\$ 18,475.00	
Clayton County Public Schools	120	\$ 22,843.00	Yes	\$ 22,843.00	
Clayton County Public Schools	124	\$ 21,602.00	Yes	\$ 21,602.00	
Clayton County Public Schools	119	\$ 24,617.00	Yes	\$ 24,617.00	
Clayton County Public Schools	116	\$ 15,494.46	Yes	\$ 15,494.46	
Clayton County Public Schools	121	\$ 15,782.25	Yes	\$ 15,782.25	
Clayton County Public Schools	123	\$ 23,378.40	Yes	\$ 23,378.40	
Clayton County Public Schools	122	\$ 15,066.60	Yes	\$ 15,066.60	
Clayton County Public Schools	117	\$ 17,395.00	Yes	\$ 17,395.00	
Total: 12 Applications				\$ 246,924.86	\$ 107,171
Cobb County Public Schools	158	\$ 28,832.74	Yes	\$ 28,832.74	
Cobb County Public Schools	201	\$ 46,699.03	Yes	\$ 46,699.03	

FY21 High Cost Grant

Cobb County Public Schools	82	\$	42,179.27	Yes	\$	42,179.27	
Cobb County Public Schools	86	\$	34,934.05	Yes	\$	34,934.05	
Cobb County Public Schools	80	\$	76,729.19	Yes	\$	76,729.19	
Cobb County Public Schools	70	\$	42,277.69	Yes	\$	42,277.69	
Cobb County Public Schools	94	\$	24,302.04	Yes	\$	24,302.04	
Cobb County Public Schools	88	\$	28,960.13	Yes	\$	28,960.13	
Cobb County Public Schools	87	\$	21,358.84	Yes	\$	21,358.84	
Cobb County Public Schools	96	\$	30,668.06	Yes	\$	30,668.06	
Cobb County Public Schools	190	\$	41,506.81	Yes	\$	41,506.81	
Cobb County Public Schools	197	\$	31,603.52	Yes	\$	31,603.52	
Cobb County Public Schools	90	\$	43,673.83	Yes	\$	43,673.83	
Cobb County Public Schools	79	\$	72,044.97	Yes	\$	72,044.97	
Cobb County Public Schools	89	\$	40,973.98	Yes	\$	40,973.98	
Total: 15 Applications					\$	606,744.15	\$ 263,340
Columbia County Public Schools	85	\$	29,197.61	Yes	\$	29,197.61	
Columbia County Public Schools	76	\$	19,165.08	Yes	\$	19,165.08	
Columbia County Public Schools	77	\$	34,251.27	Yes	\$	34,251.27	
Columbia County Public Schools	72	\$	43,455.00	Yes	\$	38,597.37	
Columbia County Public Schools	74	\$	69,114.79	Yes	\$	69,114.79	
Columbia County Public Schools	73	\$	28,155.29	Yes	\$	28,155.29	
Columbia County Public Schools	75	\$	9,986.41	Yes	\$	9,986.41	
Total: 7 Applications					\$	228,467.82	\$ 99,160
Coweta Charter Academy	198	\$	96,758.00	Yes	\$	96,758.00	
Total: 1 Application					\$	96,758.00	\$ 41,995
Crawford County Schools	36	\$	74,062.30	Yes	\$	51,382.30	
Total: 1 Application					\$	51,382.30	\$ 22,301
Dalton City Public Schools	254	\$	26,528.57	Yes	\$	26,528.57	
Dalton City Public Schools	251	\$	45,832.62	Yes	\$	45,832.62	
Total: 2 Applications					\$	72,361.19	\$ 31,406
Decatur City Public Schools	23	\$	22,728.00	Yes	\$	22,728.00	
Decatur City Public Schools	105	\$	56,032.00	Yes	\$	56,032.00	
Total: 2 Applications					\$	78,760.00	\$ 34,184
Dekalb County Public Schools	5	\$	18,586.00	Yes	\$	18,586.00	

FY21 High Cost Grant

Dekalb County Public Schools	6	\$	75,233.84	Yes	\$	67,541.84	
Dekalb County Public Schools	7	\$	52,994.00	Yes	\$	51,766.00	
Dekalb County Public Schools	8	\$	100,193.00	Yes	\$	94,991.00	
Dekalb County Public Schools	13	\$	8,623.60	Yes	\$	6,882.00	
Dekalb County Public Schools	9	\$	133,948.00	Yes	\$	133,948.00	
Dekalb County Public Schools	10	\$	141,107.00	Yes	\$	141,107.00	
Dekalb County Public Schools	11	\$	14,407.00	Yes	\$	14,407.00	
Dekalb County Public Schools	12	\$	29,458.00	Yes	\$	29,458.00	
Dekalb County Public Schools	14	\$	40,538.00	Yes	\$	40,538.00	
Dekalb County Public Schools	15	\$	9,120.00	Yes	\$	9,120.00	
Dekalb County Public Schools	16	\$	9,857.00	Yes	\$	9,857.00	
Dekalb County Public Schools	18	\$	22,221.00	Yes	\$	22,221.00	
Dekalb County Public Schools	19	\$	72,169.00	Yes	\$	72,169.00	
Dekalb County Public Schools	17	\$	47,368.00	Yes	\$	47,368.00	
Total: 15 Applications					\$	759,959.84	\$ 329,839
Douglas County School System	234	\$	46,414.68	Yes	\$	45,214.68	
Douglas County School System	240	\$	30,283.26	Yes	\$	30,283.26	
Douglas County School System	241	\$	14,677.15	Yes	\$	14,677.15	
Douglas County School System	235	\$	18,393.39	Yes	\$	18,393.39	
Douglas County School System	239	\$	42,294.47	Yes	\$	42,294.47	
Douglas County School System	238	\$	51,263.82	Yes	\$	51,263.82	
Douglas County School System	243	\$	17,770.81	Yes	\$	17,770.81	
Douglas County School System	232	\$	53,303.16	Yes	\$	53,303.16	
Total: 8 Applications					\$	273,200.74	\$ 118,575
Effingham County Public Schools	31	\$	131,847.63	Yes	\$	131,847.63	
Effingham County Public Schools	37	\$	27,002.34	Yes	\$	27,002.34	
Effingham County Public Schools	40	\$	20,406.95	Yes	\$	17,005.79	
Effingham County Public Schools	32	\$	65,099.21	Yes	\$	65,099.21	
Total: 4 Applications					\$	240,954.97	\$ 104,580
Fayette County Public Schools	93	\$	37,714.00	Yes	\$	37,714.00	
Fayette County Public Schools	92	\$	30,868.00	Yes	\$	30,868.00	
Fayette County Public Schools	91	\$	48,051.00	Yes	\$	48,051.00	
Fayette County Public Schools	68	\$	65,085.00	Yes	\$	65,085.00	

FY21 High Cost Grant

Fayette County Public Schools	69	\$	43,184.00	Yes	\$	43,184.00	
Total: 5 Applications					\$	224,902.00	\$ 97,612
Floyd County Public Schools	67	\$	62,798.02	Yes	\$	62,798.02	
Floyd County Public Schools	35	\$	49,446.28	Yes	\$	49,446.28	
Floyd County Public Schools	109	\$	56,853.93	Yes	\$	56,853.93	
Total: 3 Applications					\$	169,098.23	\$ 73,392
Forsyth County Public Schools	48	\$	20,407.00	Yes	\$	15,305.00	
Forsyth County Public Schools	49	\$	19,387.00	Yes	\$	14,540.00	
Forsyth County Public Schools	50	\$	7,288.00	Yes	\$	4,858.66	
Forsyth County Public Schools	51	\$	8,773.00	Yes	\$	8,041.00	
Forsyth County Public Schools	46	\$	28,650.00	Yes	\$	19,100.00	
Forsyth County Public Schools	52	\$	20,097.00	Yes	\$	11,723.00	
Forsyth County Public Schools	53	\$	6,842.00	Yes	\$	3,634.33	
Forsyth County Public Schools	54	\$	22,610.00	Yes	\$	18,841.00	
Forsyth County Public Schools	55	\$	6,305.00	Yes	\$	4,728.00	
Forsyth County Public Schools	56	\$	20,981.00	Yes	\$	13,986.00	
Forsyth County Public Schools	61	\$	6,118.00	Yes	\$	4,588.50	
Forsyth County Public Schools	62	\$	7,519.00	Yes	\$	5,012.00	
Forsyth County Public Schools	63	\$	19,943.00	Yes	\$	13,294.00	
Forsyth County Public Schools	210	\$	42,701.00	Yes	\$	42,701.00	
Total: 14 Applications					\$	180,352.49	\$ 78,277
Fulton County Public Schools	107	\$	46,773.04	Yes	\$	46,773.04	
Fulton County Public Schools	126	\$	56,130.34	Yes	\$	56,130.34	
Fulton County Public Schools	128	\$	30,459.75	Yes	\$	30,459.75	
Fulton County Public Schools	129	\$	34,752.81	Yes	\$	34,752.81	
Fulton County Public Schools	130	\$	73,838.99	Yes	\$	73,838.99	
Fulton County Public Schools	132	\$	49,915.66	Yes	\$	49,915.66	
Fulton County Public Schools	133	\$	28,414.96	Yes	\$	28,414.96	
Fulton County Public Schools	139	\$	39,960.23	Yes	\$	39,960.23	
Fulton County Public Schools	151	\$	136,641.63	Yes	\$	136,641.63	
Fulton County Public Schools	152	\$	4,593.53	Yes	\$	4,593.53	
Fulton County Public Schools	161	\$	28,656.70	Yes	\$	28,656.70	
Fulton County Public Schools	165	\$	76,913.20	Yes	\$	76,913.20	

FY21 High Cost Grant

Fulton County Public Schools	167	\$	54,715.58	Yes	\$	54,715.58	
Fulton County Public Schools	169	\$	106,211.05	Yes	\$	106,211.05	
Fulton County Public Schools	170	\$	94,416.26	Yes	\$	94,416.26	
Total: 15 Applications					\$	862,393.73	\$ 374,298
Glascoc County School District	214	\$	70,218.00	Yes	\$	70,218.00	
Glascoc County School District	203	\$	23,382.77	Yes	\$	23,382.77	
Total: 2 Applications					\$	93,600.77	\$ 40,625
Glynn County Public Schools	231	\$	22,021.61	Yes	\$	18,351.34	
Glynn County Public Schools	230	\$	18,953.96	Yes	\$	18,953.96	
Glynn County Public Schools	237	\$	33,195.81	Yes	\$	33,195.81	
Glynn County Public Schools	233	\$	11,552.02	Yes	\$	11,552.02	
Total: 4 Applications					\$	82,053.13	\$ 35,613
Gwinnett County Public Schools	100	\$	270,852.11	Yes	\$	270,852.11	
Gwinnett County Public Schools	178	\$	42,137.23	Yes	\$	42,137.23	
Gwinnett County Public Schools	179	\$	54,122.47	Yes	\$	54,122.47	
Gwinnett County Public Schools	103	\$	61,713.85	Yes	\$	61,713.85	
Gwinnett County Public Schools	176	\$	82,842.29	Yes	\$	82,842.29	
Gwinnett County Public Schools	177	\$	100,563.36	Yes	\$	100,563.36	
Gwinnett County Public Schools	180	\$	32,603.10	Yes	\$	32,603.10	
Gwinnett County Public Schools	182	\$	56,747.12	Yes	\$	56,747.12	
Gwinnett County Public Schools	181	\$	88,418.76	Yes	\$	88,418.75	
Gwinnett County Public Schools	101	\$	270,463.08	Yes	\$	270,463.08	
Gwinnett County Public Schools	183	\$	65,608.30	Yes	\$	65,608.30	
Gwinnett County Public Schools	184	\$	41,481.56	Yes	\$	41,481.56	
Gwinnett County Public Schools	185	\$	73,404.00	Yes	\$	73,404.00	
Gwinnett County Public Schools	102	\$	275,632.13	Yes	\$	275,632.13	
Gwinnett County Public Schools	186	\$	88,426.55	Yes	\$	88,426.56	
Total: 15 Applications					\$	1,605,015.91	\$ 696,612
Habersham County Public Schools	38	\$	75,148.00	Yes	\$	8,521.90	
Habersham County Public Schools	39	\$	88,397.00	Yes	\$	88,397.00	
Total: 2 Applications					\$	96,918.90	\$ 42,065
Hall County Public Schools	154	\$	75,472.30	Yes	\$	41,781.22	
Hall County Public Schools	160	\$	59,552.86	Yes	\$	59,552.86	

FY21 High Cost Grant

Hall County Public Schools	164	\$	67,580.61	Yes	\$	67,580.61	
Hall County Public Schools	157	\$	25,276.23	Yes	\$	25,276.23	
Hall County Public Schools	159	\$	51,666.90	Yes	\$	51,666.90	
Total: 5 Applications					\$	245,857.82	\$ 106,708
Haralson County Public Schools	21	\$	30,585.66	Yes	\$	30,585.66	
Haralson County Public Schools	22	\$	28,590.44	Yes	\$	28,590.44	
Total: 2 Applications					\$	59,176.10	\$ 25,684
Henry County Schools	60	\$	65,057.68	Yes	\$	65,057.68	
Henry County Schools	57	\$	26,377.19	Yes	\$	26,377.19	
Henry County Schools	58	\$	22,690.84	Yes	\$	22,690.84	
Henry County Schools	59	\$	18,586.97	Yes	\$	15,489.14	
Total: 4 Applications					\$	129,614.85	\$ 56,256
Houston County Public Schools	172	\$	35,386.64	Yes	\$	35,386.64	
Houston County Public Schools	136	\$	113,451.87	Yes	\$	47,271.61	
Houston County Public Schools	156	\$	22,820.98	Yes	\$	22,820.98	
Houston County Public Schools	131	\$	394,669.30	Yes	\$	394,669.30	
Houston County Public Schools	175	\$	31,779.54	Yes	\$	31,779.54	
Total: 5 Applications					\$	531,928.07	\$ 230,869
Jackson County Public Schools	44	\$	75,598.38	Yes	\$	75,091.82	
Jackson County Public Schools	43	\$	164,760.76	Yes	\$	147,504.39	
Total: 2 Applications					\$	222,596.21	\$ 96,612
Jefferson County Public Schools	153	\$	12,028.75	Yes	\$	12,028.75	
Jefferson County Public Schools	244	\$	83,680.76	Yes	\$	83,680.76	
Total: 2 Applications					\$	95,709.51	\$ 41,540
Lanier County Schools	71	\$	88,430.68	Yes	\$	88,430.68	
Lanier County Schools	114	\$	44,189.73	Yes	\$	44,189.73	
Total: 2 Applications					\$	132,620.41	\$ 57,560
Laurens County Public Schools	188	\$	19,025.70	Yes	\$	19,025.70	
Laurens County Public Schools	187	\$	17,803.13	Yes	\$	17,803.13	
Total: 2 Applications					\$	36,828.83	\$ 15,985
Lee County Public Schools	95	\$	46,350.59	Yes	\$	46,350.59	
Lee County Public Schools	253	\$	38,079.85	Yes	\$	38,079.85	
Total: 2 Applications					\$	84,430.44	\$ 36,645

FY21 High Cost Grant

Liberty County School System	127	\$	36,352.99	Yes	\$	35,763.61	
Liberty County School System	150	\$	31,929.77	Yes	\$	31,744.87	
Liberty County School System	189	\$	10,007.04	Yes	\$	8,339.20	
Total: 3 Applications					\$	75,847.68	\$ 32,920
Lowndes County Public Schools	134	\$	33,935.00	Yes	\$	33,935.00	
Total: 1 Application					\$	33,935.00	\$ 14,729
Lumpkin County Public Schools	196	\$	92,905.39	Yes	\$	92,905.39	
Total: 1 Application					\$	92,905.39	\$ 40,323
Marietta City Schools	236	\$	84,789.71	Yes	\$	84,789.71	
Marietta City Schools	229	\$	132,752.70	Yes	\$	132,752.70	
Total: 2 Applications					\$	217,542.41	\$ 94,418
Morgan County Public Schools	98	\$	81,008.77	Yes	\$	32,403.51	
Morgan County Public Schools	97	\$	34,195.21	Yes	\$	34,195.21	
Total: 2 Applications					\$	66,598.72	\$ 28,905
Newton County Public Schools	204	\$	8,924.48	Yes	\$	8,924.48	
Newton County Public Schools	205	\$	29,225.48	Yes	\$	29,225.48	
Newton County Public Schools	206	\$	31,162.45	Yes	\$	31,162.45	
Newton County Public Schools	207	\$	23,154.50	Yes	\$	23,154.50	
Newton County Public Schools	208	\$	7,800.79	Yes	\$	7,800.79	
Newton County Public Schools	209	\$	51,201.28	Yes	\$	51,201.28	
Total: 6 Applications					\$	151,468.98	\$ 65,741
Paulding County School District	221	\$	75,290.82	Yes	\$	75,290.82	
Paulding County School District	220	\$	92,698.77	Yes	\$	92,698.77	
Paulding County School District	224	\$	61,356.29	Yes	\$	61,356.29	
Paulding County School District	222	\$	79,412.82	Yes	\$	79,412.82	
Paulding County School District	223	\$	67,728.54	Yes	\$	67,728.54	
Paulding County School District	217	\$	71,123.94	Yes	\$	71,123.94	
Paulding County School District	226	\$	15,794.39	Yes	\$	15,794.39	
Paulding County School District	202	\$	90,619.43	Yes	\$	90,619.43	
Paulding County School District	227	\$	61,928.28	Yes	\$	61,928.28	
Paulding County School District	225	\$	50,448.79	Yes	\$	50,448.79	
Total: 10 Applications					\$	666,402.07	\$ 289,233
Peach County Public Schools	20	\$	24,686.11	Yes	\$	24,686.11	

FY21 High Cost Grant

Peach County Public Schools	199	\$	19,870.57	Yes	\$	19,870.57	
Total: 2 Applications					\$	44,556.68	\$ 19,339
Putnam County Public Schools	111	\$	19,447.80	Yes	\$	11,282.65	
Putnam County Public Schools	110	\$	10,722.74	Yes	\$	10,722.74	
Total: 2 Applications					\$	22,005.39	\$ 9,551
Rockdale County Public Schools	218	\$	24,752.84	Yes	\$	24,752.84	
Rockdale County Public Schools	219	\$	31,152.66	Yes	\$	31,152.66	
Rockdale County Public Schools	216	\$	27,648.19	Yes	\$	27,648.19	
Rockdale County Public Schools	215	\$	28,261.15	Yes	\$	28,261.15	
Total: 4 Applications					\$	111,814.84	\$ 48,530
Rome City Public Schools	242	\$	21,506.93	Yes	\$	21,506.93	
Rome City Public Schools	260	\$	6,879.45	Yes	\$	6,879.45	
Total: 2 Applications					\$	28,386.38	\$ 12,320
Spalding County Public Schools	113	\$	16,807.71	Yes	\$	16,807.71	
Spalding County Public Schools	112	\$	7,261.02	Yes	\$	7,261.02	
Total: 2 Applications					\$	24,068.73	\$ 10,446
Thomas County Public Schools	83	\$	46,041.10	Yes	\$	46,041.10	
Thomas County Public Schools	84	\$	47,318.03	Yes	\$	47,318.03	
Thomas County Public Schools	250	\$	37,864.95	Yes	\$	37,864.95	
Total: 3 Applications					\$	131,224.08	\$ 56,954
Tift County Schools	106	\$	51,795.10	Yes	\$	51,795.10	
Total: 1 Application					\$	51,795.10	\$ 22,480
Troup County Public Schools	168	\$	46,218.85	Yes	\$	46,218.85	
Troup County Public Schools	171	\$	44,722.00	Yes	\$	44,722.00	
Total: 2 Applications					\$	90,940.85	\$ 39,470
Valdosta City Schools	162	\$	17,209.21	Yes	\$	17,209.21	
Valdosta City Schools	163	\$	9,662.60	Yes	\$	6,441.72	
Valdosta City Schools	149	\$	27,693.63	Yes	\$	16,154.62	
Total: 3 Applications					\$	39,805.55	\$ 17,277
Walker County Public Schools	33	\$	53,304.04	Yes	\$	53,304.04	
Walker County Public Schools	259	\$	51,274.09	Yes	\$	51,274.09	
Walker County Public Schools	34	\$	54,231.36	Yes	\$	54,231.36	
Walker County Public Schools	258	\$	45,975.06	Yes	\$	45,975.06	

FY21 High Cost Grant

Total: 4 Applications				\$ 204,784.55	\$ 88,881
Ware County Public Schools	211	\$ 137,400.00	Yes	\$ 73,248.00	
Ware County Public Schools	212	\$ 28,404.00	Yes	\$ 28,404.00	
Ware County Public Schools	213	\$ 42,095.00	Yes	\$ 42,095.00	
Total: 3 Applications				\$ 143,747.00	\$ 62,389
Wayne County Public Schools	200	\$ 74,421.40	Yes	\$ 74,421.40	
Total: 1 Application				\$ 74,421.40	\$ 32,301
White County Public Schools	30	\$ 116,326.28	Yes	\$ 116,326.28	
White County Public Schools	29	\$ 118,241.00	Yes	\$ 118,241.00	
Total: 2 Applications				\$ 234,567.28	\$ 101,807
Total Applications: 246				\$ 11,520,139.09	\$ 4,999,994

	<i>provide funds for operations and marketing at the Georgia World Congress Center Authority (\$3,000,000).)</i>		
1234	Restore funds to the Georgia Historical Society to reflect a 10% budget reduction. (CC:Increase funds to restore the Georgia Historical Society.)	\$50,000	\$50,000
1235	Amount appropriated in this Act	\$14,442,988	\$14,442,988

Section 24: Education, Department of

1236	Total Funds	\$12,369,580,622
1237	Federal Funds and Grants	\$2,096,148,714
1238	Maternal and Child Health Services Block Grant (CFDA 93.994)	\$112,501
1239	Federal Funds Not Specifically Identified	\$2,096,036,213
1240	Federal Recovery Funds	\$2,333,773
1241	Federal Recovery Funds Not Specifically Identified	\$2,333,773
1242	Other Funds	\$28,211,020
1243	Other Funds - Not Specifically Identified	\$28,211,020
1244	State Funds	\$10,242,887,115
1245	State General Funds	\$10,242,887,115

The formula calculation for Quality Basic Education funding assumes a base unit cost of \$2,775.21. In addition, all local school system allotments for Quality Basic Education shall be made in accordance with funds appropriated by this Act.

24.1. Agricultural Education

Purpose: The purpose of this appropriation is to assist local school systems with developing and funding agricultural education programs, and to provide afterschool and summer educational and leadership opportunities for students.

1246	Total Funds	\$14,850,373
1247	Federal Funds and Grants	\$482,773
1248	Federal Funds Not Specifically Identified	\$482,773
1249	Other Funds	\$3,060,587
1250	Other Funds - Not Specifically Identified	\$3,060,587
1251	State Funds	\$11,307,013
1252	State General Funds	\$11,307,013

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1253	Amount from previous Appropriations Act (HB 793) as amended	\$10,715,588
1254	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$2,153
1255	Increase funds to offset the austerity reduction for the Area Teacher Program, Extended Day/Year, Young Farmers, and Youth Camps. (CC:Increase funds to offset the austerity reduction for the Area Teacher Program, Extended Day/Year, Young Farmers, and Youth Camps.)	\$589,272
1256	Reflect the continued use of \$1,500,000 in federal funds for Youth Camps to prevent, prepare for, and respond to the COVID-19 pandemic. (CC:Yes)	\$0
1257	Amount appropriated in this Act	\$11,307,013
		\$14,850,373

24.2. Business and Finance Administration

Purpose: The purpose of this appropriation is to provide administrative support for business, finance, facilities, and pupil transportation.

1258	Total Funds	\$16,716,377
1259	Federal Funds and Grants	\$426,513
1260	Federal Funds Not Specifically Identified	\$426,513
1261	Other Funds	\$9,207,077
1262	Other Funds - Not Specifically Identified	\$9,207,077
1263	State Funds	\$7,082,787
1264	State General Funds	\$7,082,787

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1265	Amount from previous Appropriations Act (HB 793) as amended	\$7,036,497
1266	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$46,290
1267	Amount appropriated in this Act	\$7,082,787
		\$16,716,377

24.3. Central Office

Purpose: The purpose of this appropriation is to provide administrative support to the State Board of Education, Departmental programs, and local school systems.

1268	Total Funds	\$29,010,627
1269	Federal Funds and Grants	\$24,472,585
1270	Federal Funds Not Specifically Identified	\$24,472,585
1271	Other Funds	\$487,859
1272	Other Funds - Not Specifically Identified	\$487,859
1273	State Funds	\$4,050,183
1274	State General Funds	\$4,050,183

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1275	Amount from previous Appropriations Act (HB 793) as amended	\$4,003,893
1276	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$46,290
1277	Amount appropriated in this Act	\$4,050,183

24.4. Charter Schools

Purpose: The purpose of this appropriation is to authorize charter schools and charter systems and to provide funds for competitive grants for planning, implementation, facilities, and operations of those entities.

1278	Total Funds	\$27,588,743
1279	Federal Funds and Grants	\$23,475,000
1280	Federal Funds Not Specifically Identified	\$23,475,000
1281	State Funds	\$4,113,743
1282	State General Funds	\$4,113,743

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1283	Amount from previous Appropriations Act (HB 793) as amended	\$4,111,590
1284	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$2,153
1285	Amount appropriated in this Act	\$4,113,743

24.5. Communities in Schools

Purpose: The purpose of this appropriation is to support Performance Learning Centers and maintain a network of local affiliate organizations across the state, and to partner with other state and national organizations to support student success in school and beyond.

1286	Total Funds	\$1,370,976
1287	State Funds	\$1,370,976
1288	State General Funds	\$1,370,976

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1289	Amount from previous Appropriations Act (HB 793) as amended	\$1,285,290
1290	Increase funds to offset the austerity reduction to local affiliates.	\$85,686
1291	Amount appropriated in this Act	\$1,370,976

24.6. Curriculum Development

Purpose: The purpose of this appropriation is to develop a statewide, standards-based curriculum to guide instruction and assessment, and to provide training and instructional resources to teachers for implementing this curriculum.

1292	Total Funds	\$7,020,827
1293	Federal Funds and Grants	\$2,745,489
1294	Federal Funds Not Specifically Identified	\$2,745,489
1295	Other Funds	\$59,232
1296	Other Funds - Not Specifically Identified	\$59,232
1297	State Funds	\$4,216,106
1298	State General Funds	\$4,216,106

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

		<u>State Funds</u>	<u>Total Funds</u>
1299	Amount from previous Appropriations Act (HB 793) as amended	\$4,135,954	\$6,940,675
1300	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$19,377	\$19,377
1301	Increase funds to offset the austerity reduction to grants for Computer Science Professional Development.	\$60,775	\$60,775
1302	Amount appropriated in this Act	\$4,216,106	\$7,020,827

24.7. Federal Programs

Purpose: The purpose of this appropriation is to coordinate federally funded programs and allocate federal funds to school systems.

1303	Total Funds	\$1,192,922,003
1304	Federal Funds and Grants	\$1,192,922,003
1305	Federal Funds Not Specifically Identified	\$1,192,922,003

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

		<u>State Funds</u>	<u>Total Funds</u>
1306	Amount from previous Appropriations Act (HB 793) as amended	\$0	\$1,192,922,003
1307	Reflect the continued use of \$40,755,153 in federal funds for school systems and other educational programs to prevent, prepare for, and respond to the COVID-19 pandemic. (CC:Yes)	\$0	\$0
1308	Amount appropriated in this Act	\$0	\$1,192,922,003

24.8. Georgia Network for Educational and Therapeutic Support (GNETS)

Purpose: The purpose of this appropriation is to fund the Georgia Network for Educational and Therapeutic Support (GNETS), which provides services, education, and resources for students ages three to twenty-one with autism or severe emotional behavioral problems and their families.

1309	Total Funds	\$67,791,896
1310	Federal Funds and Grants	\$11,322,802
1311	Federal Funds Not Specifically Identified	\$11,322,802
1312	State Funds	\$56,469,094
1313	State General Funds	\$56,469,094

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

		<u>State Funds</u>	<u>Total Funds</u>
1314	Amount from previous Appropriations Act (HB 793) as amended	\$52,799,931	\$64,122,733
1315	Increase funds to offset the austerity reduction for the GNETS grants.	\$3,669,163	\$3,669,163
1316	Recognize CARES Act funds to provide a one-time salary supplement of \$1,000 to school-based employees. (CC:Yes)	\$0	\$0
1317	Amount appropriated in this Act	\$56,469,094	\$67,791,896

24.9. Georgia Virtual School

Purpose: The purpose of this appropriation is to expand the accessibility and breadth of course offerings so that Georgia students can recover credits, access supplementary resources, enhance their studies, or earn additional credits in a manner not involving on-site interaction with a teacher.

1318	Total Funds	\$10,163,347
1319	Other Funds	\$7,516,302
1320	Other Funds - Not Specifically Identified	\$7,516,302
1321	State Funds	\$2,647,045
1322	State General Funds	\$2,647,045

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

		<u>State Funds</u>	<u>Total Funds</u>
1323	Amount from previous Appropriations Act (HB 793) as amended	\$2,598,602	\$10,114,904
1324	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$48,443	\$48,443
1325	Recognize CARES Act funds to provide a one-time salary supplement of \$1,000 to school-based employees. (CC:Yes)	\$0	\$0
1326	Reflect continued use of \$2,000,000 in federal funds for Georgia Virtual School to prevent, prepare for, and respond to the COVID-19 pandemic. (CC:Yes)	\$0	\$0
1327	Amount appropriated in this Act	\$2,647,045	\$10,163,347

24.10. Information Technology Services

Purpose: The purpose of this appropriation is to manage enterprise technology for the department, provide internet access to local school systems, support data collection and reporting needs, and support technology programs that assist local school systems.

1328	Total Funds	\$19,675,528
1329	Federal Funds and Grants	\$409,267
1330	Federal Funds Not Specifically Identified	\$409,267
1331	State Funds	\$19,266,261
1332	State General Funds	\$19,266,261

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1333	Amount from previous Appropriations Act (HB 793) as amended	\$19,238,272
1334	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$27,989
1335	Amount appropriated in this Act	\$19,266,261
		\$19,675,528

24.11. Non Quality Basic Education Formula Grants

Purpose: The purpose of this appropriation is to fund specific initiatives including: children in residential education facilities and sparsity grants.

1336	Total Funds	\$14,549,024
1337	State Funds	\$14,549,024
1338	State General Funds	\$14,549,024

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1339	Amount from previous Appropriations Act (HB 793) as amended	\$14,129,024
1340	Increase funds to offset the austerity reduction to feminine hygiene grants. (CC: Increase funds to offset the austerity reduction to feminine hygiene grants and prioritize grants to school systems that have low property tax wealth and high percentage of economically disadvantaged students.)	\$420,000
1341	Recognize CARES Act funds to provide a one-time salary supplement of \$1,000 to school-based employees at Residential Treatment Facilities. (CC: Yes)	\$0
1342	Reflect continued use of \$324,091 in federal funds for Residential Treatment Facilities to prevent, prepare for, and respond to the COVID-19 pandemic. (CC: Yes)	\$0
1343	Amount appropriated in this Act	\$14,549,024
		\$14,549,024

24.12. Nutrition

Purpose: The purpose of this appropriation is to provide leadership, training, technical assistance, and resources, so local program personnel can deliver meals that support nutritional well-being and performance at school and comply with federal standards.

1344	Total Funds	\$782,227,002
1345	Federal Funds and Grants	\$757,469,531
1346	Federal Funds Not Specifically Identified	\$757,469,531
1347	Other Funds	\$184,000
1348	Other Funds - Not Specifically Identified	\$184,000
1349	State Funds	\$24,573,471
1350	State General Funds	\$24,573,471

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1351	Amount from previous Appropriations Act (HB 793) as amended	\$24,526,105
1352	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$47,366
1353	Recognize CARES Act funds to provide a one-time salary supplement of \$1,000 to school nutrition staff. (CC: Yes)	\$0
1354	Amount appropriated in this Act	\$24,573,471
		\$782,227,002

24.13. Preschool Disabilities Services

Purpose: The purpose of this appropriation is to provide early educational services to three- and four-year-old students with disabilities so that they enter school better prepared to succeed.

1355	Total Funds	\$40,828,905
1356	State Funds	\$40,828,905
1357	State General Funds	\$40,828,905

<i>The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):</i>		
	<u>State Funds</u>	<u>Total Funds</u>
1358 Amount from previous Appropriations Act (HB 793) as amended	\$38,305,599	\$38,305,599
1359 Increase funds to offset the austerity reduction for grants.	\$2,523,306	\$2,523,306
1360 Recognize CARES Act funds to provide a one-time salary supplement of \$1,000 to school-based employees. (CC: Yes)	\$0	\$0
1361 Amount appropriated in this Act	\$40,828,905	\$40,828,905

24.14. Pupil Transportation

Purpose: The purpose of this appropriation is to assist local school systems in their efforts to provide safe and efficient transportation for students to and from school and school related activities.

1362	Total Funds	\$176,516,490
1363	State Funds	\$176,516,490
1364	State General Funds	\$176,516,490

<i>The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):</i>		
	<u>State Funds</u>	<u>Total Funds</u>
1365 Amount from previous Appropriations Act (HB 793) as amended	\$136,362,090	\$136,362,090
1366 Provide funds for 500 school buses statewide. (CC: Increase funds for 520 school buses statewide.)	\$40,154,400	\$40,154,400
1367 Recognize CARES Act funds to provide a one-time salary supplement of \$1,000 to bus drivers. (CC: Yes)	\$0	\$0
1368 Amount appropriated in this Act	\$176,516,490	\$176,516,490

24.15. Quality Basic Education Equalization

Purpose: The purpose of this appropriation is to provide additional financial assistance to local school systems ranking below the statewide average of per pupil tax wealth as outlined in O.C.G.A. 20-2-165.

1369	Total Funds	\$725,223,006
1370	State Funds	\$725,223,006
1371	State General Funds	\$725,223,006

<i>The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):</i>		
	<u>State Funds</u>	<u>Total Funds</u>
1372 Amount from previous Appropriations Act (HB 793) as amended	\$726,052,218	\$726,052,218
1373 Reduce funds for Equalization grants to reflect corrected data for Cartersville City schools.	(\$829,212)	(\$829,212)
1374 Amount appropriated in this Act	\$725,223,006	\$725,223,006

24.16. Quality Basic Education Local Five Mill Share

Purpose: The purpose of this program is to recognize the required local portion of the Quality Basic Education program as outlined in O.C.G.A. 20-2-164.

1375	Total Funds	(\$2,140,371,652)
1376	State Funds	(\$2,140,371,652)
1377	State General Funds	(\$2,140,371,652)

<i>The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):</i>		
	<u>State Funds</u>	<u>Total Funds</u>
1378 Amount from previous Appropriations Act (HB 793) as amended	(\$2,058,907,232)	(\$2,058,907,232)
1379 Adjust Local Five Mill Share for new State Commission charter schools and to correct data for Cartersville City schools.	(\$1,931,955)	(\$1,931,955)
1380 Reflect that the \$567,546,563 restoration to the Quality Basic Education program removes the statutorily required cap on FY 2021 Local Five Mill Share earnings.	(\$79,532,465)	(\$79,532,465)
1381 Amount appropriated in this Act	(\$2,140,371,652)	(\$2,140,371,652)

24.17. Quality Basic Education Program

Purpose: The purpose of this appropriation is to provide formula funds to school systems based on full time equivalent students for the instruction of students in grades K-12 as outlined in O.C.G.A. 20-2-161.

1382	Total Funds	\$11,188,162,708
1383	State Funds	\$11,188,162,708
1384	State General Funds	\$11,188,162,708

<i>The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):</i>		
	<u>State Funds</u>	<u>Total Funds</u>

1385	Amount from previous Appropriations Act (HB 793) as amended	\$10,552,819,923	\$10,552,819,923
1386	Increase formula funds for a midterm adjustment based on enrollment growth.	\$41,068,733	\$41,068,733
1387	Increase formula funds for the State Commission Charter School supplement.	\$25,992,777	\$25,992,777
1388	Increase formula funds for a midterm adjustment to the State Commission Charter School supplement training and experience.	\$3,304,450	\$3,304,450
1389	Adjust formula funds for training and experience to reflect corrected data for Coastal Plains Charter School.	(\$4,949,890)	(\$4,949,890)
1390	Increase formula funds for a midterm adjustment to the charter system grant.	\$480,152	\$480,152
1391	Increase funds to offset the austerity reduction for K-12 education.	\$567,546,563	\$567,546,563
1392	Increase funds to reflect growth in the Special Needs Scholarship. (CC: Increase funds to reflect the growth in the Special Needs Scholarship (\$2,598,671) and reduce funds (\$698,671) based on actual expenditures for Quarters 1-3.)	\$1,900,000	\$1,900,000
1393	Provide a hold harmless to Harriet Tubman School of Science and Technology, Delta STEAM Academy, Atlanta Unbound Academy, and Yi Hwang Academy of Language Excellence for a decline in elementary school enrollment. (CC: Yes; Reflect use of \$757,028 in federal funds for first-year state charter schools serving elementary school populations with declining enrollment to prevent, prepare for, and respond to COVID-19.)	\$0	\$0
1394	Recognize CARES Act funds to provide a one-time salary supplement of \$1,000 to teachers, paraprofessionals, school counselors, school psychologists, school nurses, custodians, media specialists, clerical staff and administrative assistants, school principals, assistant principals, instructional coaches, therapists, and other school-based employees. (CC: Yes)	\$0	\$0
1395	Reflect the continued use of \$411,498,415 in federal funds for local school systems to prevent, prepare for, and respond to the COVID-19 pandemic. (CC: Yes)	\$0	\$0
1396	Amount appropriated in this Act	\$11,188,162,708	\$11,188,162,708

24.18. Regional Education Service Agencies (RESAs)

Purpose: The purpose of this appropriation is to provide Georgia's sixteen Regional Education Service Agencies with funds to assist local school systems with improving the effectiveness of their educational programs by providing curriculum consultation, skill enhancement, professional development, technology training, and other shared services.

1397	Total Funds		\$14,275,308
1398	State Funds		\$14,275,308
1399	State General Funds		\$14,275,308
<i>The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):</i>			
		<u>State Funds</u>	<u>Total Funds</u>
1400	Amount from previous Appropriations Act (HB 793) as amended	\$13,248,008	\$13,248,008
1401	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$137,792	\$137,792
1402	Increase funds to offset the austerity reduction for grants to RESAs.	\$889,508	\$889,508
1403	Amount appropriated in this Act	\$14,275,308	\$14,275,308

24.19. School Improvement

Purpose: The purpose of this appropriation is to provide research, technical assistance, resources, teacher professional learning, and leadership training for low-performing schools and local educational agencies to help them design and implement school improvement strategies to improve graduation rates and overall student achievement.

1404	Total Funds		\$16,827,628
1405	Federal Funds and Grants		\$6,886,251
1406	Federal Funds Not Specifically Identified		\$6,886,251
1407	Other Funds		\$16,050
1408	Other Funds - Not Specifically Identified		\$16,050
1409	State Funds		\$9,925,327
1410	State General Funds		\$9,925,327
<i>The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):</i>			
		<u>State Funds</u>	<u>Total Funds</u>
1411	Amount from previous Appropriations Act (HB 793) as amended	\$9,882,267	\$16,784,568
1412	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$43,060	\$43,060
1413	Amount appropriated in this Act	\$9,925,327	\$16,827,628

24.20. State Charter School Commission Administration

Purpose: The purpose of this appropriation is to focus on the development and support of state charter schools in order to better meet the growing and diverse needs of students in this state and to further

ensure that state charter schools of the highest academic quality are approved and supported throughout the state in an efficient manner.

1414	Total Funds	\$6,449,282
1415	Other Funds	\$6,449,282
1416	Other Funds - Not Specifically Identified	\$6,449,282

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1417	Amount from previous Appropriations Act (HB 793) as amended	\$0
1418	Reflect increased other funds (\$2,750,166) for Commission administration associated with increased enrollment in State Charter Schools per O.C.G.A. 20-2-2089(b).	\$2,750,166
1419	Utilize \$2,153 in other funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000. (CC:Yes)	\$0
1420	Amount appropriated in this Act	\$6,449,282

24.21. State Schools

Purpose: The purpose of this appropriation is to prepare sensory-impaired and multi-disabled students to become productive citizens by providing a learning environment addressing their academic, vocational, and social development.

1421	Total Funds	\$32,734,431
1422	Federal Funds and Grants	\$1,146,556
1423	Maternal and Child Health Services Block Grant (CFDA 93.994)	\$112,501
1424	Federal Funds Not Specifically Identified	\$1,034,055
1425	Other Funds	\$540,631
1426	Other Funds - Not Specifically Identified	\$540,631
1427	State Funds	\$31,047,244
1428	State General Funds	\$31,047,244

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1429	Amount from previous Appropriations Act (HB 793) as amended	\$30,738,632
1430	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$8,612
1431	Increase funds to offset the austerity reduction.	\$300,000
1432	Recognize CARES Act funds to provide a one-time salary supplement of \$1,000 to school-based employees. (CC:Yes)	\$0
1433	Reflect the continued use \$1,092,193 in federal funds for State Schools to prevent, prepare for, and respond to the COVID-19 pandemic. (CC:Yes)	\$0
1434	Amount appropriated in this Act	\$31,047,244

24.22. Technology/Career Education

Purpose: The purpose of this appropriation is to equip students with academic, vocational, technical, and leadership skills and to extend learning opportunities beyond the traditional school day and year.

1435	Total Funds	\$70,520,382
1436	Federal Funds and Grants	\$50,655,460
1437	Federal Funds Not Specifically Identified	\$50,655,460
1438	Other Funds	\$690,000
1439	Other Funds - Not Specifically Identified	\$690,000
1440	State Funds	\$19,174,922
1441	State General Funds	\$19,174,922

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

	<u>State Funds</u>	<u>Total Funds</u>
1442	Amount from previous Appropriations Act (HB 793) as amended	\$18,323,233
1443	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$10,765
1444	Increase funds to offset the austerity reduction for Extended Day/Year, Vocational Supervisors, Industry Certification, and Youth Apprenticeship programs.	\$840,924
1445	Amount appropriated in this Act	\$19,174,922

24.23. Testing

Purpose: The purpose of this appropriation is to administer the statewide student assessment program and provide related testing instruments and training to local schools.

1446	Total Funds	\$53,037,543
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1447	Federal Funds and Grants	\$23,734,484
1448	Federal Funds Not Specifically Identified	\$23,734,484
1449	Federal Recovery Funds	\$2,333,773
1450	Federal Recovery Funds Not Specifically Identified	\$2,333,773
1451	State Funds	\$26,969,286
1452	State General Funds	\$26,969,286

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

		<u>State Funds</u>	<u>Total Funds</u>
1453	Amount from previous Appropriations Act (HB 793) as amended	\$19,924,780	\$45,993,037
1454	Increase funds to provide a one-time salary supplement of \$1,000 to full-time state employees with current salaries less than \$80,000.	\$6,459	\$6,459
1455	Increase funds to administer Georgia Milestones in accordance with federal requirements. (CC: Increase funds to administer Georgia Milestones in accordance with federal requirements and lapse funds should testing not occur due to COVID-19 pandemic.)	\$5,366,103	\$5,366,103
1456	Increase funds to revise testing standards to align with curriculum changes for Math and English in accordance with the Elementary and Secondary Education Act (ESEA). (CC: Increase funds for alignment of testing standards with curriculum changes for Math and English in accordance with the Elementary and Secondary Education Act (ESEA).)	\$1,163,364	\$1,163,364
1457	Increase funds for the PSAT and AP exams. (CC: Increase funds for AP exams, maintain \$3,734,130 for AP exams for one non-STEM AP exam for low-income students and one AP STEM exam for every student taking an AP STEM course, and maintain existing funds of \$1,190,000 for PSAT exams.)	\$8,580	\$8,580
1458	Increase funds to administer grants to local systems for developing the GMAP and Navvy assessment pilots from SB 362 (2018 Session) and authorized under the federal waiver. (CC: Increase funds to administer reimbursable grants to local systems for developing the GMAP and Navvy assessment pilots from SB 362 (2018 Session) and authorized under the federal waiver.)	\$500,000	\$500,000
1459	Amount appropriated in this Act	\$26,969,286	\$53,037,543

24.24. Tuition for Multiple Disability Students

Purpose: The purpose of this appropriation is to partially reimburse school systems for private residential placements when the school system is unable to provide an appropriate program for a multi-disabled student.

1460	Total Funds	\$1,489,868
1461	State Funds	\$1,489,868
1462	State General Funds	\$1,489,868

The above amounts include the following adjustments, additions, and deletions to the previous appropriations act (as amended):

		<u>State Funds</u>	<u>Total Funds</u>
1463	Amount from previous Appropriations Act (HB 793) as amended	\$1,396,751	\$1,396,751
1464	Increase funds to offset the austerity reduction.	\$93,117	\$93,117
1465	Amount appropriated in this Act	\$1,489,868	\$1,489,868

Section 25: Employees' Retirement System of Georgia

1466	Total Funds	\$61,909,117
1467	Other Funds	\$28,924,834
1468	Other Funds - Not Specifically Identified	\$28,924,834
1469	State Funds	\$32,984,283
1470	State General Funds	\$32,984,283

It is the intent of the General Assembly that the employer contribution rate for the Employees' Retirement System shall not exceed 24.78% for New Plan employees and 20.03% for Old Plan employees. For the GSEPS employees, the employer contribution rate shall not exceed 21.69% for the pension portion of the benefit and 3.0% in employer match contributions for the 401(k) portion of the benefit. It is the intent of the General Assembly that the employer contribution for Public School Employees' Retirement System shall not exceed \$865.85 per member for State Fiscal Year 2021.

25.1. Deferred Compensation

Purpose: The purpose of this appropriation is to provide excellent service to participants in the deferred compensation program for all employees of the state, giving them an effective supplement for their retirement planning.

1471	Total Funds	\$5,382,164
1472	Other Funds	\$5,382,164



To the Attention:

Eric Bruder

Finance and Business Operations Manager

Georgia Department of Education

Mr. Bruder:

On behalf of Steelcase and Dekalb Office, we are donating the furnishings from the Innovation Space furniture on the 10th Floor West Tower. This furniture was provided as a mock-up space for Georgia Department of Education by Steelcase. This letter is a release of the Steelcase manufactured products only and does not include furniture from other manufacturers, technology, or other accessories/items the space.

We understand that the furniture need is no longer needed as the space is not being utilized the same way and the Department of Education is looking to vacate this space. Our desire is that the furniture is donated to be used for school(s) in need of these types of items throughout the State of Georgia. We will rely on the Georgia Department of Education to make the determination of where it can be of the most use.

Our request is that in exchange is for this donation, we have an opportunity to engage in a conversation with the Georgia Department of Education. Our objective in these conversations is explore how Dekalb Office and Steelcase can support the future needs of learning environments for Georgia, specifically in and around the Atlanta Area and North Georgia.

We appreciate the opportunity to collaborate with the Georgia Department of Education and look forward to future conversations.

Regards,

Jennifer McNemar

Director of Client Success, Education

Dekalb Office

Carlos Acuna

Regional Manager, Southeast

Steelcase

**FY2020 NSLP Equipment Assistance Grant
Proposed Grant Recipients**

GA Allocation

\$ 1,279,139.00

Local Education Agency (LEA)	School	Previous Grant Received	F/RP % Verified	Requested Equipment	Award Amount	Cumulative Total
Habersham County Schools	Demorest Elementary School	N/A	58.35%	Double Stack Hydrovection Oven	\$ 29,151.51	\$ 29,151.51
Floyd County Schools	Cave Spring Elementary	N/A	68.67%	Combi Oven	\$ 17,776.58	\$ 46,928.09
Ben Hill County Schools	Ben Hill Pre School	N/A	55.26%	Combi Oven	\$ 19,270.09	\$ 66,198.18
Amana Academy	Amana Academy	N/A	52.72%	Reach-In Refrigerator	\$ 3,525.00	\$ 69,723.18
Savannah-Chatham County Schools	Windsor Forest Elementary School	N/A	75.11%	Combi Oven	\$ 19,386.31	\$ 89,109.49
Whitfield County Schools	Dawnville Elementary School	N/A	77.28%	Dishwasher	\$ 45,648.82	\$ 134,758.31
Richmond County Schools	Barton Chapel Elementary School	N/A	82.88%	Reach-In Refrigerator	\$ 6,517.60	\$ 141,275.91
Meriwether County Schools	Unity Elementary School	N/A	59.52%	Horizontal Cutter Mixer	\$ 16,675.70	\$ 157,951.60
Liberty County Schools	Frank Long Elementary School	N/A	75.74%	Walk-In Freezer/Cooler	\$ 63,956.95	\$ 221,908.55
Marietta City Schools	Hickory Hills Elementary School	N/A	65.37%	Combi Oven	\$ 19,204.45	\$ 241,113.01
Paulding County Schools	Herschel Jones Middle School	N/A	56.48%	Steamer	\$ 14,873.32	\$ 255,986.33
Muscogee County Schools	Dimon Elementary School	N/A	57.64%	Double Hydrovection Oven	\$ 23,745.49	\$ 279,731.82
Baldwin County Schools	Midway Hills Primary School	N/A	68.74%	Walk-In Freezer/Cooler	\$ 58,993.80	\$ 338,725.62
Greene County Schools	Carson Middle School	N/A	67.15%	Dishwasher	\$ 47,158.26	\$ 385,883.88
Dooly County Schools	Dooly County Middle School	N/A	60.57%	Serving Line	\$ 63,956.95	\$ 449,840.83
The Main Street Academy	The Main Street Academy	N/A	54.76%	Milk Cooler	\$ 3,509.69	\$ 453,350.52
Sumter County Schools	Americus Sumter Ninth Grade Academy	N/A	66.53%	Walk-In Freezer	\$ 33,178.61	\$ 486,529.13
Jefferson County Schools	Carver Elementary School	N/A	78.37%	Mixer	\$ 10,509.91	\$ 497,039.04
Carroll County Schools	Bay Springs Middle School	N/A	56.93%	Walk-In Freezer/Cooler	\$ 63,956.95	\$ 560,995.99
Cobb County Schools	Rocky Mount Elementary School	N/A	7.40%	Serving Line	\$ 37,751.06	\$ 598,747.05
Coweta County Schools	Glanston Elementary School	N/A	63.60%	Combi Oven	\$ 21,571.71	\$ 620,318.76
SLAM Academy of Atlanta	SLAM Academy of Atlanta	N/A	86.96%	Mobile Heated Holding Cabinet	\$ 2,670.23	\$ 622,988.99
Walker County Schools	Naomi Elementary School	N/A	83.06%	Dishwasher	\$ 47,076.68	\$ 670,065.67
Bulloch County Schools	Stilson Elementary School	N/A	52.71%	Combi Oven	\$ 17,895.00	\$ 687,960.67
Coffee County Schools	Coffee High School	N/A	41.46%	Double Stack Convection Oven	\$ 8,367.67	\$ 696,328.33
Pike County Schools	Pike County High School	N/A	28.20%	Steamer	\$ 6,989.18	\$ 703,317.51
Lee County Schools	Lee County Middle School - East	N/A	42.74%	Combi Oven	\$ 22,181.92	\$ 725,499.43
State Charter Schools II	Ethos Classical Charter School	N/A	75.93%	Holding Cabinet	\$ 1,787.66	\$ 727,287.09
Thomas County Schools	Hand in Hand Primary	N/A	58.68%	Combi Oven	\$ 21,969.94	\$ 749,257.04
Colquitt County Schools	Williams Middle School	N/A	55.12%	Combi Oven	\$ 21,063.11	\$ 770,320.15
Telfair County Schools	Telfair County Elementary School	N/A	67.95%	Double Stack Convection Oven	\$ 8,501.74	\$ 778,821.88
Forsyth County Schools	Cumming Elementary School	N/A	58.55%	Combi Oven	\$ 24,843.63	\$ 803,665.51
Elbert County Schools	Elbert County Comprehensive High School	N/A	47.27%	Serving Lines	\$ 63,956.95	\$ 867,622.46
Furlow Charter School	Furlow Charter School	N/A	40.66%	Serving Lines	\$ 57,433.58	\$ 925,056.04
Berrien County Schools	Berrien Primary School	N/A	53.28%	Braising Pan	\$ 16,839.97	\$ 941,896.01
Dawson County Schools	Black's Mill Elementary School	N/A	39.67%	Dish Machine	\$ 55,028.29	\$ 996,924.30
Savannah Classical Academy	Savannah Classical Academy	N/A	77.18%	Combi Oven	\$ 20,514.47	\$ 1,017,438.77
Fayette County Schools	Fayetteville Elementary School	N/A	51.87%	Serving Line	\$ 35,831.19	\$ 1,053,269.96
Atlanta Public Schools	Frederick Douglass High School	N/A	65.78%	Blast Chiller	\$ 22,213.22	\$ 1,075,483.17
White County Schools	Tesatee Gap Elementary School	N/A	57.23%	Serving Line	\$ 32,132.62	\$ 1,107,615.79
Clayton County Schools	Perry Learning Academy	N/A	56.53%	Heat-Sealing Pre-Packing Machine	\$ 17,166.00	\$ 1,124,781.79
Glynn County Schools	Needwood Middle School	N/A	64.91%	Double Deck Convection Oven	\$ 10,620.07	\$ 1,135,401.86
Spring Creek Charter Academy	Spring Creek Charter Academy	N/A	61.47%	Walk-In Freezer	\$ 18,500.00	\$ 1,153,901.86
Newton County Schools	Middle Ridge Elementary School	N/A	81.15%	Combi Oven	\$ 25,877.67	\$ 1,179,779.53
Hart County Charter System	North Hart Elementary School	N/A	52.43%	Dishwashing System	\$ 40,257.44	\$ 1,220,036.97
Schley County Schools	Schley County Middle/High School	N/A	42.08%	Walk-In Freezer/Cooler	\$ 50,816.44	\$ 1,270,853.41
Bremen City Schools	Bremen High School	N/A	13.57%	Warmer (Mobile Heated Cabinet)	\$ 5,618.43	\$ 1,276,471.84
Bartow County Schools	Allatoona Elementary School	N/A	69.85%	Double-Stacked Combi Oven	\$ 2,667.16	\$ 1,279,139.00

Local Education Agency (LEA)	School	Previous Grant Received	F/RP % Verified	Requested Equipment	Award Amount	Cumulative Total
Wait List/Schools to be Awarded with Available Reallocated Funds						
Bartow County Schools	Allatoona Elementary School	N/A	69.85%	Double-Stacked Combi Oven	\$ 33,920.64	\$ 1,313,059.64
Dekalb County Schools	Canby Lane Elementary School	N/A	62.48%	Serving Line	\$ 48,995.39	\$ 1,362,055.04
Jeff Davis County School System	Jeff Davis Elementary School	N/A	54.79%	Mixer	\$ 22,396.95	\$ 1,384,451.99
Heard County Schools	Ephesus Elementary School	N/A	52.94%	Steamer/Convection Oven (stacked)	\$ 13,287.52	\$ 1,397,739.51
Oconee County Schools	Oconee County Primary School	N/A	20.48%	Dishwasher	\$ 44,581.69	\$ 1,442,321.20
Gordon County Schools	Belwood Elementary School	N/A	60.93%	Dish Machine	\$ 35,230.55	\$ 1,477,551.75
Houston County Schools	Northside Middle School	N/A	56.31%	Combi Oven	\$ 16,480.87	\$ 1,494,032.62
Fulton County Schools	Parklane Elementary School	N/A	77.72%	Double Stack Steamer	\$ 17,463.19	\$ 1,511,495.82
Troup County Schools	Callaway Middle School	N/A	51.88%	Serving Lines	\$ 63,956.95	\$ 1,575,452.77
Grady County Schools	Shiver Elementary School	N/A	54.68%	Combi Oven	\$ 19,766.22	\$ 1,595,218.98
Hall County Schools	East Hall Middle School	N/A	66.98%	Hot Pass Thru	\$ 20,800.13	\$ 1,616,019.11
Dekalb Preparatory Academy	DeKalb Preparatory Academy	N/A	76.64%	Double Deck Oven	\$ 13,455.00	\$ 1,629,474.11
Cherokee County Schools	Carmel Elementary School	N/A	43.10%	Dish Machine	\$ 41,899.14	\$ 1,671,373.25
Catoosa County Schools	Boynton Elementary School	N/A	29.54%	Pass Thru Cabinet, Refrigerated	\$ 18,603.22	\$ 1,689,976.47
Thomasville City Schools	Jerger Elementary School	N/A	29.37%	Multi-Purpose Milk Merchandiser	\$ 16,200.82	\$ 1,706,177.30
Gwinnett County Public Schools	Collins Hill High School	N/A	37.99%	Dish Machine	\$ 43,139.68	\$ 1,749,316.98
Vidalia City Schools	J.R. Trippe Middle School	N/A	45.08%	Reach-In Freezer	\$ 23,826.63	\$ 1,773,143.61
Stewart County Schools	Stewart County Elementary School	FY2009	76.03%	Walk-In Freezer	\$ 54,771.38	\$ 1,827,914.99
Pulaski County Schools	Pulaski County Middle School	FY2009	52.41%	Double Stack Combi Oven/Steamer	\$ 34,075.80	\$ 1,861,990.80
Wilkes County Schools	Washington Wilkes Elementary School	FY2009	62.09%	Steamer	\$ 14,012.17	\$ 1,876,002.96
Georgia Magnet Charter School Foundation	Hapeville Charter Middle School	FY2009	84.96%	Milk Cooler	\$ 2,198.92	\$ 1,878,201.88
Putnam County Schools	Putnam County Middle School	FY2009	58.45%	Vertical Cutter Mixer	\$ 16,569.40	\$ 1,894,771.29
McIntosh County Schools	McIntosh County Middle School	FY2009	52.32%	Tilting Skillet	\$ 15,480.28	\$ 1,910,251.57
Union County Schools	Union County Primary School	FY2009	60.76%	Double Stack Convection Oven	\$ 8,490.90	\$ 1,918,742.47
Clay County Schools	Clay County Middle School	FY2009	60.94%	Stove	\$ 6,068.00	\$ 1,924,810.47
Walton County Schools	Carver Middle School	FY2009	59.64%	Steamer	\$ 23,941.20	\$ 1,948,751.67
Turner County Schools	Turner County Middle/High School	FY2009	81.76%	Reach-In Freezer	\$ 6,433.97	\$ 1,955,185.64
Jackson County Schools	North Jackson Elementary School	FY2009	32.54%	Condensor & Evaporator: Walk-in	\$ 16,077.67	\$ 1,971,263.31
Clinch County Schools	Clinch County Elementary	FY2009	57.38%	Double Combi Ovens	\$ 33,416.29	\$ 2,004,679.59
Candler County Schools	Metter Elementary School	FY2009	62.03%	Freezer	\$ 22,946.41	\$ 2,027,626.00
Murray County Schools	Chatsworth Elementary School	FY2009	67.84%	Double Stack Convection Oven	\$ 8,975.23	\$ 2,036,601.23
Dublin City Schools	Susie Dasher Elementary School	FY2009	77.07%	Double Combi Oven	\$ 34,167.36	\$ 2,070,768.59
Evans County Schools	Claxton High School	FY2009	49.44%	Double-Stack Combi Oven	\$ 38,199.04	\$ 2,108,967.63
Commerce City Schools	Commerce Elementary School	FY2009	48.98%	Ice Maker	\$ 4,453.72	\$ 2,113,421.35
Brooks County Schools	Quitman Elementary School	FY2009	68.50%	Combi Oven	\$ 17,692.15	\$ 2,131,113.50
Taylor County Schools	Taylor County High School	FY2009	49.22%	Tilting Kettle	\$ 37,082.16	\$ 2,168,195.66
Jasper County Schools	Jasper County Primary School	FY2010	67.80%	Double Stack Combi Oven	\$ 34,228.11	\$ 2,202,423.78
Butts County Schools	Jackson High School	FY2010	47.00%	Double Stack Convection Oven	\$ 9,620.03	\$ 2,212,043.81
Haralson County Schools	Buchanan Elementary School	FY2010	49.09%	Steamer	\$ 17,190.16	\$ 2,229,233.97
Lanier County Schools	Lanier County Primary School	FY2010	60.04%	Combi Oven	\$ 19,017.31	\$ 2,248,251.28
Irwin County Schools	Irwin County High School	FY2010	38.05%	Double Stack Combi Ovens	\$ 31,108.81	\$ 2,279,360.09
Baker County Schools	Baker K12 School	FY2014	68.59%	Serving Lines	\$ 63,956.95	\$ 2,343,317.04
Pataula Charter Academy	Pataula Charter Academy	FY2014	59.04%	Walk-In Freezer	\$ 15,166.67	\$ 2,358,483.71
Gilmer County Schools	Gilmer High School	FY2014	49.41%	Serving Lines	\$ 28,214.27	\$ 2,386,697.98
Pelham City Schools Charter System	Pelham Elementary School	FY2014	72.38%	Combi Oven	\$ 23,491.59	\$ 2,410,189.57
Crisp County Schools	Crisp County Elementary School	FY2015	69.33%	Combi Oven	\$ 19,032.43	\$ 2,429,222.01
Mitchell County Schools	Mitchell County Middle School	FY2015	96.41%	Tilting Skillet	\$ 21,528.54	\$ 2,450,750.54
Randolph County School District	Randolph County Elementary School	FY2015	91.34%	Combi Oven	\$ 19,933.32	\$ 2,470,683.86
Rabun County Schools	Rabun County Elementary School	FY2015	65.72%	Dishwashing Machine	\$ 47,489.32	\$ 2,518,173.18
Dubois Integrity Academy	Dubois Integrity Academy	FY2015	56.69%	Convection Ovens/Banquet Warmers	\$ 6,598.00	\$ 2,524,771.17
Banks County Schools	Banks County High School	FY2015	39.86%	Double-Stack Combi Oven	\$ 27,505.67	\$ 2,552,276.84

Local Education Agency (LEA)	School	Previous Grant Received	F/RP % Verified	Requested Equipment	Award Amount	Cumulative Total
Peach County Schools	Fort Valley Middle School	FY2016	62.90%	Combi Oven	\$ 23,386.51	\$ 2,575,663.35
Webster County Schools	Webster County High School	FY2016	46.43%	Walk-In Freezer/Cooler	\$ 58,205.30	\$ 2,633,868.65
Ivy Preparatory Academy - Kirkwood	Ivy Preparatory Academy	FY2016	78.30%	Mobile Breakfast Cart	\$ 6,815.24	\$ 2,640,683.89
Harris County Schools	Park Elementary School	FY2016	57.26%	Double Deck Convection Oven	\$ 7,788.41	\$ 2,648,472.30
Fannin County School	Fannin County High School	FY2016	44.73%	Walk-In Freezer	\$ 63,332.28	\$ 2,711,804.58
Atkinson County School System	Pearson Elementary School	FY2017	86.09%	Walk-In Freezer/Cooler	\$ 41,807.45	\$ 2,753,612.03
Oglethorpe County Schools	Oglethorpe County Elementary School	FY2017	63.19%	Double Stack Electric Oven	\$ 7,436.25	\$ 2,761,048.27
Carrollton County Schools	Carrollton Elementary School	FY2017	55.94%	Automatic Meat Slicer	\$ 4,216.85	\$ 2,765,265.12
Cirrus Academy Charter School	Cirrus Academy Charter School	FY2017	63.02%	Microwave Steamer Oven	\$ 4,265.79	\$ 2,769,530.91
Chattahoochee County Schools	Chattahoochee County Education Center	FY2017	59.23%	Serving Lines	\$ 46,477.81	\$ 2,816,008.72
Southwest Georgia STEM Charter School	Southwest Georgia STEM Charter School	FY2018	64.75%	Double Deck Convection Oven	\$ 7,060.00	\$ 2,823,068.72
Lincoln County Schools	Lincoln County Elementary School	FY2019	64.40%	Dish Machine	\$ 58,157.01	\$ 2,881,225.73
Long County Schools	Smiley Elementary School	FY2019	61.69%	Double Combi Ovens	\$ 31,773.60	\$ 2,912,999.33

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
443	State FFA - FCCLA Center	CTAE - Ag Extended Day			
		CTAE - Ag Extended Year			
		CTAE - Ag Young Farmer			
		CTAE - Ag Youth Camps	\$184,788		\$184,788
	State FFA - FCCLA Center Total		\$184,788		\$184,788
444	Camp John Hope	CTAE - Ag Young Farmer			
		CTAE - Ag Youth Camps			
	Camp John Hope Total				
601	Appling County	CTAE - Ag Extended Day	\$10,650		\$10,650
		CTAE - Ag Extended Year	\$8,965		\$8,965
		CTAE - Ag Young Farmer	\$68,551		\$68,551
		CARES Act CTAE - Ag Extended Day	\$536		\$536
		CARES Act CTAE - Ag Extended Year	\$455		\$455
		CARES Act CTAE - Ag Young Farmer	\$7,640		\$7,640
	Appling County Total		\$96,797		\$96,797
602	Atkinson County	CTAE - Ag Extended Day	\$5,307		\$5,307
		CTAE - Ag Extended Year	\$4,467		\$4,467
		CTAE - Ag Young Farmer	\$52,798		\$52,798
		CARES Act CTAE - Ag Extended Day	\$267		\$267
		CARES Act CTAE - Ag Extended Year	\$227		\$227
		CARES Act CTAE - Ag Young Farmer	\$5,884		\$5,884
	Atkinson County Total		\$68,950		\$68,950
603	Bacon County	CTAE - Ag Extended Day	\$18,933		\$18,933
		CTAE - Ag Extended Year	\$7,969		\$7,969
		CTAE - Ag Young Farmer	\$69,200		\$69,200
		CARES Act CTAE - Ag Extended Day	\$952		\$952
		CARES Act CTAE - Ag Extended Year	\$404		\$404
		CARES Act CTAE - Ag Young Farmer	\$7,713		\$7,713
	Bacon County Total		\$105,171		\$105,171
604	Baker County	CTAE - Ag Extended Day	\$3,231		\$3,231
		CTAE - Ag Extended Year	\$2,719		\$2,719
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$162		\$162
		CARES Act CTAE - Ag Extended Year	\$138		\$138
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Baker County Total		\$6,250		\$6,250
605	Baldwin County	CTAE - Ag Extended Day	\$10,479		\$10,479
		CTAE - Ag Extended Year	\$6,268		\$6,268
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$527		\$527
		CARES Act CTAE - Ag Extended Year	\$318		\$318
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Baldwin County Total		\$17,592		\$17,592
606	Banks County	CTAE - Ag Extended Day	\$19,041		\$19,041
		CTAE - Ag Extended Year	\$13,578		\$13,578
		CTAE - Ag Young Farmer	\$0		\$0
		CTAE - Area Teachers Program	\$681,331	\$4,308	\$685,639
		CARES Act CTAE - Ag Extended Day	\$957		\$957
		CARES Act CTAE - Ag Extended Year	\$689		\$689
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Area Teachers Program	\$78,226		\$78,226
	Banks County Total		\$793,822		\$798,130
607	Barrow County	CTAE - Ag Extended Day	\$35,782		\$35,782
		CTAE - Ag Extended Year	\$14,832		\$14,832
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,799		\$1,799
		CARES Act CTAE - Ag Extended Year	\$992		\$992

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Barrow County Total		\$53,405		\$53,405
608	Bartow County	CTAE - Ag Extended Day	\$19,316		\$19,316
		CTAE - Ag Extended Year	\$16,258		\$16,258
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$971		\$971
		CARES Act CTAE - Ag Extended Year	\$825		\$825
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Bartow County Total		\$37,370		\$37,370
609	Ben Hill County	CTAE - Ag Extended Day	\$11,926		\$11,926
		CTAE - Ag Extended Year	\$11,314		\$11,314
		CTAE - Ag Young Farmer	\$63,751		\$63,751
		CARES Act CTAE - Ag Extended Day	\$599		\$599
		CARES Act CTAE - Ag Extended Year	\$574		\$574
		CARES Act CTAE - Ag Young Farmer	\$7,105		\$7,105
	Ben Hill County Total		\$95,269		\$95,269
610	Berrien County	CTAE - Ag Extended Day	\$22,233		\$22,233
		CTAE - Ag Extended Year	\$17,595		\$17,595
		CTAE - Ag Young Farmer	\$62,189		\$62,189
		CARES Act CTAE - Ag Extended Day	\$1,095		\$1,095
		CARES Act CTAE - Ag Extended Year	\$874		\$874
		CARES Act CTAE - Ag Young Farmer	\$6,931		\$6,931
	Berrien County Total		\$110,917		\$110,917
611	Bibb County	CTAE - Ag Extended Day	\$34,987		\$34,987
		CTAE - Ag Extended Year	\$29,449		\$29,449
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,758		\$1,758
		CARES Act CTAE - Ag Extended Year	\$1,494		\$1,494
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Bibb County Total		\$67,688		\$67,688
612	Bleckley County	CTAE - Ag Extended Day	\$14,011		\$14,011
		CTAE - Ag Extended Year	\$11,794		\$11,794
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$705		\$705
		CARES Act CTAE - Ag Extended Year	\$599		\$599
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Bleckley County Total		\$27,109		\$27,109
613	Brantley County	CTAE - Ag Extended Day	\$19,850		\$19,850
		CTAE - Ag Extended Year	\$12,531		\$12,531
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$998		\$998
		CARES Act CTAE - Ag Extended Year	\$636		\$636
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Brantley County Total		\$34,015		\$34,015
614	Brooks County	CTAE - Ag Extended Day	\$10,949		\$10,949
		CTAE - Ag Extended Year	\$9,215		\$9,215
		CTAE - Ag Young Farmer	\$43,995		\$43,995
		CARES Act CTAE - Ag Extended Day	\$550		\$550
		CARES Act CTAE - Ag Extended Year	\$468		\$468
		CARES Act CTAE - Ag Young Farmer	\$4,903		\$4,903
	Brooks County Total		\$70,080		\$70,080
615	Bryan County	CTAE - Ag Extended Day	\$4,415		\$4,415
		CTAE - Ag Extended Year	\$1,858		\$1,858
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$94		\$94
		CARES Act CTAE - Ag Young Farmer	\$0		\$0

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
	Bryan County Total		\$6,589		\$6,589
616	Bulloch County	CTAE - Ag Extended Day	\$23,447		\$23,447
		CTAE - Ag Extended Year	\$12,943		\$12,943
		CTAE - Ag Young Farmer	\$4,513		\$4,513
		CARES Act CTAE - Ag Extended Day	\$1,178		\$1,178
		CARES Act CTAE - Ag Extended Year	\$657		\$657
		CARES Act CTAE - Ag Young Farmer	\$502		\$502
	Bulloch County Total		\$43,240		\$43,240
617	Burke County	CTAE - Ag Extended Day	\$8,829		\$8,829
		CTAE - Ag Extended Year	\$3,715		\$3,715
		CTAE - Ag Young Farmer	\$68,957		\$68,957
		CARES Act CTAE - Ag Extended Day	\$444		\$444
		CARES Act CTAE - Ag Extended Year	\$189		\$189
		CARES Act CTAE - Ag Young Farmer	\$7,686		\$7,686
	Burke County Total		\$89,820		\$89,820
618	Butts County	CTAE - Ag Extended Day	\$5,024		\$5,024
		CTAE - Ag Extended Year	\$2,114		\$2,114
		CTAE - Ag Young Farmer	\$0		\$0
	Butts County	CARES Act CTAE - Ag Extended Day	\$252		\$252
		CARES Act CTAE - Ag Extended Year	\$107		\$107
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Butts County Total		\$7,497		\$7,497
619	Calhoun County	CTAE - Ag Extended Day	\$6,781		\$6,781
		CTAE - Ag Extended Year	\$5,707		\$5,707
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$341		\$341
		CARES Act CTAE - Ag Extended Year	\$290		\$290
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Calhoun County Total		\$13,119		\$13,119
620	Camden County	CTAE - Ag Extended Day	\$28,056		\$28,056
		CTAE - Ag Extended Year	\$11,808		\$11,808
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,410		\$1,410
		CARES Act CTAE - Ag Extended Year	\$599		\$599
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Camden County Total		\$41,873		\$41,873
621	Candler County	CTAE - Ag Extended Day	\$10,471		\$10,471
		CTAE - Ag Extended Year	\$4,406		\$4,406
		CTAE - Ag Young Farmer	\$56,754		\$56,754
		CARES Act CTAE - Ag Extended Day	\$526		\$526
		CARES Act CTAE - Ag Extended Year	\$224		\$224
		CARES Act CTAE - Ag Young Farmer	\$6,326		\$6,326
	Candler County Total		\$78,707		\$78,707
622	Carroll County	CTAE - Ag Extended Day	\$48,589		\$48,589
		CTAE - Ag Extended Year	\$39,646		\$39,646
		CTAE - Ag Young Farmer	\$74,414		\$74,414
		CARES Act CTAE - Ag Extended Day	\$2,442		\$2,442
		CARES Act CTAE - Ag Extended Year	\$2,076		\$2,076
		CARES Act CTAE - Ag Young Farmer	\$8,294		\$8,294
	Carroll County Total		\$175,461		\$175,461
623	Catoosa County	CTAE - Ag Extended Day	\$23,428		\$23,428
		CTAE - Ag Extended Year	\$9,860		\$9,860
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,177		\$1,177
		CARES Act CTAE - Ag Extended Year	\$500		\$500
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Catoosa County Total		\$34,965		\$34,965

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
624	Charlton County	CTAE - Ag Extended Day	\$9,163		\$9,163
		CTAE - Ag Extended Year	\$3,856		\$3,856
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$460		\$460
		CARES Act CTAE - Ag Extended Year	\$196		\$196
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Charlton County Total		\$13,675		\$13,675
625	Chatham County	CTAE - Ag Extended Day	\$16,978		\$16,978
		CTAE - Ag Extended Year	\$9,458		\$9,458
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$937		\$937
		CARES Act CTAE - Ag Extended Year	\$515		\$515
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Chatham County Total		\$27,888		\$27,888
626	Chattahoochee County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
	Chattahoochee County Total		\$0		\$0
	Chattahoochee	CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Chattahoochee Total		\$0		\$0
627	Chattooga County	CTAE - Ag Extended Day	\$11,820		\$11,820
		CTAE - Ag Extended Year	\$9,949		\$9,949
		CTAE - Ag Young Farmer	\$62,189		\$62,189
		CARES Act CTAE - Ag Extended Day	\$594		\$594
		CARES Act CTAE - Ag Extended Year	\$505		\$505
		CARES Act CTAE - Ag Young Farmer	\$6,931		\$6,931
	Chattooga County Total		\$91,988		\$91,988
628	Cherokee County	CTAE - Ag Extended Day	\$22,259		\$22,259
		CTAE - Ag Extended Year	\$14,052		\$14,052
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,084		\$1,084
		CARES Act CTAE - Ag Extended Year	\$691		\$691
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Cherokee County Total		\$38,086		\$38,086
629	Clarke County	CTAE - Ag Extended Day	\$34,986		\$34,986
		CTAE - Ag Extended Year	\$14,723		\$14,723
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,771		\$1,771
		CARES Act CTAE - Ag Extended Year	\$753		\$753
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Clarke County Total		\$52,233		\$52,233
630	Clay County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
	Clay County Total		\$0		\$0
631	Clayton County	CTAE - Ag Extended Day	\$2,207		\$2,207
		CTAE - Ag Extended Year	\$929		\$929
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$111		\$111
		CARES Act CTAE - Ag Extended Year	\$47		\$47
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Clayton County Total		\$3,294		\$3,294
632	Clinch County	CTAE - Ag Extended Day	\$12,861		\$12,861
		CTAE - Ag Extended Year	\$5,412		\$5,412
		CTAE - Ag Young Farmer	\$0		\$0

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Extended Day	\$646		\$646
		CARES Act CTAE - Ag Extended Year	\$275		\$275
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Clinch County Total		\$19,194		\$19,194
633	Cobb County	CTAE - Ag Extended Day	\$2,207		\$2,207
		CTAE - Ag Extended Year	\$929		\$929
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$111		\$111
		CARES Act CTAE - Ag Extended Year	\$47		\$47
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Cobb County Total		\$3,294		\$3,294
634	Coffee County	CTAE - Ag Extended Day	\$28,898		\$28,898
		CTAE - Ag Extended Year	\$19,736		\$19,736
		CTAE - Ag Young Farmer	\$48,615		\$48,615
		CARES Act CTAE - Ag Extended Day	\$1,452		\$1,452
		CARES Act CTAE - Ag Extended Year	\$1,002		\$1,002
		CARES Act CTAE - Ag Young Farmer	\$5,419		\$5,419
	Coffee County Total		\$105,122		\$105,122
635	Colquitt County	CTAE - Ag Extended Day	\$38,536		\$38,536
		CTAE - Ag Extended Year	\$32,436		\$32,436
		CTAE - Ag Young Farmer	\$104,692		\$104,692
		CTAE - Area Teachers Program	\$419,352	\$3,045	\$422,397
		CARES Act CTAE - Ag Extended Day	\$1,937		\$1,937
		CARES Act CTAE - Ag Extended Year	\$1,646		\$1,646
		CARES Act CTAE - Ag Young Farmer	\$11,668		\$11,668
		CARES Act CTAE - Area Teachers Program	\$48,154		\$48,154
	Colquitt County Total		\$658,421		\$661,466
636	Columbia County	CTAE - Ag Extended Day	\$15,907		\$15,907
		CTAE - Ag Extended Year	\$6,694		\$6,694
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$799		\$799
		CARES Act CTAE - Ag Extended Year	\$340		\$340
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Columbia County Total		\$23,740		\$23,740
637	Cook County	CTAE - Ag Extended Day	\$16,316		\$16,316
		CTAE - Ag Extended Year	\$11,875		\$11,875
		CTAE - Ag Young Farmer	\$67,272		\$67,272
		CARES Act CTAE - Ag Extended Day	\$820		\$820
		CARES Act CTAE - Ag Extended Year	\$603		\$603
		CARES Act CTAE - Ag Young Farmer	\$7,498		\$7,498
	Cook County Total		\$104,384		\$104,384
638	Coweta County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Coweta County Total		\$0		\$0
639	Crawford County	CTAE - Ag Extended Day	\$9,735		\$9,735
		CTAE - Ag Extended Year	\$5,955		\$5,955
		CTAE - Ag Young Farmer	\$61,079		\$61,079
		CARES Act CTAE - Ag Extended Day	\$489		\$489
		CARES Act CTAE - Ag Extended Year	\$302		\$302
		CARES Act CTAE - Ag Young Farmer	\$6,807		\$6,807
	Crawford County Total		\$84,367		\$84,367
640	Crisp County	CTAE - Ag Extended Day	\$11,791		\$11,791
		CTAE - Ag Extended Year	\$9,925		\$9,925

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CTAE - Ag Young Farmer	\$58,216		\$58,216
		CARES Act CTAE - Ag Extended Day	\$593		\$593
		CARES Act CTAE - Ag Extended Year	\$504		\$504
		CARES Act CTAE - Ag Young Farmer	\$6,489		\$6,489
	Crisp County Total		\$87,518		\$87,518
641	Dade County	CTAE - Ag Extended Day	\$7,311		\$7,311
		CTAE - Ag Extended Year	\$6,154		\$6,154
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$189		\$189
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Dade County Total		\$13,876		\$13,876
642	Dawson County	CTAE - Ag Extended Day	\$7,000		\$7,000
		CTAE - Ag Extended Year	\$5,892		\$5,892
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$352		\$352
		CARES Act CTAE - Ag Extended Year	\$299		\$299
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Dawson County Total		\$13,543		\$13,543
643	Decatur County	CTAE - Ag Extended Day	\$16,242		\$16,242
		CTAE - Ag Extended Year	\$13,671		\$13,671
		CTAE - Ag Young Farmer	\$63,964		\$63,964
		CARES Act CTAE - Ag Extended Day	\$816		\$816
		CARES Act CTAE - Ag Extended Year	\$694		\$694
		CARES Act CTAE - Ag Young Farmer	\$7,129		\$7,129
	Decatur County Total		\$102,516		\$102,516
644	DeKalb County	CTAE - Ag Extended Day	\$7,173		\$7,173
		CTAE - Ag Extended Year	\$3,019		\$3,019
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$360		\$360
		CARES Act CTAE - Ag Extended Year	\$153		\$153
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	DeKalb County Total		\$10,705		\$10,705
645	Dodge County	CTAE - Ag Extended Day	\$9,735		\$9,735
		CTAE - Ag Extended Year	\$6,145		\$6,145
		CTAE - Ag Young Farmer	\$4,513		\$4,513
		CARES Act CTAE - Ag Extended Day	\$489		\$489
		CARES Act CTAE - Ag Extended Year	\$312		\$312
		CARES Act CTAE - Ag Young Farmer	\$502		\$502
	Dodge County Total		\$21,696		\$21,696
646	Dooley County	CTAE - Ag Extended Day	\$11,791		\$11,791
		CTAE - Ag Extended Year	\$8,068		\$8,068
		CTAE - Ag Young Farmer	\$83,626		\$83,626
		CARES Act CTAE - Ag Extended Day	\$593		\$593
		CARES Act CTAE - Ag Extended Year	\$409		\$409
		CARES Act CTAE - Ag Young Farmer	\$9,320		\$9,320
	Dooley County Total		\$113,807		\$113,807
647	Dougherty County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Dougherty County Total		\$0		\$0
648	Douglas County	CTAE - Ag Extended Day	\$6,461		\$6,461
		CTAE - Ag Extended Year	\$2,719		\$2,719
		CTAE - Ag Young Farmer	\$0		\$0

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Extended Day	\$325		\$325
		CARES Act CTAE - Ag Extended Year	\$138		\$138
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Douglas County Total		\$9,643		\$9,643
649	Early County	CTAE - Ag Extended Day	\$6,974		\$6,974
		CTAE - Ag Extended Year	\$5,870		\$5,870
		CTAE - Ag Young Farmer	\$55,397		\$55,397
		CARES Act CTAE - Ag Extended Day	\$350		\$350
		CARES Act CTAE - Ag Extended Year	\$298		\$298
		CARES Act CTAE - Ag Young Farmer	\$6,174		\$6,174
	Early County Total		\$75,063		\$75,063
650	Echols County	CTAE - Ag Extended Day	\$13,612		\$13,612
		CTAE - Ag Extended Year	\$11,458		\$11,458
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$684		\$684
		CARES Act CTAE - Ag Extended Year	\$581		\$581
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Echols County Total		\$26,335		\$26,335
651	Effingham County	CTAE - Ag Extended Day	\$45,443		\$45,443
		CTAE - Ag Extended Year	\$38,252		\$38,252
		CTAE - Ag Young Farmer	\$76,342		\$76,342
		CARES Act CTAE - Ag Extended Day	\$2,051		\$2,051
		CARES Act CTAE - Ag Extended Year	\$1,743		\$1,743
		CARES Act CTAE - Ag Young Farmer	\$8,509		\$8,509
	Effingham County Total		\$172,340		\$172,340
652	Elbert County	CTAE - Ag Extended Day	\$11,259		\$11,259
		CTAE - Ag Extended Year	\$7,108		\$7,108
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$566		\$566
		CARES Act CTAE - Ag Extended Year	\$361		\$361
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Elbert County Total		\$19,294		\$19,294
653	Emanuel County	CTAE - Ag Extended Day	\$27,074		\$27,074
		CTAE - Ag Extended Year	\$22,788		\$22,788
		CTAE - Ag Young Farmer	\$67,016		\$67,016
		CTAE - Area Teachers Program	\$508,385	\$2,154	\$510,539
		CARES Act CTAE - Ag Extended Day	\$1,361		\$1,361
		CARES Act CTAE - Ag Extended Year	\$1,157		\$1,157
		CARES Act CTAE - Ag Young Farmer	\$7,469		\$7,469
		CARES Act CTAE - Area Teachers Program	\$58,260		\$58,260
	Emanuel County Total		\$693,510		\$695,664
654	Evans County	CTAE - Ag Extended Day	\$5,469		\$5,469
		CTAE - Ag Extended Year	\$2,302		\$2,302
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$275		\$275
		CARES Act CTAE - Ag Extended Year	\$117		\$117
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Evans County Total		\$8,163		\$8,163
655	Fannin County	CTAE - Ag Extended Day	\$8,729		\$8,729
		CTAE - Ag Extended Year	\$5,531		\$5,531
		CTAE - Ag Young Farmer	\$68,723		\$68,723
		CARES Act CTAE - Ag Extended Day	\$544		\$544
		CARES Act CTAE - Ag Extended Year	\$326		\$326
		CARES Act CTAE - Ag Young Farmer	\$7,659		\$7,659
	Fannin County Total		\$91,512		\$91,512
656	Fayette County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Fayette County Total		\$0		\$0
657	Floyd County	CTAE - Ag Extended Day	\$13,745		\$13,745
		CTAE - Ag Extended Year	\$6,933		\$6,933
		CTAE - Ag Young Farmer	\$4,513		\$4,513
		CARES Act CTAE - Ag Extended Day	\$691		\$691
		CARES Act CTAE - Ag Extended Year	\$352		\$352
		CARES Act CTAE - Ag Young Farmer	\$502		\$502
	Floyd County Total		\$26,736		\$26,736
658	Forsyth County	CTAE - Ag Extended Day	\$44,563		\$44,563
		CTAE - Ag Extended Year	\$25,279		\$25,279
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$2,240		\$2,240
		CARES Act CTAE - Ag Extended Year	\$1,283		\$1,283
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Forsyth County Total		\$73,365		\$73,365
659	Franklin County	CTAE - Ag Extended Day	\$19,232		\$19,232
		CTAE - Ag Extended Year	\$16,188		\$16,188
		CTAE - Ag Young Farmer	\$68,957		\$68,957
		CARES Act CTAE - Ag Extended Day	\$967		\$967
		CARES Act CTAE - Ag Extended Year	\$822		\$822
		CARES Act CTAE - Ag Young Farmer	\$7,686		\$7,686
	Franklin County Total		\$113,852		\$113,852
660	Fulton County	CTAE - Ag Extended Day	\$30,876		\$30,876
		CTAE - Ag Extended Year	\$20,190		\$20,190
		CTAE - Ag Young Farmer	\$4,513		\$4,513
		CARES Act CTAE - Ag Extended Day	\$1,552		\$1,552
		CARES Act CTAE - Ag Extended Year	\$1,025		\$1,025
		CARES Act CTAE - Ag Young Farmer	\$502		\$502
	Fulton County Total		\$58,658		\$58,658
661	Gilmer County	CTAE - Ag Extended Day	\$18,281		\$18,281
		CTAE - Ag Extended Year	\$15,387		\$15,387
		CTAE - Ag Young Farmer	\$68,722		\$68,722
		CARES Act CTAE - Ag Extended Day	\$919		\$919
		CARES Act CTAE - Ag Extended Year	\$781		\$781
		CARES Act CTAE - Ag Young Farmer	\$7,660		\$7,660
	Gilmer County Total		\$111,750		\$111,750
662	Glascoc County	CTAE - Ag Extended Day	\$4,415		\$4,415
		CTAE - Ag Extended Year	\$3,715		\$3,715
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$189		\$189
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Glascoc County Total		\$8,541		\$8,541
663	Glynn County	CTAE - Ag Extended Day	\$15,264		\$15,264
		CTAE - Ag Extended Year	\$9,636		\$9,636
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$767		\$767
		CARES Act CTAE - Ag Extended Year	\$489		\$489
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Glynn County Total		\$26,156		\$26,156
664	Gordon County	CTAE - Ag Extended Day	\$21,745		\$21,745
		CTAE - Ag Extended Year	\$13,294		\$13,294
		CTAE - Ag Young Farmer	\$52,687		\$52,687

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Extended Day	\$1,093		\$1,093
		CARES Act CTAE - Ag Extended Year	\$675		\$675
		CARES Act CTAE - Ag Young Farmer	\$5,872		\$5,872
	Gordon County Total		\$95,366		\$95,366
665	Grady County	CTAE - Ag Extended Day	\$20,396		\$20,396
		CTAE - Ag Extended Year	\$17,168		\$17,168
		CTAE - Ag Young Farmer	\$65,580		\$65,580
		CARES Act CTAE - Ag Extended Day	\$1,025		\$1,025
		CARES Act CTAE - Ag Extended Year	\$871		\$871
		CARES Act CTAE - Ag Young Farmer	\$7,309		\$7,309
	Grady County Total		\$112,349		\$112,349
666	Greene County	CTAE - Ag Extended Day	\$9,944		\$9,944
		CTAE - Ag Extended Year	\$6,419		\$6,419
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$267		\$267
		CARES Act CTAE - Ag Extended Year	\$227		\$227
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Greene County Total		\$16,857		\$16,857
667	Gwinnett County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Gwinnett County Total		\$0		\$0
668	Habersham County	CTAE - Ag Extended Day	\$31,360		\$31,360
		CTAE - Ag Extended Year	\$26,396		\$26,396
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,576		\$1,576
		CARES Act CTAE - Ag Extended Year	\$1,340		\$1,340
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Habersham County Total		\$60,672		\$60,672
669	Hall County	CTAE - Ag Extended Day	\$28,696		\$28,696
		CTAE - Ag Extended Year	\$18,116		\$18,116
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,442		\$1,442
		CARES Act CTAE - Ag Extended Year	\$919		\$919
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Hall County Total		\$49,173		\$49,173
670	Hancock County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Hancock County Total		\$0		\$0
671	Haralson County	CTAE - Ag Extended Day	\$6,065		\$6,065
		CTAE - Ag Extended Year	\$3,829		\$3,829
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$305		\$305
		CARES Act CTAE - Ag Extended Year	\$194		\$194
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Haralson County Total		\$10,393		\$10,393
672	Harris County	CTAE - Ag Extended Day	\$12,473		\$12,473
		CTAE - Ag Extended Year	\$10,499		\$10,499
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$627		\$627

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Extended Year	\$533		\$533
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Harris County Total		\$24,132		\$24,132
673	Hart County	CTAE - Ag Extended Day	\$12,597		\$12,597
		CTAE - Ag Extended Year	\$10,603		\$10,603
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$633		\$633
		CARES Act CTAE - Ag Extended Year	\$538		\$538
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Hart County Total		\$24,371		\$24,371
674	Heard County	CTAE - Ag Extended Day	\$10,203		\$10,203
		CTAE - Ag Extended Year	\$5,223		\$5,223
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$513		\$513
		CARES Act CTAE - Ag Extended Year	\$265		\$265
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Heard County Total		\$16,204		\$16,204
675	Henry County	CTAE - Ag Extended Day	\$81,436		\$81,436
		CTAE - Ag Extended Year	\$34,273		\$34,273
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$4,093		\$4,093
		CARES Act CTAE - Ag Extended Year	\$1,739		\$1,739
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Henry County Total		\$121,541		\$121,541
676	Houston County	CTAE - Ag Extended Day	\$112,521		\$112,521
		CTAE - Ag Extended Year	\$94,711		\$94,711
		CTAE - Ag Young Farmer	\$53,530		\$53,530
		CTAE - Ag Youth Camps	\$277,725	\$2,154	\$279,879
		CARES Act CTAE - Ag Extended Day	\$5,655		\$5,655
		CARES Act CTAE - Ag Extended Year	\$4,806		\$4,806
		CARES Act CTAE - Ag Young Farmer	\$5,966		\$5,966
	Houston County Total		\$554,914		\$557,068
677	Irwin County	CTAE - Ag Extended Day	\$22,688		\$22,688
		CTAE - Ag Extended Year	\$19,096		\$19,096
		CTAE - Ag Young Farmer	\$58,154		\$58,154
		CARES Act CTAE - Ag Extended Day	\$1,140		\$1,140
		CARES Act CTAE - Ag Extended Year	\$969		\$969
		CARES Act CTAE - Ag Young Farmer	\$6,481		\$6,481
	Irwin County Total		\$108,528		\$108,528
678	Jackson County	CTAE - Ag Extended Day	\$32,448		\$32,448
		CTAE - Ag Extended Year	\$21,760		\$21,760
		CTAE - Ag Young Farmer	\$65,580		\$65,580
		CARES Act CTAE - Ag Extended Day	\$1,631		\$1,631
		CARES Act CTAE - Ag Extended Year	\$1,104		\$1,104
		CARES Act CTAE - Ag Young Farmer	\$7,309		\$7,309
	Jackson County Total		\$129,832		\$129,832
679	Jasper County	CTAE - Ag Extended Day	\$4,415		\$4,415
		CTAE - Ag Extended Year	\$3,715		\$3,715
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$189		\$189
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Jasper County Total		\$8,541		\$8,541
680	Jeff Davis County	CTAE - Ag Extended Day	\$22,689		\$22,689
		CTAE - Ag Extended Year	\$9,548		\$9,548
		CTAE - Ag Young Farmer	\$4,513		\$4,513
		CARES Act CTAE - Ag Extended Day	\$1,140		\$1,140

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Extended Year	\$485		\$485
		CARES Act CTAE - Ag Young Farmer	\$501		\$501
	Jeff Davis County Total		\$38,876		\$38,876
681	Jefferson County	CTAE - Ag Extended Day	\$4,791		\$4,791
		CTAE - Ag Extended Year	\$4,032		\$4,032
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$241		\$241
		CARES Act CTAE - Ag Extended Year	\$205		\$205
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Jefferson County Total		\$9,269		\$9,269
682	Jenkins County	CTAE - Ag Extended Day	\$14,576		\$14,576
		CTAE - Ag Extended Year	\$6,135		\$6,135
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$733		\$733
		CARES Act CTAE - Ag Extended Year	\$311		\$311
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Jenkins County Total		\$21,755		\$21,755
683	Johnson County	CTAE - Ag Extended Day	\$11,590		\$11,590
		CTAE - Ag Extended Year	\$9,756		\$9,756
		CTAE - Ag Young Farmer	\$67,016		\$67,016
		CARES Act CTAE - Ag Extended Day	\$583		\$583
		CARES Act CTAE - Ag Extended Year	\$495		\$495
		CARES Act CTAE - Ag Young Farmer	\$7,469		\$7,469
	Johnson County Total		\$96,909		\$96,909
684	Jones County	CTAE - Ag Extended Day	\$11,196		\$11,196
		CTAE - Ag Extended Year	\$4,712		\$4,712
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$563		\$563
		CARES Act CTAE - Ag Extended Year	\$239		\$239
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Jones County Total		\$16,710		\$16,710
685	Lamar County	CTAE - Ag Extended Day	\$4,415		\$4,415
		CTAE - Ag Extended Year	\$2,787		\$2,787
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$141		\$141
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Lamar County Total		\$7,565		\$7,565
686	Lanier County	CTAE - Ag Extended Day	\$13,055		\$13,055
		CTAE - Ag Extended Year	\$10,988		\$10,988
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$656		\$656
		CARES Act CTAE - Ag Extended Year	\$558		\$558
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Lanier County Total		\$25,257		\$25,257
687	Laurens County	CTAE - Ag Extended Day	\$27,362		\$27,362
		CTAE - Ag Extended Year	\$11,516		\$11,516
		CTAE - Ag Young Farmer	\$59,200		\$59,200
		CARES Act CTAE - Ag Extended Day	\$1,375		\$1,375
		CARES Act CTAE - Ag Extended Year	\$584		\$584
		CARES Act CTAE - Ag Young Farmer	\$6,598		\$6,598
	Laurens County Total		\$106,635		\$106,635
688	Lee County	CTAE - Ag Extended Day	\$19,804		\$19,804
		CTAE - Ag Extended Year	\$14,554		\$14,554
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$995		\$995
		CARES Act CTAE - Ag Extended Year	\$739		\$739

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Lee County Total		\$36,092		\$36,092
689	Liberty County	CTAE - Ag Extended Day	\$13,729		\$13,729
		CTAE - Ag Extended Year	\$5,778		\$5,778
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$690		\$690
		CARES Act CTAE - Ag Extended Year	\$293		\$293
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Liberty County Total		\$20,490		\$20,490
690	Lincoln County	CTAE - Ag Extended Day	\$5,321		\$5,321
		CTAE - Ag Extended Year	\$4,478		\$4,478
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$267		\$267
		CARES Act CTAE - Ag Extended Year	\$227		\$227
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Lincoln County Total		\$10,293		\$10,293
691	Long County	CTAE - Ag Extended Day	\$10,886		\$10,886
		CTAE - Ag Extended Year	\$6,872		\$6,872
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$547		\$547
		CARES Act CTAE - Ag Extended Year	\$349		\$349
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Long County Total		\$18,654		\$18,654
692	Lowndes County	CTAE - Ag Extended Day	\$38,044		\$38,044
		CTAE - Ag Extended Year	\$28,432		\$28,432
		CTAE - Ag Young Farmer	\$4,513		\$4,513
		CARES Act CTAE - Ag Extended Day	\$1,912		\$1,912
		CARES Act CTAE - Ag Extended Year	\$1,443		\$1,443
		CARES Act CTAE - Ag Young Farmer	\$501		\$501
	Lowndes County Total		\$74,845		\$74,845
693	Lumpkin County	CTAE - Ag Extended Day	\$10,044		\$10,044
		CTAE - Ag Extended Year	\$8,455		\$8,455
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$505		\$505
		CARES Act CTAE - Ag Extended Year	\$429		\$429
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Lumpkin County Total		\$19,433		\$19,433
694	Macon County	CTAE - Ag Extended Day	\$4,415		\$4,415
		CTAE - Ag Extended Year	\$1,858		\$1,858
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$94		\$94
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Macon County Total		\$6,589		\$6,589
695	Madison County	CTAE - Ag Extended Day	\$21,238		\$21,238
		CTAE - Ag Extended Year	\$17,876		\$17,876
		CTAE - Ag Young Farmer	\$63,751		\$63,751
		CARES Act CTAE - Ag Extended Day	\$1,067		\$1,067
		CARES Act CTAE - Ag Extended Year	\$907		\$907
		CARES Act CTAE - Ag Young Farmer	\$7,105		\$7,105
	Madison County Total		\$111,944		\$111,944
696	Marion County	CTAE - Ag Extended Day	\$5,943		\$5,943
		CTAE - Ag Extended Year	\$5,002		\$5,002
		CTAE - Ag Young Farmer	\$4,513		\$4,513
		CARES Act CTAE - Ag Extended Day	\$299		\$299
		CARES Act CTAE - Ag Extended Year	\$254		\$254
		CARES Act CTAE - Ag Young Farmer	\$502		\$502

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
	Marion County Total		\$16,513		\$16,513
697	McDuffie County	CTAE - Ag Extended Day	\$11,134		\$11,134
		CTAE - Ag Extended Year	\$5,972		\$5,972
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$560		\$560
		CARES Act CTAE - Ag Extended Year	\$303		\$303
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	McDuffie County Total		\$17,969		\$17,969
698	McIntosh County	CTAE - Ag Extended Day	\$4,415		\$4,415
		CTAE - Ag Extended Year	\$1,858		\$1,858
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$94		\$94
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	McIntosh County Total		\$6,589		\$6,589
699	Meriwether County	CTAE - Ag Extended Day	\$8,289		\$8,289
		CTAE - Ag Extended Year	\$6,978		\$6,978
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$417		\$417
		CARES Act CTAE - Ag Extended Year	\$354		\$354
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Meriwether County Total		\$16,038		\$16,038
700	Miller County	CTAE - Ag Extended Day	\$7,000		\$7,000
		CTAE - Ag Extended Year	\$5,892		\$5,892
		CTAE - Ag Young Farmer	\$49,075		\$49,075
		CARES Act CTAE - Ag Extended Day	\$352		\$352
		CARES Act CTAE - Ag Extended Year	\$299		\$299
		CARES Act CTAE - Ag Young Farmer	\$5,470		\$5,470
	Miller County Total		\$68,088		\$68,088
701	Mitchell County	CTAE - Ag Extended Day	\$8,829		\$8,829
		CTAE - Ag Extended Year	\$3,715		\$3,715
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$444		\$444
		CARES Act CTAE - Ag Extended Year	\$189		\$189
		CARES Act CTAE - Ag Young Farmer	\$5,017		\$5,017
	Mitchell County Total		\$18,194		\$18,194
702	Monroe County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Monroe County Total		\$0		\$0
703	Montgomery County	CTAE - Ag Extended Day	\$10,827		\$10,827
		CTAE - Ag Extended Year	\$4,557		\$4,557
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$544		\$544
		CARES Act CTAE - Ag Extended Year	\$231		\$231
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Montgomery County Total		\$16,159		\$16,159
704	Morgan County	CTAE - Ag Extended Day	\$17,263		\$17,263
		CTAE - Ag Extended Year	\$7,265		\$7,265
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$868		\$868
		CARES Act CTAE - Ag Extended Year	\$369		\$369
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Morgan County Total		\$25,765		\$25,765

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
705	Murray County	CTAE - Ag Extended Day	\$25,227		\$25,227
		CTAE - Ag Extended Year	\$21,234		\$21,234
		CTAE - Ag Young Farmer	\$68,723		\$68,723
		CARES Act CTAE - Ag Extended Day	\$1,268		\$1,268
		CARES Act CTAE - Ag Extended Year	\$1,078		\$1,078
		CARES Act CTAE - Ag Young Farmer	\$7,659		\$7,659
	Murray County Total		\$125,189		\$125,189
706	Muscogee County	CTAE - Ag Extended Day	\$9,438		\$9,438
		CTAE - Ag Extended Year	\$3,972		\$3,972
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$474		\$474
		CARES Act CTAE - Ag Extended Year	\$202		\$202
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Muscogee County Total		\$14,086		\$14,086
707	Newton County	CTAE - Ag Extended Day	\$41,665		\$41,665
		CTAE - Ag Extended Year	\$34,141		\$34,141
		CTAE - Ag Young Farmer	\$74,227		\$74,227
		CTAE - Ag Youth Camps	\$536,365	\$5,075	\$541,440
		CTAE - Area Teachers Program	\$106,414		\$106,414
		CARES Act CTAE - Ag Extended Day	\$2,053		\$2,053
		CARES Act CTAE - Ag Extended Year	\$1,698		\$1,698
		CARES Act CTAE - Ag Young Farmer	\$7,495		\$7,495
		CARES Act CTAE - Area Teachers Program	\$13,742		\$13,742
	Newton County Total		\$817,800		\$822,875
708	Oconee County	CTAE - Ag Extended Day	\$30,751		\$30,751
		CTAE - Ag Extended Year	\$22,874		\$22,874
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,545		\$1,545
		CARES Act CTAE - Ag Extended Year	\$1,161		\$1,161
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Oconee County Total		\$56,331		\$56,331
709	Oglethorpe County	CTAE - Ag Extended Day	\$21,099		\$21,099
		CTAE - Ag Extended Year	\$14,729		\$14,729
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,060		\$1,060
		CARES Act CTAE - Ag Extended Year	\$748		\$748
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Oglethorpe County Total		\$37,636		\$37,636
710	Paulding County	CTAE - Ag Extended Day	\$17,883		\$17,883
		CTAE - Ag Extended Year	\$15,052		\$15,052
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$899		\$899
		CARES Act CTAE - Ag Extended Year	\$764		\$764
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Paulding County Total		\$34,598		\$34,598
711	Peach County	CTAE - Ag Extended Day	\$16,332		\$16,332
		CTAE - Ag Extended Year	\$11,451		\$11,451
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$821		\$821
		CARES Act CTAE - Ag Extended Year	\$581		\$581
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Peach County Total		\$29,185		\$29,185
712	Pickens County	CTAE - Ag Extended Day	\$18,375		\$18,375
		CTAE - Ag Extended Year	\$15,467		\$15,467
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$924		\$924
		CARES Act CTAE - Ag Extended Year	\$785		\$785

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System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Pickens County Total		\$35,551		\$35,551
713	Pierce County	CTAE - Ag Extended Day	\$17,892		\$17,892
		CTAE - Ag Extended Year	\$13,974		\$13,974
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$899		\$899
		CARES Act CTAE - Ag Extended Year	\$709		\$709
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Pierce County Total		\$33,474		\$33,474
714	Pike County	CTAE - Ag Extended Day	\$27,860		\$27,860
		CTAE - Ag Extended Year	\$21,904		\$21,904
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,434		\$1,434
		CARES Act CTAE - Ag Extended Year	\$1,112		\$1,112
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Pike County Total		\$52,310		\$52,310
715	Polk County	CTAE - Ag Extended Day	\$15,060		\$15,060
		CTAE - Ag Extended Year	\$9,508		\$9,508
		CTAE - Ag Young Farmer	\$61,875		\$61,875
		CARES Act CTAE - Ag Extended Day	\$757		\$757
		CARES Act CTAE - Ag Extended Year	\$482		\$482
		CARES Act CTAE - Ag Young Farmer	\$6,011		\$6,011
	Polk County Total		\$93,693		\$93,693
716	Pulaski County	CTAE - Ag Extended Day	\$4,415		\$4,415
		CTAE - Ag Extended Year	\$1,858		\$1,858
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$94		\$94
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Pulaski County Total		\$6,589		\$6,589
717	Putnam County	CTAE - Ag Extended Day	\$5,321		\$5,321
		CTAE - Ag Extended Year	\$4,478		\$4,478
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$267		\$267
		CARES Act CTAE - Ag Extended Year	\$227		\$227
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Putnam County Total		\$10,293		\$10,293
718	Quitman County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Quitman County Total		\$0		\$0
719	Rabun County	CTAE - Ag Extended Day	\$15,353		\$15,353
		CTAE - Ag Extended Year	\$12,923		\$12,923
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$772		\$772
		CARES Act CTAE - Ag Extended Year	\$656		\$656
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Rabun County Total		\$29,704		\$29,704
720	Randolph County	CTAE - Ag Extended Day	\$5,023		\$5,023
		CTAE - Ag Extended Year	\$4,228		\$4,228
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$253		\$253
		CARES Act CTAE - Ag Extended Year	\$215		\$215
		CARES Act CTAE - Ag Young Farmer	\$0		\$0

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System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
	Randolph County Total		\$9,719		\$9,719
721	Richmond County	CTAE - Ag Extended Day	\$11,389		\$11,389
		CTAE - Ag Extended Year	\$4,793		\$4,793
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$572		\$572
		CARES Act CTAE - Ag Extended Year	\$243		\$243
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Richmond County Total		\$16,997		\$16,997
722	Rockdale County	CTAE - Ag Extended Day	\$6,461		\$6,461
		CTAE - Ag Extended Year	\$2,719		\$2,719
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$325		\$325
		CARES Act CTAE - Ag Extended Year	\$138		\$138
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Rockdale County Total		\$9,643		\$9,643
723	Schley County	CTAE - Ag Extended Day	\$6,974		\$6,974
		CTAE - Ag Extended Year	\$5,870		\$5,870
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$350		\$350
		CARES Act CTAE - Ag Extended Year	\$298		\$298
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Schley County Total		\$13,492		\$13,492
724	Screven County	CTAE - Ag Extended Day	\$21,758		\$21,758
		CTAE - Ag Extended Year	\$18,315		\$18,315
		CTAE - Ag Young Farmer	\$4,513		\$4,513
		CARES Act CTAE - Ag Extended Day	\$1,094		\$1,094
		CARES Act CTAE - Ag Extended Year	\$929		\$929
		CARES Act CTAE - Ag Young Farmer	\$504		\$504
	Screven County Total		\$47,113		\$47,113
725	Seminole County	CTAE - Ag Extended Day	\$14,818		\$14,818
		CTAE - Ag Extended Year	\$12,473		\$12,473
		CTAE - Ag Young Farmer	\$68,723		\$68,723
		CARES Act CTAE - Ag Extended Day	\$745		\$745
		CARES Act CTAE - Ag Extended Year	\$633		\$633
		CARES Act CTAE - Ag Young Farmer	\$7,659		\$7,659
	Seminole County Total		\$105,051		\$105,051
726	Spalding County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Spalding County Total		\$0		\$0
727	Stephens County	CTAE - Ag Extended Day	\$10,366		\$10,366
		CTAE - Ag Extended Year	\$8,725		\$8,725
		CTAE - Ag Young Farmer	\$76,342		\$76,342
		CARES Act CTAE - Ag Extended Day	\$521		\$521
		CARES Act CTAE - Ag Extended Year	\$443		\$443
		CARES Act CTAE - Ag Young Farmer	\$8,509		\$8,509
	Stephens County Total		\$104,906		\$104,906
728	Stewart County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Stewart County Total		\$0		\$0

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System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
729	Sumter County	CTAE - Ag Extended Day	\$9,825		\$9,825
		CTAE - Ag Extended Year	\$6,202		\$6,202
		CTAE - Ag Young Farmer	\$46,057		\$46,057
		CARES Act CTAE - Ag Extended Day	\$494		\$494
		CARES Act CTAE - Ag Extended Year	\$315		\$315
		CARES Act CTAE - Ag Young Farmer	\$5,133		\$5,133
	Sumter County Total		\$68,026		\$68,026
730	Talbot County	CTAE - Ag Extended Day	\$4,245		\$4,245
		CTAE - Ag Extended Year	\$2,382		\$2,382
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$213		\$213
		CARES Act CTAE - Ag Extended Year	\$121		\$121
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Talbot County Total		\$6,961		\$6,961
731	Taliaffero County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Taliaffero County Total		\$0		\$0
732	Tattnall County	CTAE - Ag Extended Day	\$9,438		\$9,438
		CTAE - Ag Extended Year	\$7,944		\$7,944
		CTAE - Ag Young Farmer	\$58,154		\$58,154
		CARES Act CTAE - Ag Extended Day	\$474		\$474
		CARES Act CTAE - Ag Extended Year	\$403		\$403
		CARES Act CTAE - Ag Young Farmer	\$6,481		\$6,481
	Tattnall County Total		\$82,894		\$82,894
733	Taylor County	CTAE - Ag Extended Day	\$4,913		\$4,913
		CTAE - Ag Extended Year	\$2,433		\$2,433
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$247		\$247
		CARES Act CTAE - Ag Extended Year	\$123		\$123
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Taylor County Total		\$7,716		\$7,716
734	Telfair County	CTAE - Ag Extended Day	\$11,791		\$11,791
		CTAE - Ag Extended Year	\$9,925		\$9,925
		CTAE - Ag Young Farmer	\$62,189		\$62,189
		CARES Act CTAE - Ag Extended Day	\$593		\$593
		CARES Act CTAE - Ag Extended Year	\$504		\$504
		CARES Act CTAE - Ag Young Farmer	\$6,931		\$6,931
	Telfair County Total		\$91,933		\$91,933
735	Terrell County	CTAE - Ag Extended Day	\$6,461		\$6,461
		CTAE - Ag Extended Year	\$5,438		\$5,438
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$325		\$325
		CARES Act CTAE - Ag Extended Year	\$276		\$276
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Terrell County Total		\$12,500		\$12,500
736	Thomas County	CTAE - Ag Extended Day	\$28,122		\$28,122
		CTAE - Ag Extended Year	\$18,092	\$1,173	\$19,265
		CTAE - Ag Young Farmer	\$67,016		\$67,016
		CARES Act CTAE - Ag Extended Day	\$1,413		\$1,413
		CARES Act CTAE - Ag Extended Year	\$918		\$918
		CARES Act CTAE - Ag Young Farmer	\$7,469		\$7,469
	Thomas County Total		\$123,030		\$124,203
737	Tift County	CTAE - Ag Extended Day	\$41,606		\$41,606

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System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CTAE - Ag Extended Year	\$35,020		\$35,020
		CTAE - Ag Young Farmer	\$83,626		\$83,626
		CARES Act CTAE - Ag Extended Day	\$2,091		\$2,091
		CARES Act CTAE - Ag Extended Year	\$1,777		\$1,777
		CARES Act CTAE - Ag Young Farmer	\$9,320		\$9,320
	Tift County Total		\$173,440		\$173,440
738	Toombs County	CTAE - Ag Extended Day	\$10,038		\$10,038
		CTAE - Ag Extended Year	\$8,448		\$8,448
		CTAE - Ag Young Farmer	\$63,751		\$63,751
		CARES Act CTAE - Ag Extended Day	\$504		\$504
		CARES Act CTAE - Ag Extended Year	\$429		\$429
		CARES Act CTAE - Ag Young Farmer	\$7,105		\$7,105
	Toombs County Total		\$90,275		\$90,275
739	Towns County	CTAE - Ag Extended Day	\$13,615		\$13,615
		CTAE - Ag Extended Year	\$9,027		\$9,027
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$684		\$684
		CARES Act CTAE - Ag Extended Year	\$458		\$458
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Towns County Total		\$23,784		\$23,784
740	Treutlen County	CTAE - Ag Extended Day	\$7,516		\$7,516
		CTAE - Ag Extended Year	\$6,327		\$6,327
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$378		\$378
		CARES Act CTAE - Ag Extended Year	\$321		\$321
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Treutlen County Total		\$14,542		\$14,542
741	Troup County	CTAE - Ag Extended Day	\$34,023		\$34,023
		CTAE - Ag Extended Year	\$14,319		\$14,319
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,710		\$1,710
		CARES Act CTAE - Ag Extended Year	\$727		\$727
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Troup County Total		\$50,779		\$50,779
742	Turner County	CTAE - Ag Extended Day	\$6,384		\$6,384
		CTAE - Ag Extended Year	\$5,373		\$5,373
		CTAE - Ag Young Farmer	\$76,342		\$76,342
		CARES Act CTAE - Ag Extended Day	\$284		\$284
		CARES Act CTAE - Ag Extended Year	\$242		\$242
		CARES Act CTAE - Ag Young Farmer	\$8,509		\$8,509
	Turner County Total		\$97,134		\$97,134
743	Twiggs County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Twiggs County Total		\$0		\$0
744	Union County	CTAE - Ag Extended Day	\$15,951		\$15,951
		CTAE - Ag Extended Year	\$13,429		\$13,429
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$444		\$444
		CARES Act CTAE - Ag Extended Year	\$377		\$377
		CARES Act CTAE - Ag Young Farmer	\$7,106		\$7,106
	Union County Total		\$37,307		\$37,307
745	Thomaston Upson County	CTAE - Ag Extended Day	\$11,775		\$11,775
		CTAE - Ag Extended Year	\$8,479		\$8,479

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System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$592		\$592
		CARES Act CTAE - Ag Extended Year	\$430		\$430
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Thomaston Upson County Total		\$21,276		\$21,276
746	Walker County	CTAE - Ag Extended Day	\$48,740		\$48,740
		CTAE - Ag Extended Year	\$41,025		\$41,025
		CTAE - Ag Young Farmer	\$63,750		\$63,750
		CARES Act CTAE - Ag Extended Day	\$2,450		\$2,450
		CARES Act CTAE - Ag Extended Year	\$2,082		\$2,082
		CARES Act CTAE - Ag Young Farmer	\$7,106		\$7,106
	Walker County Total		\$165,153		\$165,153
747	Walton County	CTAE - Ag Extended Day	\$47,100		\$47,100
		CTAE - Ag Extended Year	\$21,731		\$21,731
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$2,367		\$2,367
		CARES Act CTAE - Ag Extended Year	\$1,103		\$1,103
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Walton County Total		\$72,301		\$72,301
748	Ware County	CTAE - Ag Extended Day	\$23,671		\$23,671
		CTAE - Ag Extended Year	\$15,812		\$15,812
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,190		\$1,190
		CARES Act CTAE - Ag Extended Year	\$803		\$803
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Ware County Total		\$41,476		\$41,476
749	Warren County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Warren County Total		\$0		\$0
750	Washington County	CTAE - Ag Extended Day	\$9,327		\$9,327
		CTAE - Ag Extended Year	\$3,926		\$3,926
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$469		\$469
		CARES Act CTAE - Ag Extended Year	\$199		\$199
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Washington County Total		\$13,921		\$13,921
751	Wayne County	CTAE - Ag Extended Day	\$16,029		\$16,029
		CTAE - Ag Extended Year	\$13,491		\$13,491
		CTAE - Ag Young Farmer	\$58,152		\$58,152
		CARES Act CTAE - Ag Extended Day	\$806		\$806
		CARES Act CTAE - Ag Extended Year	\$685		\$685
		CARES Act CTAE - Ag Young Farmer	\$6,483		\$6,483
	Wayne County Total		\$95,646		\$95,646
752	Webster County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Webster County Total		\$0		\$0
753	Wheeler County	CTAE - Ag Extended Day	\$11,221		\$11,221
		CTAE - Ag Extended Year	\$9,446		\$9,446
		CTAE - Ag Young Farmer	\$0		\$0

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System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Extended Day	\$564		\$564
		CARES Act CTAE - Ag Extended Year	\$479		\$479
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Wheeler County Total		\$21,710		\$21,710
754	White County	CTAE - Ag Extended Day	\$26,771		\$26,771
		CTAE - Ag Extended Year	\$22,533		\$22,533
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,346		\$1,346
		CARES Act CTAE - Ag Extended Year	\$1,144		\$1,144
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	White County Total		\$51,794		\$51,794
755	Whitfield County	CTAE - Ag Extended Day	\$25,591		\$25,591
		CTAE - Ag Extended Year	\$23,236		\$23,236
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$1,286		\$1,286
		CARES Act CTAE - Ag Extended Year	\$1,179		\$1,179
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Whitfield County Total		\$51,292		\$51,292
756	Wilcox County	CTAE - Ag Extended Day	\$5,164		\$5,164
		CTAE - Ag Extended Year	\$4,346		\$4,346
		CTAE - Ag Young Farmer	\$68,723		\$68,723
		CARES Act CTAE - Ag Extended Day	\$259		\$259
		CARES Act CTAE - Ag Extended Year	\$221		\$221
		CARES Act CTAE - Ag Young Farmer	\$7,659		\$7,659
	Wilcox County Total		\$86,372		\$86,372
757	Wilkes County	CTAE - Ag Extended Day	\$9,884		\$9,884
		CTAE - Ag Extended Year	\$8,319		\$8,319
		CTAE - Ag Young Farmer	\$68,723		\$68,723
		CARES Act CTAE - Ag Extended Day	\$497		\$497
		CARES Act CTAE - Ag Extended Year	\$422		\$422
		CARES Act CTAE - Ag Young Farmer	\$7,659		\$7,659
	Wilkes County Total		\$95,504		\$95,504
758	Wilkinson County	CTAE - Ag Extended Day	\$0		\$0
		CTAE - Ag Extended Year	\$0		\$0
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$0		\$0
		CARES Act CTAE - Ag Extended Year	\$0		\$0
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Wilkinson County Total		\$0		\$0
759	Worth County	CTAE - Ag Extended Day	\$11,805		\$11,805
		CTAE - Ag Extended Year	\$7,082		\$7,082
		CTAE - Ag Young Farmer	\$4,512		\$4,512
		CARES Act CTAE - Ag Extended Day	\$593		\$593
		CARES Act CTAE - Ag Extended Year	\$359		\$359
		CARES Act CTAE - Ag Young Farmer	\$503		\$503
	Worth County Total		\$24,854		\$24,854
763	Monroe County	CTAE - Ag Extended Day	\$18,160		\$18,160
		CTAE - Ag Extended Year	\$13,428		\$13,428
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$913		\$913
		CARES Act CTAE - Ag Extended Year	\$681		\$681
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Monroe County Total		\$33,182		\$33,182
765	Calhoun City	CTAE - Ag Extended Day	\$5,307		\$5,307
		CTAE - Ag Extended Year	\$4,467		\$4,467
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$267		\$267

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System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Extended Year	\$227		\$227
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Calhoun City Total		\$10,268		\$10,268
769	Chickamauga City	CTAE - Ag Extended Day	\$6,283		\$6,283
		CTAE - Ag Extended Year	\$2,645		\$2,645
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$316		\$316
		CARES Act CTAE - Ag Extended Year	\$134		\$134
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Chickamauga City Total		\$9,378		\$9,378
771	Commerce City	CTAE - Ag Extended Day	\$12,196		\$12,196
		CTAE - Ag Extended Year	\$10,265		\$10,265
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$613		\$613
		CARES Act CTAE - Ag Extended Year	\$521		\$521
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Commerce City Total		\$23,595		\$23,595
774	Dublin City	CTAE - Ag Extended Day	\$4,402		\$4,402
		CTAE - Ag Extended Year	\$3,705		\$3,705
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$235		\$235
		CARES Act CTAE - Ag Extended Year	\$199		\$199
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Dublin City Total		\$8,541		\$8,541
779	Jefferson City	CTAE - Ag Extended Day	\$18,769		\$18,769
		CTAE - Ag Extended Year	\$15,798		\$15,798
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$943		\$943
		CARES Act CTAE - Ag Extended Year	\$802		\$802
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Jefferson City Total		\$36,312		\$36,312
784	Pelham City	CTAE - Ag Extended Day	\$17,909		\$17,909
		CTAE - Ag Extended Year	\$15,074		\$15,074
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$900		\$900
		CARES Act CTAE - Ag Extended Year	\$765		\$765
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Pelham City Total		\$34,648		\$34,648
785	Rome City	CTAE - Ag Extended Day	\$10,047		\$10,047
		CTAE - Ag Extended Year	\$8,456		\$8,456
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$505		\$505
		CARES Act CTAE - Ag Extended Year	\$429		\$429
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Rome City Total		\$19,437		\$19,437
786	Social Circle City	CTAE - Ag Extended Day	\$6,781		\$6,781
		CTAE - Ag Extended Year	\$2,854		\$2,854
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$341		\$341
		CARES Act CTAE - Ag Extended Year	\$145		\$145
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Social Circle City Total		\$10,121		\$10,121
789	Thomasville City	CTAE - Ag Extended Day	\$4,415		\$4,415
		CTAE - Ag Extended Year	\$1,858		\$1,858
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$222		\$222
		CARES Act CTAE - Ag Extended Year	\$94		\$94

FY21 State High School Program Grants for Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Thomasville City Total		\$6,589		\$6,589
792	Valdosta City	CTAE - Ag Extended Day	\$5,780		\$5,780
		CTAE - Ag Extended Year	\$2,432		\$2,432
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$291		\$291
		CARES Act CTAE - Ag Extended Year	\$124		\$124
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Valdosta City Total		\$8,627		\$8,627
782-0616	Baconton Community Charter	CTAE - Ag Extended Day	\$4,536		\$4,536
		CTAE - Ag Extended Year	\$2,864		\$2,864
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$228		\$228
		CARES Act CTAE - Ag Extended Year	\$145		\$145
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Baconton Community Charter Total		\$7,773		\$7,773
	Georgia School of Innovation and	CTAE - Ag Extended Day	\$8,829		\$8,829
		CTAE - Ag Extended Year	\$5,574		\$5,574
		CTAE - Ag Young Farmer	\$0		\$0
		CARES Act CTAE - Ag Extended Day	\$444		\$444
		CARES Act CTAE - Ag Extended Year	\$283		\$283
		CARES Act CTAE - Ag Young Farmer	\$0		\$0
	Georgia School of Innovation and Classics Total		\$15,130		\$15,130
783-0210	Pataula Charter System	CTAE - Ag Extended Day	\$6,974		\$6,974
		CTAE - Ag Extended Year	\$5,872		\$5,872
		CTAE - Ag Young Farmer	\$65,357		\$65,357
		CARES Act CTAE - Ag Extended Day	\$350		\$350
		CARES Act CTAE - Ag Extended Year	\$296		\$296
		CARES Act CTAE - Ag Young Farmer	\$7,286		\$7,286
	Pataula Charter System Total		\$86,135		\$86,135
			\$11,118,979	\$17,909	\$11,136,888

FY21 CTAE High School Federal Program Grants									
System Number	System Name	Perkins V Program Improvement Grant	Perkins V Professional Development	Total 85% Basic Grant Allocation	PerkinsPlus Reserve Projects	State Institutions	Original Allocation Perkins V	Amendment 1 FY20 Carryover	Amended Total Allocation Perkins V
601	Appling County School District	40,923	3,559	44,482	7,778		52,260	4,685	56,945
602	Atkinson County School District	24,271	2,111	26,382	4,730		31,112	2,493	33,605
603	Bacon County School District	25,960	2,257	28,217	9,538		37,755	3,556	41,311
604	Baker County School District	6,854	596	7,450			7,450	750	8,200
605	Baldwin County School District	74,988	6,521	81,509	7,669		89,178	8,740	97,918
606	Banks County School District	26,233	2,281	28,514	13,229		41,743	2,885	44,628
607	Barrow County School District	110,080	9,572	119,652	18,082		137,734	12,847	150,581
608	Bartow County School District	109,754	9,544	119,298	18,586		137,884	13,932	151,816
609	Ben Hill County School District	44,168	3,841	48,009			48,009	5,000	53,009
610	Berrien County School District	40,543	3,526	44,069	13,939		58,008	4,263	62,271
611	Bibb County School District	373,164	32,449	405,613	9,292		414,905	42,236	457,141
612	Bleckley County School District	21,963	1,910	23,873	13,196		37,069	2,439	39,508
613	Brantley County School District	37,128	3,228	40,356	13,939		54,295	4,012	58,307
614	Brooks County School District	31,782	2,764	34,546	8,103		42,649	3,953	46,602
615	Bryan County School District	50,098	4,356	54,454	16,307		70,761	5,691	76,452
616	Bulloch County School District	110,547	9,613	120,160	11,666		131,826	12,582	144,408
617	Burke County School District	51,839	4,508	56,347	11,938		68,285	6,084	74,369
618	Butts County School District	43,920	3,819	47,739	4,190		51,929	4,181	56,110
619	Calhoun County School District	11,967	1,041	13,008	2,387		15,395	1,385	16,780
620	Camden County School District	80,482	6,998	87,480	18,586		106,066	8,463	114,529
621	Candler County School District	26,601	2,313	28,914			28,914	2,926	31,840
622	Carroll County School District	156,691	13,625	170,316	18,586		188,902	18,217	207,119
623	Catoosa County School District	83,757	7,283	91,040	18,586		109,626	9,659	119,285
624	Charlton County School District	20,591	1,790	22,381			22,381	2,387	24,768
625	Chatham County School District	374,894	32,599	407,493	23,196		430,689	48,772	479,461
626	Chattahoochee County School District	25,908	2,253	28,161	3,089		31,250	2,838	34,088
627	Chattooga County School District	33,364	2,901	36,265	10,205		46,470	4,074	50,544
628	Cherokee County School District	253,743	22,065	275,808	23,233		299,041	26,927	325,968
629	Clarke County School District	174,052	15,135	189,187	12,553		201,740	19,400	221,140
631	Clayton County School District	661,587	57,529	719,116			719,116	66,248	785,364
632	Clinch County School District	16,525	1,437	17,962	7,554		25,516	1,788	27,304
633	Cobb County School District	809,771	70,415	880,186	23,232		903,418	82,016	985,434
634	Coffee County School District	99,176	8,624	107,800	9,300		117,100	10,987	128,087
635	Colquitt County School District	115,493	10,043	125,536	14,943		140,479	12,560	153,039
636	Columbia County School District	170,378	14,815	185,193	23,229		208,422	16,216	224,638
637	Cook County School District	41,036	3,568	44,604	11,690		56,294	4,334	60,628
638	Coweta County School District	183,552	15,961	199,513			199,513	19,302	218,815
639	Crawford County School District	20,313	1,766	22,079	8,552		30,631	2,376	33,007
640	Crisp County School District	61,045	5,308	66,353			66,353	6,865	73,218
641	Dade County School District	18,683	1,625	20,308			20,308	2,155	22,463
642	Dawson County School District	24,767	2,154	26,921	11,071		37,992	2,817	40,809
643	Decatur County School District	60,898	5,295	66,193			66,193	7,087	73,280
644	DeKalb County School District	1,124,104	97,748	1,221,852	23,234		1,245,086	134,024	1,379,110
645	Dodge County School District	36,107	3,140	39,247			39,247	3,851	43,098
646	Dooly County School District	23,259	2,022	25,281	12,040		37,321	2,780	40,101
647	Dougherty School District	223,850	19,465	243,315	17,765		261,080	26,347	287,427
648	Douglas County School District	244,399	21,252	265,651	9,292		274,943	24,426	299,369
649	Early County School District	27,899	2,426	30,325	10,222		40,547	3,123	43,670
650	Echols County School District	10,539	916	11,455			11,455	1,113	12,568
651	Effingham County School District	76,517	6,654	83,171	17,388		100,559	8,780	109,339
652	Elbert County School District	35,651	3,100	38,751	12,606		51,357	4,181	55,538
653	Emanuel County School District	53,202	4,626	57,828	8,223		66,051	6,676	72,727
654	Evans County School District	29,083	2,529	31,612	4,412		36,024	3,435	39,459
655	Fannin County School District	33,368	2,902	36,270	9,103		45,373	3,556	48,929
656	Fayette County School District	98,123	8,532	106,655	23,234		129,889	11,567	141,456
657	Floyd County School District	108,006	9,392	117,398	18,586		135,984	11,072	147,056
658	Forsyth County School District	209,110	18,183	227,293	23,234		250,527	23,289	273,816
659	Franklin County School District	37,556	3,266	40,822	12,265		53,087	4,197	57,284
660	Fulton County School District	764,284	66,460	830,744	23,234		853,978	91,954	945,932
661	Gilmer County School District	50,155	4,361	54,516	8,855		63,371	4,971	68,342
662	Glascocock County School District	4,370	380	4,750	2,610		7,360	540	7,900
663	Glynn County School District	141,669	12,319	153,988	18,586		172,574	16,993	189,567
664	Gordon County School District	72,012	6,262	78,274	18,435		96,709	6,349	103,058
665	Grady County School District	54,417	4,732	59,149	15,730		74,879	5,663	80,542
666	Greene County School District	31,420	2,732	34,152			34,152	3,065	37,217

FY21 CTAE High School Federal Program Grants									
System Number	System Name	Perkins V Program Improvement Grant	Perkins V Professional Development	Total 85% Basic Grant Allocation	PerkinsPlus Reserve Projects	State Institutions	Original Allocation Perkins V	Amendment 1 FY20 Carryover	Amended Total Allocation Perkins V
667	Gwinnett County School District	1,171,341	101,856	1,273,197	23,234		1,296,431	152,333	1,448,764
668	Habersham County School District	63,561	5,527	69,088	11,937		81,025	6,630	87,655
669	Hall County School District	245,010	21,305	266,315	23,234		289,549	25,617	315,166
670	Hancock County School District	15,670	1,363	17,033			17,033	1,773	18,806
671	Haralson County School District	37,985	3,303	41,288	10,356		51,644	4,101	55,745
672	Harris County School District	36,410	3,166	39,576	7,311		46,887	3,782	50,669
673	Hart County School District	39,733	3,455	43,188			43,188	4,794	47,982
674	Heard County School District	20,011	1,740	21,751	10,003		31,754	2,359	34,113
675	Henry County School District	285,606	24,835	310,441	23,234		333,675	34,198	367,873
676	Houston County School District	233,924	20,341	254,265	23,234		277,499	28,179	305,678
677	Irwin County School District	19,166	1,667	20,833	8,318		29,151	1,953	31,104
678	Jackson County School District	61,892	5,382	67,274	17,673		84,947	6,758	91,705
679	Jasper County School District	24,320	2,115	26,435	10,770		37,205	2,753	39,958
680	Jeff Davis County School District	33,986	2,955	36,941	4,952		41,893	3,959	45,852
681	Jefferson County School District	35,985	3,129	39,114	7,230		46,344	4,030	50,374
682	Jenkins County School District	18,223	1,585	19,808	910		20,718	2,226	22,944
683	Johnson County School District	16,402	1,426	17,828	1,736		19,564	1,901	21,465
684	Jones County School District	42,491	3,695	46,186	18,586		64,772	4,570	69,342
685	Lamar County School District	27,932	2,429	30,361	13,866		44,227	3,256	47,483
686	Lanier County School District	20,588	1,790	22,378	11,408		33,786	2,292	36,078
687	Laurens County School District	68,541	5,960	74,501	12,062		86,563	6,700	93,263
688	Lee County School District	42,962	3,736	46,698	9,919		56,617	4,496	61,113
689	Liberty County School District	105,399	9,165	114,564	18,465		133,029	13,108	146,137
690	Lincoln County School District	11,245	978	12,223	10,028		22,251	1,361	23,612
691	Long County School District	35,331	3,072	38,403	13,938		52,341	4,423	56,764
692	Lowndes County School District	109,314	9,506	118,820	18,586		137,406	11,085	148,491
693	Lumpkin County School District	34,498	3,000	37,498	13,851		51,349	4,026	55,375
694	Macon County School District	26,278	2,285	28,563	9,292		37,855	2,975	40,830
695	Madison County School District	49,792	4,330	54,122			54,122	5,168	59,290
696	Marion County School District	17,997	1,565	19,562	4,845		24,407	2,087	26,494
697	McDuffie County School District	48,472	4,215	52,687	11,821		64,508	5,432	69,940
698	McIntosh County School District	23,123	2,011	25,134	2,284		27,418	2,415	29,833
699	Meriwether County School District	46,829	4,072	50,901	7,694		58,595	4,595	63,190
700	Miller County School District	11,595	1,008	12,603	4,487		17,090	1,517	18,607
701	Mitchell County School District	41,985	3,651	45,636			45,636	4,547	50,183
702	Monroe County School District	33,139	2,882	36,021	12,351		48,372	3,722	52,094
703	Montgomery County School District	14,893	1,295	16,188	11,514		27,702	1,722	29,424
704	Morgan County School District	27,324	2,376	29,700	13,772		43,472	2,994	46,466
705	Murray County School District	66,627	5,794	72,421	13,642		86,063	8,408	94,471
706	Muscogee County School District	362,070	31,484	393,554	23,234		416,788	44,723	461,511
707	Newton County School District	197,419	17,167	214,586	18,586		233,172	20,401	253,573
708	Oconee County School District	37,489	3,260	40,749	14,413		55,162	4,183	59,345
709	Oglethorpe County School District	21,064	1,832	22,896			22,896	2,262	25,158
710	Paulding County School District	192,834	16,768	209,602	23,234		232,836	21,331	254,167
711	Peach County School District	50,889	4,425	55,314	12,685		67,999	5,220	73,219
712	Pickens County School District	40,120	3,489	43,609	11,696		55,305	4,459	59,764
713	Pierce County School District	36,331	3,159	39,490	8,732		48,222	4,225	52,447
714	Pike County School District	22,823	1,985	24,808			24,808	2,383	27,191
715	Polk County School District	86,261	7,501	93,762	18,586		112,348	9,437	121,785
716	Pulaski County School District	20,831	1,811	22,642			22,642	2,045	24,687
717	Putnam County School District	36,509	3,175	39,684	13,860		53,544	4,086	57,630
718	Quitman County School District	4,320	376	4,696	2,886		7,582	575	8,157
719	Rabun County School District	20,711	1,801	22,512	7,649		30,161	2,356	32,517
720	Randolph County School District	23,889	2,077	25,966			25,966	2,769	28,735
721	Richmond County School District	398,868	34,684	433,552			433,552	48,464	482,016
722	Rockdale County School District	156,706	13,627	170,333	18,586		188,919	16,995	205,914
723	Schley County School District	9,781	851	10,632	5,071		15,703	1,179	16,882
724	Screven County School District	33,835	2,942	36,777	12,652		49,429	3,094	52,523
725	Seminole County School District	18,591	1,617	20,208	4,125		24,333	2,295	26,628
726	Spalding County School District	127,886	11,120	139,006	18,586		157,592	16,085	173,677
727	Stephens County School District	42,181	3,668	45,849	12,817		58,666	5,134	63,800
728	Stewart County School District	8,064	701	8,765	7,446		16,211	931	17,142
729	Sumter County School District	72,957	6,344	79,301	9,247		88,548	7,680	96,228
730	Talbot County School District	11,180	972	12,152			12,152	1,199	13,351
731	Taliaferro County School District	3,129	272	3,401	6,899		10,300	361	10,661

FY21 CTAE High School Federal Program Grants									
System Number	System Name	Perkins V Program Improvement Grant	Perkins V Professional Development	Total 85% Basic Grant Allocation	PerkinsPlus Reserve Projects	State Institutions	Original Allocation Perkins V	Amendment 1 FY20 Carryover	Amended Total Allocation Perkins V
732	Tattnall County School District	47,793	4,156	51,949	10,246		62,195	5,712	67,907
733	Taylor County School District	15,734	1,368	17,102	7,292		24,394	1,765	26,159
734	Telfair County School District	25,414	2,210	27,624			27,624	3,120	30,744
735	Terrell County School District	23,868	2,076	25,944			25,944	2,674	28,618
736	Thomas County School District	44,415	3,862	48,277	11,068		59,345	4,653	63,998
737	Tift County School District	86,695	7,539	94,234	15,216		109,450	10,239	119,689
738	Toombs County School District	48,880	4,250	53,130	12,932		66,062	4,721	70,783
739	Towns County School District	10,701	931	11,632	13,008		24,640	1,203	25,843
740	Treutlen County School District	14,434	1,255	15,689	6,313		22,002	1,763	23,765
741	Troup County School District	135,945	11,821	147,766	18,586		166,352	14,932	181,284
742	Turner County School District	21,407	1,862	23,269	9,757		33,026	2,414	35,440
743	Twiggs County School District	14,653	1,274	15,927	5,379		21,306	1,670	22,976
744	Union County School District	27,199	2,365	29,564	13,939		43,503	2,967	46,470
745	Upson County School District	54,722	4,758	59,480	10,854		70,334	5,548	75,882
746	Walker County School District	93,111	8,097	101,208			101,208	10,819	112,027
747	Walton County School District	129,396	11,252	140,648	17,566		158,214	13,479	171,693
748	Ware County School District	78,642	6,838	85,480	18,331		103,811	8,977	112,788
749	Warren County School District	12,387	1,077	13,464			13,464	1,390	14,854
750	Washington County School District	49,870	4,337	54,207	9,290		63,497	4,768	68,265
751	Wayne County School District	59,894	5,208	65,102	13,939		79,041	7,333	86,374
752	Webster County School District	5,089	443	5,532	1,160		6,692	496	7,188
753	Wheeler County School District	13,298	1,156	14,454			14,454	1,596	16,050
754	White County School District	41,769	3,632	45,401	11,054		56,455	4,206	60,661
755	Whitfield County School District	103,543	9,004	112,547			112,547	15,527	128,074
756	Wilcox County School District	15,315	1,332	16,647			16,647	1,771	18,418
757	Wilkes County School District	18,920	1,645	20,565	11,532		32,097	2,320	34,417
758	Wilkinson County School District	22,594	1,965	24,559	3,959		28,518	2,109	30,627
759	Worth County School District	44,404	3,861	48,265	11,955		60,220	4,803	65,023
761	Atlanta City School District	665,821	57,897	723,718	23,228		746,946	81,161	828,107
763	Bremen City School District	8,458	736	9,194	13,470		22,664	1,103	23,767
764	Buford City School District	18,360	1,596	19,956	7,908		27,864	2,527	30,391
765	Calhoun City School District	36,476	3,172	39,648	18,492		58,140	3,395	61,535
766	Carrollton City School District	37,586	3,268	40,854	4,281		45,135	4,449	49,584
767	Cartersville City School District	31,050	2,700	33,750	6,988		40,738	4,200	44,938
769	Chickamauga City School District	6,066	528	6,594	6,776		13,370	729	14,099
771	Commerce City School District	11,486	999	12,485	5,931		18,416	1,459	19,875
772	Dalton City School District	57,277	4,981	62,258	11,738		73,996	8,011	82,007
773	Decatur City School District	18,258	1,588	19,846	11,209		31,055	2,331	33,386
774	Dublin City School District	41,355	3,596	44,951	7,902		52,853	4,036	56,889
776	Gainesville City School District	85,479	7,433	92,912			92,912	8,854	101,766
779	Jefferson City School District	13,344	1,160	14,504	10,264		24,768	1,551	26,319
781	Marietta City School District	82,171	7,145	89,316	18,586		107,902	8,446	116,348
784	Pelham City School District	10,532	916	11,448	13,938		25,386	1,189	26,575
785	Rome City School District	88,337	7,681	96,018	18,583		114,601	8,758	123,359
786	Social Circle City School District	8,342	725	9,067	7,448		16,515	861	17,376
789	Thomasville City School District	43,094	3,747	46,841	7,934		54,775	4,380	59,155
791	Trion City School District	4,272	371	4,643	1,653		6,296	433	6,729
792	Valdosta City School District	146,313	12,723	159,036	18,589		177,625	13,769	191,394
793	Vidalia City School District	29,110	2,531	31,641	7,229		38,870	2,750	41,620
7820108	Mountain Ed Center	16,386	1,425	17,811			17,811	1,742	19,553
799	State Schools				9,291	15,308	24,599		24,599
891	Dept of Juvenile Justice					15,308	15,308		15,308
890	Dept of Corrections					15,308	15,308		15,308
	Totals	16,260,572	1,413,962	17,674,534	1,843,575	45,924	19,564,033	1,853,306	21,417,339

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
601	Appling County	CTE Extended Day Grant	\$23,472		\$23,472
		CTE Extended Year Grant	\$7,004		\$7,004
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,235		\$1,235
		CARES Act CTE Extended Year	\$368		\$368
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Appling County Total		\$64,510		\$64,510
602	Atkinson County	CTE Extended Day Grant	\$8,741		\$8,741
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$460		\$460
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Atkinson County Total		\$16,351		\$16,351
603	Bacon County	CTE Extended Day Grant	\$12,350		\$12,350
		CTE Extended Year Grant	\$3,346		\$3,346
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$650		\$650
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Bacon County Total		\$48,953		\$48,953
604	Baker County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Baker County Total		\$7,150		\$7,150
605	Baldwin County	CTE Extended Day Grant	\$12,978		\$12,978
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$683		\$683
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Baldwin County Total		\$46,092		\$46,092
606	Banks County	CTE Extended Day Grant	\$6,586		\$6,586
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$347		\$347
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Banks County Total		\$39,364		\$39,364
607	Barrow County	CTE Extended Day Grant	\$38,294		\$38,294
		CTE Extended Year Grant	\$5,392		\$5,392
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$20,000		\$20,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$2,015		\$2,015
		CARES Act CTE Extended Year	\$284		\$284
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Barrow County Total		\$130,845		\$130,845
608	Bartow County	CTE Extended Day Grant	\$24,985		\$24,985
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$1,315		\$1,315
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Bartow County Total		\$91,160		\$91,160
609	Ben Hill County	CTE Extended Day Grant	\$18,022		\$18,022
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$949		\$949
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Ben Hill County Total		\$51,402		\$51,402
610	Berrien County	CTE Extended Day Grant	\$23,906		\$23,906
		CTE Extended Year Grant	\$6,657		\$6,657
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,258		\$1,258
		CARES Act CTE Extended Year	\$351		\$351
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Berrien County Total		\$69,603		\$69,603
611	Bibb County	CTE Extended Day Grant	\$111,525		\$111,525
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$5,870		\$5,870
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Bibb County Total		\$182,255		\$182,255

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
612	Bleckley County	CTE Extended Day Grant	\$17,796		\$17,796
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$937		\$937
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Bleckley County Total		\$34,949		\$34,949
613	Brantley County	CTE Extended Day Grant	\$24,303		\$24,303
		CTE Extended Year Grant	\$4,498		\$4,498
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,279		\$1,279
		CARES Act CTE Extended Year	\$237		\$237
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Brantley County Total		\$62,748		\$62,748
614	Brooks County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$6,292		\$6,292
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$331		\$331
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Brooks County Total		\$22,839		\$22,839
615	Bryan County	CTE Extended Day Grant	\$11,570		\$11,570
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$609		\$609
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Bryan County Total		\$77,039		\$77,039
616	Bulloch County	CTE Extended Day Grant	\$48,416		\$48,416
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$2,548		\$2,548
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Bulloch County Total		\$115,824		\$115,824
617	Burke County	CTE Extended Day Grant	\$37,272		\$37,272
		CTE Extended Year Grant	\$5,693		\$5,693
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$1,962		\$1,962
		CARES Act CTE Extended Year	\$299		\$299
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Burke County Total		\$91,955		\$91,955
618	Butts County	CTE Extended Day Grant	\$15,699		\$15,699
		CTE Extended Year Grant	\$3,337		\$3,337
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$826		\$826
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Butts County Total		\$57,469		\$57,469
619	Calhoun County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Calhoun County Total		\$7,150		\$7,150
620	Camden County	CTE Extended Day Grant	\$26,152		\$26,152
		CTE Extended Year Grant	\$6,473		\$6,473
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$10,000		\$10,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$1,376		\$1,376
		CARES Act CTE Extended Year	\$340		\$340
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Camden County Total		\$109,201		\$109,201
621	Candler County	CTE Extended Day Grant	\$2,884		\$2,884
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$152		\$152
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Candler County Total		\$19,252		\$19,252
622	Carroll County	CTE Extended Day Grant	\$129,518		\$129,518
		CTE Extended Year Grant	\$7,600		\$7,600
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$6,817		\$6,817
		CARES Act CTE Extended Year	\$400		\$400
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Carroll County Total		\$209,195		\$209,195

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
623	Catoosa County	CTE Extended Day Grant	\$91,410		\$91,410
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$4,811		\$4,811
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Catoosa County Total		\$161,081		\$161,081
624	Charlton County	CTE Extended Day Grant	\$4,836		\$4,836
		CTE Extended Year Grant	\$3,694		\$3,694
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$255		\$255
		CARES Act CTE Extended Year	\$194		\$194
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Charlton County Total		\$16,129		\$16,129
625	Chatham County	CTE Extended Day Grant	\$265,669		\$265,669
		CTE Extended Year Grant	\$19,557		\$19,557
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$20,000		\$20,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$13,982		\$13,982
		CARES Act CTE Extended Year	\$1,029		\$1,029
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Chatham County Total		\$385,097		\$385,097
626	Chattahoochee County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Chattahoochee County Total		\$7,150		\$7,150
627	Chattooga County	CTE Extended Day Grant	\$16,311		\$16,311
		CTE Extended Year Grant	\$2,670		\$2,670
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$10,000		\$10,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$858		\$858
		CARES Act CTE Extended Year	\$140		\$140
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Chattooga County Total		\$62,410		\$62,410
628	Cherokee County	CTE Extended Day Grant	\$31,562		\$31,562
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$1,661		\$1,661
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Cherokee County Total		\$98,083		\$98,083
629	Clarke County	CTE Extended Day Grant	\$31,903		\$31,903
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$1,679		\$1,679
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Clarke County Total		\$47,881		\$47,881
630	Clay County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$0		\$0
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$0		\$0
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Clay County Total		\$0		\$0
631	Clayton County	CTE Extended Day Grant	\$117,301		\$117,301
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$51,477		\$51,477
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$6,174		\$6,174
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$5,725		\$5,725
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Clayton County Total		\$216,940		\$216,940
632	Clinch County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$1,468		\$1,468
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$77		\$77
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Clinch County Total		\$8,695		\$8,695
633	Cobb County	CTE Extended Day Grant	\$132,130		\$132,130
		CTE Extended Year Grant	\$2,320		\$2,320
		CTE Supervision Grant	\$51,477		\$51,477
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$6,954		\$6,954
		CARES Act CTE Extended Year	\$122		\$122
		CARES Act CTE Supervision	\$5,725		\$5,725
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Cobb County Total		\$239,991		\$239,991

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
634	Coffee County	CTE Extended Day Grant	\$16,932		\$16,932
		CTE Extended Year Grant	\$8,853		\$8,853
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$891		\$891
		CARES Act CTE Extended Year	\$466		\$466
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Coffee County Total		\$73,871		\$73,871
635	Colquitt County	CTE Extended Day Grant	\$72,478		\$72,478
		CTE Extended Year Grant	\$2,428		\$2,428
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$3,815		\$3,815
		CARES Act CTE Extended Year	\$128		\$128
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Colquitt County Total		\$143,709		\$143,709
636	Columbia County	CTE Extended Day Grant	\$114,710		\$114,710
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$6,037		\$6,037
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Columbia County Total		\$190,606		\$190,606
637	Cook County	CTE Extended Day Grant	\$21,244		\$21,244
		CTE Extended Year Grant	\$4,454		\$4,454
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,320		\$16,320
		CARES Act CTE Extended Day	\$1,118		\$1,118
		CARES Act CTE Extended Year	\$234		\$234
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Cook County Total		\$58,575		\$58,575
638	Coweta County	CTE Extended Day Grant	\$15,218		\$15,218
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$801		\$801
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Coweta County Total		\$80,879		\$80,879
639	Crawford County	CTE Extended Day Grant	\$7,841		\$7,841
		CTE Extended Year Grant	\$3,346		\$3,346
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$413		\$413
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Crawford County Total		\$27,086		\$27,086
640	Crisp County	CTE Extended Day Grant	\$24,432		\$24,432
		CTE Extended Year Grant	\$3,354		\$3,354
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,286		\$1,286
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Crisp County Total		\$61,679		\$61,679
641	Dade County	CTE Extended Day Grant	\$19,206		\$19,206
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$1,011		\$1,011
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Dade County Total		\$36,433		\$36,433
642	Dawson County	CTE Extended Day Grant	\$24,113		\$24,113
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,269		\$1,269
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Dawson County Total		\$57,813		\$57,813
643	Decatur County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Decatur County Total		\$32,431		\$32,431
644	DeKalb County	CTE Extended Day Grant	\$745,668		\$745,668
		CTE Extended Year Grant	\$21,008		\$21,008
		CTE Supervision Grant	\$51,477		\$51,477
		Industry Certification Grant	\$30,000		\$30,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$39,245		\$39,245
		CARES Act CTE Extended Year	\$1,105		\$1,105
		CARES Act CTE Supervision	\$5,725		\$5,725
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	DeKalb County Total		\$930,491		\$930,491

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
645	Dodge County	CTE Extended Day Grant	\$5,116		\$5,116
		CTE Extended Year Grant	\$715		\$715
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$269		\$269
		CARES Act CTE Extended Year	\$38		\$38
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Dodge County Total		\$38,569		\$38,569
646	Dooly County	CTE Extended Day Grant	\$10,016		\$10,016
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$527		\$527
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Dooly County Total		\$26,759		\$26,759
647	Dougherty County	CTE Extended Day Grant	\$66,942		\$66,942
		CTE Extended Year Grant	\$32,170		\$32,170
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$3,523		\$3,523
		CARES Act CTE Extended Year	\$1,692		\$1,692
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Dougherty County Total		\$169,187		\$169,187
648	Douglas County	CTE Extended Day Grant	\$56,745		\$56,745
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$25,000		\$25,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$2,986		\$2,986
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Douglas County Total		\$149,591		\$149,591
649	Early County	CTE Extended Day Grant	\$11,291		\$11,291
		CTE Extended Year Grant	\$11,392		\$11,392
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$10,000		\$10,000
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$594		\$594
		CARES Act CTE Extended Year	\$599		\$599
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Early County Total		\$50,092		\$50,092
650	Echols County	CTE Extended Day Grant	\$7,111		\$7,111
		CTE Extended Year Grant	\$3,254		\$3,254
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$374		\$374
		CARES Act CTE Extended Year	\$171		\$171
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Echols County Total		\$27,126		\$27,126
651	Effingham County	CTE Extended Day Grant	\$19,575		\$19,575
		CTE Extended Year Grant	\$4,932		\$4,932
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$1,030		\$1,030
		CARES Act CTE Extended Year	\$259		\$259
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,626		\$3,626
	Effingham County Total		\$90,656		\$90,656
652	Elbert County	CTE Extended Day Grant	\$8,581		\$8,581
		CTE Extended Year Grant	\$3,346		\$3,346
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$452		\$452
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Elbert County Total		\$44,986		\$44,986
653	Emanuel County	CTE Extended Day Grant	\$33,081		\$33,081
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,741		\$1,741
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Emanuel County Total		\$67,253		\$67,253
654	Evans County	CTE Extended Day Grant	\$6,892		\$6,892
		CTE Extended Year Grant	\$2,982		\$2,982
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$363		\$363
		CARES Act CTE Extended Year	\$157		\$157
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Evans County Total		\$26,610		\$26,610
655	Fannin County	CTE Extended Day Grant	\$24,396		\$24,396
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,284		\$1,284
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Fannin County Total		\$63,111		\$63,111

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
656	Fayette County	CTE Extended Day Grant	\$40,462		\$40,462
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$2,130		\$2,130
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Fayette County Total		\$107,451		\$107,451
657	Floyd County	CTE Extended Day Grant	\$71,900	\$2,396	\$74,296
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$3,910		\$3,910
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Floyd County Total		\$140,669		\$143,065
658	Forsyth County	CTE Extended Day Grant	\$207,081		\$207,081
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$51,477		\$51,477
		Industry Certification Grant	\$49,000		\$49,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$10,899		\$10,899
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$5,725		\$5,725
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Forsyth County Total		\$360,444		\$360,444
659	Franklin County	CTE Extended Day Grant	\$25,822	-\$2,396	\$23,426
		CTE Extended Year Grant	\$2,835		\$2,835
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,359		\$1,359
		CARES Act CTE Extended Year	\$149		\$149
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Franklin County Total		\$62,596		\$60,200
660	Fulton County	CTE Extended Day Grant	\$531,926		\$531,926
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$51,477		\$51,477
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$27,995		\$27,995
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$5,725		\$5,725
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Fulton County Total		\$653,385		\$653,385
661	Gilmer County	CTE Extended Day Grant	\$8,048		\$8,048
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$424		\$424
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Gilmer County Total		\$40,903		\$40,903
662	Glascoc County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Glascoc County Total		\$16,216		\$16,216
663	Glynn County	CTE Extended Day Grant	\$72,427		\$72,427
		CTE Extended Year Grant	\$2,519		\$2,519
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$3,812		\$3,812
		CARES Act CTE Extended Year	\$132		\$132
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Glynn County Total		\$143,749		\$143,749
664	Gordon County	CTE Extended Day Grant	\$37,226		\$37,226
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,959		\$1,959
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Gordon County Total		\$85,914		\$85,914
665	Grady County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Grady County Total		\$46,729		\$46,729
666	Greene County	CTE Extended Day Grant	\$36,851		\$36,851
		CTE Extended Year Grant	\$6,023		\$6,023
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$1,939		\$1,939
		CARES Act CTE Extended Year	\$317		\$317
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Greene County Total		\$61,346		\$61,346

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
667	Gwinnett County	CTE Extended Day Grant	\$399,621		\$399,621
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$51,477		\$51,477
		Industry Certification Grant	\$20,000		\$20,000
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$21,032		\$21,032
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$5,725		\$5,725
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Gwinnett County Total		\$497,855		\$497,855
668	Habersham County	CTE Extended Day Grant	\$30,141		\$30,141
		CTE Extended Year Grant	\$2,982		\$2,982
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,586		\$1,586
		CARES Act CTE Extended Year	\$157		\$157
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Habersham County Total		\$72,297		\$72,297
669	Hall County	CTE Extended Day Grant	\$224,320		\$224,320
		CTE Extended Year Grant	\$14,910		\$14,910
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$25,000		\$25,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$11,806		\$11,806
		CARES Act CTE Extended Year	\$784		\$784
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Hall County Total		\$341,679		\$341,679
670	Hancock County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Hancock County Total		\$7,150		\$7,150
671	Haralson County	CTE Extended Day Grant	\$13,961		\$13,961
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$735		\$735
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Haralson County Total		\$47,127		\$47,127
672	Harris County	CTE Extended Day Grant	\$15,611		\$15,611
		CTE Extended Year Grant	\$6,657		\$6,657
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$822		\$822
		CARES Act CTE Extended Year	\$350		\$350
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Harris County Total		\$52,037		\$52,037
673	Hart County	CTE Extended Day Grant	\$36,856		\$36,856
		CTE Extended Year Grant	\$5,546		\$5,546
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,940		\$1,940
		CARES Act CTE Extended Year	\$292		\$292
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Hart County Total		\$82,065		\$82,065
674	Heard County	CTE Extended Day Grant	\$7,384		\$7,384
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$389		\$389
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Heard County Total		\$23,989		\$23,989
675	Henry County	CTE Extended Day Grant	\$174,506		\$174,506
		CTE Extended Year Grant	\$25,395		\$25,395
		CTE Supervision Grant	\$51,477		\$51,477
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$9,184		\$9,184
		CARES Act CTE Extended Year	\$1,336		\$1,336
		CARES Act CTE Supervision	\$5,725		\$5,725
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Henry County Total		\$303,885		\$303,885
676	Houston County	CTE Extended Day Grant	\$142,465		\$142,465
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$7,498		\$7,498
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Houston County Total		\$214,822		\$214,822
677	Irwin County	CTE Extended Day Grant	\$13,826		\$13,826
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$728		\$728
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$907		\$907
	Irwin County Total		\$30,771		\$30,771

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
678	Jackson County	CTE Extended Day Grant	\$50,093		\$50,093
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$2,636		\$2,636
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Jackson County Total		\$99,458		\$99,458
679	Jasper County	CTE Extended Day Grant	\$25,264		\$25,264
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$1,330		\$1,330
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Jasper County Total		\$42,810		\$42,810
680	Jeff Davis County	CTE Extended Day Grant	\$4,554		\$4,554
		CTE Extended Year Grant	\$1,509		\$1,509
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$240		\$240
		CARES Act CTE Extended Year	\$79		\$79
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Jeff Davis County Total		\$38,813		\$38,813
681	Jefferson County	CTE Extended Day Grant	\$8,371		\$8,371
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$441		\$441
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Jefferson County Total		\$41,243		\$41,243
682	Jenkins County	CTE Extended Day Grant	\$6,005		\$6,005
		CTE Extended Year Grant	\$3,165		\$3,165
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$417		\$417
		CARES Act CTE Extended Year	\$166		\$166
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Jenkins County Total		\$16,903		\$16,903
683	Johnson County	CTE Extended Day Grant	\$9,528		\$9,528
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$501		\$501
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Johnson County Total		\$26,245		\$26,245
684	Jones County	CTE Extended Day Grant	\$53,070		\$53,070
		CTE Extended Year Grant	\$2,344		\$2,344
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$2,793		\$2,793
		CARES Act CTE Extended Year	\$123		\$123
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Jones County Total		\$105,059		\$105,059
685	Lamar County	CTE Extended Day Grant	\$17,370		\$17,370
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$914		\$914
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Lamar County Total		\$50,715		\$50,715
686	Lanier County	CTE Extended Day Grant	\$9,107		\$9,107
		CTE Extended Year Grant	\$1,970		\$1,970
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$479		\$479
		CARES Act CTE Extended Year	\$104		\$104
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Lanier County Total		\$27,876		\$27,876
687	Laurens County	CTE Extended Day Grant	\$55,897		\$55,897
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$2,942		\$2,942
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Laurens County Total		\$105,568		\$105,568
688	Lee County	CTE Extended Day Grant	\$35,318		\$35,318
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,859		\$1,859
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Lee County Total		\$88,906		\$88,906

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
689	Liberty County	CTE Extended Day Grant	\$3,960		\$3,960
		CTE Extended Year Grant	\$3,346		\$3,346
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$208		\$208
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Liberty County Total		\$36,287		\$36,287
690	Lincoln County	CTE Extended Day Grant	\$6,298		\$6,298
		CTE Extended Year Grant	\$3,346		\$3,346
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$331		\$331
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Lincoln County Total		\$26,367		\$26,367
691	Long County	CTE Extended Day Grant	\$21,150		\$21,150
		CTE Extended Year Grant	\$2,617		\$2,617
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,113		\$1,113
		CARES Act CTE Extended Year	\$138		\$138
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Long County Total		\$57,449		\$57,449
692	Lowndes County	CTE Extended Day Grant	\$26,673		\$26,673
		CTE Extended Year Grant	\$11,940		\$11,940
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$1,404		\$1,404
		CARES Act CTE Extended Year	\$628		\$628
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Lowndes County Total		\$110,504		\$110,504
693	Lumpkin County	CTE Extended Day Grant	\$21,970		\$21,970
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,156		\$1,156
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Lumpkin County Total		\$55,557		\$55,557
694	Macon County	CTE Extended Day Grant	\$3,713		\$3,713
		CTE Extended Year Grant	\$3,694		\$3,694
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$195		\$195
		CARES Act CTE Extended Year	\$194		\$194
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Macon County Total		\$14,946		\$14,946
695	Madison County	CTE Extended Day Grant	\$29,459		\$29,459
		CTE Extended Year Grant	\$1,326		\$1,326
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,550		\$1,550
		CARES Act CTE Extended Year	\$70		\$70
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Madison County Total		\$64,836		\$64,836
696	Marion County	CTE Extended Day Grant	\$7,288		\$7,288
		CTE Extended Year Grant	\$2,318		\$2,318
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$384		\$384
		CARES Act CTE Extended Year	\$122		\$122
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Marion County Total		\$26,328		\$26,328
697	McDuffie County	CTE Extended Day Grant	\$43,476		\$43,476
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$2,288		\$2,288
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	McDuffie County Total		\$78,195		\$78,195
698	McIntosh County	CTE Extended Day Grant	\$11,532		\$11,532
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$607		\$607
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	McIntosh County Total		\$28,355		\$28,355
699	Meriwether County	CTE Extended Day Grant	\$11,994		\$11,994
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$631		\$631
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Meriwether County Total		\$28,841		\$28,841

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
700	Miller County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$2,982		\$2,982
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$157		\$157
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Miller County Total		\$10,289		\$10,289
701	Mitchell County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Mitchell County Total		\$7,150		\$7,150
702	Monroe County	CTE Extended Day Grant	\$19,748		\$19,748
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,039		\$1,039
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Monroe County Total		\$53,218		\$53,218
703	Montgomery County	CTE Extended Day Grant	\$9,255		\$9,255
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$487		\$487
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Montgomery County Total		\$25,958		\$25,958
704	Morgan County	CTE Extended Day Grant	\$21,679		\$21,679
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,141		\$1,141
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Morgan County Total		\$55,251		\$55,251
705	Murray County	CTE Extended Day Grant	\$50,035		\$50,035
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$2,633		\$2,633
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Murray County Total		\$99,397		\$99,397
706	Muscogee County	CTE Extended Day Grant	\$100,100		\$100,100
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$30,000		\$30,000
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$5,268		\$5,268
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Muscogee County Total		\$163,965		\$163,965
707	Newton County	CTE Extended Day Grant	\$145,394		\$145,394
		CTE Extended Year Grant	\$4,408		\$4,408
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$7,652		\$7,652
		CARES Act CTE Extended Year	\$232		\$232
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Newton County Total		\$227,545		\$227,545
708	Oconee County	CTE Extended Day Grant	\$23,662		\$23,662
		CTE Extended Year Grant	\$1,509		\$1,509
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$10,000		\$10,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,245		\$1,245
		CARES Act CTE Extended Year	\$79		\$79
		CARES Act CTE Supervision	\$2,858		\$2,858
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Oconee County Total		\$83,223		\$83,223
709	Oglethorpe County	CTE Extended Day Grant	\$6,820		\$6,820
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$359		\$359
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Oglethorpe County Total		\$14,329		\$14,329
710	Paulding County	CTE Extended Day Grant	\$109,555		\$109,555
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$5,766		\$5,766
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Paulding County Total		\$180,180		\$180,180

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
711	Peach County	CTE Extended Day Grant	\$14,373		\$14,373
		CTE Extended Year Grant	\$5,710		\$5,710
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$756		\$756
		CARES Act CTE Extended Year	\$300		\$300
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Peach County Total		\$53,570		\$53,570
712	Pickens County	CTE Extended Day Grant	\$15,818		\$15,818
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$833		\$833
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Pickens County Total		\$54,082		\$54,082
713	Pierce County	CTE Extended Day Grant	\$11,344		\$11,344
		CTE Extended Year Grant	\$5,033		\$5,033
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$597		\$597
		CARES Act CTE Extended Year	\$265		\$265
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Pierce County Total		\$49,670		\$49,670
714	Pike County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$1,428		\$1,428
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$75		\$75
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Pike County Total		\$17,719		\$17,719
715	Polk County	CTE Extended Day Grant	\$35,054		\$35,054
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$1,845		\$1,845
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Polk County Total		\$101,758		\$101,758
716	Pulaski County	CTE Extended Day Grant	\$4,837		\$4,837
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$255		\$255
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Pulaski County Total		\$21,308		\$21,308
717	Putnam County	CTE Extended Day Grant	\$12,292		\$12,292
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$647		\$647
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Putnam County Total		\$28,249		\$28,249
718	Quitman County	CTE Extended Day Grant	\$8,005		\$8,005
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$422		\$422
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Quitman County Total		\$24,643		\$24,643
719	Rabun County	CTE Extended Day Grant	\$15,039		\$15,039
		CTE Extended Year Grant	\$2,617		\$2,617
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$792		\$792
		CARES Act CTE Extended Year	\$138		\$138
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Rabun County Total		\$34,802		\$34,802
720	Randolph County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Randolph County Total		\$7,150		\$7,150
721	Richmond County	CTE Extended Day Grant	\$116,447		\$116,447
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$6,129		\$6,129
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Richmond County Total		\$187,435		\$187,435

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
722	Rockdale County	CTE Extended Day Grant	\$80,287		\$80,287
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$15,000		\$15,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$4,226		\$4,226
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Rockdale County Total		\$164,372		\$164,372
723	Schley County	CTE Extended Day Grant	\$9,187		\$9,187
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$484		\$484
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Schley County Total		\$25,887		\$25,887
724	Screven County	CTE Extended Day Grant	\$15,020		\$15,020
		CTE Extended Year Grant	\$1,199		\$1,199
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$791		\$791
		CARES Act CTE Extended Year	\$63		\$63
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Screven County Total		\$33,289		\$33,289
725	Seminole County	CTE Extended Day Grant	\$8,717		\$8,717
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$459		\$459
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Seminole County Total		\$16,326		\$16,326
726	Spalding County	CTE Extended Day Grant	\$35,186		\$35,186
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$1,852		\$1,852
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Spalding County Total		\$101,897		\$101,897
727	Stephens County	CTE Extended Day Grant	\$26,392		\$26,392
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$1,389		\$1,389
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Stephens County Total		\$60,212		\$60,212
728	Stewart County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Stewart County Total		\$7,150		\$7,150
729	Sumter County	CTE Extended Day Grant	\$53,814		\$53,814
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$2,832		\$2,832
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Sumter County Total		\$75,945		\$75,945
730	Talbot County	CTE Extended Day Grant	\$1,978		\$1,978
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$104		\$104
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Talbot County Total		\$9,231		\$9,231
731	Taliaferro County	CTE Extended Day Grant	\$4,569		\$4,569
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$240		\$240
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Taliaferro County Total		\$11,959		\$11,959
732	Tattnall County	CTE Extended Day Grant	\$16,560		\$16,560
		CTE Extended Year Grant	\$3,742		\$3,742
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$872		\$872
		CARES Act CTE Extended Year	\$197		\$197
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Tattnall County Total		\$53,802		\$53,802

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
733	Taylor County	CTE Extended Day Grant	\$3,368		\$3,368
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$177		\$177
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Taylor County Total		\$10,695		\$10,695
734	Telfair County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Telfair County Total		\$16,216		\$16,216
735	Terrell County	CTE Extended Day Grant	\$12,645		\$12,645
		CTE Extended Year Grant	\$3,693		\$3,693
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$666		\$666
		CARES Act CTE Extended Year	\$195		\$195
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Terrell County Total		\$24,349		\$24,349
736	Thomas County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$2,982		\$2,982
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$10,000		\$10,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$157		\$157
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Thomas County Total		\$59,868		\$59,868
737	Tift County	CTE Extended Day Grant	\$55,322		\$55,322
		CTE Extended Year Grant	\$5,349		\$5,349
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$2,912		\$2,912
		CARES Act CTE Extended Year	\$281		\$281
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Tift County Total		\$110,593		\$110,593
738	Toombs County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$1,690		\$1,690
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$91		\$91
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Toombs County Total		\$34,212		\$34,212
739	Towns County	CTE Extended Day Grant	\$18,511		\$18,511
		CTE Extended Year Grant	\$3,345		\$3,345
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$974		\$974
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Towns County Total		\$39,222		\$39,222
740	Treutlen County	CTE Extended Day Grant	\$11,548		\$11,548
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$608		\$608
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Treutlen County Total		\$28,372		\$28,372
741	Troup County	CTE Extended Day Grant	\$44,501		\$44,501
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$20,000		\$20,000
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$1,393		\$1,393
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Troup County Total		\$130,753		\$130,753
742	Turner County	CTE Extended Day Grant	\$11,382		\$11,382
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$599		\$599
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Turner County Total		\$28,197		\$28,197
743	Twiggs County	CTE Extended Day Grant	\$5,549		\$5,549
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$292		\$292
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Twiggs County Total		\$22,057		\$22,057

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
744	Union County	CTE Extended Day Grant	\$16,091		\$16,091
		CTE Extended Year Grant	\$4,537		\$4,537
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$847		\$847
		CARES Act CTE Extended Year	\$239		\$239
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Union County Total		\$54,145		\$54,145
745	Thomaston-Upson County	CTE Extended Day Grant	\$22,674		\$22,674
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,193		\$1,193
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Thomaston-Upson County Total		\$56,298		\$56,298
746	Walker County	CTE Extended Day Grant	\$39,264		\$39,264
		CTE Extended Year Grant	\$3,651		\$3,651
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$2,066		\$2,066
		CARES Act CTE Extended Year	\$192		\$192
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Walker County Total		\$91,902		\$91,902
747	Walton County	CTE Extended Day Grant	\$91,055		\$91,055
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$4,792		\$4,792
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Walton County Total		\$160,706		\$160,706
748	Ware County	CTE Extended Day Grant	\$31,831		\$31,831
		CTE Extended Year Grant	\$6,651		\$6,651
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,675		\$1,675
		CARES Act CTE Extended Year	\$354		\$354
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Ware County Total		\$87,240		\$87,240
749	Warren County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Warren County Total		\$8,056		\$8,056
750	Washington County	CTE Extended Day Grant	\$10,225		\$10,225
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,435		\$6,435
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$204		\$204
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Washington County Total		\$26,645		\$26,645
751	Wayne County	CTE Extended Day Grant	\$33,546		\$33,546
		CTE Extended Year Grant	\$5,856		\$5,856
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,766		\$1,766
		CARES Act CTE Extended Year	\$308		\$308
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Wayne County Total		\$73,907		\$73,907
752	Webster County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Webster County Total		\$7,149		\$7,149
753	Wheeler County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Wheeler County Total		\$16,215		\$16,215
754	White County	CTE Extended Day Grant	\$19,481		\$19,481
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,025		\$1,025
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	White County Total		\$52,937		\$52,937

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
755	Whitfield County	CTE Extended Day Grant	\$71,909		\$71,909
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$32,637		\$32,637
		CARES Act CTE Extended Day	\$3,785		\$3,785
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Whitfield County Total		\$140,553		\$140,553
756	Wilcox County	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Wilcox County Total		\$7,149		\$7,149
757	Wilkes County	CTE Extended Day Grant	\$16,654		\$16,654
		CTE Extended Year Grant	\$1,865		\$1,865
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$877		\$877
		CARES Act CTE Extended Year	\$98		\$98
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Wilkes County Total		\$35,709		\$35,709
758	Wilkinson County	CTE Extended Day Grant	\$5,405		\$5,405
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$284		\$284
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Wilkinson County Total		\$21,904		\$21,904
759	Worth County	CTE Extended Day Grant	\$17,731		\$17,731
		CTE Extended Year Grant	\$4,566		\$4,566
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$933		\$933
		CARES Act CTE Extended Year	\$240		\$240
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Worth County Total		\$55,901		\$55,901
761	Atlanta City	CTE Extended Day Grant	\$237,398		\$237,398
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$60,000		\$60,000
		Youth Apprenticeship Grant	\$32,637		\$32,637

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$12,494		\$12,494
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$3,625		\$3,625
	Atlanta City Total		\$374,751		\$374,751
763	Bremen City	CTE Extended Day Grant	\$6,179		\$6,179
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$325		\$325
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Bremen City Total		\$22,719		\$22,719
764	Buford City	CTE Extended Day Grant	\$27,909		\$27,909
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$10,000		\$10,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$1,469		\$1,469
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Buford City Total		\$71,809		\$71,809
765	Calhoun City	CTE Extended Day Grant	\$44,435		\$44,435
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$2,339		\$2,339
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Calhoun City Total		\$98,503		\$98,503
766	Carrollton City	CTE Extended Day Grant	\$1,979		\$1,979
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,317		\$16,317
		CARES Act CTE Extended Day	\$104		\$104
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Carrollton City Total		\$39,513		\$39,513
767	Cartersville City	CTE Extended Day Grant	\$8,037		\$8,037
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,317		\$16,317
		CARES Act CTE Extended Day	\$423		\$423
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Cartersville City Total		\$45,890		\$45,890

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
769	Chickamauga City	CTE Extended Day Grant	\$1,616		\$1,616
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$85		\$85
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Chickamauga City Total		\$17,916		\$17,916
771	Commerce City	CTE Extended Day Grant	\$3,709		\$3,709
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$195		\$195
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Commerce City Total		\$11,053		\$11,053
772	Dalton City	CTE Extended Day Grant	\$60,113		\$60,113
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,317		\$16,317
		CARES Act CTE Extended Day	\$3,164		\$3,164
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Dalton City Total		\$110,005		\$110,005
773	Decatur City	CTE Extended Day Grant	\$50,195		\$50,195
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,317		\$16,317
		CARES Act CTE Extended Day	\$2,642		\$2,642
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Decatur City Total		\$85,267		\$85,267
774	Dublin City	CTE Extended Day Grant	\$12,878		\$12,878
		CTE Extended Year Grant	\$2,519		\$2,519
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$678		\$678
		CARES Act CTE Extended Year	\$132		\$132
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Dublin City Total		\$23,356		\$23,356
776	Gainesville City	CTE Extended Day Grant	\$37,235		\$37,235
		CTE Extended Year Grant	\$5,475		\$5,475
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$5,000		\$5,000
		Youth Apprenticeship Grant	\$16,317		\$16,317

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
		CARES Act CTE Extended Day	\$1,960		\$1,960
		CARES Act CTE Extended Year	\$288		\$288
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Gainesville City Total		\$96,686		\$96,686
779	Jefferson City	CTE Extended Day Grant	\$15,581		\$15,581
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,317		\$16,317
		CARES Act CTE Extended Day	\$820		\$820
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Jefferson City Total		\$48,831		\$48,831
781	Marietta City	CTE Extended Day Grant	\$39,644		\$39,644
		CTE Extended Year Grant	\$1,237		\$1,237
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,317		\$16,317
		CARES Act CTE Extended Day	\$2,274		\$2,274
		CARES Act CTE Extended Year	\$70		\$70
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Marietta City Total		\$89,953		\$89,953
784	Pelham City	CTE Extended Day Grant	\$7,556		\$7,556
		CTE Extended Year Grant	\$3,346		\$3,346
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$10,000		\$10,000
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$398		\$398
		CARES Act CTE Extended Year	\$176		\$176
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Pelham City Total		\$37,691		\$37,691
785	Rome City	CTE Extended Day Grant	\$67,917		\$67,917
		CTE Extended Year Grant	\$2,670		\$2,670
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,318		\$16,318
		CARES Act CTE Extended Day	\$3,723		\$3,723
		CARES Act CTE Extended Year	\$140		\$140
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Rome City Total		\$121,179		\$121,179
786	Social Circle City	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$0		\$0
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Social Circle City Total		\$16,215		\$16,215

FY21 State High School Program Grants for Career, Technical and Agricultural Education

System Number	System Name	Grant	FY21 Amended Allocation	Amendment 2	Grand Total
789	Thomasville City	CTE Extended Day Grant	\$3,593		\$3,593
		CTE Extended Year Grant	\$1,505		\$1,505
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$8,160		\$8,160
		CARES Act CTE Extended Day	\$189		\$189
		CARES Act CTE Extended Year	\$80		\$80
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$906		\$906
	Thomasville City Total		\$21,582		\$21,582
791	Trion City	CTE Extended Day Grant	\$7,608		\$7,608
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$0		\$0
		CARES Act CTE Extended Day	\$400		\$400
		CARES Act CTE Extended Year	\$0		\$0
		CARES Act CTE Supervision	\$715		\$715
		CARES Act CTE Youth Apprenticeship	\$0		\$0
	Trion City Total		\$15,157		\$15,157
792	Valdosta City	CTE Extended Day Grant	\$24,704		\$24,704
		CTE Extended Year Grant	\$5,781		\$5,781
		CTE Supervision Grant	\$25,738		\$25,738
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,317		\$16,317
		CARES Act CTE Extended Day	\$1,300		\$1,300
		CARES Act CTE Extended Year	\$304		\$304
		CARES Act CTE Supervision	\$2,859		\$2,859
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Valdosta City Total		\$78,817		\$78,817
793	Vidalia City	CTE Extended Day Grant	\$22,858		\$22,858
		CTE Extended Year Grant	\$1,647		\$1,647
		CTE Supervision Grant	\$12,869		\$12,869
		Industry Certification Grant	\$0		\$0
		Youth Apprenticeship Grant	\$16,317		\$16,317
		CARES Act CTE Extended Day	\$1,209		\$1,209
		CARES Act CTE Extended Year	\$88		\$88
		CARES Act CTE Supervision	\$1,430		\$1,430
		CARES Act CTE Youth Apprenticeship	\$1,814		\$1,814
	Vidalia City Total		\$58,232		\$58,232
854	Pioneer RESA	CTSO Grant	\$132,722		\$132,722
	Pioneer RESA Total		\$132,722		\$132,722
7820108	Mountain Education Center	CTE Extended Day Grant	\$0		\$0
		CTE Extended Year Grant	\$0		\$0
		CTE Supervision Grant	\$6,434		\$6,434
		CARES Act CTE Supervision	\$715		\$715
	Mountain Education Center Total		\$7,149		\$7,149
Grand Total			\$14,897,523	\$0	\$14,897,523



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

\$50,000.01-\$250,000 Recurring Contract

March 2021

Vendor

Georgia Department of Audits

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
7/1/2020 – 12/31/2021	\$191,520	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input checked="" type="checkbox"/> Other	Annually

Changes from Previous Year

None

Previous Year Performance, Criteria, and Results

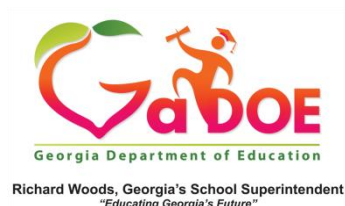
Department of Audits performed the FY 2019 Compliance Audit as part of Federal Requirements to LUAs & to conduct Statewide Single Audit of the State of Georgia in Accordance with OMB Circular A-133.

Current Year Performance, Criteria, and Results

Department of Audits will perform the FY 2020 Compliance Audit as part of Federal Requirements to LUAs & to conduct Statewide Single Audit of the State of Georgia in Accordance with OMB Circular A-133. The total amount of the contract will be \$1,212,770 (\$191,520 Federal/GaDOE portion and \$1,021,250 Other/LUA portion)

Program Name and Contact

FBO/Accounting Services
Rusk Roam, CFO/Deputy Superintendent

**\$50,000.01-\$250,000 Recurring Contract****March 2021****Vendor**

PC Solutions & Integrations, Inc.

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
10/1/2020 – 9/30/2021	\$240,890.33	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	4/5

Contract Objective

To use the same equipment to strengthen network security and administration at the State Schools.

Changes from Previous Year

N/A

Previous Year Performance, Criteria, and Results

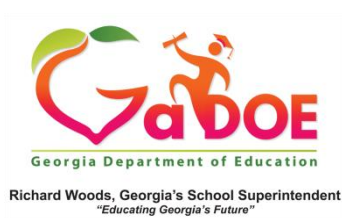
The vendor has delivered all goods and services in accordance with the contract with favorable feedback.

Current Year Performance, Criteria, and Results

The vendor has delivered all goods and services in accordance with the contract with favorable feedback.

Program Name and Contact

Dr. Kenney Moore, Director of State Schools

**\$50,000.01-\$250,000 Recurring Contract****March 2021****Vendor**

Dell Microsoft

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
5/1/2021 – 4/30/2022	\$60,406.80	<input type="checkbox"/> State <input type="checkbox"/> Federal <input checked="" type="checkbox"/> Other	Year 3

Contract Objective

Dell Microsoft will provide renewal licenses/maintenance to support the agency's Microsoft EDU A5 products which include server operating systems and database software for use by GAVS.

Changes from Previous Year

1. Increase the number of Microsoft software licenses to ensure that all Georgia Virtual staff and students have access to the software tools used during virtual learning events.
2. Increase the capacity of Georgia Virtual's Azure (dedicated cloud hosted) environment necessary to accommodate changes to the Georgia Virtual School website.

Previous Year Performance, Criteria, and Results

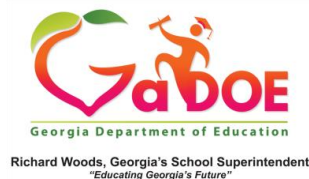
Dell, Inc. will provide sufficient licenses to Microsoft software tools used by all Georgia Virtual School staff.

Current Year Performance, Criteria, and Results

Dell, Inc. will provide sufficient licenses to Microsoft software tools used by all Georgia Virtual School staff and students.

Program Name and Contact

TS – Georgia Virtual Schools
Dr. Keith Osburn, CIO/Deputy Superintendent of Technology Services



\$50,000.01-\$250,000 Recurring Contract

March 2021

Vendor

TransAct Communications, LLC – Cayen AS21 Data Management Systems

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
7/1/2021 – 6/30/2022	\$75,444.00	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	Renewal #3 of 4

Contract Objective

The objective of this contract is to (1) maintain and support the existing Cayen AS21 Data Management System for each of Georgia's 234 21st CCLC program sites by providing them with licenses to access the data management system, (2) provide GaDOE staff access to oversee and manage the data for reporting to the U.S. Department of Education, and (3) provide GaDOE with updated training to enhance utilization of the Cayen AS21 Data Management System.

Changes from Previous Year

The TransAct, LLC - Cayen AS21 Data Management Systems contract renewal will include enhanced training for GaDOE staff. Additional training is needed to maximize utilization of the Cayen platform and to enhance technical assistance provided to 21st CCLC program sites. This training was scheduled to occur during FY21 and was paid for during the FY21 contract period, but it was postponed due to scheduling restrictions resulting from the COVID-19 pandemic. TransAct, LLC - Cayen Data Management Systems will facilitate the staff training in FY22 at no additional cost. The total contract amount paid for FY21 was \$77,740.00. The proposal for FY22 reflects a decrease in cost of 2.9%.

Previous Year Performance, Criteria, and Results

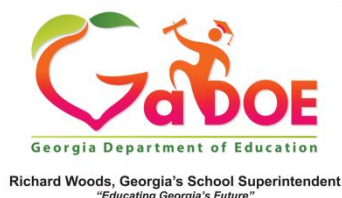
The GaDOE Title IV, Part B – Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Program has used the Cayen (AS21) Data Management System to manage and collect pertinent sub-grantee data for 21st CCLC sites. Data metrics, including average daily attendance, subgrantee outcomes, and stakeholder survey data, are collected to evaluate the achievement of annual program objectives as required by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). This contract provides the Georgia Department of Education the ability to monitor 21st CCLC programs as well as collect information that GaDOE is required to submit annually to the U. S. Department of Education. Contract renewal ensures that the GaDOE will maintain program performance data and continue to comply with the unique Federal data reporting requirements of the Title IV, Part B – 21st CCLC Program. All deliverables and milestones were met during the FY21 contract period.

Current Year Performance, Criteria, and Results

For the FY21 fiscal year, all deliverables and milestones are being met. The vendor has set-up new sites, provided technical assistance, professional development, software, and online log-on licenses as required within the contract.

Program Name and Contact

Shaun Owen, Deputy Superintendent, Federal Programs

**\$50,000.01-\$250,000 Recurring Contract****March 2021****Vendor**

Georgia Professional Standards Commission

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
7/1/2021 – 6/30/2021	\$65,000	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	4 of 5

Contract Objective

To enter into a contract with the Georgia Professional Standards Commission (GaPSC) to continue to maintain the platform used for federal reports and to provide technical assistance regarding the reporting of professional qualifications of teachers and out of field service.

Changes from Previous Year

Clarification of deliverables around consultation and technical assistance.

Previous Year Performance, Criteria, and Results

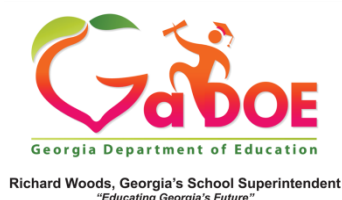
1. Professional development for LEAs: Webinars - Results: Completed with good feedback from participants. 2. Technical Support for LEAs: application functionality and certification requirements - Results: documented support was provided the LEAs. 3. Mid and End-of-Year Reports: Federal SEA, LEA and school level - Results: Reports were accurate and generated in a timely manner. 4. Ongoing consultation: Application access and support for GaDOE program staff - Results: Consultation was held as needed and at least quarterly. 5. GaPSC modifies the custom platform throughout the year to adjust for In-Field, Program and Data Collections Guidance and Data Variable updates – Results: GaPSC made major adjustments to the In-Field platform based on feedback from GaDOE and LEAs to make it more user friendly and expand the data variables available in the platform.

Current Year Performance, Criteria, and Results

1. Professional development for LEAs: Data Collections Conference, Federal Program Conferences (virtual and face to face) and Statewide Webinars. 2. Technical Support for LEAs: application functionality and certification requirements. 3. Mid and End-of-Year Reports: Federal SEA, LEA, and school level reports. 4. Ongoing consultation: Application access and support for GaDOE program staff. GaPSC provides daily technical support via email and through scheduled trainings 5. GaPSC modifies the custom platform throughout the year to adjust for In-Field, Program and Data Collections Guidance and Data Variable updates

Program Name and Contact

Shaun Owen, Deputy Superintendent of Federal Programs

**\$50,000.01-\$250,000 Recurring Contract****March 2021****Vendor**

American Diversity Business Solutions

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
5/13/2021 – 5/12/2022	\$95,574	<input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	2 of 4

Contract Objective

To renew this contract to continue warehouse fulfillment needs.

Changes from Previous Year

N/A

Previous Year Performance, Criteria, and Results

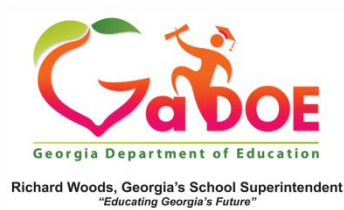
American Diversity has continued to perform well as a vendor and has responded to all GaDOE needs. They work well with all our employees and have proven themselves to be an effective partner in ensuring that School Nutrition and Virtual Schools have the tools they need for success.

Current Year Performance, Criteria, and Results

On an annual basis through this contract, the GaDOE School Nutrition Program and Virtual Schools will be using American Diversity to provide resources, training tools, and materials to Georgia School Districts in support of the National School Lunch and School Breakfast Programs. As part of their contract, American Diversity will store and ship these materials. An online web portal system will be used to capture order history, shipping, and reporting. The services that American Diversity provides are an integral part of the value-added solutions which make sure that every school has the necessary components to support their School Nutrition Program and, therefore, the health and well-being of Georgia's children. All deliverables and milestones have been met. This renewal allows GaDOE to seamlessly continue to provide the necessary support that our school districts need.

Program Name and Contact

School Nutrition Division
Dr. Linette Dodson, State Director

**\$50,000.01-\$250,000 Recurring Contract****March 2021****Vendor**

Georgia Department of Public Health (DPH)

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
4/1/2021 – 3/31/2022	\$50,500	<input checked="" type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Other	Renewal #4

Contract Objective

To receive funds from the DPH to support Deaf Mentor Program services provided through Georgia Parent Infant Network for Educational Services (PINES).

Changes from Previous Year

No changes.

Previous Year Performance, Criteria, and Results

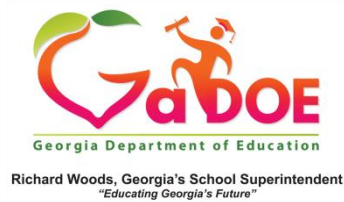
Georgia PINES provided 710 Deaf Mentor instructional sessions to families during the previous contract year. DPH remitted payment in a timely manner, based on invoices received from Georgia PINES.

Current Year Performance, Criteria, and Results

So far this contract year, Georgia PINES has provided 504 Deaf Mentor instructional sessions to families. DPH has been remitting payment in a timely manner, based on invoices received from Georgia PINES.

Program Name and Contact

Dr. Kenney Moore, Director of State Schools



\$50,000.01-\$250,000 Recurring Contract

March 2021

Vendor

PC Solutions & Integration Inc. - Fortinet

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
5/31/2021 – 5/31/2022	\$124,989.20	<input checked="" type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Other	Annually

Changes from Previous Year

Increased in cost from FY20 - \$120,302.21

Previous Year Performance, Criteria, and Results

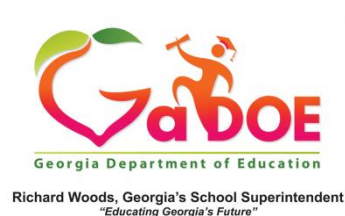
Annual Renewal of Licenses and Support Fees

Current Year Performance, Criteria, and Results

Annual Renewal of Licenses and Support Fees

Program Name and Contact

Technology Services
Dr. Keith Osburn, Deputy Superintendent

**\$50,000.01-\$250,000 Recurring Contract****March 2022****Vendor**

Management Services for Education Data

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
7/1/2021 – 6/30/2022	\$62,250.00	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	1 of 4

Contract Objective

This contract is to provide a Title I Part C database used by GaDOE and LEAs for data collection on child eligibility, service delivery, and reporting to the U.S. Department of Education.

Changes from Previous Year

None

Previous Year Performance, Criteria, and Results

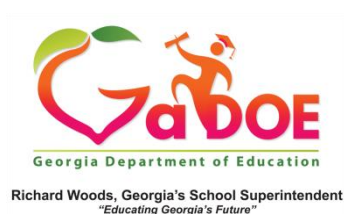
First year of contract with vendor.

Current Year Performance, Criteria, and Results

Deliverables were met and verified by GaDOE staff: hosting platform and data migration completed; file sharing with the U.S. Department of Education completed; software use and licensing completed.

Program Name and Contact

Shaun Owen, Deputy Superintendent for Federal Programs

**\$50,000.01-\$250,000 Recurring Contract****March 2021****Vendor**

American Institutes for Research (AIR)

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
6/1/2021 – 5/31/2022	\$59,000	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	2/4

Contract Objective

To provide technical assistance, based on the most current research and guidance, that supports effective development of resources as well as implementation of Multi-tiered System of Supports (MTSS) in Georgia.

Changes from Previous Year

None

Previous Year Performance, Criteria, and Results

All milestones and deliverables outlined in the contract scope of work were satisfactorily met. Participant ratings on evaluations measure relevance, quality, and usefulness. Data from these evaluations indicate the work has been high quality and has exceeded expectations.

Current Year Performance, Criteria, and Results

The vendor will provide the required deliverables outlined in the contract scope of work. GaDOE staff will closely monitor all work to ensure it is of high quality and that all timelines, milestones, and deliverables are met. Evaluations from participants will also continue to be used to determine quality.

Program Name and Contact

Federal Programs – State Personnel Development Grant
Shaun Owen, Deputy Superintendent, Federal Programs

Proposed K-12 Mathematics Standards

Posted for Public Comment – March 2021



Georgia's K-12 Mathematics Standards

Click on each link below to access the proposed mathematics standards for each K-8 grade level and high school course:

Elementary & Middle School

[Kindergarten – 8th Grade](#)

High School

[HS Algebra: Concepts & Connections Course](#)

[HS Geometry: Concepts & Connections Course](#)

[HS Advanced Algebra: Concepts & Connections Course](#)

[HS Precalculus Course](#)

[HS Advanced Financial Algebra Course](#)

[HS Advanced Finite Mathematics Course](#)

[HS Advanced Mathematical Decision Making Course](#)

[HS Calculus Course](#)

[HS College Readiness Mathematics \(Mathematics Capstone Course\)](#)

[HS Differential Equations Course](#)

[HS Engineering Calculus Course](#)

[HS History of Mathematics Course](#)

[HS Linear Algebra with Computer Science Applications Course](#)

[HS Mathematics of Industry and Government Course](#)

[HS Multivariable Calculus Course](#)

[HS Statistical Reasoning Course](#)

Updated 3/15/2021

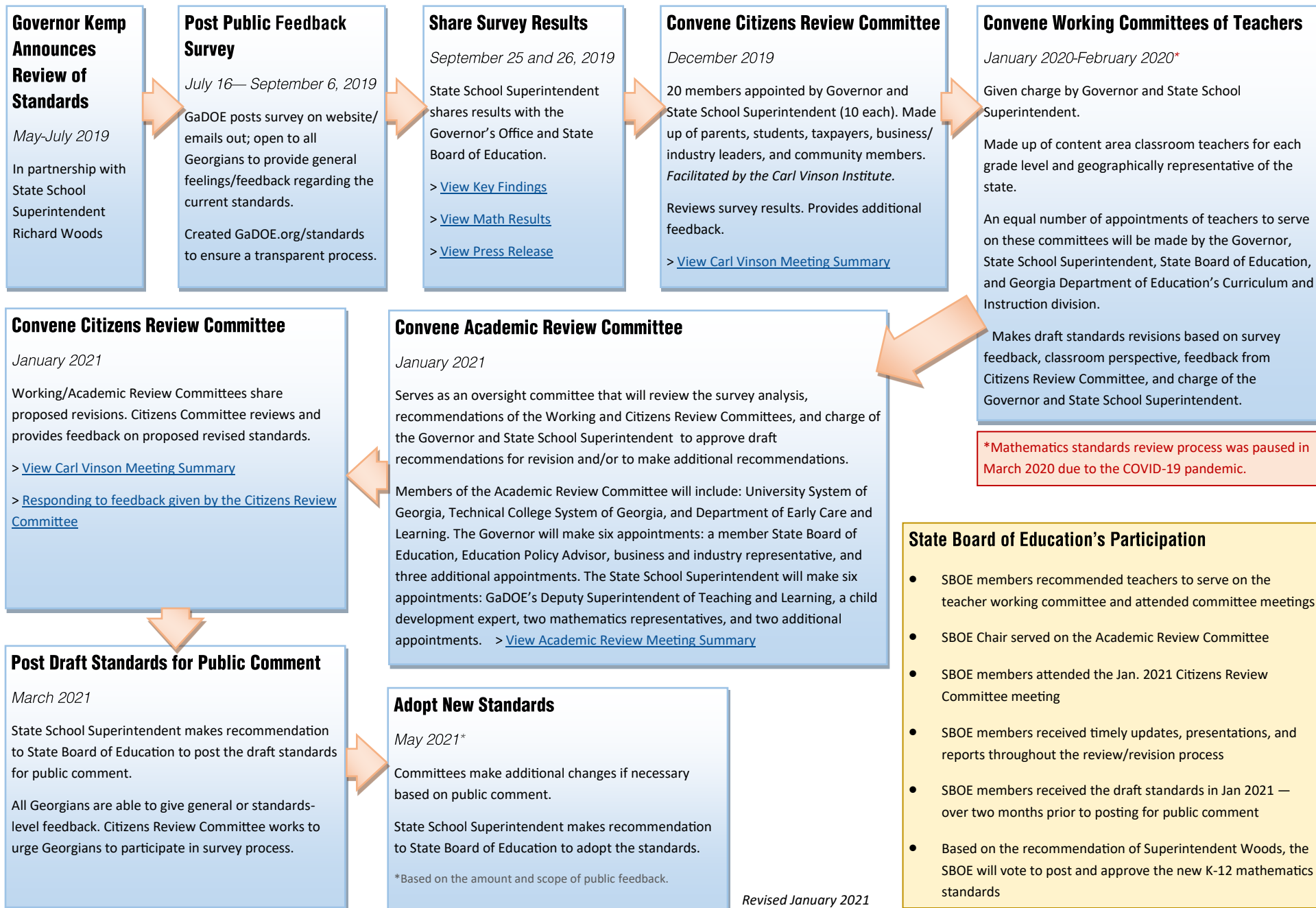


Mathematics Standards Comparison Chart

Grade Level(s)/HS Course	Current Georgia Standards of Excellence (GSE)for Mathematics	Proposed K-12 Mathematics Standards
K-5	GSE K-5 Mathematics Standards	Kindergarten – 8th Grade
6-8	Grade-6-8-Mathematics-Standards	Kindergarten – 8th Grade
Algebra: Concepts & Connections	GSE Coordinate Algebra GSE Algebra I	Algebra: Concepts & Connections
Geometry: Concepts & Connections	GSE Analytic Geometry GSE Geometry	Geometry: Concepts & Connections
Advanced Algebra: Concepts & Connections	GSE Advanced Algebra/ Algebra II	Advanced Algebra: Concepts & Connections
Precalculus	GSE Pre-Calculus	Precalculus
Advanced Financial Algebra	Mathematics of Finance	Advanced Financial Algebra
Advanced Finite Mathematics	Advanced Finite Mathematics	Advanced Finite Mathematics
Advanced Mathematical Decision Making	Advanced Mathematical Decision Making	Advanced Mathematical Decision Making
Calculus	Calculus	Calculus
Differential Equations	Differential Equations	Differential Equations
Engineering Calculus	Engineering Calculus	Engineering Calculus
History of Mathematics	History of Mathematics	History of Mathematics
Linear Algebra with Computer Science Applications	*PROPOSED NEW COURSE*	Linear Algebra with Computer Science Applications
Mathematics Capstone Course	College Readiness Mathematics	College Readiness Mathematics (Mathematics Capstone Course)
Mathematics of Industry and Government	Mathematics of Industry & Government	Mathematics of Industry and Government
Multivariable Calculus	Multivariable Calculus	Multivariable Calculus
Statistical Reasoning	Statistical Reasoning	Statistical Reasoning

K-12 Mathematics Standards Review Process

Learn more at:
GaDOE.org/standards



K-12 Mathematics Standards Implementation Timeline

2019-2020 School Year		2020-2021 School Year		2021-2022 School Year		2022-2023 School Year
Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	
Public Survey, Citizens Review, Teacher Working Committees	Review process paused due to COVID-19		Academic Review, Citizens Review, Public Comment, SBOE Vote	Resource development, training/professional learning, assessment development, instructional supports		Full implementation of the revised K-12 Mathematics Standards

Learn more at:

GaDOE.org/standards



Information Technology Career Cluster

Artificial Intelligence Concepts

Course Number (Given by GaDOE-CTAE)

Course Description:

Artificial Intelligence Concepts is the second course in the Artificial Intelligence pathway. Students will build upon their foundational understanding of Artificial Intelligence from course one and deepen their understanding of Artificial Intelligence and machine learning concepts. The course continues to explore the elements from course one, with an emphasis on using data science and programming to solve problems. The course requires students to explore real-world applications, potential benefits, and problems, as well as ethical considerations. Students will work to design potential solutions to problems using learning from this course.

Course Standard 1

IT-AIC-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé

Georgia Department of Education

Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict

Georgia Department of Education

Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

IT-AIC-2

Identify, research, and analyze historical and current artificial intelligence developments.

- 2.1 Identify and summarize how Artificial Intelligence has influenced elements of history and is currently shaping contemporary events.
- 2.2 Identify, research, and analyze current events in the field of Artificial Intelligence, considering new technology developments, social and ethical impact, and future implication.
- 2.3 Analyze the impact new Artificial Intelligence developments have or will have on its intended users and society at large.
- 2.4 Identify current and predicted trends or changes in the Artificial Intelligence industry.

Course Standard 3

IT-AIC-3

Define and investigate examples of artificial intelligence applications.

- 3.1 Define the function of and classify examples of critical and contemporary areas of Artificial Intelligence (e.g., machine learning, natural language processing, computer vision).
- 3.2 Define and classify examples of supervised learning, including regression and classification; unsupervised learning, including clustering; and reinforcement learning.
- 3.3 Using a web tool that trains a machine learning model without coding (e.g., Google Teachable Machine, Weka), plan and conduct an experiment to train a model to recognize data (e.g., photos, videos, audio, etc.) and to distinguish between at least three different categories you define (e.g., bicycles, motorcycles, scooters; jazz, hip-hop, classical music).
- 3.4 Predict what information the trained machine from your experiment might use to classify data.
- 3.5 Construct an argument using data that explains how your machine learning experiment model works and evaluate if it was successful.
- 3.6 Investigate how the different examples Artificial Intelligence you interact with daily (e.g., social media, gaming, smartphones, shopping, etc.) work and determine what type(s) of Artificial Intelligence is being used (e.g., machine learning, natural language processing, computer vision).

Course Standard 4

IT-AIC-4

Develop computer programs to solve problems using an object-oriented language and elements of artificial intelligence.

- 4.1 Define, explain, and apply the ideas of pattern matching, recursion, parallelization, and automation to algorithms and programs.
- 4.2 Describe the benefits and principles of object-oriented programming.
- 4.3 Define and apply objects and recognize the difference between an object and an instance.
- 4.4 Apply principles of object-oriented programming to declare methods and combine classes.
- 4.5 Define and implement different logical, relational, Boolean, and mathematical operators.
- 4.6 Identify, assign, and convert values and different data types to variables in programs.
- 4.7 Implement different types of control structures in programs (e.g., conditionals, loops, functions).
- 4.8 Describe and implement a function, including those with return statements and different parameters.
- 4.9 Use external libraries in programs.
- 4.10 Identify a list as an ordered series of data under one variable name and accessed with numeric indices.
- 4.11 Determine which data structures are most appropriate to model the program data (e.g., list, set, dictionary, and tuple).
- 4.12 Implement data structures (e.g., lists, sets, dictionaries, and tuples) as function parameters, return values, and internal variables within function bodies.
- 4.13 Differentiate between methods and functions and analyze the effect of a method call on a program.
- 4.14 Construct and implement strings in programs.
- 4.15 Define and implement professional programming practices (e.g., commenting and documentation, file storage, naming conventions).
- 4.16 Implement a debugging process.

Course Standard 5

IT-AIC-5

Collect, manipulate, and visualize data and investigate the role of data science in artificial intelligence.

- 5.1 Identify examples of data science in the world around us and investigate its impact on technology and users.
- 5.2 Identify examples of ethical issues in data science.
- 5.3 Describe how data is used in different Artificial Intelligence applications.

- 5.4 Define, compare, and contrast a spreadsheet and a database.
- 5.5 Define and describe the function of a Database Management System Language (DMBS) (e.g., SQL).
- 5.6 Define dataset and Data Frame.
- 5.7 Implement spreadsheet functions, formulas, conditional formatting, cell referencing, and pivot tables.
- 5.8 Create data tables and graphic representations of data including two-way tables, scatterplots, bar graphs, histograms, stem plots, and dot plots from a spreadsheet software or other data visualization tools (e.g., Jupyter Notebooks, Matplotlib).
- 5.9 Utilize visual reporting and statistical tools to define and understand statistics such as regression analysis, ANOVA, hypothesis testing, and sampling distributions.

Course Standard 6

IT-AIC-6

Investigate and design potential solutions to social and ethical issues related to artificial intelligence.

- 6.1 Identify real examples of issues related to bias, perception, privacy, and accuracy in Artificial Intelligence.
- 6.2 Investigate and propose solutions to ethical and societal Artificial Intelligence issues in a variety of settings (e.g., public safety, finance, social media marketing, government use).
- 6.3 Using a web tool that trains a machine learning model without coding, investigate examples of bias and identify solutions.
- 6.4 Identify and analyze examples of legal policies related to Artificial Intelligence, including why and how they were or are being developed.
- 6.5 Analyze real world Artificial Intelligence scenarios to determine the ethical and legal implications.
- 6.6 Identify and research projects from the Artificial Intelligence for Good Foundation or other similar organizations (e.g., The Center for Human Compatible Artificial Intelligence, The Future of Life Institute) and design potential solutions to the problems identified.

Course Standard 7

IT-AIC-7

Apply problem-solving skills to solve real-world problems.

- 7.1 Identify and investigate a real-world problem of interest that might be solved with Artificial Intelligence.
- 7.2 Use a problem-solving process (e.g., Design Thinking) to design a creative solution to a real-world problem that could be solved with Artificial Intelligence.
- 7.3 Apply programming, logic, and data science to solve problems.

Course Standard 8

IT-AIC-8

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects and competitive events.

- 8.1 Explain the goals, mission, and objectives of the career-technical student organization (CTSO).
- 8.2 Explore the impact and opportunities a student organization can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
- 8.3 Explore the local, state, and national opportunities available to students through participation in related student organization including but not limited to conferences, competitions, community service, philanthropy, and other CTSO activities.
- 8.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
- 8.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.

Information Technology Career Cluster

Foundations of Artificial Intelligence

Course Number (Given by GaDOE-CTAE)

Course Description:

Artificial Intelligence is an area of study that deals with the simulation of intelligent behavior in computers. Artificial Intelligence sits at the intersection and synergy of critical components from a variety of fields including programming, data science, mathematical reasoning, creative problem solving, ethics, and applied experiences. Careers that require Artificial Intelligence skills (machine learning, data science, programming, etc.) are on the rise and many careers that have existed for years, like Data Analyst or Software Developer, are shifting and growing in industries designing Artificial Intelligence solutions. Foundations of Artificial Intelligence is the introductory course to the Artificial Intelligence pathway, which prepares students to better understand common Artificial Intelligence applications and to apply their knowledge to solve real-world problems using advanced technologies. This introductory course explores the foundations of Artificial Intelligence in society and the workplace, including programming, data science, mathematical reasoning, creative problem solving, ethical reasoning, and real-world applications of Artificial Intelligence. Students will learn the foundational skills to understand how to both interact and develop Artificial Intelligence solutions in a variety of settings.

Course Standard 1

IT-FAI-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application

Georgia Department of Education

Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers

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Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior, and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

IT-FAI-2

Identify and describe the history and evolution of artificial intelligence.

- 2.1 Define artificial intelligence and reflect on its current state.
- 2.2 Describe the history and evolution of artificial intelligence over time.
- 2.3 Identify important early examples of Artificial Intelligence and contributors to Artificial Intelligence development.
- 2.4 Describe how Artificial Intelligence could be used to solve problems, including historical, current, and future problems.

Course Standard 3

IT-FAI-3

Identify and describe the most current applications of artificial intelligence.

- 3.1 Identify and describe current examples of Artificial Intelligence applications in everyday life (e.g., gaming, social media, virtual assistants, email, online shopping, travel, art, smartphones, etc.).
- 3.2 Identify and describe Artificial Intelligence technologies students interact with frequently and determine what problems and/or needs the Artificial Intelligence is intended to solve.
- 3.3 Discuss how Artificial Intelligence is and could be used to enhance areas of student interest, real-world problems, business needs, and the future of work.
- 3.4 Identify and analyze how Artificial Intelligence is impacting art and other creative fields.
- 3.5 Define critical and contemporary areas of Artificial Intelligence (e.g., machine learning, natural language processing, computer vision).
- 3.6 Investigate how machines can be trained to recognize data and distinguish between two different classes by using a web tool that trains a machine learning model without coding (e.g., Google Teachable Machine, Weka).

Course Standard 4

IT-FAI-4

Design, develop, test, and debug computer programs using elements of artificial intelligence.

- 4.1 Define, explain, and apply the building blocks of algorithms: sequencing, selection, iteration.
- 4.2 Modify and create an algorithm to solve a problem.
- 4.3 Evaluate algorithms analytically and empirically.
- 4.4 Use an algorithm to create a program.
- 4.5 Define, explain, and apply the ideas of decomposition, abstraction, data types (integer, string, Boolean, list/array), branches (if, then, else), iteration (for loop, while loop), event driven.
- 4.6 Define different programming paradigms (e.g., functional, object-oriented, procedural, logic).
- 4.7 Describe the principles of object-oriented programming.
- 4.8 Create a program that implements loops and conditionals.
- 4.9 Create a program that accepts user and sensor input to make a decision.
- 4.10 Create a program that collects and organizes different data types.
- 4.11 Define and implement comments in code to document the program.
- 4.12 Trace code and debug problems in programs.
- 4.13 Define UX (user experience) and explain why it must be considered when programming.

Course Standard 5

IT-FAI-5: Describe different types of data and how they are used in artificial intelligence.

- 5.1 Identify the different kinds of data we collect and share as Internet users (e.g., images, videos, texts, purchasing information, site history, etc.).
- 5.2 Define the most basic types of data that computers use (e.g., numeric, text, dates, graphics, sound).
- 5.3 Distinguish between data and information (e.g., data requires context to be information).
- 5.4 Describe and construct a simple model of the data processing cycle (input-processing-output).
- 5.5 Summarize how computers store data using bits (binary digits).

- 5.6 Define Big Data and describe how it is used in Artificial Intelligence.
- 5.7 Describe how Artificial Intelligence uses data to make predictions or decisions.
- 5.8 Define logic and summarize its use in programming, including Artificial Intelligence.

Course Standard 6

IT-FAI-6

Collect, organize, and analyze data using spreadsheet tools.

- 6.1 Select and organize different types of data using spreadsheet tools.
- 6.2 Define and implement basic preset spreadsheet function to organize and manipulate data.
- 6.3 Create tables and graphs to represent data visually using spreadsheets.
- 6.4 Analyze data to construct informed summaries, decisions, or predictions related to the data.

Course Standard 7

IT-FAI-7

Describe and research the social and ethical impacts of artificial intelligence.

- 7.1 Define bias, perception, privacy, and accuracy in the context of Artificial Intelligence.
- 7.2 Explore potential examples of bias using a web tool that trains a machine learning model without coding (e.g., Google Teachable Machine, Weka).
- 7.3 Describe and critique how ethics and philosophy explicitly and implicitly play a role in Artificial Intelligence applications.
- 7.4 Define and compare ethical and legal implications of Artificial Intelligence.
- 7.5 Identify and describe ethical and societal Artificial Intelligence issues in a variety of settings (e.g., public safety, financial implications, social media marketing, government uses, different cultures and countries).
- 7.6 Research the purpose of Artificial Intelligence for Good Foundation and other similar organizations (e.g., The Center for Human Compatible Artificial Intelligence, The Future of Life Institute) and describe their role in Artificial Intelligence development.

Course Standard 8

IT-FAI-8

Use a creative problem-solving process to collaboratively solve problems relevant to artificial intelligence.

- 8.1 Define, describe, and demonstrate productive collaboration, problem-solving, and leadership skills.
- 8.2 Analyze the value of diversity in backgrounds and perspectives in collaboration and problem-solving.
- 8.3 Apply computational thinking skills to find alternative or creative solutions to problems.
- 8.4 Define the purpose of the Design Thinking Process and describe its steps (e.g., empathize, define, ideate, prototype, test).
- 8.5 Apply the Design Thinking Process to collaboratively solve real-world problems.

Course Standard 9

IT-FAI-9

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects and competitive events.

- 9.1 Explain the goals, mission, and objectives of the career-technical student organization (CTSO).
- 9.2 Explore the impact and opportunities a student organization can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
- 9.3 Explore the local, state, and national opportunities available to students through participation in related student organization including but not limited to conferences, competitions, community service, philanthropy, and other CTSO activities.

- 9.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
- 9.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.

DRAFT

Information Technology Career Cluster

Artificial Intelligence Applications

Course Number (Given by GaDOE-CTAE)

Course Description:

Artificial Intelligence Applications is the third course in the Artificial Intelligence pathway. This course deepens students' understanding from courses one and two by requiring students to design and apply Artificial Intelligence solutions. The course focuses on creating functional, real-world applications of Artificial Intelligence using machine learning. Students will apply professional software development tools and processes to solve problems using elements of machine learning, with an emphasis on embedded computing systems. Students enrolled in this course should have successfully completed Foundations of Artificial Intelligence, and Artificial Intelligence Concepts. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

Course Standard 1

IT-AIA-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

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Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers

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Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

IT-AIA-2

Identify, research, and analyze current artificial intelligence developments.

- 2.1 Identify, research, and analyze current events in the field of Artificial Intelligence, considering new technology developments, social and ethical impact, and future implication.

- 2.2 Identify and describe current challenges and opportunities in Artificial Intelligence technologies using non-Machine Learning aspects of Artificial Intelligence (e.g., genetic algorithms, robotics, computer vision, etc.).
- 2.3 Make predictions about the future trends or developments in the field of Artificial Intelligence based on current Artificial Intelligence applications.

Course Standard 3

IT-AIA-3

Identify and research artificial development solutions and development tools.

- 3.1 Identify and research networks and cloud services that use Artificial Intelligence solutions (Neural Networks, data management, different industry-specific solutions and services, Edge AI).
- 3.2 Identify Artificial Intelligence in a variety of industry solutions and services and make appropriate recommendations of Artificial Intelligence applications based on an industry need.
- 3.3 Define open source and identify open-source Artificial Intelligence tools (e.g., Tensorflow, Scikit-Learn, Spark ML, PyTorch).
- 3.4 Define proprietary and identify proprietary Artificial Intelligence tools (e.g., Microsoft Azure AI, Amazon Web Services, Google AI, IBM Watson).

Course Standard 4

IT-AIA-4

Design and develop programs using Artificial Intelligence to solve problems.

- 4.1 Define and apply a team-based software development process (e.g., Agile) using professional tools (e.g., Version Control System, GitHub).
- 4.2 Define and evaluate computational complexity, time complexity, and space complexity in programs.
- 4.3 Identify and use IDEs (e.g., VS Code, PyCharm, Jupyter, Sublime) and packages in program development (e.g., Fast AI, Scikit-Learn, Pandas, Runway ML, Tensorflow, Make Code, PyTorch) to build and train machine learning models.
- 4.4 Define and research an interest or problem that could be enhanced or solved with Artificial Intelligence.
- 4.5 Design and develop an Artificial Intelligence software solution that addresses a researched interest or problem that could be enhanced or solved.
- 4.6 Develop an online portfolio that showcases your software development skills and projects.

Course Standard 5

IT-AIA-5

Identify, evaluate, and manipulate data using reliable and ethical practices.

- 5.1 Define and distinguish between balanced and imbalanced datasets.
- 5.2 Identify potential problems with imbalance datasets.
- 5.3 Define and explain the difference between training, validation, and test datasets.
- 5.4 Discuss how bias can be present in datasets and analyze the implications, including ethical implications, of bias in data.
- 5.5 Define data collection, manipulation, cleansing, and transformation and describe how these can be used to improve datasets.
- 5.6 Identify different factors to consider when evaluating sources of data.
- 5.7 Identify, evaluate, and utilize existing datasets from reliable sources (e.g., Kaggle) to train machine learning models.
- 5.8 Explore and utilize packages from a data analysis and manipulation tool when training a machine learning model (e.g., Pandas).
- 5.9 Utilize visual reporting and statistical tools to perform, understand, and interpret statistics such as regression analysis, ANOVA, hypothesis testing, and sampling distributions.

Course Standard 6

IT-AIA-6

Apply problem-solving skills to design solutions for social and ethical issues.

- 6.1 Identify and research a real social or ethical problem in your community that might be solved with Artificial Intelligence.
- 6.2 Use a problem-solving process (e.g., Design Thinking) to collaboratively investigate the identified problem in your community.
- 6.3 Collaboratively design a solution that uses Artificial Intelligence for the problem identified in your community.
- 6.4 Develop a prototype or working model of your Artificial Intelligence solution.

Course Standard 7

IT-AIA-7

Design Artificial Intelligence solutions using embedded computing.

- 7.1 Identify and define the function of circuits, sensors, microcontrollers, motors, and other components used in embedded systems.
- 7.2 Assemble an embedded or robotic system that use circuits, sensor(s), microcontroller, microcomputers, motor(s) to complete a specific task.
- 7.3 Write a program for an embedded or robotic system that makes a decision based on sensor/user input, controls mechanics of the robot, and completes a “human” task (e.g., delivers items, opens a door for someone, solves a puzzle, etc.).
- 7.4 Use a problem-solving method to debug hardware issues.

Course Standard 8

IT-AIA-8

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects and competitive events.

- 8.1 Explain the goals, mission, and objectives of the career-technical student organization (CTSO).
- 8.2 Explore the impact and opportunities a student organization can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
- 8.3 Explore the local, state, and national opportunities available to students through participation in related student organization including but not limited to conferences, competitions, community service, philanthropy, and other CTSO activities.
- 8.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
- 8.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.

Data Science I

Course

Course Description:

Long before the century turned over, this age was identified as the information age, a time where information is the universal concept of social being and growth, much like industry was the universal concept of the previous age. The ability to access and process data and turn it into useful information is the skill that determines the success or failure of companies large and small. This skill set is now so prevalent that all students need to develop a familiarity with it to function efficiently in society. The foundation tools and techniques that encompass this skill set are the subject of this course. This course sits at the nexus of mathematical and computational thinking. It relies heavily on the mathematical and statistical reasoning that is developed during primary education and contextualizes those concepts with computational solutions. This course is a foundation and has no prerequisites save a cursory understanding of algebraic and statistical concepts (such as functions, graphs, and measures of central tendency). No computing knowledge is assumed. Data Science is a field where mathematical principles are applied using technology and computing skills to solve real world problems.

Course Competency 1	
DS1-1	Demonstrate how Data Science can be used to impact school, work, and leisure time
1.1:	Demonstrate how data science impacts their lives.
1.2:	Identify and differentiate between different data governance standards.
1.3:	Identify ethical issues in data science.
1.4:	Give examples of how Data Science is used in the real world
1.5:	Identify and compare potential bias issues in data science

Course Competency 2	
DS1-2	Explore, research, and present findings on data science careers
2.1:	Research post-secondary options for data science careers, including industry certifications, college options and organizational training.
2.2:	Identify and distinguish different skills sets used in data science
2.3:	Identify different job opportunities within the data science field and how such job types are interrelated

Course Competency 3

DS1-3

Formulate Questions to Clarify the problem at hand and formulate 1 or more questions that can be answered with data analysis

3.1: Identify the objectives of data and information management

3.2: Determine whether a problem involves categorical or quantitative data

3.3: Frame a statistical question of interest in terms of measurable data.

Course Competency 4

DS1-4

Design and implement a plan to collect appropriate data to answer a research question

4.1: Define "spreadsheet" and "database" and describe ways they may be used.

4.2: Describe the factors that must be considered in distributing data effectively and how a simple model can be used to obtain at least a first-cut distribution.

Course Competency 5

DS1-5

Analyze data by selecting appropriate graphical and numerical methods

5.1: Implement spreadsheet functions (i.e., preset formulas), formulas, conditional formatting, cell referencing, and pivot tables.

5.2: Create data tables and graphical representations of data including two-way tables, scatterplots, bar graphs, histograms, stem plots and dot plots from a spreadsheet software.

5.3: Describe the characteristics of data tables and how they benefit end user experiences

Course Competency 6

DS1-6

Identify the general concepts of databases/data tools and how to utilize design thinking to produce solutions that are clean and thoughtful.

6.1: Identify and distinguish between variations of techniques (Artificial Intelligence, Machine Learning, etc.)

6.2: Provide definitions of key terms and concepts that describe the database environment

6.3: Describe and build the major components of the database environment and explain how these components interact with each other

6.4: Assess end user data and information requirements and develop a logical model to fit those requirements

Course Competency 7

DS1-7

Build a database based on designed model, identify implementation policies and procedures, and establish plans for testing/debugging a data science solution.

7.1: Describe a Database Management System Language (DMBS) like SQL and summarize its basic operators.

7.2: Formulate single table DMBS (SQL) queries.

7.3: Formulate DMBS (SQL) queries that use functions.

7.4: Use of the group by and order by clauses in DMBS (SQL) queries.

Course Competency 8

DS1-8

Deploy a data science solution in a production environment, follow implementation procedures, and develop a plan for long term maintenance.

8.1: Describe the differences between the process of deployment and implementation of a solution.

8.2: Understand the components and key steps to a successful deployment.

Course Competency 9

DS1-9

Analyze results by interpreting the information provided by the data analysis and how its interpretation supports possible answers to the question or problem being investigated.

9.1: Utilize visual reporting and statistic tools to perform 1 and 2 sample t-tests and linear regression testing using technology (not by hand)

9.2: Summarize results.

9.3: Identify and express areas for further study or investigation based on the analysis of data

9.4: Create a simple dashboard with appropriate tables and charts to show the data that is being analyzed.

Data Science II

Course

Course Description:

Data Science is easily one of the fastest growing and most in demand careers in our society. Every industry from farming to finance relies on big data to make decisions. All decisions that we make in our daily life and their consequences are rooted in our ability to analyze and utilize data. Data Science II, is a deeper dive into how statistical analyses can be performed using technical tools and computing skills to solve real world problems. This course goes beyond the fundamental ideas introduced in Data Science I and explores industry level techniques and tools. Real world data is used in a practical manner to extract solutions and insights. The prerequisite knowledge for this course is a strong statistical background, such as that found in AP Statistics, Statistical Reasoning, or the Data Science I course as well as a programming foundation such as that found in Computer Science Principles, AP Computer Science Principles, or AP Computer Science A.

Course Competency 1

DS2-1

Demonstrate how Data Science can be used to impact school, work, and leisure time

1.1: Demonstrates how students currently use data science in their lives, and how data science impacts their lives and possible career choices

1.2: Identify and differentiate between different data governance standards and argue why governance is important.

1.3: Identify ethical issues in data science.

1.4: Identify and compare potential bias issues in data science

Course Competency 2

DS2-2

Formulate Questions to Clarify the problem at hand and formulate 1 or more questions that can be answered with data

2.1: Identify the objectives of data and information management

2.2: Determine whether a problem involves categorical or quantitative data

2.3: Frame a statistical question of interest in terms of measurable data.

Course Competency 3

DS2-3

Design and implement a plan to collect appropriate data to answer the research question

3.1: Describe the factors that must be considered in distributing data effectively and how a simple model can be used to obtain at least a first-cut distribution.

Course Competency 4

DS2-4

Analyze data by selecting appropriate graphical and numerical methods

4.1: Implement advanced spreadsheet functions, automation, and dynamic reporting.

4.2: Utilize various tools (such as the ARIMA model) to analyze time series data.

4.3: Demonstrate the ability to take data and create a dashboard that provides insight to solve real world problems.

4.4: Use graphical and numerical displays to foster further investigation into question of interest

Course Competency 5

DS2-5

Identify the general concepts of databases/data tools and how to utilize design thinking to produce solutions that are clean and thoughtful.

5.1: Identify and distinguish between variations of techniques (Artificial Intelligence, Machine Learning, Deep Learning, etc.)

5.2: Provide definitions of key terms and concepts that describe the database environment

5.3: Describe and build the major components of the database environment and explain how these components interact with each other

5.4: Provide a review of systems development methodologies, particularly the waterfall method and agile programming development and show how database development fits with these methodologies.

5.5: Generate Entity Relationship logical models to represent organization data and plan for database development and infrastructure

5.6: Assess end user data and information requirements and develop a logical model to fit those requirements

5.7: Describe the concept of supertype/subtype relationships and recognize when to use these relationships in data modeling.

5.8: Describe the use of specialization (top-down perspective) and generalization (bottom-upper perspective) as complementary techniques for defining supertype/subtype relationships and understand relationship constraints when modelling.

5.9: Describe the position of logical database design within the overall database development process

5.10: Describe the relational model including the properties of relations, integrity constraints, and well-structured relations.

5.11: Describe the principles and detailed steps involved in mapping Enhanced Entity Relationship diagrams to relations.

5.12: Understand data normalization, functional dependency, and develop a fully normalized Entity Relationship Diagram. Evaluate the normality of a logical data model and correct any anomalies.

Course Competency 6

DS2-6

Build a database based on designed model, identify implementation policies and procedures, and establish plans for testing/debugging a data science solution.

6.1: Describe a Database Management System Language (DMBS) like SQL and summarize its basic operators.

6.2: Illustrate data definition language (DDL) commands for creating tables and views as well as for modifying and dropping tables.

6.3: Formulate single table DMBS (SQL) queries.

6.4: Formulate DMBS (SQL) queries that use functions.

6.5: Show how to establish referential integrity using DMBS (SQL).

6.6: Use of the “group by” and “order by” clauses in DMBS (SQL) queries.

6.7: Demonstrate (DBMS) SQL capabilities such as multiple-table data retrieval (join and other operators such as difference, union, and intersection), explicit and implicit joining, and built-in functions.

6.8: Illustrate the differences between the joining and subquery approaches to manipulating multiple tables in DMBS (SQL)

6.9: Describe triggers and stored procedures and provide examples of how these might be used

6.10: Generate and implement a testing plan for a data management solution implementation.

Course Competency 7

DS2-7

Deploy a data science solution in a production environment, follow implementation procedures, and develop a plan for long term maintenance.

7.1: Describe the differences between the processes of deployment and implementation of solutions.

7.2: Understand the components and key steps to a successful deployment.

7.3: Build and deploy a data management system solution implementation.

7.4: Generate and implement a maintenance plan for a data management solution implementation.

Course Competency 8

DS2-8

Analyze results by interpreting the information provided by the data and how its interpretation supports possible answers to question or problem being investigated.

8.1: Utilize visual reporting and statistic tools to perform, understand, and interpret statistic such as regression analysis, ANOVA, hypothesis testing, and sampling distributions

8.2: Identify and express areas for further study or investigation based on results

8.3: Create a dashboard with appropriate high-level charts, such as heat plots, box and whiskers, etc. to express the data that is being analyzed.

Introduction to Python Course Standards

Course Description:

Python is one of the fastest-growing programming languages and is becoming an integral part of many professions as well as the introductory language for many universities. Python is designed to be easy to read, while still being very powerful, which makes it a great language for beginners to learn. With this course you will be introduced to basic syntax, programming, and commonly used packages for data manipulation and exploration. Python is customarily known to be the preferred language for applications in data science, software development, machine learning, and artificial intelligence (AI).

These standards are for a single course and can be taken by any student regardless of previous programming experiences. Ultimately, students will come away with not only the technical skills to grow in the field of computer science, but gain the problem-solving ability, data science understanding, and creativity that companies are increasingly looking for.

Course Standard/Competency 1

IT-Pyth-1 Use computational thinking and the Python programming language to solve problems and create programs for real world applications such as game development, data analysis, and the arts.

- 1.1 Describe how computing principles are represented in the Python programming environment.
- 1.2 Analyze a program and describe the structures of Python code.
- 1.3 Describe the characteristics of input and output in a Python programming environment.
- 1.4 Describe the process of compiling and running a program in Python.
- 1.5 Create graphical organizers to model classes, attributes, methods and object relationships.
- 1.6 Describe advantages and disadvantages of information security when creating programs using Python.

Course Standard/Competency 2

IT-Pyth-2 Develop techniques for debugging a program.

- 2.1 Design, develop, debug and implement computer programs.
- 2.2 Use various debugging and testing methods to ensure program correctness.
- 2.3 Identify different types of errors that can occur including parameter mismatch and scope errors.

Course Standard/Competency 3

IT-Pyth-3 Describe how procedural programming is implemented using the Python programming language.

- 3.1 Describe how procedural programming is implemented using the Python programming language.
- 3.2 Describe the relationship between variables and values when programming in Python.
- 3.3 Implement scripts that use logical, relational, boolean, and mathematical operators.
- 3.4 Describe and use different types of logical operators in Python.
- 3.5 Use truth tables to simulate the results of Boolean operators.
- 3.6 Use arithmetic operators to modify variables in programs.
- 3.7 Identify and assign values and different data types to a variable in a program.
- 3.8 Convert variable values between different data types in Python.
- 3.9 Describe cryptography in Python as the use of libraries that provide encryption to secure data and information (i.e., cryptographic standard libraries).

Course Standard/Competency 4

IT-Pyth-4 Demonstrate and identify the importance of commenting and documentation in coding.

- 4.1 Create single-line comments in programs that explain the purpose of each function
- 4.2 Create multi-line comments that highlight the precondition and post condition state of each function
- 4.3 Students will understand the importance of and make use of self-documenting code

Course Standard/Competency 5

IT-Pyth-5 Implement different types of control structures (conditionals, loops, functions) in programs.

- 5.1 Analyze how control structures are used in programs using Python.
- 5.2 Identify and describe the structure of different types of conditional statements (if statements).
- 5.3 Implement conditional statements with the use of mathematical, relational, and Boolean operators.
- 5.4 Implement loops in programs using continue, break, and pass keywords.
- 5.5 Describe the difference between for loops, while loops, for-each loops, infinite loops, and nested loops.
- 5.6 Analyze the effect of a variable in a conditional statement and a loop.
- 5.7 Describe how a function is implemented within a program.
- 5.8 Implement different types of functions in a program including those with return statements and different parameters.
- 5.9 Use external Python libraries to produce multi-media (visual or audio) outputs.

Course Standard/Competency 6

IT-Pyth-6 Analyze data structures in programs using Python.

- 6.1 Identify a list as an ordered series of data under one variable name and accessed with numeric indices.
- 6.2 Identify a data structure as a collection of data values and types of data structures in the Python programming language (list, tuple, dictionary and set).
- 6.3 Determine which data structures are most appropriate to model the program data (list, tuple, dictionary, or set).
- 6.4 Explain the operations that can be applied to data structures using Python including lists and dictionaries as objects that can be changed, and strings and tuples as object that cannot be changed.
- 6.5 Implement lists, sets, dictionaries, and tuples as function parameters, return values and internal variables within function bodies.
- 6.6 Differentiate between methods and functions and analyze the effect of a method call on a program.

Course Standard/Competency 7

IT-Pyth-7 Construct and implement strings in programs using Python.

- 7.1 Identify strings as arrays of bytes representing Unicode characters.
- 7.2 Define standard string methods and their use cases.
- 7.3 Declare strings in programs using multiple declaration styles.
- 7.4 Manipulate variables using string concatenation and slicing.
- 7.5 Implement string search and methods to modify strings in programs.

Course Standard/Competency 8

IT-Pyth-8 Develop and implement objects in Python.

- 8.1 Explain the principles of object-oriented programming using the Python programming language as the use of data values in the form of fields and code in the form of procedures or methods.
- 8.2 Describe the use of objects and recognize the difference between an object and an instance.
- 8.3 Define objects in Python and use principles of object-oriented programming for declaring methods and combining classes.

Course Standard/Competency 9

IT-Pyth-9 Analyze algorithms and the implementation of algorithms in Python.

- 9.1 Identify an algorithm in Python as a sequence of instructions that transform data or generate conclusions based on the data.
- 9.2 Implement different algorithms in programs using Python including sorting, search and merge algorithms.
- 9.3 Use procedures to reduce the complexity of a program.
- 9.4 Identify an algorithm as being recursive.
- 9.5 Implement recursion in search and sort algorithms.

Georgia Department of Education

E-Sports Course

Course Description:

Computing technologies are transforming the way our society does everything. This course is in response to the way technology has changed the way we compete. E-sports is a revolution. It is a novel industry that is growing at an accelerated pace, an industry that is creating evolved skill sets from a wide variety of existing fields. Students in this class will have a marketing background, an artistic background, a programming background, or any other of a multitude of academic pathways because so many skills are realized in the sphere of esports. This is a context driven course, a course that lets students see how academic pursuits can be applied in an enjoyable comprehensive experience. Students will learn ethical ways of competing, user-centered methods of design, and project management experience. These standards are for a single course that gives students an overview of the e-sports world. It can be taken by students coming from several different tracks (e.g. Computer Science, Health and P.E., Marketing, Design, Game Development, Networking, Fine Arts, etc.)

Course Standard/Competency 1

ES-1

Describe the characteristics of the enterprises that make up the e-sports ecosystem and the skill sets they share among themselves and with other sectors of the industry.

1.1: Recognize the various roles and skills from other sectors that comprise the e-sports ecosystem.

1.2: Describe how the skill set required in the e-sports industry might be transferrable to other industry sectors and professions.

1.3: Discuss how e-sports teams utilize sponsorships from various industry partners.

Course Standard/Competency 2

ES-2

Explain the elements of the e-sports event process across pre-event, show day, and post-event phases.

2.1: Develop and document pre-event planning including run-of-show document

2.2: Describe and document day-of event activities

2.3: Model scenarios for issues (technical and non-technical) that can occur and possible solutions

2.4: Explain and demonstrate project retrospective to capture lessons learned and areas for improvement

Course Standard/Competency 3

ES-3

Plan and execute an e-sports event.

3.1: Describe and demonstrate the multitude of team roles and duties to execute an e-sports event

3.2: Explain necessary considerations for the end user experience and collect feedback

3.3: State the variety of competition platforms and implications for competition.

3.4: Explore the differences between a Local Area Network (LAN) event and a virtual competition and identify which is best suited for a specific context.

Course Standard/Competency 4

ES-4

Integrate healthy behaviors into e-sports participation

4.1: Analyze time spent gaming vs. other activities of importance and personal goals

4.2: Identify a subset of skills used in gaming and how those skills apply/support other activities (i.e. attending to detail, organizing, story-telling).

4.3: Develop a plan for maintaining mental and physical health of e-sports athletes.

4.4: Articulate the importance of displaying good sportsmanship behaviors within e-sports.

4.5: Construct an argument to support the claim that gaming cultivates a growth mindset.

Course Standard/Competency 5

ES-5

Evaluate the impacts of technology, media, culture, and law on esports.

5.1: Analyze the corresponding influence of esports, technology, media, and culture.

5.2: Explore the history of esports and identify key stakeholders and influencers.

5.3: Identify gaming platform(s) and identify factors contributing to the platform's success or failure.

5.4: Identify the challenges to creating an inclusive culture in e-sports and potential barriers that exist in the ecosystem.

5.5: Explain the legal ramifications of policies like The Digital Millennium Copyright Act (DMCA) and how legislation applies to the e-sports industry.

Course Standard/Competency 6

ES-6

Explore different scientific processes that are used in e-sports and game-user research

6.1: Describe how the human mind and body responds to in-game stimuli

6.2: Explain how scientific processes can be used to understand the interaction between people and games

6.3: Explore the contributions of different scientific fields to the development and understanding of esports (i.e. biometrics, virtual reality, augmented reality)

6.4: Explain how the future of -sports will be shaped using biometrics and new techniques for game control and interaction.

Course Standard/Competency 7

ES-7

Explain how game development, strategy, and logic affect the potential outcomes of gameplay.

7.1: Demonstrate how teamwork and in-game communication affect game and match outcomes.

7.2: Derive a game play strategy based on game characteristics and knowledge.

7.3: Explain how game play is governed by mechanics and dynamics derived in the development process.

7.4: Describe the connection between player personality and game strategy

Course Standard/Competency 8

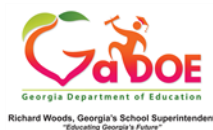
ES-8

Develop an inclusive organizational model that promotes community and outreach.

8.1: Create a scholastic gaming club that goes beyond competition and becomes a platform to acquire critical communication, collaboration, and problem-solving skills.

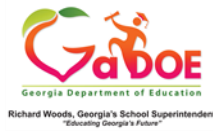
8.2: Explain how to advocate for the benefits of a scholastic gaming club program

8.3: Develop and execute a plan to foster an inclusive environment for club participation of people with varying backgrounds and abilities.



Data Science I & II Course Standards Task Force

Academic Committee Member	Title/LEA/Organization
Stacey Rivers	Director of Tech Human Capital Management/ WarnerMedia
Robert Joseph	President and CTO/ TeamMindShift
Laura Gray	Math/Computer Science Teacher/ Gwinnett County Schools
Jeffery Kent	Math/Computer Science Teacher/ Cobb County Schools
Douglas Edwards	Senior Research Associate/ Center for Educating Integrating Science, Mathematics, and Computing
Marion Usselman	Assoc. Director for Development and Educational Innovation/ Center for Educating Integrating Science, Mathematics, and Computing
Bryan Cox	Computer Science Program Specialist/ GaDOE
Lya Snell	Mathematics Program Manager/ GaDOE



Introduction to Python Programming Course Standards Task Force

Academic Committee Member	Title/LEA/Organization
P.K. Graff	STEM Content Instructional Designer/ Forsythe County
Shana White	Senior Associate CS Equity and Justice Initiatives/ Kapor Center
Terry Foster	Fellow/ Constellations Center for Equity in Computing - GaTech
Dr. David Joyner	Associate Director of Student Experience (OMSCS) and Senior Research Associate/ Georgia Technical University
Andrea Aria	Software Engineer - Clinical Assistant Professor/Elavon-Georgia State University
Dr. Owen Astrachan	Professor of the Practice of Computer Science/ Duke University
Edwina Vaughn Floyd	Computer Science Teacher/ Dekalb County Schools
Elliott Hauser	Chief Executive Officer/ Trinket.io
Cmdr. Raymond T. Schenk	AP/STEM Computer Science Teacher/ Fulton County Schools
Ben Schepens	Computer Science Teacher/ Gwinnett County Schools
Dennis "Chip" Kramlich	Computer Science Teacher/ Fayette County Schools

Esports Course Standards Task Force

Academic Committee Member	Title/LEA/Organization
Austin Nichols	Esports Coach/ Lumpkin County Schools
Dereyck Moore	Augusta National
Jeff Sawyer	Managing Director - Innovation & Digital Products/ Accenture
Jennifer Erdman	Chief Marketing Officer/ UnitedInGaming
Josh Lee	Director of Strategy and Operations/ Georgia Film Academy
Laura Levy	Researcher/ Georgia Institute of Technology
Lucas Bailey	Esports Program Coordinator/ Georgia State University
Michael Corridore	Engagement Manager /Accenture
Mick Larkins	Executive Producer/ Hi-Rez Studios
P.K. Graff	Virtual Specialist/ Forsyth County Schools
Rober Joseph	Adjunct Professor, Trainer and Technologist/ Team MindShift
Stacey Rivers	Director of Tech Human Capital Management/ WarnerMedia
Terry Foster	Fellow/ Constellation Center for Equity in Computing
Todd Harris	Chief Executive Officer/ Skillshot
Andrew Greenberg	Executive Director/ Georgia Game Developers Association
Asante Bradford	Project Manager - Digital Entertainment & Emerging Media/ Dept. Of Economic Development
Bryan Cox	Computer Science Specialist/ GaDOE
Delda Hagin	Business and Computer Science Sepecialist/ GaDOE
Heather Maxfield	Vice President, Government Affairs and Statewide Economic Development/ Technology Association of Georgia
Leigh McCook	Principal Research Associate and Division Chief Socio-Technical Systems Division/ Georgia Tech Research Institute
Roger Ivey	Program Manager/ GaDOE
Sean Mulvanity	Liberty County Schools
Susan Contreras	Director of Research/ Dept. Of Economic Development
Therese McGuire	PE and Health Specialist/ GaDOE
Tim Cairl	Director, Education Policy/ Metro Chamber of Commerce



OFFICE OF LIEUTENANT GOVERNOR

240 STATE CAPITOL
ATLANTA, GEORGIA 30334

GEOFF DUNCAN
LIEUTENANT GOVERNOR

March 23, 2021

Scott Sweeney
Chair, Georgia State Board of Education
205 Jesse Hill Jr. Drive SE
Atlanta, Georgia 30334

Chairman Sweeney,

I am writing in support of the good work of the Department in preparing seven new Computer Science related courses for approval. I have an aspirational goal for Georgia to be the Technology Capital of the East Coast, and having a workforce educated in coding and computational thinking is critical for our success.

Data Science courses are an important add to our portfolio, as so much of modern business now flows around looking at their data. Having an Esports course will provide a relevant enticement to get kids into a class that will teach computational thinking. AI is also an excellent addition, as machine learning is reshaping so much of our world today.

I am very appreciative of our state moving strongly forward in this very important area.

Sincerely,

A handwritten signature in black ink, appearing to read "Geoff Duncan", written over a light gray rectangular background.

Geoff Duncan
Lt. Governor

2021-2022 Local Board Governance Training Proposals

Training Provider	Provider Contact Information
1. North GA RESA	4731 Old Hwy 5 South Ellijay, GA 30540 706-276-1111 sam.depaul@ngresa.org
2. Pioneer RESA	PO Box 1789 Cleveland, GA 706-865-6748 jold@pioneerresa.org
3. Southwest Georgia RESA	570 Martin Luther King Road Camilla, GA 229-255-2781 kyoung@swresa.org
4. Griffin RESA	440 Tilney Av Griffin, GA 30224 770-229-3247 sgordy@griffinresa.net
5. Georgia School Boards Association (GSBA)	5120 Sugarloaf Parkway, Lawrenceville, Georgia

Training Provider	Provider Contact Information
6. Georgia Leadership Associates	PO Box 20094 Saint Simons Island, GA 31522 912-268-4007 Hlcooper2@comcast.net
7. Hall Booth Smith, P.C.	440 College Ave. Suite 120 Athens, GA 30601 706-316-0231 ajolliffe@hallboothsmith.com
8. First District RESA	P.O. Box 780 201 W. Lee St., Brooklet, GA 30415 912-842-5000 wmyers@fdresa.org
9. Northwest Georgia RESA	3167 Cedartown Hwy. SE Rome, GA 760-295-6189 ext. 11 dmills@nwgaresa.com
10. Middle Georgia RESA	80 Cohen Walker Dr. Warner Robbins, GA 31088 478-719-7158 cwilliams@mgresa.us

Training Provider	Provider Contact Information
11. Nelson Mullins Riley & Scarborough LLP	201 17 th St. NW Suite 1700 Atlanta, GA 30363 Virginia.wheeler@nelsonmullins.com

Training Provider	Provider Contact Information
12. Carl Vinson Institute of Government	201 N. Milledge Ave. Athens, Georgia 30602 706-542-0236 russcook@uga.edu

Training Provider	Provider Contact Information
13. Georgia Charter Schools Association	211 Perimeter Center Pkwy Suite 1000 Atlanta, GA 30346 404-897-2973 dfalco@gacharters.org
14. Chattahoochee-Flint RESA	121 East College St. Ellaville, GA 31806 229-937-5341 mroland@chattflint.org
15. Roach, Caudill & Frost, LLP	Thomas Roach, Jr. 111 West Main Street Canton, GA 30114
16. Okefenokee RESA	Greg Jacobs, Ed.D Executive Director 1450 N. Augusta Ave. Waycross, Georgia 31503 Office: 912-285-6151 gjacobson@okresa.org
17. Education Planners, LLC	1720 Mars Hill Road Suite 124-367 Acworth, Georgia 30101 678-576-5333 www.edplanners.org jwilson@edplanners.org
18. CSRA RESA	4683 Augusta Hwy, SE Dearing, GA 30808 Debbie Alexander dalexander@csraresa.org

Training Provider	Provider Contact Information
19. Gregory, Doyle, Calhoun & Rogers, LLC	49 Atlanta Street Marietta, GA 30060 2951 Flowers Road South, Suite 220 Atlanta, GA 30341
20. The Education Leadership Group, LLC	Dr. Mark D. Wilson 1413 Cedar Drive Madison, GA 30650 (706) 474-2454 mark@school-leader.com
21. Innovate 2 Educate	Lissa Pijanowski, Ed.D. lpijanowski@gmail.com 404.512.7388
*Georgia Department of Education Staff	Matt Cardoza mcardoza@doe.k12.ga.us 404-232-1320



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

**Nominations for Appointment and Reappointment to the
State Charter Schools Commission**

In 2012, the General Assembly passed HB 797, the State Charter Schools Act, which creates a seven-member state level body – the State Charter Schools Commission (“Commission”) – that has the power to authorize charter schools. The Commission members are appointed by the State Board of Education in accordance with O.C.G.A. § 20-2-2082(b). The Governor provides nominations for 3 positions, the Lieutenant Governor provides nominations for 2 positions, and the Speaker of the House provides nominations for 2 positions.

The Governor recommended the reappointment of Hunter Hill and provided 2 nominees for consideration by the SBOE to fill an opening created by departing Commission member Carmen Dill.

Recommended for Reappointment:

1. Hunter Hill

- Mr. Hill is a graduate of the United States Military Academy and holds a degree in General Management with a minor in Civil Engineering. He is a former Captain in the United States Army and a former Georgia Senator. He serves as Director of Advisor Development for SignatureFD Wealth Management.

Nominations for New Appointment:

1. T. Fitz Johnson

- Mr. T. Fitz Johnson is CEO of ASID Group International and former candidate for State School Superintendent. Johnson serves of the System Board of Trustees and Foundation Board of Trustees for WellStar Health System, as well as the Visiting Committee for the University of Kentucky, College of Law. Mr. Johnson has previously served on Kennesaw State University's Football Exploratory Committee. He is a retired Army Officer with nearly twenty-two years of service.

2. Amy Doehrman

- Amy Doehrman is the Director of Appointments at the Office of the Governor. She holds a bachelor's degree in political science and international affairs from the University of Georgia.



STATE OF GEORGIA

OFFICE OF THE GOVERNOR

ATLANTA 30334-0900

Brian P. Kemp
GOVERNOR

March 5, 2021

State Board of Education
c/o Richard Woods
State School Superintendent
205 Jesse Hill Jr. Drive SE, Suite 2066
Atlanta, Georgia 30334

Re: State Charter Schools Commission of Georgia

Dear Board Members:

Pursuant to O.C.G.A § 20-2-2082, the State Board of Education appoints three members of the State Charter Schools Commission based on recommendations of the Governor. The Governor must provide no fewer than two nominations for an initial appointment.

I nominate the following individuals for your consideration to replace Ms. Carmen Dill whose term expired on January 16, 2021.

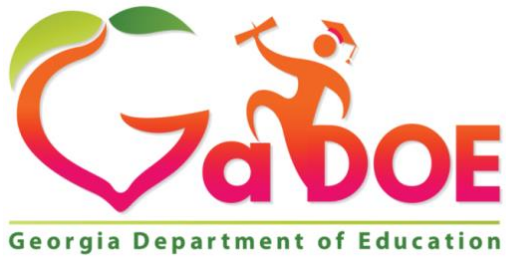
- **T. Fitz Johnson** is CEO of ASID Group International and former candidate for State School Superintendent. Johnson serves on the System Board of Trustees and Foundation Board of Trustees for WellStar Health System, as well as, the Visiting Committee for the University of Kentucky, College of Law. Johnson has previously served on Kennesaw State University's Football Exploratory Committee, Foundation Board Board of Trustees. He is a retired Army Officer with nearly twenty- two years of service. of Trustees, and is presently Emeritus of the Foundation
- **Amy Doehrman** is the Director of Appointments at the Office of the Governor. She holds a bachelor's degree in political science and international affairs from the University of Georgia.

I nominate **Hunter Hill**, whose term expired January 16, 2021 for reappointment.

Please contact my office should you have any questions.

Sincerely,

Brian P. Kemp



"Educating Georgia's Future"

**Recommended Personnel Actions – Appointments
State Board of Education Meeting
March 24 -25, 2021**

Richard Woods, Georgia's School Superintendent

Summary of Appointment Recommendations

State Superintendent of Schools Richard Woods recommends the following Georgia Department of Education at-will appointments:

<u>Name</u>	<u>Job Title</u>	<u>Organizational Unit</u>	<u>Funding</u>
Dyani Payne	Administrative Assistant 3	Central Operations	State Funded
Jorge Quinones	System Administer	Technology Services	State Funded
Angelique Smith	School Effectiveness Specialist	School Improvement	State Funded
Rhonda Lee	School Effectiveness Specialist	School Improvement	State Funded
Joyce Lambert	School Effectiveness Specialist	School Improvement	State Funded
Debbie Schindler	Attorney 4	Finance & Business Operations Contracts	State Funded
Shelia McKeehan	Education Program Manager	Career, Technical & Agricultural Education	State Funded
Sarah B. Welch	Education Program Specialist 4	Curriculum & Instruction	State Funded
Brittan Ayers	Education Program Specialist 4	Federal Programs	Federal Funded
Charisse Windom	Education Program Specialist 4	External Affairs	Federal Funded

Note: All state and federally funded positions and salaries receive approval from OPB.

CARES I School Nursing Grant Allocations

System Code	System Name	Amount
601	Appling	\$15,000
602	Atkinson	\$15,000
603	Bacon	\$15,000
604	Baker	\$15,000
605	Baldwin	\$15,000
606	Banks	\$15,000
607	Barrow	\$30,500
608	Bartow	\$28,564
609	Ben Hill	\$15,000
610	Berrien	\$15,000
611	Bibb	\$45,156
612	Bleckley	\$15,000
613	Brantley	\$15,000
614	Brooks	\$15,000
615	Bryan	\$20,861
616	Bulloch	\$22,801
617	Burke	\$15,000
618	Butts	\$15,000
619	Calhoun	\$15,000
620	Camden	\$19,531
621	Candler	\$15,000
622	Carroll	\$31,893
623	Catoosa	\$22,479
624	Charlton	\$15,000
625	Chatham	\$76,944
626	Chattahoochee	\$15,000
627	Chattooga	\$15,000
628	Cherokee	\$91,908
629	Clarke	\$26,609
630	Clay	\$15,000
631	Clayton	\$115,892
632	Clinch	\$15,000
633	Cobb	\$240,105
634	Coffee	\$16,041
635	Colquitt	\$19,481
636	Columbia	\$61,054
637	Cook	\$15,000
638	Coweta	\$48,043
639	Crawford	\$15,000
640	Crisp	\$15,000
641	Dade	\$15,000
642	Dawson	\$15,000
643	Decatur	\$15,000
644	DeKalb	\$207,492
645	Dodge	\$15,000
646	Dooly	\$15,000
647	Dougherty	\$28,647
648	Douglas	\$57,108
649	Early	\$15,000
650	Echols	\$15,000
651	Effingham	\$27,376
652	Elbert	\$15,000
653	Emanuel	\$15,000
654	Evans	\$15,000
655	Fannin	\$15,000
656	Fayette	\$43,614
657	Floyd	\$19,603

CARES I School Nursing Grant Allocations

System Code	System Name	Amount
658	Forsyth	\$112,498
659	Franklin	\$15,000
660	Fulton	\$194,229
661	Gilmer	\$15,000
662	Glascok	\$15,000
663	Glynn	\$27,411
664	Gordon	\$15,000
665	Grady	\$15,000
666	Greene	\$15,000
667	Gwinnett	\$402,848
668	Habersham	\$15,000
669	Hall	\$60,877
670	Hancock	\$15,000
671	Haralson	\$15,000
672	Harris	\$15,000
673	Hart	\$15,000
674	Heard	\$15,000
675	Henry	\$92,842
676	Houston	\$63,324
677	Irwin	\$15,000
678	Jackson	\$18,405
679	Jasper	\$15,000
680	Jeff Davis	\$15,000
681	Jefferson	\$15,000
682	Jenkins	\$15,000
683	Johnson	\$15,000
684	Jones	\$15,000
685	Lamar	\$15,000
686	Lanier	\$15,000
687	Laurens	\$15,000
688	Lee	\$15,000
689	Liberty	\$21,266
690	Lincoln	\$15,000
691	Long	\$15,000
692	Lowndes	\$22,755
693	Lumpkin	\$15,000
694	Macon	\$15,000
695	Madison	\$15,000
696	Marion	\$15,000
697	McDuffie	\$15,000
698	McIntosh	\$15,000
699	Meriwether	\$15,000
700	Miller	\$15,000
701	Mitchell	\$15,000
702	Monroe	\$15,000
703	Montgomery	\$15,000
704	Morgan	\$15,000
705	Murray	\$15,000
706	Muscogee	\$65,949
707	Newton	\$40,243
708	Oconee	\$18,101
709	Oglethorpe	\$15,000
710	Paulding	\$65,651
711	Peach	\$15,000
712	Pickens	\$15,000
713	Pierce	\$15,000
714	Pike	\$15,000

CARES I School Nursing Grant Allocations

System Code	System Name	Amount
715	Polk	\$16,526
716	Pulaski	\$15,000
717	Putnam	\$15,000
718	Quitman	\$15,000
719	Rabun	\$15,000
720	Randolph	\$15,000
721	Richmond	\$62,369
722	Rockdale	\$34,095
723	Schley	\$15,000
724	Screven	\$15,000
725	Seminole	\$15,000
726	Spalding	\$20,386
727	Stephens	\$15,000
728	Stewart	\$15,000
729	Sumter	\$15,000
730	Talbot	\$15,000
731	Taliaferro	\$15,000
732	Tattnell	\$15,000
733	Taylor	\$15,000
734	Telfair	\$15,000
735	Terrell	\$15,000
736	Thomas	\$15,000
737	Tift	\$16,441
738	Toombs	\$15,000
739	Towns	\$15,000
740	Treutlen	\$15,000
741	Troup	\$25,806
742	Turner	\$15,000
743	Twiggs	\$15,000
744	Union	\$15,000
745	Upson	\$15,000
746	Walker	\$17,781
747	Walton	\$29,559
748	Ware	\$15,000
749	Warren	\$15,000
750	Washington	\$15,000
751	Wayne	\$15,000
752	Webster	\$15,000
753	Wheeler	\$15,000
754	White	\$15,000
755	Whitfield	\$27,869
756	Wilcox	\$15,000
757	Wilkes	\$15,000
758	Wilkinson	\$15,000
759	Worth	\$15,000
761	Atlanta City	\$108,826
763	Bremen City	\$15,000
764	Buford City	\$15,000
765	Calhoun City	\$15,000
766	Carrollton City	\$15,000
767	Cartersville City	\$15,000
769	Chickamauga City	\$15,000
771	Commerce City	\$15,000
772	Dalton City	\$17,169
773	Decatur City	\$15,000
774	Dublin City	\$15,000
776	Gainesville City	\$17,790

CARES I School Nursing Grant Allocations

System Code	System Name	Amount
779	Jefferson City	\$15,000
781	Marietta City	\$19,275
784	Pelham City	\$15,000
785	Rome City	\$15,000
786	Social Circle City	\$15,000
789	Thomasville City	\$15,000
791	Trion City	\$15,000
792	Valdosta City	\$17,729
793	Vidalia City	\$15,000
7820108	Mountain Education Center School	\$15,000
7820110	Odyssey School	\$15,000
7820120	Georgia Cyber Academy	\$24,850
7820121	Utopian Academy	\$15,000
7820212	Cherokee Charter	\$15,000
7820412	Georgia Connections	\$15,000
7820612	Ivy Prep - Girls	\$15,000
7820613	Foothills	\$15,000
7820614	International Charter	\$15,000
7820615	Scintilla	\$15,000
7820616	GA School of Innovation	\$15,000
7820617	DuBois	\$15,000
7820618	Coastal Plains	\$15,000
7830103	CCAT School	\$15,000
7830210	Pataula Charter Academy	\$15,000
7830310	Fulton Leadership Academy	\$15,000
7830410	Atlanta Heights Charter Commission School	\$15,000
7830610	Coweta Charter Academy	\$15,000
7830611	Cirrus	\$15,000
7830612	SouthWest GA STEM	\$15,000
7830613	Brookhaven Innovation	\$15,000
7830614	Liberty Tech	\$15,000
7830615	Genesis Boys	\$15,000
7830616	Genesis Girls	\$15,000
7830617	Resurgence Hall	\$15,000
7830618	School for Arts Infused Learning	\$15,000
7830619	International Academy of Smyrna	\$15,000
7830620	International Charter of GA	\$15,000
7830621	SLAM	\$15,000
7830623	ACE	\$15,000
7830624	Spring Creek Charter Academy	\$15,000
7830625	Yi Hwang Academy of Language Excellence	\$15,000
7830626	Furlow Charter Schools	\$15,000
7830628	Ethos	\$15,000
7830629	Harriet Tubman	\$15,000
7830630	Baconton	\$15,000
7830632	Atlanta Unbound	\$15,000
7830633	Delta STEAM Academy	\$15,000
7830634	Georgia Fugees Academy Charter School	\$15,000
	GNETS	
611	Bibb County	\$15,000
625	Chatham County	\$15,000
631	Clayton County	\$15,000
633	Cobb County	\$15,000
640	Crisp County	\$15,000
644	DeKalb County	\$15,000

CARES I School Nursing Grant Allocations

System Code	System Name	Amount
647	Dougherty County	\$15,000
886	Coastal Plains RESA	\$15,000
706	Muscogee County	\$15,000
721	Richmond County	\$15,000
726	Spalding County	\$15,000
736	Thomas County	\$15,000
868	Central Savannah River RESA	\$15,000
880	First District RESA (cedarwood)	\$15,000
880	First District RESA (coastal)	\$15,000
876	Heart of Georgia RESA	\$15,000
856	Metro RESA	\$15,000
852	North Georgia RESA	\$15,000
858	Northeast Georgia RESA	\$15,000
850	Northwest Georgia RESA	\$15,000
866	Oconee RESA	\$15,000
888	Okefenokee RESA	\$15,000
854	Pioneer RESA	\$15,000
860	West Georgia RESA	\$15,000
	Total	\$5,829,574

FY21 American Rescue Plan Secondary School Emergency Relief Fund Allocation

SYSTEM ID	SYSTEM NAME	Award Amount
601	APPLING COUNTY SCHOOL DISTRICT	\$10,221,972
602	ATKINSON COUNTY SCHOOL DISTRICT	\$6,528,609
603	BACON COUNTY SCHOOL DISTRICT	\$7,249,691
604	BAKER COUNTY SCHOOL DISTRICT	\$1,869,773
605	BALDWIN COUNTY SCHOOL DISTRICT	\$18,145,737
606	BANKS COUNTY SCHOOL DISTRICT	\$4,945,634
607	BARROW COUNTY SCHOOL DISTRICT	\$19,941,191
608	BARTOW COUNTY SCHOOL DISTRICT	\$22,728,996
609	BEN HILL COUNTY SCHOOL DISTRICT	\$13,467,129
610	BERRIEN COUNTY SCHOOL DISTRICT	\$9,249,402
611	BIBB COUNTY SCHOOL DISTRICT	\$100,300,137
612	BLECKLEY COUNTY SCHOOL DISTRICT	\$4,697,286
613	BRANTLEY COUNTY SCHOOL DISTRICT	\$8,293,984
614	BROOKS COUNTY SCHOOL DISTRICT	\$8,791,469
615	BRYAN COUNTY SCHOOL DISTRICT	\$7,203,255
616	BULLOCH COUNTY SCHOOL DISTRICT	\$23,679,018
617	BURKE COUNTY SCHOOL DISTRICT	\$15,226,060
618	BUTTS COUNTY SCHOOL DISTRICT	\$8,665,445
619	CALHOUN COUNTY SCHOOL DISTRICT	\$2,644,465
620	CAMDEN COUNTY SCHOOL DISTRICT	\$14,200,929
621	CANDLER COUNTY SCHOOL DISTRICT	\$6,990,597
622	CARROLL COUNTY SCHOOL DISTRICT	\$34,613,166
623	CATOOSA COUNTY SCHOOL DISTRICT	\$15,035,652
624	CHARLTON COUNTY SCHOOL DISTRICT	\$5,027,797
625	CHATHAM COUNTY SCHOOL DISTRICT	\$99,016,731
626	CHATTAHOOCHEE COUNTY SCHOOL DISTRICT	\$1,871,135
627	CHATTOOGA COUNTY SCHOOL DISTRICT	\$6,982,597
628	CHEROKEE COUNTY SCHOOL DISTRICT	\$35,224,544

FY21 American Rescue Plan Secondary School Emergency Relief Fund Allocation

SYSTEM ID	SYSTEM NAME	Award Amount
629	CLARKE COUNTY SCHOOL DISTRICT	\$48,517,883
630	CLAY COUNTY SCHOOL DISTRICT	\$2,010,985
631	CLAYTON COUNTY SCHOOL DISTRICT	\$170,508,371
632	CLINCH COUNTY SCHOOL DISTRICT	\$4,226,963
633	COBB COUNTY SCHOOL DISTRICT	\$160,600,790
634	COFFEE COUNTY SCHOOL DISTRICT	\$24,984,027
635	COLQUITT COUNTY SCHOOL DISTRICT	\$28,069,466
636	COLUMBIA COUNTY SCHOOL DISTRICT	\$20,165,637
637	COOK COUNTY SCHOOL DISTRICT	\$9,598,286
638	COWETA COUNTY SCHOOL DISTRICT	\$30,580,331
639	CRAWFORD COUNTY SCHOOL DISTRICT	\$4,322,907
640	CRISP COUNTY SCHOOL DISTRICT	\$18,012,793
641	DADE COUNTY SCHOOL DISTRICT	\$3,356,506
642	DAWSON COUNTY SCHOOL DISTRICT	\$3,710,383
643	DECATUR COUNTY SCHOOL DISTRICT	\$17,654,317
644	DEKALB COUNTY SCHOOL DISTRICT	\$313,231,738
645	DODGE COUNTY SCHOOL DISTRICT	\$9,008,517
646	DOOLY COUNTY SCHOOL DISTRICT	\$7,226,823
647	DOUGHERTY COUNTY SCHOOL DISTRICT	\$65,311,253
648	DOUGLAS COUNTY SCHOOL DISTRICT	\$49,971,441
649	EARLY COUNTY SCHOOL DISTRICT	\$8,002,474
650	ECHOLS COUNTY SCHOOL DISTRICT	\$2,651,735
651	EFFINGHAM COUNTY SCHOOL DISTRICT	\$11,131,863
652	ELBERT COUNTY SCHOOL DISTRICT	\$8,469,665
653	EMANUEL COUNTY SCHOOL DISTRICT	\$15,541,703
654	EVANS COUNTY SCHOOL DISTRICT	\$7,652,526
655	FANNIN COUNTY SCHOOL DISTRICT	\$6,787,263
656	FAYETTE COUNTY SCHOOL DISTRICT	\$10,558,161

FY21 American Rescue Plan Secondary School Emergency Relief Fund Allocation

SYSTEM ID	SYSTEM NAME	Award Amount
657	FLOYD COUNTY SCHOOL DISTRICT	\$20,406,372
658	FORSYTH COUNTY SCHOOL DISTRICT	\$12,993,725
659	FRANKLIN COUNTY SCHOOL DISTRICT	\$7,759,015
660	FULTON COUNTY SCHOOL DISTRICT	\$168,838,062
661	GILMER COUNTY SCHOOL DISTRICT	\$10,234,095
662	GLASCOCK COUNTY SCHOOL DISTRICT	\$823,665
663	GLYNN COUNTY SCHOOL DISTRICT	\$32,253,967
664	GORDON COUNTY SCHOOL DISTRICT	\$12,974,258
665	GRADY COUNTY SCHOOL DISTRICT	\$13,635,488
666	GREENE COUNTY SCHOOL DISTRICT	\$7,109,529
667	GWINNETT COUNTY SCHOOL DISTRICT	\$282,404,800
668	HABERSHAM COUNTY SCHOOL DISTRICT	\$11,477,606
669	HALL COUNTY SCHOOL DISTRICT	\$49,698,126
670	HANCOCK COUNTY SCHOOL DISTRICT	\$4,675,155
671	HARALSON COUNTY SCHOOL DISTRICT	\$7,584,458
672	HARRIS COUNTY SCHOOL DISTRICT	\$4,529,501
673	HART COUNTY SCHOOL DISTRICT	\$8,178,624
674	HEARD COUNTY SCHOOL DISTRICT	\$4,141,474
675	HENRY COUNTY SCHOOL DISTRICT	\$53,387,776
676	HOUSTON COUNTY SCHOOL DISTRICT	\$49,977,892
677	IRWIN COUNTY SCHOOL DISTRICT	\$4,773,019
678	JACKSON COUNTY SCHOOL DISTRICT	\$9,415,758
679	JASPER COUNTY SCHOOL DISTRICT	\$4,926,465
680	JEFF DAVIS COUNTY SCHOOL DISTRICT	\$8,048,977
681	JEFFERSON COUNTY SCHOOL DISTRICT	\$9,416,867
682	JENKINS COUNTY SCHOOL DISTRICT	\$5,441,229
683	JOHNSON COUNTY SCHOOL DISTRICT	\$4,124,172
684	JONES COUNTY SCHOOL DISTRICT	\$7,125,424

FY21 American Rescue Plan Secondary School Emergency Relief Fund Allocation

SYSTEM ID	SYSTEM NAME	Award Amount
685	LAMAR COUNTY SCHOOL DISTRICT	\$5,935,410
686	LANIER COUNTY SCHOOL DISTRICT	\$5,022,751
687	LAURENS COUNTY SCHOOL DISTRICT	\$14,668,648
688	LEE COUNTY SCHOOL DISTRICT	\$6,432,002
689	LIBERTY COUNTY SCHOOL DISTRICT	\$20,180,847
690	LINCOLN COUNTY SCHOOL DISTRICT	\$2,494,100
691	LONG COUNTY SCHOOL DISTRICT	\$7,582,211
692	LOWNDES COUNTY SCHOOL DISTRICT	\$19,409,549
693	LUMPKIN COUNTY SCHOOL DISTRICT	\$6,401,246
694	MACON COUNTY SCHOOL DISTRICT	\$7,467,015
695	MADISON COUNTY SCHOOL DISTRICT	\$8,811,338
696	MARION COUNTY SCHOOL DISTRICT	\$4,610,480
697	MCDUFFIE COUNTY SCHOOL DISTRICT	\$12,035,777
698	MCINTOSH COUNTY SCHOOL DISTRICT	\$5,745,925
699	MERIWETHER COUNTY SCHOOL DISTRICT	\$11,710,171
700	MILLER COUNTY SCHOOL DISTRICT	\$3,293,170
701	MITCHELL COUNTY SCHOOL DISTRICT	\$9,006,188
702	MONROE COUNTY SCHOOL DISTRICT	\$5,405,814
703	MONTGOMERY COUNTY SCHOOL DISTRICT	\$3,340,737
704	MORGAN COUNTY SCHOOL DISTRICT	\$4,690,068
705	MURRAY COUNTY SCHOOL DISTRICT	\$13,688,643
706	MUSCOGEE COUNTY SCHOOL DISTRICT	\$95,057,152
707	NEWTON COUNTY SCHOOL DISTRICT	\$42,980,285
708	OCONEE COUNTY SCHOOL DISTRICT	\$3,339,628
709	OGLETHORPE COUNTY SCHOOL DISTRICT	\$3,849,927
710	PAULDING COUNTY SCHOOL DISTRICT	\$28,356,912
711	PEACH COUNTY SCHOOL DISTRICT	\$11,457,320
712	PICKENS COUNTY SCHOOL DISTRICT	\$7,136,125

FY21 American Rescue Plan Secondary School Emergency Relief Fund Allocation

SYSTEM ID	SYSTEM NAME	Award Amount
713	PIERCE COUNTY SCHOOL DISTRICT	\$7,659,254
714	PIKE COUNTY SCHOOL DISTRICT	\$3,361,491
715	POLK COUNTY SCHOOL DISTRICT	\$19,802,257
716	PULASKI COUNTY SCHOOL DISTRICT	\$4,550,300
717	PUTNAM COUNTY SCHOOL DISTRICT	\$8,107,096
718	QUITMAN COUNTY SCHOOL DISTRICT	\$1,478,033
719	RABUN COUNTY SCHOOL DISTRICT	\$4,323,919
720	RANDOLPH COUNTY SCHOOL DISTRICT	\$4,210,145
721	RICHMOND COUNTY SCHOOL DISTRICT	\$116,747,547
722	ROCKDALE COUNTY SCHOOL DISTRICT	\$32,835,638
723	SCHLEY COUNTY SCHOOL DISTRICT	\$2,002,524
724	SCREVEN COUNTY SCHOOL DISTRICT	\$9,162,543
725	SEMINOLE COUNTY SCHOOL DISTRICT	\$5,394,384
726	GRIFFIN-SPALDING COUNTY SCHOOL DISTRICT	\$32,796,518
727	STEPHENS COUNTY SCHOOL DISTRICT	\$8,947,109
728	STEWART COUNTY SCHOOL DISTRICT	\$2,337,589
729	SUMTER COUNTY SCHOOL DISTRICT	\$24,054,268
730	TALBOT COUNTY SCHOOL DISTRICT	\$3,091,228
731	TALIAFERRO COUNTY SCHOOL DISTRICT	\$1,053,290
732	TATTNALL COUNTY SCHOOL DISTRICT	\$12,011,644
733	TAYLOR COUNTY SCHOOL DISTRICT	\$4,366,656
734	TELFAIR COUNTY SCHOOL DISTRICT	\$7,173,310
735	TERRELL COUNTY SCHOOL DISTRICT	\$7,895,717
736	THOMAS COUNTY SCHOOL DISTRICT	\$9,123,349
737	TIFT COUNTY SCHOOL DISTRICT	\$23,234,287
738	TOOMBS COUNTY SCHOOL DISTRICT	\$12,401,665
739	TOWNS COUNTY SCHOOL DISTRICT	\$2,116,998
740	TREUTLEN COUNTY SCHOOL DISTRICT	\$3,872,840

FY21 American Rescue Plan Secondary School Emergency Relief Fund Allocation

SYSTEM ID	SYSTEM NAME	Award Amount
741	TROUP COUNTY SCHOOL DISTRICT	\$29,190,615
742	TURNER COUNTY SCHOOL DISTRICT	\$6,589,384
743	TWIGGS COUNTY SCHOOL DISTRICT	\$3,675,623
744	UNION COUNTY SCHOOL DISTRICT	\$4,928,035
745	THOMASTON-UPSON COUNTY SCHOOL DISTRICT	\$13,294,060
746	WALKER COUNTY SCHOOL DISTRICT	\$19,941,891
747	WALTON COUNTY SCHOOL DISTRICT	\$24,036,378
748	WARE COUNTY SCHOOL DISTRICT	\$22,044,013
749	WARREN COUNTY SCHOOL DISTRICT	\$3,495,879
750	WASHINGTON COUNTY SCHOOL DISTRICT	\$12,289,736
751	WAYNE COUNTY SCHOOL DISTRICT	\$13,947,514
752	WEBSTER COUNTY SCHOOL DISTRICT	\$1,068,828
753	WHEELER COUNTY SCHOOL DISTRICT	\$3,472,512
754	WHITE COUNTY SCHOOL DISTRICT	\$7,149,401
755	WHITFIELD COUNTY SCHOOL DISTRICT	\$26,013,407
756	WILCOX COUNTY SCHOOL DISTRICT	\$4,192,560
757	WILKES COUNTY SCHOOL DISTRICT	\$4,776,286
758	WILKINSON COUNTY SCHOOL DISTRICT	\$5,181,644
759	WORTH COUNTY SCHOOL DISTRICT	\$10,605,891
761	ATLANTA CITY SCHOOL DISTRICT	\$201,373,053
763	BREMEN CITY SCHOOL DISTRICT	\$1,743,370
764	BUFORD CITY SCHOOL DISTRICT	\$3,667,921
765	CALHOUN CITY SCHOOL DISTRICT	\$7,547,749
766	CARROLLTON CITY SCHOOL DISTRICT	\$8,986,200
767	CARTERSVILLE CITY SCHOOL DISTRICT	\$6,862,304
769	CHICKAMAUGA CITY SCHOOL DISTRICT	\$1,080,891
771	COMMERCE CITY SCHOOL DISTRICT	\$2,602,271
772	DALTON CITY SCHOOL DISTRICT	\$16,086,479

FY21 American Rescue Plan Secondary School Emergency Relief Fund Allocation

SYSTEM ID	SYSTEM NAME	Award Amount
773	DECATUR CITY SCHOOL DISTRICT	\$2,446,124
774	DUBLIN CITY SCHOOL DISTRICT	\$12,399,812
776	GAINESVILLE CITY SCHOOL DISTRICT	\$19,673,093
779	JEFFERSON CITY SCHOOL DISTRICT	\$1,614,177
781	MARIETTA CITY SCHOOL DISTRICT	\$15,765,665
784	PELHAM CITY SCHOOL DISTRICT	\$3,139,382
785	ROME CITY SCHOOL DISTRICT	\$20,940,849
786	SOCIAL CIRCLE CITY SCHOOL DISTRICT	\$1,644,673
789	THOMASVILLE CITY SCHOOL DISTRICT	\$11,077,234
791	TRION CITY SCHOOL DISTRICT	\$1,400,670
792	VALDOSTA CITY SCHOOL DISTRICT	\$37,410,734
793	VIDALIA CITY SCHOOL DISTRICT	\$7,176,213
799	State Schools	\$838,176
891	DJJ	\$2,837,745
7820108	Mountain Education Charter High School	\$3,103,112
7820110	Odyssey School	\$7,701,894
7820120	Georgia Cyber Academy	\$26,391,202
7820121	Utopian Academy for the Arts Charter School	\$1,094,159
7820212	Cherokee Charter Academy	\$516,037
7820412	Georgia Connections Academy	\$8,003,963
7820612	Ivy Preparatory Academy, Inc	\$1,609,675
7820613	Foothills Charter High School	\$2,528,867
7820614	International Charter School of Atlanta	\$342,923
7820615	Scintilla Charter Academy	\$973,010
7820617	Dubois Integrity Academy	\$2,271,187
7820618	Coastal Plains Education Charter School	\$2,709,251
7830103	Statesboro STEAM Academy	\$350,097
7830210	Pataula Charter Academy	\$1,893,177

FY21 American Rescue Plan Secondary School Emergency Relief Fund Allocation

SYSTEM ID	SYSTEM NAME	Award Amount
7830310	Fulton Leadership Academy	\$873,687
7830410	Atlanta Heights Charter School	\$3,811,179
7830610	Coweta Charter Academy	\$557,427
7830611	Cirrus Charter Academy	\$2,458,373
7830612	Southwest Georgia S.T.E.M. Charter Academy	\$1,546,235
7830613	Brookhaven Innovation Academy	\$419,415
7830615	Genesis Academy for Boys	\$985,527
7830616	Genesis Academy for Girls	\$913,209
7830617	Resurgence Hall	\$834,998
7830618	School for Arts-Infused Learning (SAIL)	\$441,643
7830619	International Academy of Smyrna	\$1,288,816
7830620	International Charter Academy of Georgia	\$50,394
7830621	SLAM Academy	\$551,853
7830628	Ethos Classical- opened 19-20	\$1,352,858
7830623	Academy For Classical Education- opened 19-20	\$1,178,688
7830624	Spring Creek Charter Academy- opened 19-20	\$1,137,737
7830630	Baconton Community Charter School- opened 19-20	\$2,776,129
7830629	Harriet Tubman School of Science and Technology	\$705,395
7830632	Atlanta Unbound Academy	\$410,411
7830633	Delta STEAM	\$240,713
7830626	Furlow Charter School	\$2,335,401
7830634	Georgia Fugees Academy Charter School	\$613,291
Total		\$3,824,434,120

CARES Educator/Support Personnel Retention Bonuses

<u>Total Employee Counts and Amounts by System</u>		Allocation		
SYSTEM_NAME		Salary	Benefits	Total
Appling County	\$	504,920.00	\$ 7,321.38	\$ 512,241.38
Atkinson County	\$	219,000.00	\$ 3,175.50	\$ 222,175.50
Bacon County	\$	291,430.00	\$ 4,225.77	\$ 295,655.77
Baker County	\$	49,000.00	\$ 710.50	\$ 49,710.50
Baldwin County	\$	646,490.00	\$ 9,374.11	\$ 655,864.11
Banks County	\$	386,440.00	\$ 5,603.41	\$ 392,043.41
Barrow County	\$	1,811,960.00	\$ 26,273.44	\$ 1,838,233.44
Bartow County	\$	1,758,990.00	\$ 25,505.36	\$ 1,784,495.36
Ben Hill County	\$	413,390.00	\$ 5,994.21	\$ 419,384.21
Berrien County	\$	388,900.00	\$ 5,639.10	\$ 394,539.10
Bibb County	\$	3,150,730.00	\$ 45,685.97	\$ 3,196,415.97
Bleckley County	\$	341,390.00	\$ 4,950.21	\$ 346,340.21
Brantley County	\$	485,470.00	\$ 7,039.33	\$ 492,509.33
Brooks County	\$	296,490.00	\$ 4,299.11	\$ 300,789.11
Bryan County	\$	1,142,470.00	\$ 16,565.83	\$ 1,159,035.83
Bulloch County	\$	1,445,860.00	\$ 20,965.04	\$ 1,466,825.04
Burke County	\$	702,490.00	\$ 10,186.11	\$ 712,676.11
Butts County	\$	436,470.00	\$ 6,328.83	\$ 442,798.83
Calhoun County	\$	87,000.00	\$ 1,261.50	\$ 88,261.50
Camden County	\$	1,207,450.00	\$ 17,508.05	\$ 1,224,958.05
Candler County	\$	270,950.00	\$ 3,928.80	\$ 274,878.80
Carroll County	\$	1,751,370.00	\$ 25,394.93	\$ 1,776,764.93
Catoosa County	\$	1,663,620.00	\$ 24,122.68	\$ 1,687,742.68
Charlton County	\$	199,460.00	\$ 2,892.19	\$ 202,352.19
Savannah-Chatham County	\$	5,372,960.00	\$ 77,907.94	\$ 5,450,867.94
Chattahoochee County	\$	121,980.00	\$ 1,768.72	\$ 123,748.72

CARES Educator/Support Personnel Retention Bonuses

<u>Total Employee Counts and Amounts by System</u>		Allocation		
SYSTEM_NAME		Salary	Benefits	Total
Chattooga County	\$	307,390.00	\$ 4,457.21	\$ 311,847.21
Cherokee County	\$	4,769,440.00	\$ 69,157.16	\$ 4,838,597.16
Clarke County	\$	2,239,890.00	\$ 32,478.46	\$ 2,272,368.46
Clay County	\$	54,500.00	\$ 790.25	\$ 55,290.25
Clayton County	\$	6,853,000.00	\$ 99,368.50	\$ 6,952,368.50
Clinch County	\$	177,980.00	\$ 2,580.72	\$ 180,560.72
Cobb County	\$	14,094,670.00	\$ 204,373.13	\$ 14,299,043.13
Coffee County	\$	1,026,800.00	\$ 14,888.70	\$ 1,041,688.70
Colquitt County	\$	1,246,140.00	\$ 18,069.21	\$ 1,264,209.21
Columbia County	\$	3,351,900.00	\$ 48,602.60	\$ 3,400,502.60
Cook County	\$	415,675.00	\$ 6,027.32	\$ 421,702.32
Coweta County	\$	2,982,420.00	\$ 43,245.13	\$ 3,025,665.13
Crawford County	\$	236,980.00	\$ 3,436.22	\$ 240,416.22
Crisp County	\$	523,990.00	\$ 7,597.86	\$ 531,587.86
Dade County	\$	279,460.00	\$ 4,052.19	\$ 283,512.19
Dawson County	\$	501,980.00	\$ 7,278.72	\$ 509,258.72
Decatur County	\$	659,450.00	\$ 9,562.05	\$ 669,012.05
DeKalb County	\$	14,241,660.00	\$ 206,505.74	\$ 14,448,165.74
Dodge County	\$	433,500.00	\$ 6,285.75	\$ 439,785.75
Dooly County	\$	176,000.00	\$ 2,552.00	\$ 178,552.00
Dougherty County	\$	1,964,430.00	\$ 28,484.27	\$ 1,992,914.27
Douglas County	\$	3,255,800.00	\$ 47,209.20	\$ 3,303,009.20
Early County	\$	268,980.00	\$ 3,900.22	\$ 272,880.22
Echols County	\$	105,490.00	\$ 1,529.61	\$ 107,019.61
Effingham County	\$	1,642,880.00	\$ 23,821.82	\$ 1,666,701.82
Elbert County	\$	421,470.00	\$ 6,111.33	\$ 427,581.33

CARES Educator/Support Personnel Retention Bonuses

<u>Total Employee Counts and Amounts by System</u>	Allocation			
SYSTEM_NAME	Salary	Benefits	Total	
Emanuel County	\$ 585,920.00	\$ 8,495.88	\$	594,415.88
Evans County	\$ 265,920.00	\$ 3,855.88	\$	269,775.88
Fannin County	\$ 437,960.00	\$ 6,350.44	\$	444,310.44
Fayette County	\$ 2,676,810.00	\$ 38,813.84	\$	2,715,623.84
Floyd County	\$ 1,159,760.00	\$ 16,816.64	\$	1,176,576.64
Forsyth County	\$ 5,577,210.00	\$ 80,869.69	\$	5,658,079.69
Franklin County	\$ 480,460.00	\$ 6,966.69	\$	487,426.69
Fulton County	\$ 12,278,540.00	\$ 178,039.06	\$	12,456,579.06
Gilmer County	\$ 493,960.00	\$ 7,162.44	\$	501,122.44
Glascocock County	\$ 92,490.00	\$ 1,341.11	\$	93,831.11
Glynn County	\$ 1,857,110.00	\$ 26,928.29	\$	1,884,038.29
Gordon County	\$ 799,000.00	\$ 11,585.50	\$	810,585.50
Grady County	\$ 598,430.00	\$ 8,677.27	\$	607,107.27
Greene County	\$ 397,910.00	\$ 5,769.74	\$	403,679.74
Gwinnett County	\$ 20,728,840.00	\$ 300,569.26	\$	21,029,409.26
Habersham County	\$ 1,037,720.00	\$ 15,047.08	\$	1,052,767.08
Hall County	\$ 3,331,580.00	\$ 48,308.37	\$	3,379,888.37
Hancock County	\$ 156,470.00	\$ 2,268.83	\$	158,738.83
Haralson County	\$ 449,470.00	\$ 6,517.33	\$	455,987.33
Harris County	\$ 695,410.00	\$ 10,083.49	\$	705,493.49
Hart County	\$ 462,470.00	\$ 6,705.83	\$	469,175.83
Heard County	\$ 255,940.00	\$ 3,711.16	\$	259,651.16
Henry County	\$ 4,814,700.00	\$ 69,813.30	\$	4,884,513.30
Houston County	\$ 3,908,500.00	\$ 56,673.25	\$	3,965,173.25
Irwin County	\$ 216,470.00	\$ 3,138.83	\$	219,608.83
Jackson County	\$ 1,084,330.00	\$ 15,722.87	\$	1,100,052.87

CARES Educator/Support Personnel Retention Bonuses

<u>Total Employee Counts and Amounts by System</u>		Allocation		
SYSTEM_NAME		Salary	Benefits	Total
Jasper County	\$	329,860.00	\$ 4,783.04	\$ 334,643.04
Jeff Davis County	\$	379,000.00	\$ 5,495.50	\$ 384,495.50
Jefferson County	\$	350,470.00	\$ 5,081.83	\$ 355,551.83
Jenkins County	\$	178,450.00	\$ 2,587.55	\$ 181,037.55
Johnson County	\$	162,980.00	\$ 2,363.22	\$ 165,343.22
Jones County	\$	670,980.00	\$ 9,729.22	\$ 680,709.22
Lamar County	\$	327,850.00	\$ 4,753.90	\$ 332,603.90
Lanier County	\$	228,910.00	\$ 3,319.24	\$ 232,229.24
Laurens County	\$	810,890.00	\$ 11,757.96	\$ 822,647.96
Lee County	\$	786,820.00	\$ 11,408.98	\$ 798,228.98
Liberty County	\$	1,366,440.00	\$ 19,813.41	\$ 1,386,253.41
Lincoln County	\$	178,430.00	\$ 2,587.27	\$ 181,017.27
Long County	\$	441,460.00	\$ 6,401.19	\$ 447,861.19
Lowndes County	\$	1,325,135.00	\$ 19,214.51	\$ 1,344,349.51
Lumpkin County	\$	517,390.00	\$ 7,502.21	\$ 524,892.21
Macon County	\$	161,490.00	\$ 2,341.61	\$ 163,831.61
Madison County	\$	681,930.00	\$ 9,888.02	\$ 691,818.02
Marion County	\$	168,960.00	\$ 2,449.94	\$ 171,409.94
McDuffie County	\$	553,880.00	\$ 8,031.32	\$ 561,911.32
McIntosh County	\$	176,490.00	\$ 2,559.11	\$ 179,049.11
Meriwether County	\$	376,410.00	\$ 5,457.99	\$ 381,867.99
Miller County	\$	131,470.00	\$ 1,906.33	\$ 133,376.33
Mitchell County	\$	238,940.00	\$ 3,464.66	\$ 242,404.66
Monroe County	\$	606,480.00	\$ 8,793.97	\$ 615,273.97
Montgomery County	\$	132,390.00	\$ 1,919.71	\$ 134,309.71
Morgan County	\$	457,440.00	\$ 6,632.91	\$ 464,072.91

CARES Educator/Support Personnel Retention Bonuses

<u>Total Employee Counts and Amounts by System</u>		Allocation		
SYSTEM_NAME		Salary	Benefits	Total
Murray County	\$	741,450.00	\$ 10,751.05	\$ 752,201.05
Muscogee County	\$	4,274,330.00	\$ 61,978.37	\$ 4,336,308.37
Newton County	\$	2,503,860.00	\$ 36,306.04	\$ 2,540,166.04
Oconee County	\$	1,010,990.00	\$ 14,659.36	\$ 1,025,649.36
Oglethorpe County	\$	329,430.00	\$ 4,776.77	\$ 334,206.77
Paulding County	\$	3,473,410.00	\$ 50,364.49	\$ 3,523,774.49
Peach County	\$	433,990.00	\$ 6,292.86	\$ 440,282.86
Pickens County	\$	569,900.00	\$ 8,263.60	\$ 578,163.60
Pierce County	\$	427,920.00	\$ 6,204.88	\$ 434,124.88
Pike County	\$	363,900.00	\$ 5,276.60	\$ 369,176.60
Polk County	\$	931,920.00	\$ 13,512.88	\$ 945,432.88
Pulaski County	\$	177,410.00	\$ 2,572.49	\$ 179,982.49
Putnam County	\$	429,420.00	\$ 6,226.63	\$ 435,646.63
Quitman County	\$	62,490.00	\$ 906.11	\$ 63,396.11
Rabun County	\$	358,490.00	\$ 5,198.11	\$ 363,688.11
Randolph County	\$	131,500.00	\$ 1,906.75	\$ 133,406.75
Richmond County	\$	3,803,860.00	\$ 55,156.04	\$ 3,859,016.04
Rockdale County	\$	2,350,870.00	\$ 34,087.68	\$ 2,384,957.68
Schley County	\$	149,940.00	\$ 2,174.16	\$ 152,114.16
Screven County	\$	316,930.00	\$ 4,595.52	\$ 321,525.52
Seminole County	\$	189,960.00	\$ 2,754.44	\$ 192,714.44
Griffin-Spalding County	\$	1,437,880.00	\$ 20,849.32	\$ 1,458,729.32
Stephens County	\$	504,960.00	\$ 7,321.94	\$ 512,281.94
Stewart County	\$	88,960.00	\$ 1,289.94	\$ 90,249.94
Sumter County	\$	549,430.00	\$ 7,966.77	\$ 557,396.77
Talbot County	\$	87,000.00	\$ 1,261.50	\$ 88,261.50

CARES Educator/Support Personnel Retention Bonuses

<u>Total Employee Counts and Amounts by System</u>		Allocation		
SYSTEM_NAME		Salary	Benefits	Total
Taliaferro County	\$	50,490.00	\$ 732.11	\$ 51,222.11
Tattnall County	\$	534,890.00	\$ 7,755.96	\$ 542,645.96
Taylor County	\$	198,450.00	\$ 2,877.55	\$ 201,327.55
Telfair County	\$	239,490.00	\$ 3,472.61	\$ 242,962.61
Terrell County	\$	196,370.00	\$ 2,847.43	\$ 199,217.43
Thomas County	\$	796,870.00	\$ 11,554.68	\$ 808,424.68
Tift County	\$	1,004,980.00	\$ 14,572.22	\$ 1,019,552.22
Toombs County	\$	364,930.00	\$ 5,291.52	\$ 370,221.52
Towns County	\$	182,500.00	\$ 2,646.25	\$ 185,146.25
Treutlen County	\$	133,490.00	\$ 1,935.61	\$ 135,425.61
Troup County	\$	1,609,350.00	\$ 23,335.65	\$ 1,632,685.65
Turner County	\$	185,490.00	\$ 2,689.61	\$ 188,179.61
Twiggs County	\$	107,980.00	\$ 1,565.72	\$ 109,545.72
Union County	\$	422,960.00	\$ 6,132.94	\$ 429,092.94
Thomaston-Upson County	\$	611,880.00	\$ 8,872.32	\$ 620,752.32
Walker County	\$	1,320,910.00	\$ 19,153.24	\$ 1,340,063.24
Walton County	\$	1,601,940.00	\$ 23,228.16	\$ 1,625,168.16
Ware County	\$	890,870.00	\$ 12,917.68	\$ 903,787.68
Warren County	\$	92,980.00	\$ 1,348.22	\$ 94,328.22
Washington County	\$	374,000.00	\$ 5,423.00	\$ 379,423.00
Wayne County	\$	691,430.00	\$ 10,025.77	\$ 701,455.77
Webster County	\$	45,000.00	\$ 652.50	\$ 45,652.50
Wheeler County	\$	145,490.00	\$ 2,109.61	\$ 147,599.61
White County	\$	508,490.00	\$ 7,373.11	\$ 515,863.11
Whitfield County	\$	1,564,835.00	\$ 22,690.31	\$ 1,587,525.31
Wilcox County	\$	161,350.00	\$ 2,339.65	\$ 163,689.65

CARES Educator/Support Personnel Retention Bonuses

Total Employee Counts and Amounts by System	Allocation			
SYSTEM_NAME	Salary	Benefits	Total	
Wilkes County	\$ 213,980.00	\$ 3,102.72	\$	217,082.72
Wilkinson County	\$ 184,000.00	\$ 2,668.00	\$	186,668.00
Worth County	\$ 361,470.00	\$ 5,241.33	\$	366,711.33
Atlanta Public Schools	\$ 8,060,870.00	\$ 116,883.18	\$	8,177,753.18
Bremen City	\$ 245,490.00	\$ 3,559.61	\$	249,049.61
Buford City	\$ 566,450.00	\$ 8,213.55	\$	574,663.55
Calhoun City	\$ 378,410.00	\$ 5,486.99	\$	383,896.99
Carrollton City	\$ 528,860.00	\$ 7,668.54	\$	536,528.54
Cartersville City	\$ 417,000.00	\$ 6,046.50	\$	423,046.50
Chickamauga City	\$ 147,880.00	\$ 2,144.32	\$	150,024.32
Commerce City	\$ 199,470.00	\$ 2,892.33	\$	202,362.33
Dalton Public Schools	\$ 911,820.00	\$ 13,221.48	\$	925,041.48
City Schools of Decatur	\$ 824,960.00	\$ 11,961.94	\$	836,921.94
Dublin City	\$ 300,400.00	\$ 4,355.85	\$	304,755.85
Gainesville City	\$ 917,430.00	\$ 13,302.77	\$	930,732.77
Jefferson City	\$ 418,390.00	\$ 6,066.71	\$	424,456.71
Marietta City	\$ 1,214,840.00	\$ 17,615.26	\$	1,232,455.26
State Charter Schools- Mountain Education Charter High School	\$ 232,030.00	\$ 3,366.16	\$	235,396.16
State Charter Schools- Odyssey Charter School	\$ 59,860.00	\$ 868.04	\$	60,728.04
State Charter Schools- Georgia Cyber Academy	\$ 752,000.00	\$ 10,904.00	\$	762,904.00
State Charter Schools- Utopian Academy for the Arts Charter School	\$ 26,000.00	\$ 377.00	\$	26,377.00
State Charter Schools- Cherokee Charter Academy	\$ 73,490.00	\$ 1,065.61	\$	74,555.61
State Charter Schools- Georgia Connections Academy	\$ 156,990.00	\$ 2,276.36	\$	159,266.36
State Charter Schools- Ivy Preparatory Academy, Inc	\$ 53,000.00	\$ 768.50	\$	53,768.50
State Charter Schools- Foothills Charter High School (Central Office - Athens)	\$ 154,425.00	\$ 2,240.32	\$	156,665.32
State Charter Schools- International Charter School of Atlanta	\$ 91,490.00	\$ 1,326.61	\$	92,816.61

CARES Educator/Support Personnel Retention Bonuses

Total Employee Counts and Amounts by System	Allocation			
SYSTEM_NAME	Salary	Benefits	Total	
State Charter Schools- Scintilla Charter Academy	\$ 68,490.00	\$ 993.11	\$ 69,483.11	
State Charter Schools- Georgia School for Innovation and the Classics	\$ 79,410.00	\$ 1,151.49	\$ 80,561.49	
State Charter Schools- Dubois Integrity Academy	\$ 100,000.00	\$ 1,450.00	\$ 101,450.00	
State Charter Schools- Coastal Plains Charter High School - Candler Campus	\$ 90,560.00	\$ 1,313.83	\$ 91,873.83	
State Charter Schools II- Statesboro STEAM Academy	\$ 19,000.00	\$ 275.50	\$ 19,275.50	
State Charter Schools II- Pataula Charter Academy	\$ 74,490.00	\$ 1,080.11	\$ 75,570.11	
State Charter Schools II- Fulton Leadership Academy	\$ 36,000.00	\$ 522.00	\$ 36,522.00	
State Charter Schools II- Atlanta Heights Charter School	\$ 63,000.00	\$ 913.50	\$ 63,913.50	
State Charter Schools II- Coweta Charter Academy	\$ 72,000.00	\$ 1,044.00	\$ 73,044.00	
State Charter Schools II- Cirrus Charter Academy	\$ 55,470.00	\$ 804.33	\$ 56,274.33	
State Charter Schools II- Southwest Georgia S.T.E.M. Charter Academy	\$ 45,960.00	\$ 666.44	\$ 46,626.44	
State Charter Schools II- Brookhaven Innovation Academy	\$ 54,000.00	\$ 783.00	\$ 54,783.00	
State Charter Schools II- Liberty Tech Charter Academy	\$ 51,000.00	\$ 739.50	\$ 51,739.50	
State Charter Schools II- Genesis Innovation Academy for Boys	\$ 40,500.00	\$ 587.25	\$ 41,087.25	
State Charter Schools II- Genesis Innovation Academy for Girls	\$ 40,500.00	\$ 587.25	\$ 41,087.25	
State Charter Schools II- Resurgence Hall Charter School	\$ 26,980.00	\$ 391.22	\$ 27,371.22	
State Charter Schools II- SAIL Charter Academy - School for Arts-Infused Learnin	\$ 62,470.00	\$ 905.83	\$ 63,375.83	
State Charter Schools II- International Academy of Smyrna	\$ 41,000.00	\$ 594.50	\$ 41,594.50	
State Charter Schools II- International Charter Academy of Georgia	\$ 22,000.00	\$ 319.00	\$ 22,319.00	
State Charter Schools II- SLAM Academy of Atlanta	\$ 13,490.00	\$ 195.61	\$ 13,685.61	
State Charter Schools II- Academy For Classical Education	\$ 171,490.00	\$ 2,486.61	\$ 173,976.61	
State Charter Schools II- Spring Creek Charter Academy	\$ 41,980.00	\$ 608.72	\$ 42,588.72	
State Charter Schools II- Yi Hwang Academy of Language Excellence	\$ 15,000.00	\$ 217.50	\$ 15,217.50	
State Charter Schools II- Furlow Charter School	\$ 68,490.00	\$ 993.11	\$ 69,483.11	
State Charter Schools II- Ethos Classical Charter School	\$ 23,000.00	\$ 333.50	\$ 23,333.50	
State Charter Schools II- Harriet Tubman School of Science & Technology	\$ 9,000.00	\$ 130.50	\$ 9,130.50	

CARES Educator/Support Personnel Retention Bonuses

Total Employee Counts and Amounts by System	Allocation			
SYSTEM_NAME	Salary	Benefits	Total	
State Charter Schools II- Baconton Community Charter School	\$ 94,470.00	\$ 1,369.83	\$	95,839.83
State Charter Schools II- Atlanta Unbound Academy	\$ 10,000.00	\$ 145.00	\$	10,145.00
State Charter Schools II- D.E.L.T.A. STEAM Academy	\$ 12,000.00	\$ 174.00	\$	12,174.00
State Charter Schools II- Georgia Fugees Academy Charter School	\$ 17,000.00	\$ 246.50	\$	17,246.50
Pelham City	\$ 189,450.00	\$ 2,747.05	\$	192,197.05
Rome City	\$ 784,970.00	\$ 11,382.08	\$	796,352.08
Social Circle City	\$ 217,460.00	\$ 3,153.19	\$	220,613.19
Thomasville City	\$ 347,900.00	\$ 5,044.60	\$	352,944.60
Trion City	\$ 147,910.00	\$ 2,144.74	\$	150,054.74
Valdosta City	\$ 1,104,460.00	\$ 16,014.69	\$	1,120,474.69
Vidalia City	\$ 313,410.00	\$ 4,544.49	\$	317,954.49
State Schools	\$ 306,000.00	\$ 4,437.00	\$	310,437.00
Northwest Georgia RESA	\$ 93,460.00	\$ 1,355.19	\$	94,815.19
North Georgia RESA	\$ 39,000.00	\$ 565.50	\$	39,565.50
Pioneer RESA	\$ 110,470.00	\$ 1,601.83	\$	112,071.83
Metro RESA	\$ 104,890.00	\$ 1,520.96	\$	106,410.96
Northeast Georgia RESA	\$ 106,000.00	\$ 1,537.00	\$	107,537.00
West Georgia RESA	\$ 66,000.00	\$ 957.00	\$	66,957.00
Griffin RESA	\$ 29,500.00	\$ 427.75	\$	29,927.75
Middle Georgia RESA	\$ 7,000.00	\$ 101.50	\$	7,101.50
Oconee RESA	\$ 24,500.00	\$ 355.25	\$	24,855.25
Central Savannah River RESA	\$ 26,880.00	\$ 389.82	\$	27,269.82
Chattahoochee-Flint RESA	\$ 33,950.00	\$ 492.30	\$	34,442.30
Heart of Georgia RESA	\$ 52,000.00	\$ 754.00	\$	52,754.00
First District RESA	\$ 80,980.00	\$ 1,174.22	\$	82,154.22
Southwest Georgia RESA	\$ 26,420.00	\$ 383.13	\$	26,803.13

CARES Educator/Support Personnel Retention Bonuses

<u>Total Employee Counts and Amounts by System</u>		Allocation		
SYSTEM_NAME		Salary	Benefits	Total
Coastal Plains RESA		\$ 64,480.00	\$ 934.97	\$ 65,414.97
Okefenokee RESA		\$ 38,990.00	\$ 565.36	\$ 39,555.36
Department of Juvenile Justice		\$ 77,000.00	\$ 1,116.50	\$ 78,116.50
Georgia Virtual School		\$ 160,160.00	\$ 2,322.32	\$ 162,482.32
STATE TOTAL		\$ 227,263,490.00	\$ 3,295,336.65	\$ 230,558,826.65



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

HEALTH EDUCATION

Georgia Standards of Excellence (GSE).

Kindergarten-Grade 12

Health Education Georgia Standards of Excellence

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Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

O.C.G.A. § 20-2-143

Copy Citation

Current through the 2019 Regular Session of the General Assembly and HB 276 and HB 444 of the 2020 Regular Session of the General Assembly

§ 20-2-143. Sex education and AIDS prevention instruction; implementation; student exemption

(a) Each local board of education shall prescribe a course of study in sex education and AIDS prevention instruction for such grades and grade levels in the public school system as shall be determined by the State Board of Education. Such course of study shall implement either the minimum course of study provided for in subsection (b) of this Code section or its equivalent, as approved by the State Board of Education. Each local board of education shall be authorized to supplement and develop the exact approach of content areas of such minimum course of study with such specific curriculum standards as it may deem appropriate. Such standards shall include instruction relating to the handling of peer pressure, the promotion of high self-esteem, local community values, the legal consequences of parenthood, and abstinence from sexual activity as an effective method of prevention of pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome.

(b) The State Board of Education shall prescribe a minimum course of study in sex education and AIDS prevention instruction which may be included as a part of a course of study in comprehensive health education for such grades and grade levels in the public school system as shall be determined by the state board and shall establish standards for its administration. The course may include instruction concerning human biology, conception, pregnancy, birth, sexually transmitted diseases, and acquired immune deficiency syndrome. The course shall include instruction concerning the legal consequences of parenthood, including, without being limited to, the legal obligation of both parents to support a child and legal penalties or restrictions upon failure to support a child, including, without being limited to, the possible suspension or revocation of a parent's driver's license and occupational or professional licenses. The course shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade nine. A manual setting out the details of such course of study shall be prepared by or approved by the State School Superintendent in cooperation with the Department of Public Health, the State Board of Education, and such expert advisers as they may choose.

(c) The minimum course of study to be prescribed by the State Board of Education pursuant to subsection (b) of this Code section shall be ready for implementation not later than July 1, 1988. Each local board shall implement either such minimum course of study or its equivalent not later than July 1, 1989. Any local board of education which fails to comply with this subsection shall not be eligible to receive any state funding under this article until such minimum course of study or its equivalent has been implemented.

(d) Any parent or legal guardian of a child to whom the course of study set forth in this Code section is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

CODE IDB 160-4-2-.12 (Language below is directly from RULE)

160-4-2-.12 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

PLAN.

(1) DEFINITIONS.

(a) **Alcohol and other drug use education** – a planned program of instruction that provides information about the use, misuse and abuse of alcohol, tobacco, legal and illegal drugs.

(b) **Disease prevention education** – a planned program of instruction that provides information on how to prevent chronic and infectious diseases, including sexually transmitted diseases.

(c) **Psychomotor skills** – skills that use hands-on practice to support cognitive learning for cardiopulmonary resuscitation (CPR) and use of an automated external defibrillator (AED).

(d) **Sex education/AIDS education** – a planned program that shall include instruction relating to the handling of peer pressure, promotion of high self-esteem, local community values, and abstinence from sexual activity as an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. This instruction shall emphasize abstinence from sexual activity until marriage and fidelity in marriage as important personal goals.

(e) **Fitness assessment program** – annual assessment measuring and reporting health related fitness in the areas of aerobic capacity, body composition, flexibility, muscular strength, and muscular endurance.

(2) REQUIREMENTS.

(a) The local board of education shall develop and implement an accurate, comprehensive health and physical education program that shall include information and concepts in the following areas.

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education
7. Safety

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health careers
13. Family living
14. Motor skills
15. Physical fitness
16. Lifetime sports
17. Outdoor education
18. Fitness assessment

(b) Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education.

(c) Each school containing any grade 6-12 shall make available instruction in health and physical education.

(d) Each school containing any grade K-12 shall provide alcohol and other drug use education on an annual basis at each grade level.

(e) Each local board of education shall develop procedures to allow parents and legal guardians to exercise the option of excluding their child from sex education and AIDS prevention instructional programs.

1. Sex education and AIDS education shall be a part of a comprehensive health program.
2. Sex education shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade 9.
3. Prior to the parent or legal guardian making a choice to allow his or her child or ward to take the specified unit of instruction, he or she shall be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and nonprint. Any parent or legal guardian of a child to whom a course of study in sex education is to be taught shall have the right to elect, in writing, that such child not receive such course of study.
Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

(f) Each local board of education shall establish a committee to review periodically sex/AIDS education instructional materials and make recommendations concerning age/grade level use. Recommendations made by the committee shall be approved by the local board of education before implementation. The committee shall be composed primarily of nonteaching parents who have children enrolled in the local public schools and who represent the diversity of the student body augmented by others such as educators, health professionals and other community representatives. The committee shall also include a male and female student currently attending the 11th or 12th grade in the public schools.

(g) Beginning in the 2011-2012 school year, each local school system shall conduct an annual fitness assessment program, as approved and funded by the State Board of Education, one time each school year for students in grades one through 12, to be conducted only during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Such assessments shall include methods deemed by the State Board of Education as appropriate to ascertain levels of student physical fitness. Each local school system shall report the individual results of the fitness assessment to the parent or guardian of each student assessed and the aggregate results of the fitness assessments by school to the State Board of Education annually in a format approved and funded by the State Board of Education. The minimum required contents of the report shall be determined by the State Board of Education.

(h) Beginning in the 2013-2014 school year, each local board of education which operates a school with grades nine through 12 shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to its students as a requirement within one of the required health or physical education courses (Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061)) to satisfy this requirement. Such instruction shall incorporate the psychomotor skills necessary to perform cardiopulmonary resuscitation and to use an automated external defibrillator. Each local board of education shall report adherence to this requirement as determined by the Georgia Department of Education. The instructional program shall include either of the following:

1. An instructional program developed by the American Heart Association or the American Red Cross, or
2. An instructional program which is nationally recognized and is based on the most current national evidence based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator.

Authority O.C.G.A. §§ 20-2-142(b), (c); 20-2-143; 20-2-149.1; 20-2-777.

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

History

Code 1981, § 20-2-143, enacted by Ga. L. 1988, p. 868, § 1; Ga. L. 1998, p. 600, § 1; Ga. L. 2009, p. 453, § 1-4/HB 228; Ga. L. 2011, p. 705, § 6-3/HB 214; Ga. L. 2018, p. 747, § 2A/SB 401; Ga. L. 2019, p. 1056, § 20/SB 52.

State Board of Education Rule

Code: IDB

160-4-2-.12 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM PLAN.

(1) DEFINITIONS.

- (a) Alcohol and other drug use education – a planned program of instruction that provides information about the use, misuse and abuse of alcohol, tobacco, legal and illegal drugs.
- (b) Disease prevention education – a planned program of instruction that provides information on how to prevent chronic and infectious diseases, including sexually transmitted diseases.
- (c) Psychomotor skills – skills that use hands-on practice to support cognitive learning for cardiopulmonary resuscitation (CPR) and use of an automated external defibrillator (AED).
- (d) Sex education/AIDS education – a planned program that shall include instruction relating to the handling of peer pressure, promotion of high self-esteem, local community values, and abstinence from sexual activity as an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. This instruction shall emphasize abstinence from sexual activity until marriage and fidelity in marriage as important personal goals.
- (e) Fitness assessment program – annual assessment measuring and reporting health related fitness in the areas of aerobic capacity, body composition, flexibility, muscular strength, and muscular endurance.

(2) REQUIREMENTS.

- (a) The local board of education shall develop and implement an accurate, comprehensive health and physical education program that shall include information and concepts in the following areas.

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education
7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health careers
13. Family living
14. Motor skills
15. Physical fitness

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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16. Lifetime sports

17. Outdoor education

18. Fitness assessment

(b) Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education.

(c) Each school containing any grade 6-12 shall make available instruction in health and physical education.

(d) Each school containing any grade K-12 shall provide alcohol and other drug use education on an annual basis at each grade level.

(e) Each local board of education shall develop procedures to allow parents and legal guardians to exercise the option of excluding their child from sex education and AIDS prevention instructional programs.

1. Sex education and AIDS education shall be a part of a comprehensive health program.

2. Sex education shall also include annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grade 9.

3. Prior to the parent or legal guardian making a choice to allow his or her child or ward to take the specified unit of instruction, he or she shall be told what instruction is to be provided and have the opportunity to review all instructional materials to be used, print and nonprint. Any parent or legal guardian of a child to whom a course of study in sex education is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

(f) Each local board of education shall establish a committee to review periodically sex/AIDS education instructional materials and make recommendations concerning age/grade level use. Recommendations made by the committee shall be approved by the local board of education before implementation. The committee shall be composed primarily of nonteaching parents who have children enrolled in the local public schools and who represent the diversity of the student body augmented by others such as educators, health professionals and other community representatives. The committee shall also include a male and female student currently attending the 11th or 12th grade in the public schools.

(g) Beginning in the 2011-2012 school year, each local school system shall conduct an annual fitness assessment program, as approved and funded by the State Board of Education, one time each school year for students in grades one through 12, to be conducted only during a physical education course that is taught by a certificated physical education teacher in which a student is enrolled. Such assessments shall include methods deemed by the State Board of Education as appropriate to ascertain levels of student physical fitness. Each local school system shall report the individual results of the fitness assessment to the parent or guardian of each student assessed and the aggregate results of the fitness assessments by school to the State Board of Education annually in a format approved and funded by the State Board of Education. The minimum required contents of the report shall be determined by the State Board of Education.

(h) Beginning in the 2013-2014 school year, each local board of education which operates a school with grades nine through 12 shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to its students as a requirement within one of the required health or physical education courses (Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061)) to satisfy this requirement. Such instruction shall incorporate the psychomotor skills necessary to perform cardiopulmonary resuscitation and to use an automated external defibrillator. Each Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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local board of education shall report adherence to this requirement as determined by the Georgia Department of Education. The instructional program shall include either of the following:

1. An instructional program developed by the American Heart Association or the American Red Cross, or
2. An instructional program which is nationally recognized and is based on the most current national evidence based emergency cardiovascular care guidelines for
- 3 cardiopulmonary resuscitation and the use of an automated external defibrillator.

Authority O.C.G.A. §§ 20-2-142(b), (c); 20-2-143; 20-2-149.1; 20-2-777. Adopted: August 23, 2018
Effective: September 12, 2018

Note: As the topic of sex education comes under the purview of local boards of education, such standards listed below may be removed from instruction in as they may come into conflict with a local course of study.

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Kindergarten

Health Education

Course 17.01100

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents or guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, to follow school safety rules, and to be responsible.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Kindergarten students will identify and apply healthy behaviors.		
HEK.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HEK.1.a	Identify healthy behaviors.	Example <ul style="list-style-type: none"> • Physical activity (various forms of exercise) • Nutritious food (food pyramid) • Beverage choices (water v. soft drink) • Personal hygiene (bathing, brushing teeth)
HEK.1.b	Recognize potentially harmful substances.	Example <ul style="list-style-type: none"> • Tobacco products • Household chemicals and medication
HEK.1.c	Identify safety hazards.	Example <ul style="list-style-type: none"> • Fire • Vehicles (crossing the street, seatbelts) • Water safety • Firearms

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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Description: Students will identify the influence of family, peers, culture, media, technology, and other factors on health behaviors. Kindergarten students will recognize and identify external factors that influence personal health and well-being.		
HEK.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HEK.2.a	Identify how family, peers, and cultural factors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Walking the dog • Playing sports • Personal hygiene
HEK.2.b	Identify what the school can do to support personal health practices.	Example <ul style="list-style-type: none"> • Identify the kinds of healthy foods served by the school cafeteria • Discuss the purpose of school playground rules

Description: Kindergarten students will identify trusted adults who can assist them in enhancing personal health and well-being.		
HEK.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HEK.3.a	Identify types of trusted adults and professionals as resources for health information.	Example <ul style="list-style-type: none"> • Family • Doctor • Nurse • Police Officer
HEK.3.b	Identify specific health professionals in the school and community.	Example <ul style="list-style-type: none"> • School Nurse • Counselor • Resource Officer

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

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Description: Students will demonstrate the ability to use interpersonal communication skills to enhance personal, family, and community health. Kindergarten students will demonstrate the skills needed to develop and maintain healthy personal relationships.		
HEK.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HEK.4.a	Examine ways to express feelings in a healthy way.	Example <ul style="list-style-type: none"> Talking in a normal voice, not yelling Solving conflicts peacefully
HEK.4.b	Demonstrate listening skills to enhance health.	Example <ul style="list-style-type: none"> Look at the person talking
HEK.4.c	Recognize ways to respond when in an unwanted, threatening, or dangerous situation.	Example <ul style="list-style-type: none"> Not talking to strangers Understanding fire safety
HEK.4.d	Discuss ways to tell a trusted adult if threatened or harmed.	Example <ul style="list-style-type: none"> Talk to a teacher or school counselor about a bully, harassment, or a frightening situation

Description: Students will demonstrate the ability to use decision-making skills to make a thoughtful health-related decision. Kindergarten students will make decisions that enhance personal health and well-being. Students will become familiar with basic decision-making model/models.		
HEK.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
	Expectations	Evidence of Student Learning
HEK.5.a	Identify health-related situations.	Example <ul style="list-style-type: none"> Food choice Personal hygiene Safety
HEK.5.b	Use a decision-making model in a health-related situation.	Example <ul style="list-style-type: none"> Sample Model <ul style="list-style-type: none"> Step 1: Identify the situation Step 2: Brainstorm the options Step 3: Seek help or assistance if needed Step 4: Make a decision Step 5: Describe the outcome
HEK.5.c	Identify people who can assist in problem-solving and decision making.	Example <ul style="list-style-type: none"> Parent/Guardian Teacher School Counselor

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Health Education Georgia Standards of Excellence

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals.		
HEK.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HEK.6.a	Identify a personal health goal.	Example <ul style="list-style-type: none"> • Walk 30 minutes a day • Drink water
HEK.6.b	Identify family members or trusted adults who can assist with achieving a short-term health goal	Example <ul style="list-style-type: none"> • Parent/Guardian • School Nurse/teacher

Description: Students will demonstrate healthy practices and behaviors. Kindergarten students will safely participate in activities that enhance personal health.		
HEK.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HEK.7.a	Demonstrate healthy behaviors that improve personal health and wellness.	Example <ul style="list-style-type: none"> • Proper hydration (Drink water often) • Oral hygiene (Brush your teeth) • Moderate to vigorous physical activity
HEK.7.b	Demonstrate healthy behaviors that prevent injuries.	Example <ul style="list-style-type: none"> • Wearing a bicycle helmet • Keeping shoes tied • Maintaining a safe personal space

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to be a health advocate. Kindergarten students will demonstrate behaviors that promote personal health and encourage positive choices in others.

HEK.8: Students will demonstrate the ability to advocate for personal, family, and community health.

	Expectations	Evidence of Student Learning
HEK.8.a	Seek assistance to promote personal health.	Example <ul style="list-style-type: none">• Ask for help when being teased or bullied.• Request healthier snack options
HEK.8.b	Encourage peers to make positive health choices.	Example <ul style="list-style-type: none">• Remind others to cover the nose and mouth when sneezing.• Role model healthy behaviors• Ask classmates to join in physical activities

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First Grade

Health Education

Course 17.00200

Students in first grade learn about body systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for themselves, others, and the environment.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. First-grade students will identify how healthy behaviors impact personal health and disease prevention.		
HE1.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE1.1.a	Identify how healthy behaviors impact personal health and wellness.	Example <ul style="list-style-type: none"> Physical activity Using medications as prescribed Being a good friend
HE1.1.b	Identify ways to prevent the spreading of germs and communicable diseases.	Example <ul style="list-style-type: none"> Washing hands Covering cough/sneeze Avoiding bodily fluids
HE1.1.c	Recognize potentially harmful substances.	Example <ul style="list-style-type: none"> Tobacco products Medications Household chemicals
HE1.1.d	Identify appropriate ways to express and deal with emotions and feelings.	Example <ul style="list-style-type: none"> Physical activity (various forms of exercise) Nutritious food (food pyramid) Beverage choices (water v. soft drink) Personal hygiene (bathing, brushing teeth)
HE1.1.e	Identify and describe situations that could cause injury.	Example <ul style="list-style-type: none"> Not wearing a seatbelt Not wearing a bicycle helmet Not following school bus safety rules Swimming without adult supervision

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Health Education Georgia Standards of Excellence

HE1.1.f	Identify the importance of respecting the personal space and boundaries of others.	Example <ul style="list-style-type: none"> • Teasing • Bullying • Physical touch
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Description: Students will examine the influence of their families, peers, culture, media, technology, and other factors on their health choices and behaviors. First-grade students will recognize and identify external factors that influence personal health and well-being.

HE1.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE1.2.a	Identify how family, peers, and cultural factors influence personal health and well-being	Example <ul style="list-style-type: none"> • Walking the dog • Playing sports • Resolving conflict
HE1.2.b	Identify what the school can do to support personal health practices.	Example <ul style="list-style-type: none"> • Playground rules • Cafeteria choices • School events
HE1.2.c	Explain how media and technology may influence health-related behaviors.	Example <ul style="list-style-type: none"> • Positive influence: pedometers to count steps • Negative influence: too much screen time decreases physical activity time
HE1.2.d	Identify internal factors that affect personal health.	Example <ul style="list-style-type: none"> • Emotions • Personal preferences

Description: First-grade students will list valid health resources to enhance their health and well-being.

HE1.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

	Expectations	Evidence of Student Learning
HE1.3.a	List the roles and responsibilities of professionals who assist with enhancing health and well-being.	Example <ul style="list-style-type: none"> • Doctor to take care of medical needs • Nurses take care of medical needs • Police officers provide safety for communities

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HE1.3.b	Identify specific health professionals in the school and community.	Example <ul style="list-style-type: none"> • School Nurse • Counselor
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Description: Students will use effective communication skills to enhance personal, family, and community health. First-grade students will understand their personal feelings as the basis for strengthening their relationships and avoiding conflicts.

HE1.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE1.4.a	Recognize ways to respond when in an unwanted, threatening, or dangerous situation.	Example <ul style="list-style-type: none"> • Talking in a normal voice, not yelling • Solve conflicts without hitting people
HE1.4.b	Discuss ways to tell a trusted adult if threatened or harmed.	<ul style="list-style-type: none"> • Tell the trusted adult you have something important to discuss. • Tell the adult all that you need to share

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. First-grade students will describe opportunities to enhance personal health and well-being. They will identify people who can assist them in solving problems to make health-enhancing decisions.

HE1.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE1.5.a	Identify and describe opportunities to enhance personal health and well-being.	<ul style="list-style-type: none"> • Food choices • Exercise choices • Kind word choices
HE1.5.b	Identify people who can help solve problems and make decisions.	Example <ul style="list-style-type: none"> • Parent/Guardian • Teacher • School Counselor

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Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. First-grade students will identify actions needed to achieve short-term health goals, as well as who can assist them in achieving their goals.		
HE1.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HE1.6.a	Identify actions needed to achieve a short-term personal health goal.	Example <ul style="list-style-type: none"> • Walk 30 minutes a day • Plan to drink water
HE1.6.b	Identify individuals other than your family who can assist you in achieving health goals.	Example <ul style="list-style-type: none"> • Physical education teacher • School nurse

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. First-grade students will safely participate in activities that enhance personal health.		
HE1.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE1.7.a	Practice behaviors to enhance personal health and wellness.	Example <ul style="list-style-type: none"> • Choose healthy snack options • Breathe deeply when stressed
HE1.7.b	Model behaviors that reduce health risks.	Example <ul style="list-style-type: none"> • Keep shoes tied • Maintain a safe personal space

Description: Students will demonstrate the ability to advocate for personal, family, and community health. First-grade students will demonstrate healthy skills to encourage others to practice healthful behaviors.		
HE1.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE1.8.a	Seek assistance or make requests to promote personal health and wellbeing.	Example <ul style="list-style-type: none"> • Ask for help resolving conflict
HE1.8.b	Encourage peers to make positive health choices.	Example <ul style="list-style-type: none"> • Remind others to wash hands • Encourage being active during recess • Ask others to talk positively about classmates

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Second Grade

Health Education

Course 17.00300

Students will use effective communication skills to enhance personal, family, and community health. Second-grade students will demonstrate the ability to identify verbal and non-verbal communication skills to reduce or avoid conflict.

Description: Students will describe basic personal health concepts that help maintain healthy behaviors and prevent disease. Second- grade students will begin to recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will understand and apply concepts related to healthy behaviors and disease prevention.		
HE2.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE2.1.a	Describe healthy behaviors that promote personal health, wellness, and disease prevention.	Example <ul style="list-style-type: none"> • Germ prevention • Hygiene
HE2.1.b	Describe why avoiding potentially harmful substances is a healthy practice.	Example <ul style="list-style-type: none"> • Tobacco • Alcohol • Household chemicals
HE2.1.c	Recognize potentially harmful situations, behaviors, and environments.	Example <ul style="list-style-type: none"> • Food safety precautions • Gun safety • Seat belt use • Bus safety
HE2.1.d	Recognize the relationship between feelings and behavior and engage in activities that promote mental and emotional health.	Example <ul style="list-style-type: none"> • Exercise • Deep breathing • Music • Talking to friend
HE2.1.e	Identify proper nutrition that provides energy to help the body grow and develop.	Example <ul style="list-style-type: none"> • Drink water regularly • Food groups • Healthy snacks
HE2.1.f	Identify the characteristics of bullying and develop skills to respond appropriately.	Example <ul style="list-style-type: none"> • Identifying physical or verbal aggressive behavior • Identify cyberbullying • Responding appropriately to bullying • Don't be a bystander be an upstander to bullying

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Health Education Georgia Standards of Excellence

HE2.1.g	Understand proper names for all body parts and identify healthy and appropriate boundaries around physical touch.	Example <ul style="list-style-type: none"> Everyone has the right to say “no” to touch
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Description: Students will describe the influence of family, peers, culture, media, technology, and other factors on health behaviors. Second-grade students will identify and discuss the internal and external factors that influence personal health.

HE2.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE2.2.a	Discuss how the family, peers, and cultural factors influence personal health and well-being.	Example <ul style="list-style-type: none"> Friend’s encouragement to go for a bike ride
HE2.2.b	Discuss how the media and technology can impact health behaviors.	Example <ul style="list-style-type: none"> Television commercials for unhealthy snack food during children centered programs
HE2.2.c	Compare the difference between internal and external factors that affect personal health and well-being.	Example <ul style="list-style-type: none"> Internal: desire to eat fresh fruit External: advertisements make unhealthy snacks looks appealing

Description: Students will access valid health information and health-promoting products and services. Second-grade students will identify trusted adults, health care professionals, and school and community individuals who can help enhance their health.

HE2.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HE2.3.a	Identify trusted adults and professionals who can help promote health.	Example <ul style="list-style-type: none"> Family Doctor Nurse Police Officer
HE2.3.b	Identify ways to locate school and community health helpers.	Example <ul style="list-style-type: none"> Ask a school nurse, counselor, or trusted adult

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Health Education Georgia Standards of Excellence

HE2.3.c	Explain the roles and responsibilities of health professionals in the school and community who can assist with enhancing health.	Example <ul style="list-style-type: none"> Nurse Doctor
HE2.3.d	Identify and explain health-promoting products.	Example <ul style="list-style-type: none"> Personal hygiene products Injury prevention, Safety products -bicycle helmet

Description: Students will use effective communication skills to enhance personal, family, and community health. Second-grade students will demonstrate the ability to identify verbal and non- verbal communication skills to reduce or avoid conflict.

HE2.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE2.4.a	Demonstrate healthy ways to express needs, wants, and feelings.	Example <ul style="list-style-type: none"> Talking in a normal voice, not yelling Solve problems without hitting
HE2.4.b	Demonstrate and apply communication skills to enhance health.	Example <ul style="list-style-type: none"> Body language Eye contact Effective listening
HE2.4.c	Demonstrate the ability to identify verbal and nonverbal communication.	Example <ul style="list-style-type: none"> Verbal: tone and volume Non-verbal: body language

Description: Students will use effective communication skills to enhance personal, family, and community health. Second-grade students will demonstrate the ability to identify verbal and non-verbal communication skills to reduce or avoid conflict.

HE2.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE2.5.a	Identify situations that need a health-related decision.	Example <ul style="list-style-type: none"> Making snack choices
HE2.5.b	Identify how family, peers, or media influence a health-related decision.	Example <ul style="list-style-type: none"> Commercials that tell you the benefits of brushing your teeth

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Health Education Georgia Standards of Excellence

HE2.5.c	Explain the potential positive and negative outcomes of health-related decisions.	Example <ul style="list-style-type: none"> • Positive: go for a bike ride with a friend and get exercise • Negative: stay home and play video games instead of exercise
HE2.5.d	Describe when help is needed to make a healthy decision.	Example <ul style="list-style-type: none"> • When someone can be hurt or harmed
HE2.5.e	Identify and describe opportunities to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Playground conflicts • Bullying • Peer pressure
HE2.5.f	Identify and describe people who can help assist in problem-solving and decision making.	Example <ul style="list-style-type: none"> • Parent/Guardian • Teacher • School Counselor

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Second-grade students will implement actions needed to achieve a short-term personal health goal. They will also explain how others can assist them in meeting their health goals.

HE2.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE2.6.a	Identify a personal health goal.	Example <ul style="list-style-type: none"> • Walk 30 minutes a day • Drink water
HE2.6.b	Implement actions to achieve a short-term personal health goal.	Example <ul style="list-style-type: none"> • Brush your teeth each morning
HE2.6.c	Discuss and apply personal health behaviors to achieve goals.	Example <ul style="list-style-type: none"> • Discuss with a parent or trusted adult
HE2.6.d	Identify individuals who can assist in helping achieve a personal health goal.	Example <ul style="list-style-type: none"> • School nurse • School counselor • Parents

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Second-grade students will practice healthy behaviors to prevent illnesses, injuries, and diseases.		
HE2.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE2.7.a	Demonstrate healthy practices and behaviors to maintain or improve personal health.	Example <ul style="list-style-type: none"> • Proper hydration • Oral hygiene • Moderate to vigorous physical activity
HE2.7.b	Demonstrate behaviors that avoid or reduce health risks.	Example <ul style="list-style-type: none"> • Bicycle safety • Prevent the transmission of head lice • Keeping shoes tied

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Second-grade students will demonstrate healthy behaviors to encourage others to practice healthy behaviors.		
HE2.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE2.8.a	Advocate for health and wellness with family and community.	Example <ul style="list-style-type: none"> • Healthy food options • Seat belt use • Tobacco prevention • Physical activity
HE2.8.b	Role model and encourage peers to make positive choices.	Example <ul style="list-style-type: none"> • Remind others to cover nose and mouth when sneezing • Ask classmates to join in physical activities

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Third Grade

Health Education

Course 17.00400

Students in third grade learn and apply health skills in areas such as disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

Description: Students will interpret basic personal health concepts that help maintain healthy behaviors and prevent disease. Third-grade students will recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will identify health-enhancing behaviors and describe behaviors related to disease and injury prevention.		
HE3.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE3.1.a	Identify situations when professional health care or emergency help for self or others is needed.	Example <ul style="list-style-type: none"> • Self-harm prevention • Chronic and communicable diseases
HE3.1.b	Identify and apply healthy eating habits.	Example <ul style="list-style-type: none"> • Healthy snacking • Drink water and avoid sugary drinks
HE3.1.c	Prevent and manage emotional stress and anxiety in healthy ways.	Example <ul style="list-style-type: none"> • Dance • Listen to music • Go for a bicycle ride • Talk to a trusted adult
HE3.1.d	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Smoking and bad breath • Smoking and damage to lungs
HE3.1.e	Identify behaviors that show respect for themselves and others.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE3.1.f	Identify appropriate and inappropriate touches and how to disclose to a trusted adult.	Example <ul style="list-style-type: none"> • Touch that feels uncomfortable is inappropriate

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Health Education Georgia Standards of Excellence

Description: Students will comprehend the influence of family, peers, culture, media, technology, and other factors on health behaviors. Third-grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.		
HE3.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HE3.2.a	Discuss how family and cultural factors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Food choices • Free time activity choices
HE3.2.b	Identify how peers can influence healthy and unhealthy behaviors.	Example <ul style="list-style-type: none"> • Friends' encouragement to go for a bike ride
HE3.2.c	Identify consumer influences.	Example <ul style="list-style-type: none"> • Media • Advertising • Technology

Description: Students will identify valid health information, health-promoting products, and services for the prevention, early detection, and treatment of health problems. Third-grade students will locate local resources that provide valid health information.		
HE3.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE3.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Internet reliable source • Source not trying to sell a product
HE3.3.b	List resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> • Service agencies • School personnel • Family members

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

Description: Students will use effective communication skills to enhance personal, family, and community health. Third-grade students will use effective verbal and nonverbal communication skills to develop and maintain quality relationships and avoid conflicts.		
HE3.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE3.4.a	Discuss and demonstrate how speaking and listening skills can be used to build and maintain healthy relationships.	Example <ul style="list-style-type: none"> Talking in a normal voice, not yelling Look at the person speaking
HE3.4.b	Recognize the causes of conflicts and apply effective nonviolent strategies to manage or resolve conflicts.	Example <ul style="list-style-type: none"> Select a model or combination of models. Sample Model Step 1: Identify the conflict Step 2: Determine the consequence(s) Step 3: Choose a refusal strategy: avoid or leave the situation; say “no” firmly; give a reason, excuse, and state the consequences; change the subject; or suggest an alternative Step 4: Tell a trusted adult if needed

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Third-grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.		
HE3.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
	Expectations	Evidence of Student Learning
HE3.5.a	Identify and discuss health-related situations.	Example <ul style="list-style-type: none"> Know the fire escape route Inappropriate verbal and physical behaviors, and other boundary violations
HE3.5.b	Discuss situations when support is needed when making a health-related decision.	Example <ul style="list-style-type: none"> A bully on the school bus
HE3.5.c	Discuss options and healthy choices when making decisions.	Example <ul style="list-style-type: none"> Select a model or combination of models: Sample Model Step 1: Identify the decision. Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome

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Health Education Georgia Standards of Excellence

HE3.5.d	Indicate the possible consequences of each choice when making a health-related decision.	Example <ul style="list-style-type: none"> • Inadequate sleep • Dental care
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Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Third-grade students will select a long-term goal, determine actions to achieve the goal, and identify who and what can assist them with reaching their goal.

HE3.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE3.6.a	Select a personal long-term health goal and determine the actions needed to achieve the goal	Example <ul style="list-style-type: none"> • Establish morning and bedtime routines. • Set activity goals and keep an activity journal
HE3.6.b	Identify resources and individuals needed to assist in achieving a personal health goal.	Example <ul style="list-style-type: none"> • School nurse • School counselor • Parents • Websites like MYPLATE (https://www.choosemyplate.gov/)

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Third-grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

HE3.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE3.7.a	Identify practices to reduce or prevent health risks.	Example <ul style="list-style-type: none"> • Proper hydration • Oral hygiene • Moderate to vigorous physical activity
HE3.7.b	Demonstrate healthy practices.	Example <ul style="list-style-type: none"> • Bicycle safety • Brushing and flossing • Hand washing
HE3.7.c	Commit to practicing healthy behaviors.	Example <ul style="list-style-type: none"> • Dental care

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Third-grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.		
HE3.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE3.8.a	Share accurate information about a health issue.	Example <ul style="list-style-type: none">• Create a poster for the classroom
HE3.8.b	Encourage others to make positive health choices.	Example <ul style="list-style-type: none">• Remind others to cover nose and mouth when sneezing• Ask classmates to join in physical activities

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Fourth Grade

Health Education

Course 17.00500

Students in fourth grade distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They begin to see the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

Description: Students will learn about personal health concepts that help maintain healthy behaviors and prevent disease. Fourth-grade students will recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will describe healthy behaviors to prevent or reduce their risk of injury, illness, and disease.		
HE4.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE4.1.a	Recognize the relationship between healthy behaviors and disease prevention.	Example <ul style="list-style-type: none"> • Healthy eating • Physical activity • Sleep
HE4.1.b	Describe basic personal health concepts of healthy eating and physical activity.	Example <ul style="list-style-type: none"> • Healthy eating concepts • Physical activity and fitness concepts
HE4.1.c	Describe basic health concepts of mental and emotional well-being.	Example <ul style="list-style-type: none"> • Managing stress • Reducing anxiety • Promoting positive self-concept
HE4.1.d	Describe basic health concepts of personal hygiene and safety.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE4.1.e	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Smoking products • Household products • Medicines
HE4.1.f	Identify trusted adults and when it might be important to seek professional health care or emergency help for themselves or others.	Example <ul style="list-style-type: none"> • Self-harm • Inappropriate touching

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Health Education Georgia Standards of Excellence

HE4.1.g	Predict the short and long-term effects of healthy choices on the multiple dimensions of health.	Example <ul style="list-style-type: none"> Brushing teeth short term: fresh breath Brushing teeth long term: fewer or no cavities
HE4.1.h	Describe ways to promote a safe and healthy community environment.	Example <ul style="list-style-type: none"> Personal hygiene
HE4.1.i	Recognize times it might be important to seek professional health care or emergency help for self or others.	Example <ul style="list-style-type: none"> Self-harm Inappropriate touching

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fourth-grade students will compare how family and culture influence their personal and family health. Students will recognize negative and positive peer pressure and its influence on health promotion and risk reduction.

HE4.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE4.2.a	Examine the influence of culture on health practices and behaviors.	Example <ul style="list-style-type: none"> Food choices Free time activity choices
HE4.2.b	Describe how the school and community can support personal health practices and behaviors.	Example <ul style="list-style-type: none"> Friend's encouragement to go for a bike ride
HE4.2.c	Compare how technology and media can influence personal health.	Example <ul style="list-style-type: none"> Commercials Music Movies Books Social media?

Description: Students will access valid health information and health-promoting products and services. Fourth-grade students will identify services that promote healthy living within the school and community.

HE4.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HE4.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> Internet source may be a .org or .edu Not trying to sell a product

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Health Education Georgia Standards of Excellence

HE4.3.b	List resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> • Service agencies • School personnel • Family members
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Description: Students will use effective communication skills to enhance personal, family, and community health. Fourth-grade students will develop attentive listening, refusal, and conflict resolution skills to develop and maintain health-enhancing relationships.

HE4.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE4.4.a	Describe the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> • Current information • A reliable source of information
HE4.4.b	Describe the services that school, family, and community provide concerning personal health.	Example <ul style="list-style-type: none"> • School nurse • School counselor • Nutrition

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fourth-grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.

HE4.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE4.5.a	Explain a situation that may require a thoughtful health-related decision.	Example <ul style="list-style-type: none"> • Being lost • Avoiding luring tactics
HE4.5.b	Describe the possible consequences of an unhealthy decision and healthy alternatives when making a health-related decision.	Example <ul style="list-style-type: none"> • Brushing or not brushing your teeth • Wearing a bicycle helmet or not wearing one
HE4.5.c	Determine when or if help is needed to make a health-related decision.	Example <ul style="list-style-type: none"> • Someone is in danger • Harmful situation

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Health Education Georgia Standards of Excellence

HE4.5.d	Determine a healthy choice when making a decision.	<p>Example</p> <ul style="list-style-type: none"> Use model or combination of models with a health choice situation <p>Sample Model</p> <p>Step 1: Identify the decision</p> <p>Step 2: Brainstorm the options</p> <p>Step 3: Seek help or assistance</p> <p>Step 4: Make a decision</p> <p>Step 5: Describe the outcome</p>
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Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fourth-grade students will develop personal goals for positive health and discuss resources that can assist them with their goals.

HE4.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE4.6.a	Identify a personal health goal.	<p>Example:</p> <ul style="list-style-type: none"> Nutrition Safety Relationship
HE4.6.b	Develop an action plan for a health goal.	<p>Example:</p> <ul style="list-style-type: none"> Journaling Health tracker Support person
HE4.6.c	Discuss whether the goal was achieved.	<p>Example:</p> <ul style="list-style-type: none"> Reflect on success or limits to meeting a personal health goal

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fourth-grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

HE4.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE4.7.a	Demonstrate a healthy behavior to improve personal health and wellness.	<p>Example</p> <ul style="list-style-type: none"> First aid Breathing techniques to reduce anxiety
HE4.7.b	Demonstrate behaviors to reduce health risks.	<p>Example</p> <ul style="list-style-type: none"> Bicycle safety Brushing and flossing Hand washing

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fourth-grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.

HE4.8: Students will demonstrate the ability to advocate for personal, family, and community health.

	Expectations	Evidence of Student Learning
HE4.8.a	Provide valid health information about a health issue.	Example <ul style="list-style-type: none">• Personal hygiene
HE4.8.b	Advocate for positive health choices.	Example <ul style="list-style-type: none">• Create a message with positive health themes such as brushing teeth or wearing sunblock; encourage friends and family to drink water

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Fifth Grade Health Education

Course: 17.00600

Students in fifth grade develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

Description: Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Fifth-grade students will recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will describe healthy behaviors to prevent or reduce their risk of injury, illness, and disease prevention.		
HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE5.1.a	Recognize the relationship between healthy behaviors and disease prevention.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE5.1.b	Describe and apply the basic personal health concepts of healthy eating and physical activity.	Example <ul style="list-style-type: none"> • Balanced plate • Choosing non-sugary drinks • Daily activity
HE5.1.c	Describe and apply the basic health concept of mental and emotional well-being.	Example <ul style="list-style-type: none"> • Managing stress and anxiety
HE5.1.d	Describe and apply the basic health concept of personal hygiene and safety.	Example <ul style="list-style-type: none"> • Washing hands • Covering mouth when coughing
HE5.1.e	Distinguish the short and long-term physical effects of use and/or misuse of substances.	Example <ul style="list-style-type: none"> • Tobacco products • Vaping • Medicines
HE5.1.f	Identify trusted adults and when it might be important to seek health care or emergency help for themselves or others.	Example <ul style="list-style-type: none"> • Self-harm • Suicide prevention • Inappropriate touching

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Health Education Georgia Standards of Excellence

HE5.1.g	Identify the changes that occur during puberty.	Example <ul style="list-style-type: none"> Physical changes
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Description: Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Fifth-grade students will recognize that there are multiple components of health, including physical, personal, emotional, and mental. Students will describe healthy behaviors to prevent or reduce their risk of injury, illness, and disease prevention.

HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE5.1.h	Distinguish between tattling, reporting aggression, bullying, cyberbullying, and violence (physical and/or sexual) and how to report these instances.	Example of how to distinguish: <ul style="list-style-type: none"> Keep someone safe/get someone in trouble Important/not important Need adult help to solve/can solve by yourself
HE5.1.i	Identify strategies to avoid physical fighting and violence.	Example <ul style="list-style-type: none"> List peaceful ways to resolve conflict

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fifth-grade students will examine how the family, peers, culture, and media influence personal and family health. Students will begin to examine their values, beliefs, and perceived norms as they relate to health behaviors.

HE5.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE5.2.a	Evaluate the influence of family and peers on personal health behaviors and decisions.	Example <ul style="list-style-type: none"> Food choices Free time activity choices
HE5.2.b	Describe how the school and community can support personal health practices and behaviors.	Example <ul style="list-style-type: none"> Areas for play and physical activity
HE5.2.c	Explain how media/technology influences thoughts, feelings, and health behaviors.	Example <ul style="list-style-type: none"> Celebrity images in the media Positive effects of healthy eating, exercising, and anti-drugs messaging The positive and negative influences of images, messages, videos, music, language, and gestures

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Health Education Georgia Standards of Excellence

Description: Students will access valid health information and health-promoting products and services. Fifth-grade students will describe school and community services that promote healthy living.		
HE5.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE5.3.a	Identify the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> Reliable web information
HE5.3.b	Access resources from home, school, and community that provide valid health information.	Example <ul style="list-style-type: none"> Service agencies School personnel Family members
HE5.3.c	Assess the characteristics of valid health information, products, and services.	Example <ul style="list-style-type: none"> Current information and sources of information

Description: Students will use effective communication skills to enhance personal, family, and community health. Fifth-grade students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students will analyze verbal and nonverbal communication skills, which can help maintain healthy personal relationships.		
HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE5.4.a	Apply effective verbal and nonverbal communication skills to enhance health.	Example <ul style="list-style-type: none"> Use appropriate facial expression Align words and actions Avoid I messages Avoid blame
HE5.4.b	Model effective nonviolent strategies to manage or resolve conflicts.	Example <ul style="list-style-type: none"> Remain calm Be respectful Do not escalate the conflict Walk away
HE5.4.c	Demonstrate how to ask for assistance to enhance personal health and the health of others.	Example <ul style="list-style-type: none"> Giving information during a 911 call

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fifth-grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.		
HE5.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
	Expectations	Evidence of Student Learning
HE5.5.a	Identify health-related situations that might require a thoughtful decision.	<p>Example</p> <ul style="list-style-type: none"> What to do when approached with an uncomfortable request or situation such as peer pressure to steal or damage property; take cigarettes, alcohol, or someone else's prescription drugs from a parent or peer
HE5.5.b	List healthy options and possible consequences to a health-related issue or problem.	<p>Example</p> <ul style="list-style-type: none"> Analyze your options when being pressured by peers to participate in dangerous activities; discuss the reasons for consulting parents or other trusted adults when having problems at school
HE5.5.c	Predict the potential outcomes of each option when making a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Identify options for improving the health of one's environment such as recycling; research the advantages of life-long physical activities to reduce the obesity epidemic
HE5.5.d	Analyze when assistance is needed in making a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Use a decision-making model or combination of models in a health choice situation <p>Sample Model Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome</p>
HE5.5.e	Choose a healthy option when making a decision.	<p>Example</p> <ul style="list-style-type: none"> Commit to choosing foods that are healthier options at a fast-food restaurant Commit to using the appropriate protective gear during physical activity
HE5.5.f	Describe the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> Discuss the consequences of spending too much time watching television or playing video games

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fifth-grade students will set personal health goals, track the progress of the goals, and identify resources to assist them in achieving the goals.		
HE5.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HE5.6.a	Set a personal health goal and track progress toward its achievement.	Example <ul style="list-style-type: none"> • Journaling • Health tracker • Support person
HE5.6.b	Identify and utilize resources to assist in achieving a personal health goal.	Example <ul style="list-style-type: none"> • Parent • Friend • Coach

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fifth-grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.		
HE5.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Fried	Expectations	Evidence of Student Learning
HE5.7.a	Practice responsible personal health choices.	Example <ul style="list-style-type: none"> • Dental care • Seatbelt • Breathing techniques to reduce anxiety
HE5.7.b	Demonstrate a variety of healthy choices and behaviors to preserve or enhance personal health.	Example <ul style="list-style-type: none"> • Weather safety • Personal hygiene
HE5.7c	Model a variety of behaviors that prevent or decrease health risks to self and/or others	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Fifth-grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.

HE5.8: Students will demonstrate the ability to advocate for personal, family, and community health.

	Expectations	Evidence of Student Learning
HE5.8.a	Review accurate information and develop an opinion about a health issue.	Example <ul style="list-style-type: none">• Reliable web sources• Reliable organizations such as the American Heart Association and USDA
HE5.8.b	Advocate for positive health choices.	Example <ul style="list-style-type: none">• Create a message with positive health themes such as brushing teeth, wearing sunblock; encourage friends and family to drink water

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Sixth Grade

Health Education

Course: 17.00700

Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.		
HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE6.1.a	Compare how healthy behaviors and risk practices impact personal health.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE6.1.b	Identify the interrelationships of emotional and social health in adolescence.	Example <ul style="list-style-type: none"> • Impulsive behavior • Confront a situation with calmness and confidence
HE6.1.c	Examine how one's surroundings impact personal health and well-being.	Example <ul style="list-style-type: none"> • Recreational facilities where you live • Available healthy food options • Environment
HE6.1.d	Practice ways to reduce or prevent injuries.	Example <ul style="list-style-type: none"> • Awareness of toxic shock syndrome dangers and symptoms • Wear a seat belt • Swim in a safe, designated area
HE6.1.e	Identify how health care can promote personal health and well-being.	Example <ul style="list-style-type: none"> • Dental care • Sports physicals
HE6.1.f	Identify the benefits of practicing healthy behaviors.	Example <ul style="list-style-type: none"> • Less accidental injuries • Less stress

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Health Education Georgia Standards of Excellence

HE6.1.g	Describe the consequences of engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> Sick more often Addiction
HE6.1.h	Explain the importance of choosing healthy foods and beverages.	Example <ul style="list-style-type: none"> Healthy breakfast helps students throughout the day Healthy foods support bone health Water instead of sugary drinks support dental health

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will understand basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth-grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.

HE6.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE6.1.i	Describe why household products are harmful if ingested or inhaled.	Example <ul style="list-style-type: none"> Warnings on labels Toxicity may be from ingested or inhaled
HE6.1.j	Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.	Example <ul style="list-style-type: none"> Vaping Opioids Marijuana Weight loss pills Performance-enhancing drugs
HE6.1.k	Describe positive alternatives to using alcohol and other drugs.	Example <ul style="list-style-type: none"> Sports Volunteering to help in your community
HE6.1.l	Analyze the characteristics of healthy relationships.	Example <ul style="list-style-type: none"> Mutual respect Trust Honesty Compromise Individuality Good communication Anger control Understanding
HE6.1.m	Describe the short and long-term effects of engaging in risky behaviors. See O.C.G.A 20-2-143.	Example <ul style="list-style-type: none"> Skateboarding without a helmet Tobacco use

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Health Education Georgia Standards of Excellence

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Sixth-grade students will compare how family, peers, culture, and media positively and negatively influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.		
HE6.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HE6.2.a	Describe the influences on adolescence.	Example <ul style="list-style-type: none"> • Family • Community • Culture • Peers • Values • Media • Technology
HE6.2.b	Identify the influence of various cultures on health beliefs and practices.	Example <ul style="list-style-type: none"> • Research health beliefs and practices in different countries and time periods • Discuss differences in the expectations for healthy behaviors from different cultures
HE6.2.c	Explain how peers influence healthy behaviors.	Example <ul style="list-style-type: none"> • Describe activity peers are involved in that could increase personal physical activity levels • Explain the influence of a helpful bystander when observing a classmate being bullied
HE6.2.d	Identify how the community can impact personal health practices and behaviors.	Example <ul style="list-style-type: none"> • Identify service activities being offered in the community • Give examples of the programs provided at local businesses that help improve personal health
HE6.2.e	Illustrate how media messages influence health behaviors.	Example <ul style="list-style-type: none"> • An online advertisement's exposure linked to drinking behavior • Advertising for tobacco products is associated with susceptibility to cigarette smoking

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Health Education Georgia Standards of Excellence

HE6.2.f	Explain the influence of technology on family health.	<p>Example</p> <ul style="list-style-type: none"> • Positive influence: help the family to reach each other in case of any trouble • Negative influence: may limit time for outdoor physical activities
HE6.2.h	Explain the harmful effects of explicit media, messaging, and images on self-esteem body image, and relationships.	<p>Example</p> <ul style="list-style-type: none"> • Messages • Videos • Music • Language • Gestures • Photographs • Text images
HE6.2.i	Identify norms that influence health behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Identify norms that impact healthy behaviors such as using safety belts • Drinking an adequate amount of water • Give examples of group norms that improve the physical, emotional, and social health of an individual
HE6.2.j	Compare how choices influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Choices in snack and meal selections • Choices in activities in free time • How to respond to peer pressure
HE6.2.k	Identify how school and public health policies can influence health promotion.	<p>Example</p> <ul style="list-style-type: none"> • School provision for physical activity • School bullying policy • Public health policy on vaccinations

Description: Students will demonstrate the ability to access valid information, products, and services to enhance health. Students will access valid health information and health-promoting products and services. Sixth-grade students will identify and access valid health resources and services that promote healthy living within the home, school, and community.

HE6.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HE6.3.a	Determine and examine the validity of health information, products, and services to prevent and detect health problems.	<p>Example</p> <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE6.3.b	Identify valid health information from home, school, and community that enhances health.	<p>Example</p> <ul style="list-style-type: none"> • Products • Services • Supports

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Health Education Georgia Standards of Excellence

HE6.3.c	Determine the accessibility of products that enhance and promote health.	Example <ul style="list-style-type: none"> • Current information and source of information
HE6.3.d	Describe circumstances that may require professional health services and resources.	Example <ul style="list-style-type: none"> • Infections • Poisoning • Suspected violence against a child

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Students will use effective communication skills to enhance personal, family, and community health. Sixth-grade students will use verbal and nonverbal communication to maintain healthy personal relationships.

HE6.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Expectations	Evidence of Student Learning
HE6.4.a	Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I message • Avoid blame
HE6.4.b	Demonstrate effective conflict management or resolution strategies.	Example <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away • Non-violent and non-verbal communication to help prevent violence

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will evaluate whether a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.		
HE6.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
	Expectations	Evidence of Student Learning
HE6.5.a	Analyze influences in making an unhealthy or healthy choice.	Example <ul style="list-style-type: none"> Does the influence foster: <ul style="list-style-type: none"> Healthy behavior Safe behavior Legal behavior What a parent or guardian would consider responsible behavior Good character Self-respect and respect for others
HE6.5b	Identify situations that may require a decision-making process.	Example <ul style="list-style-type: none"> Bullying situation Friends offer to try vaping product
HE6.5.c	Distinguish whether the individual should make decisions or if help should be sought.	Example <ul style="list-style-type: none"> Safety Possible harm to self or others Legal considerations
HE6.5.d	Choose between healthy and unhealthy alternatives to health-related situations.	Example <ul style="list-style-type: none"> Use model or combination of models with a health choice situation Sample Model <ul style="list-style-type: none"> Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 5: Describe the outcome
HE6.5.e	Study the potential short-term consequences of healthy and unhealthy alternatives on self and others.	Example <ul style="list-style-type: none"> Nutrition and personal food choices Dental care Physical activity versus screen time
HE6.5.f	Decide which alternatives are healthy when making a decision.	Example <ul style="list-style-type: none"> Review options Seek help or research alternatives Decide if the option is positive for emotional or physical health
HE6.5.g	Predict the outcomes of a health-related decision.	Example <ul style="list-style-type: none"> Physical activity outcomes are feeling better, improve cardio fitness, improve concentration, can be enjoyed with friends

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to use goal-setting skills to enhance health. Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Sixth-grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.		
HE6.6: Students will demonstrate the ability to use goal-setting skills to enhance health.		
	Expectations	Evidence of Student Learning
HE6.6.a	Assess personal health practices.	Example <ul style="list-style-type: none"> • Disease risk • Personal hygiene • Eating habits • Safety behaviors
HE6.6.b	Choose a personal health practice with a goal for adoption.	Example <ul style="list-style-type: none"> • Journaling • Health tracker • Support person •
HE6.6.c	Develop a plan to achieve a personal health goal.	Example <ul style="list-style-type: none"> • Select a goal-setting model Sample Model <ol style="list-style-type: none"> 1. Write clear and measurable goals 2. Create a specific action plan 3. Read your goals and visualize yourself accomplishing them. 4. Reflect on your progress 5. Revise if needed. 6. Celebrate accomplishments
HE6.6.d	Explain how personal health goals can vary with changing priorities.	Example <ul style="list-style-type: none"> • The level of fitness needed to be on the track team increases priority for the level of intensity of fitness activities

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Sixth-grade students will practice health-enhancing behaviors that contribute to their well-being and a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.		
HE6.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Fried	Expectations	Evidence of Student Learning
HE6.7.a	Identify the importance of accepting responsibility for personal health behaviors.	Example <ul style="list-style-type: none"> • Discuss consequences for health behaviors <ul style="list-style-type: none"> ◦ Not enough sleep may limit the ability to concentrate in school • Roleplay
HE6.7.b	Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.	Example <ul style="list-style-type: none"> • Bullying prevention • Not littering • Choosing healthy foods
HE6.7c	Model practices to avoid or reduce health risks to self and/or others.	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Sixth-grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.		
HE6.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE6.8.a	Investigate a health position or practice and support it with valid information.	Example <ul style="list-style-type: none"> • Physical activity for disease prevention • Reliable organizations such as the American Heart Association
HE6.8.b	Identify strategies that will support others in positive choices regarding their health.	Example <ul style="list-style-type: none"> • Create a message with positive health themes such as brushing teeth, wearing sunblock • Encourage friends and family to drink water
HE6.8.c	Collaborate with others to advocate for healthy lifestyles and/or choices.	Example <ul style="list-style-type: none"> • No vaping advocacy • Eat healthy snacks campaign • Work with the school council to add a drink more water campaign

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Health Education Georgia Standards of Excellence

HE6.8.d	Identify the methods in which health messages can be altered to appeal to different age groups.	Example <ul style="list-style-type: none">• Music• Cartoons• Celebrities
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Seventh Grade

Health Education

Course: 17.00800

Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and appropriately use consumer information.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Seventh-grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.		
HE7.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE7.1.a	Assess how healthy behaviors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE7.1.b	Describe the interrelationship of emotional, social, and physical health in adolescence.	Example <ul style="list-style-type: none"> • Environment • Exposure to violence • Relationships
HE7.1.c	Cite how family history can impact personal health and well-being.	Example <ul style="list-style-type: none"> • Certain diseases within a family
HE7.1.d	Analyze how the environment can impact personal health.	Example <ul style="list-style-type: none"> • Healthy food availability • Safe spaces • Air quality
HE7.1.e	Explain ways to reduce or prevent health risks among adolescents.	Example <ul style="list-style-type: none"> • Nutrition choices • Awareness of toxic shock syndrome dangers and symptoms • Health risks associated with alcohol, tobacco, and other drugs usage • Risks associated with piercings

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Health Education Georgia Standards of Excellence

HE7.1.f	Examine the risk of injury or illness if engaging in unhealthy behaviors. See O.C.G.A 20-2-143.	Example <ul style="list-style-type: none"> • Abuse of alcohol; • Tobacco, other drugs, and sexual violence or abuse • Risky sexual activity
HE7.1.g	Examine the dynamics of healthy and unhealthy relationships, including the right to refuse sexual contact, the legal ramifications of sexual assault, and reporting to a trusted adult.	Example <ul style="list-style-type: none"> • Communication skills around personal boundary setting • Dynamics of healthy versus unhealthy relationships • Reaching out for help including information on community resources

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Seventh-grade students will compare how family, peers, and culture positively and negatively influence personal and family health. Students will examine how the media influences thoughts, feelings, and health behaviors.

HE7.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HE7.2.a	Investigate how the values and behaviors of those close to you influence your health.	Example <ul style="list-style-type: none"> • Groups that you associate with that exercise and play sports • Families and friends that communicate and discuss health issues and concerns
HE7.2.b	Discuss the influence of culture on health behaviors.	Example <ul style="list-style-type: none"> • Pop culture and how images in film, television, and music are displayed
HE7.2.c	Compare how family and other factors influence personal health and well-being.	Example <ul style="list-style-type: none"> • Environment • Family traditions that maintain social bonds • Genetics
HE7.2.d	Examine how information from the media influences personal health and well-being.	Example <ul style="list-style-type: none"> • Describe the influence of and compare media mixed messages • Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents

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Health Education Georgia Standards of Excellence

HE7.2.e	Interpret the influence of technology on personal health beliefs.	<p>Example</p> <ul style="list-style-type: none"> Describe the influence of social media as teens <i>like, share, or follow</i> fast food, sugary drink, candy, or snack brands How do media messages about nutrition influence personal health beliefs?
HE7.2.f	Explain the harmful effects of sexually explicit media, messaging, and images on self-esteem body image, and relationships.	<p>Example</p> <ul style="list-style-type: none"> Messages, Videos Music Language Gestures Photographs Text images Pornography
HE7.2.g	Indicate how the perceptions of norms influence healthy and unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> How do perceived norms such as “not all students smoke” negatively or positively influence behaviors? Give examples of perceived norms and their influences
HE7.2.h	Describe the influence of personal beliefs on health practices and behaviors.	<p>Example</p> <ul style="list-style-type: none"> Family schedule and bedtime
HE7.2.i	Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> A choice to go on a hike with friends and the likelihood of being physically active A choice to play video games and the likelihood of being inactive
HE7.2.i	Interpret how school and public health policies can influence disease prevention.	<p>Example</p> <ul style="list-style-type: none"> Immunization policy Policy on tobacco and alcohol products in a school or public setting and secondhand smoke

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to access valid information, products, and services to enhance health. Seventh grade students will access valid health information and health-promoting products and services.		
HE7.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE7.3.a	Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion	Example <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE7.3.b	Access valid health information from home, school, and community that enhances health.	Example <ul style="list-style-type: none"> • Reliable adult • School media center • Local experts • Reliable web resources
HE7.3.c	Investigate the accessibility of products that enhance health.	Example <ul style="list-style-type: none"> • Clean water • Fresh fruits and vegetables • Prescribed medications
HE7.3.d	Describe circumstances that may require professional health services and resources.	Example <ul style="list-style-type: none"> • Infections • Poisoning • Suspected violence against a child

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Seventh grade students will use effective communication skills to enhance personal, family, and community health. Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.		
HE7.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE7.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I message • Avoid blame

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Health Education Georgia Standards of Excellence

HE7.4.b	Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.	Example <ul style="list-style-type: none"> • Remain calm • Be respectful • Do not escalate the conflict • Walk away • Non-violent and non-verbal communication to help prevent violence
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Description: Students will demonstrate the ability to use decision-making skills to enhance health. Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will list the steps of the decision-making process, which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and discuss their choice with peers.

HE7.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE7.5.a	Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.	Example <ul style="list-style-type: none"> • Positive peer pressure • Negative peer pressure • Trusted adults influence
HE7.5b	Determine when an individual or collaborative decision-making is appropriate.	Example <ul style="list-style-type: none"> • Possible harm to self or others • Legal considerations • Bullying situation
HE7.5.c	Differentiate between healthy and unhealthy alternatives to health-related issues or problems.	Example <ul style="list-style-type: none"> • Nutritional choices • Sleep needs • Screen time • Wearing a helmet when biking
HE7.5.d	Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.	Example <ul style="list-style-type: none"> • Lack of sleep and inability to concentrate in school • Helmet when bike riding and injury risk • Screen time and time for physical activity • Sugary drinks and increased cavities
HE7.5.e	Select healthy alternatives over unhealthy alternatives when making a decision.	Example <ul style="list-style-type: none"> • Sleep versus screen time • Healthy versus unhealthy snacks • Regular dental care versus lack of dental care

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Health Education Georgia Standards of Excellence

HE7.5.f	Examine the outcomes of a health-related decision.	<p>Example</p> <ul style="list-style-type: none"> • The decision not to vape • The decision to limit sugary snacks • The decision to spend time with family and friends
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Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Seventh-grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.

HE7.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE7.6.a	Examine the effectiveness of personal health practices.	<p>Example</p> <ul style="list-style-type: none"> • Disease prevention • Injury prevention • Emotional well-being
HE7.6.b	Select a personal health practice goal to improve personal health practice.	<p>Example</p> <ul style="list-style-type: none"> • Healthy eating choices
HE7.6.c	Demonstrate the skills necessary to achieve a personal health goal.	<p>Example</p> <ul style="list-style-type: none"> • Select a goal-setting model <p>Sample Model</p> <ol style="list-style-type: none"> 1. Write clear and measurable goals 2. Create a specific action plan 3. Read your goals and visualize yourself accomplishing them 4. Reflect on your progress 5. Revise if needed 6. Celebrate accomplishments
HE7.6.d	Relate how personal health goals can vary with differing skills and priorities.	<p>Example</p> <ul style="list-style-type: none"> • Fitness level desired and activities to achieve the desired level

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Seventh-grade students will identify how diseases and injuries can be prevented by reducing harmful and at-risk behaviors. Students will demonstrate how to reduce harmful and at-risk behaviors to enhance their health.		
HE7.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Fried	Expectations	Evidence of Student Learning
HE7.7.a	Describe the importance of accepting responsibility for personal health behaviors.	Example <ul style="list-style-type: none"> • Discuss the importance, as well as the positive and negative consequences of personal health behaviors • Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HE7.7.b	Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.	Example <ul style="list-style-type: none"> • Bullying prevention, • Not littering • Choosing healthy foods
HE7.7c	Demonstrate behaviors to avoid or reduce health risks to self and/or others.	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques
HE7.7d	Demonstrate tolerance and acceptance of others. Tolerance and acceptance should not be necessarily associated with agreement but on how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.	Example <ul style="list-style-type: none"> • Roleplay accepting new students • Roleplay someone joining a club or team

Description: Students will demonstrate the ability to advocate for personal, family, and community health. Seventh-grade students will develop a wide variety of advocacy skills such as persuasiveness, collaboration, and communication techniques. Advocacy skills will help students promote healthy norms and behaviors.		
HE7.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE7.8.a	Support a health-enhancing position with evidence-based information.	Example <ul style="list-style-type: none"> • Class debate present and support a position

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Health Education Georgia Standards of Excellence

HE7.8.b	Demonstrate strategies that influence and support others to make positive health choices.	Example <ul style="list-style-type: none">• Create a message with positive health themes such as brushing teeth, wearing sunblock• Encourage friends and family to drink water
HE7.8.c	Collaborate with others to advocate for the health of individuals and families.	Example <ul style="list-style-type: none">• Work with the school council to add a drink more water campaign
HE7.8.d	Analyze the ways that health messages can be altered to reach different audiences.	Example <ul style="list-style-type: none">• Music• Cartoons• Celebrities

Any parent or legal guardian of a child to whom the course of study set forth in this Code section (O.C.G.A. § 20-2-1430) is to be taught shall have the right to elect, in writing, that such child not receive such course of study.

Eighth Grade Health Education

Course 18.09100

Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include the prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and the larger community. These students will engage in promoting health in their community.

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.		
HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HE8.1.a	Analyze the relationships between behaviors and personal health.	Example <ul style="list-style-type: none"> • Being physically active • Dental care
HE8.1.b	Summarize the interrelationships of personal health and well-being.	Example <ul style="list-style-type: none"> • Mental, physical, emotional, social
HE8.1.c	Analyze how the environment affects personal health.	Example <ul style="list-style-type: none"> • Available healthy food • Clean air
HE8.1.d	Research how heredity can impact personal health and well-being.	Example <ul style="list-style-type: none"> • Health and dietary habits, genetic predisposition
HE8.1.e	Describe ways to reduce or prevent injuries and other adolescent health occurrences.	Example <ul style="list-style-type: none"> • Awareness of toxic shock syndrome dangers and symptoms • Health risks associated with alcohol, tobacco, and other drugs usage • Risks associated with tattoos and body piercings
HE8.1.f	Explain how comprehensive health care can promote personal health and well-being.	Example <ul style="list-style-type: none"> • Regular check-ups and screenings • Regular inoculations

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HE8.1.g	Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being.	Example <ul style="list-style-type: none"> • Prescription drug accessibility • The proximity of healthy food • The proximity of recreational areas
HE8.1.h	Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors.	Example <ul style="list-style-type: none"> • Substance use and academic performance • Eating disorders, and overall health

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.

HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE8.1.i	Understand the relationship between key nutrients in food sources to promote health and prevent chronic disease.	Example <ul style="list-style-type: none"> • Protein provides muscle, bone, skin, and hair health • Carbohydrates fuel the body, and aides in the central nervous system and brain health • Healthy fats can help balance blood sugar, decreased the risk of heart disease and diabetes.
HE8.1.j	Compare ways to reduce or prevent injuries.	Example <ul style="list-style-type: none"> • Seat belt • Water safety • Bicycle safety
HE8.1.k	Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact the personal safety of self or others.	Example <ul style="list-style-type: none"> • Chat groups • E-mail • Texting • Websites • Apps

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HE8.1.l	Describe types of violent behaviors and available resources to obtain support.	<p>Example</p> <ul style="list-style-type: none"> • Bullying • Dating/family violence • Sexual assault • Verbal/physical abuse, rape
HE8.1.m	Examine the dynamics of healthy and unhealthy relationships. Students should be made aware that they have the right to refuse to participate in activities (drug use, criminal, sex, bullying ex...) and such activities should be reported to a trusted adult. See O.C.G.A 20-2-143.	<p>Example</p> <ul style="list-style-type: none"> • Healthy: <ul style="list-style-type: none"> ○ Good communication. ○ Respect. ○ Honesty and openness. ○ Support ○ Compromise • Unhealthy relationship: <ul style="list-style-type: none"> ○ Control ○ Hostility ○ Dishonesty ○ Disrespect ○ Dependence ○ Intimidation ○ Physical Violence ○ Sexual Pressure/Violence
HE8.1.n	Identify the qualities of a healthy dating relationship.	<p>Example</p> <ul style="list-style-type: none"> • Respect • Honesty • Good communication

Description: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Eighth-grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine personal well-being and how their surroundings can impact each aspect of health.

HE8.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HE8.1.o	Analyze the signs, symptoms, and resources for people who engage in self-harming behavior. Discuss resources available to combat the behavior.	<p>Example</p> <ul style="list-style-type: none"> • Suicide attempts • Cutting • Isolation • Experimental substance use

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HE8.1.p	Understand school policy and state laws regarding the use, possession, and sale of substances.	Example <ul style="list-style-type: none"> • Alcohol • Opioid and illegal drug use • Smoking and vaping
HE8.1.q	Explain the relationship between intravenous drug use and the transmission of blood-borne diseases.	Example <ul style="list-style-type: none"> • HIV/AIDs
HE8.1.r	Explain the unintended outcomes of risky behavior.	Example <ul style="list-style-type: none"> • Injury • Addiction • STD's
HE8.1.s	Discuss the unintended physical, mental, emotional, financial, educational, legal, and social outcomes of sexual activity. See O.C.G.A 20-2-143; CODE IDB 160-4-2-.12	Example <ul style="list-style-type: none"> • Pregnancy • STD's • Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. • Analyze the risks and consequences of early sexual involvement and sexual activity outside of marriage.
HE8.1.t	Identify signs and situations that contribute to Human Trafficking	Example <ul style="list-style-type: none"> • Target a victim • Gain trust • Fill a need • Isolate the victim
HE8.1.u	Describe where to report concerns and seek out help concerning Human Trafficking	Example <ul style="list-style-type: none"> • State and national human trafficking hotlines
HE8.1.v	Explain the legal age of consent in Georgia. (Current law 2020 age of 16 O.C.G.A 16-6-3)	Example Legal Consequences

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Health Education Georgia Standards of Excellence

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth-grade students will focus on identifying and understanding the diverse internal and external factors that positively and negatively influence health practices and behaviors. Students will conclude how the family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.		
HE8.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
	Expectations	Evidence of Student Learning
HE8.2.a	Analyze how family, peers, culture, and environment influence personal health and well-being and family health.	Example <ul style="list-style-type: none"> • Groups that exercise and play sports • Families and friends that communicate and discuss health issues and concerns
HE8.2.b	Explain how adolescent perceived norms influence healthy and unhealthy behaviors.	Example <ul style="list-style-type: none"> • Peer pressure • Relationships • Substance use
HE8.2.c	Explain the influence of personal values and beliefs on individual health practices and behaviors.	Example <ul style="list-style-type: none"> • Environment, • Family traditions and social bonds • Genetics
HE8.2.d	Explain the harmful effects of pornographic media, messaging, and images.	Example <ul style="list-style-type: none"> • Messages • Videos • Language • Photographs
HE8.2.e	Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.	Example <ul style="list-style-type: none"> • Gateway drug use • Alcohol and substance use and driving under the influence • Alcohol and substance use impact decision-making ability
HE8.2.f	Explain how school and public health policies can influence health promotion and disease prevention.	Example <ul style="list-style-type: none"> • Immunization policy and the spread of childhood diseases • Policy on tobacco and alcohol products in a school or public setting

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to access valid information and products and services to enhance health. Eighth-grade students will analyze the validity of health information, products, and services to promote well-being and prevent disease.		
HE8.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.		
	Expectations	Evidence of Student Learning
HE8.3.a	Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.	Example <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HE8.3.b	Critique valid health information from home, school, and community, to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Articles and news stories • Wellness apps • Websites
HE8.3.c	Analyze products that enhance well-being and the accessibility of those products within the community.	Example <ul style="list-style-type: none"> • Exercise programs • Vitamins

Description: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Eighth-grade students will appropriately demonstrate verbal and nonverbal skills to maintain healthy relationships. Students will differentiate how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.		
HE8.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HE8.4.a	Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.	Example <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned with words and actions • Avoid I messages • Avoid blame
HE8.4.b	Demonstrate refusal and negotiation skills that avoid or reduce health risks.	Example <ul style="list-style-type: none"> • Roleplay <ul style="list-style-type: none"> • Refusal: <ul style="list-style-type: none"> ○ Saying no and meaning it ○ Making a joke ○ Changing the subject ○ Give a reason why it is a bad idea ○ Walk away

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Health Education Georgia Standards of Excellence

		<ul style="list-style-type: none"> Negotiation <ul style="list-style-type: none"> Outline conflict Brainstorm solutions Evaluate solutions Choose a solution Implement the solution check-in and evaluate if needed
HE8.4.c	Demonstrate effective conflict management and/or resolution strategies.	Example <ul style="list-style-type: none"> Remain calm Be respectful Do not escalate the conflict Walk away Non-violent and non-verbal communication to help prevent violence
HE8.4.d	Model how to ask for assistance to enhance the health of self and others.	Example <ul style="list-style-type: none"> Roleplay student-developed scenarios

Description: Students will demonstrate the ability to use decision-making skills to enhance health. Eighth-grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.

HE8.5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Expectations	Evidence of Student Learning
HE8.5.a	Identify health-related situations that might require a health-enhancing decision.	Example <ul style="list-style-type: none"> Fatigue Lack of sleep Tooth decay
HE8.5b	Analyze when assistance is needed in making a health-related decision.	Example <ul style="list-style-type: none"> Possible harm to self or others Legal considerations Bullying situation
HE8.5.c	Discuss healthy options to promote well-being and prevent disease.	Example <ul style="list-style-type: none"> Nutritional choices Sleep needs Screen time Wearing a helmet when biking
HE8.5.d	Critique the potential outcomes of health-related scenarios when making a decision.	Example <ul style="list-style-type: none"> Healthy food selection Car and bicycle safety Reduce screen time and time to increase physical activity Decrease sugary drinks and tooth decay

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HE8.5.e	Support choosing a healthy option when making a decision.	Example <ul style="list-style-type: none"> • Sleep • Snacks • Regular dental care
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Description: Students will demonstrate the ability to use goal-setting skills to enhance health. Eighth-grade students will utilize critical thinking skills to achieve both short-term and long-term personal health and well-being goals. Students should be prepared to adjust goals when faced with changing abilities, priorities, and responsibilities.

HE8.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HE8.6.a	Evaluate personal health practices.	Example <ul style="list-style-type: none"> • Emotional well-being • Disease prevention • Injury prevention
HE8.6.b	Develop a goal to adopt, maintain, or improve a personal health practice.	Example <ul style="list-style-type: none"> • Select a goal-setting model • Write clear and measurable goals
HE8.6.c	Outline the strategies and skills necessary to attain a personal health goal.	Example <ul style="list-style-type: none"> • Create a specific action plan • Read your goals and visualize yourself accomplishing them. • Reflect on your progress • Revise if needed • Celebrate accomplishments
HE8.6.d	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	Example <ul style="list-style-type: none"> • Goals aligned to school responsibilities • Goals aligned to abilities (swim, run or skate for aerobic fitness) • Food choices
HE8.6.e	Explain how risky health behaviors can affect achieving long-term health goals	Example <ul style="list-style-type: none"> • Sexual activity • Substance abuse • Physical activity

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Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Eighth-grade students will summarize strategies that improve healthy behaviors and collaborate with other students in developing healthy lifestyles to achieve wellness for a lifetime.		
HE8.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Fried	Expectations	Evidence of Student Learning
HE8.7.a	Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors.	Example <ul style="list-style-type: none"> • Discuss the importance, as well as the positive and negative consequences of personal health behaviors • Describe how to make personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HE8.7.b	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	Example <ul style="list-style-type: none"> • Sleep log, • Screen time log
HE8.7.c	Analyze and apply behaviors that eliminate or reduce health risks to self and/or others	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques • Positive peer influences, • Refusal skills

Description: Students will advocate for personal, family, and community health and well-being. Eighth-grade students will develop-culturally competent advocacy skills and health messages to encourage others to adopt healthy behaviors.		
HE8.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HE8.8.a	Debate a health issue using evidence-based information.	Example <ul style="list-style-type: none"> • Class debate presenting and supporting a position
HE8.8.b	Design strategies that will influence and support others to make positive health choices.	Example <ul style="list-style-type: none"> • Create a messaging strategy promoting positive health themes such as brushing teeth and wearing sunblock • Encourage friends and family to drink water through an infographic
HE8.8.c	Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.	<ul style="list-style-type: none"> • Example: Work with the school council to add a drink more water campaign

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HE8.8.d	Analyze ways in which health messages and communication methods can be delivered for all audiences.	Example <ul style="list-style-type: none">• Music• Cartoons• Celebrities
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Health Education Georgia Standards of Excellence

High School Health Education

Course 17.01100

Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how their surroundings can impact each aspect of health. Students will evaluate established health behavior theories and models.		
HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
	Expectations	Evidence of Student Learning
HEHS.1.a	Predict how health behaviors can affect health status.	Example <ul style="list-style-type: none">• Physical activity• Adequate sleep
HEHS.1.b	Describe the relationship between personal health and well-being.	Example <ul style="list-style-type: none">• Mental, physical, emotional, social
HEHS.1.c	Analyze how the environment and personal health are interrelated.	Example <ul style="list-style-type: none">• Available nutritious food• Clean air• Health care availability
HEHS.1.d	Analyze how genetics and family history can affect personal health.	Example <ul style="list-style-type: none">• Health and dietary habits, genetic predisposition• Medical history of immediate family members
HEHS.1.e	Propose ways to reduce or prevent injuries and health problems.	Example <ul style="list-style-type: none">• Nutrition choices• Reduce health risks associated with alcohol, tobacco, and other drugs usage• Reduce risks associated with tattoos and body piercings
HEHS.1.f	Analyze the relationship between access to health care and health status.	Example <ul style="list-style-type: none">• Regular check-ups and screenings• Regular inoculations

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HEHS.1.g	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Prescription drug accessibility • The proximity of healthy food • The proximity of recreational areas • Availability of health care professionals
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Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how their surroundings can impact each aspect of health. Students will evaluate established health behavior theories and models.

HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HEHS.1.h	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	<p>Example</p> <ul style="list-style-type: none"> • Alcohol/drug use leading to violence • Not wearing a helmet, • Cell phone use when driving
HEHS.1.i	Discuss the potential unintended consequences of sexual activity on personal health and well-being. See O.C.G.A 20-2-143.	<p>Example</p> <ul style="list-style-type: none"> • Physical • Mental • Social • Legal • Financial consequences
HEHS.1.j	Describe best practices for nutrition through the life cycle.	<p>Example</p> <ul style="list-style-type: none"> • Breastfeeding • Dieting • MyPlate (MyPlate is the current nutrition guide published by the USDA)
HEHS.1.k	Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health.	<p>Example</p> <ul style="list-style-type: none"> • Anxiety • Depression • Panic attacks • Anger/frustration, insomnia, substance use or abuse • Post-traumatic stress disorder (PTSD)

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HEHS.1.l	Summarize ways to reduce injuries.	<p>Example</p> <ul style="list-style-type: none"> • Safety hazards in the home, school, and community • Poisoning • Water safety • Sport • Firearms
HEHS.1.m	Describe the process for responding to an emergency.	<p>Example</p> <ul style="list-style-type: none"> • Cardiopulmonary resuscitation (CPR) & automated external defibrillator (AED)
HEHS.1.n	Describe the interrelationships of emotional, intellectual, physical, and social health.	<p>Example</p> <ul style="list-style-type: none"> • Describe how depression (emotion) can affect your body (physical).

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how their surroundings can impact each aspect of health. Students will evaluate established health behavior theories and models.

HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Expectations	Evidence of Student Learning
HEHS.1.o	Analyze the concept of consent to include a person's right of refusal to participate in undesired activities (drug use, bullying, sexual activity, criminal activity) and that such solicitation should be reported to a trusted adult. (See O.C.G.A 20-2-143 and O.C.G.A 16-6-3)	<p>Example</p> <ul style="list-style-type: none"> • Consent is a clearly communicated agreement • Consent is not assumed by appearance, body language, previous behavior, or silence • Sexual assault should be reported to a trusted adult or authority • Current Georgia code, the year 2020, sets the legal age of consent as related to sexual acts at 16 (O.C.G.A 16-6-3)

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Health Education Georgia Standards of Excellence

HEHS.1.p	Identify signs and situations that contribute to Human Trafficking.	<p>Example</p> <ul style="list-style-type: none"> • Target a victim • Gain trust • Fill a need • Pornography • Isolate the victim • Victims appear disconnected from family, friends, community organizations • Victims stopped attending school • A sudden or dramatic change in behavior
HEHS.1.q	Describe where to report concerns and seek out help concerning human trafficking.	<p>Example</p> <ul style="list-style-type: none"> • Local hotline • State hotline • National hotline
HEHS.1.s	Explain the Georgia court system process for juvenile offenders.	<p>Example</p> <ul style="list-style-type: none"> • Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences • Ramifications and legal aspects as related to the age of consent. (O.C.G.A. 16-6-3 - 2020 age of consent is 16) • Federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media

Description: Students will analyze the positive and negative influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.

HEHS.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HEHS.2.a	Analyze how the family, culture, and environment influence the health of individuals.	<p>Example</p> <ul style="list-style-type: none"> • Families and friends that communicate and discuss health issues and concerns • Cultural celebrations influence health • Recreational facilities • Family traditions and social bonds

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Health Education Georgia Standards of Excellence

HEHS.2.b	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.	Example <ul style="list-style-type: none"> • Peer pressure • Relationships • Substance use
HEHS.2.c	Analyze how peers influence healthy and unhealthy behaviors.	Example <ul style="list-style-type: none"> • Social settings • Health behaviors of peers • Unhealthy behavior of peers • Alcohol and substance use and driving under the influence
HEHS.2.d	Evaluate how the school and community can affect personal health practices and behavior.	Example <ul style="list-style-type: none"> • Immunization policy and the spread of childhood diseases • Policy on tobacco and alcohol products in a school or public setting and secondhand smoke • Access to health care professionals
HEHS.2.e	Evaluate the effect of media on personal and family health.	Example <ul style="list-style-type: none"> • Commercials • Roadside advertisement • Music and social norms
HEHS.2.f	Evaluate the impact of technology on personal, family, and community health.	Example <ul style="list-style-type: none"> • Screen time • Social posting • Communication tool • Telemedicine • Reliable information sources

Description: Students will analyze the positive and negative influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.

HEHS.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Expectations	Evidence of Student Learning
HEHS.2.g	Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.	Example <ul style="list-style-type: none"> • Alcohol and drug use increase unhealthy driving behaviors • Texting and driving

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Health Education Georgia Standards of Excellence

HEHS.2.h	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	Example <ul style="list-style-type: none"> • Laws dealing with the drinking age • Sentencing for crimes involving drug use • Policy on tobacco in a public setting and secondhand smoke
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Description: Students will access valid health information and health-promoting products and services. High school students will critique the validity of health information, health-promoting products, and services to prevent and detect health problems. Using critical thinking and analysis skills, high school students will be able to assess the validity of health information and products and services used in the prevention, early detection, and treatment of health problems.

HEHS.3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

	Expectations	Evidence of Student Learning
HEHS.3.a	Critique the validity of health information, products, and services	Example <ul style="list-style-type: none"> • Reliable/unreliable web information • Facts/opinions
HEHS.3.b	Investigate the accessibility of products and services that enhance health.	Example <ul style="list-style-type: none"> • Wellness apps • Websites
HEHS.3.c	Utilize resources from school and community to access valid health information.	Example <ul style="list-style-type: none"> • Exercise programs • Health related clubs • School staff (CTAE, Nurse, Health Teacher)
HEHS.3.d	Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship.	Example <ul style="list-style-type: none"> • Pornography • Film • Language

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Health Education Georgia Standards of Excellence

Description: The student will use effective communication skills to enhance personal, family, and community health. High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain healthy relationships. Students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict.		
HEHS.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
	Expectations	Evidence of Student Learning
HEHS.4.a	Demonstrate effective communication with family, peers, and others to enhance health.	Example <ul style="list-style-type: none"> • Use appropriate facial expression • Aligned words and actions • Avoid I message • Avoid blame
HEHS.4.b	Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.	Example <ul style="list-style-type: none"> • Refusal: <ul style="list-style-type: none"> ○ Saying no and meaning it ○ Making a joke ○ Changing the subject ○ Give a reason why it is a bad idea ○ Walk away • Negotiation <ul style="list-style-type: none"> ○ Outline conflict ○ Brainstorm solutions ○ Evaluate solutions ○ Choose a solution ○ Implement the solution ○ Check-in and evaluate if needed
HEHS.4.c	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	Example <ul style="list-style-type: none"> • Roleplay student-designed scenarios

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Health Education Georgia Standards of Excellence

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve the quality of life now and in the future.		
HEHS.5: Students will demonstrate the ability to use decision-making skills to enhance health.		
	Expectations	Evidence of Student Learning
HEHS.5.a	Determine the barriers to making a positive, healthy decision.	Example <ul style="list-style-type: none"> • Peer pressure • Societal pressure • Consequences of the decision
HEHS.5b	Develop and apply a decision-making process to a health-related situation.	Example <ul style="list-style-type: none"> • Use model or combination of models with a health choice situation Sample Model Step 1: Identify the decision Step 2: Brainstorm the options Step 3: Seek help or assistance Step 4: Make a decision Step 6: Describe the outcome
HEHS.5.c	Explain when individual or collaborative decision making is appropriate.	Example <ul style="list-style-type: none"> • The decision affects self and family • The decision affects the school team or club • The decision affects self only
HEHS.5.d	Describe evidence-based choices to health-related issues or problems.	Example <ul style="list-style-type: none"> • Healthy food selection • Car and bicycle safety • Reduce screen time and time to increase physical activity • Decrease sugary drinks and tooth decay •
HEHS.5.e	Analyze the potential short-term and long-term impact of each decision on self and others.	Example <ul style="list-style-type: none"> • Having annual health screenings • Texting while driving
HEHS.5.f	Explain how decisions can negatively and positively impact personal health and well-being.	Example <ul style="list-style-type: none"> • Nutrition • Relationships • Stress management

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Health Education Georgia Standards of Excellence

HEHS.5.g	Compare and contrast the short- and long-term outcomes of health-related decisions.	Example <ul style="list-style-type: none"> Screen time: short term fun - long term lack of physical activity
HEHS.5h	Justify the reasons for remaining sexually abstinent. See O.C.G.A 20-2-143; CODE IDB 160-4-2-.12	Example <ul style="list-style-type: none"> Discuss the reason(s) abstinence from sexual activity is an effective method of preventing acquired immune deficiency syndrome and the only sure method of preventing pregnancy and sexually transmitted diseases. Analyze the risks and consequences of early sexual involvement.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. High school students will construct short-term and long-term health goals based on personal needs. In addition, they will design, implement, and evaluate critical steps to achieve these goals.

HEHS.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

	Expectations	Evidence of Student Learning
HEHS.6.a	Identify health goals based on an evaluation of personal health and health needs.	Example <ul style="list-style-type: none"> Emotional wellbeing Physical wellbeing Disease prevention
HEHS.6.b	Develop a personal health action plan to address health goals.	Example <ul style="list-style-type: none"> Select a goal-setting model Write clear and measurable goals Create a specific action plan Reflect on your progress Revise if needed Celebrate accomplishments
HEHS.6.c	Analyze barriers and solutions to achieving health goals.	Example <ul style="list-style-type: none"> Have a health action plan List barriers and solutions Revise if needed Celebrate accomplishments
HEHS.6.d	Monitor progress in achieving short-term and long-term personal health goals.	Example <ul style="list-style-type: none"> Read your goals and visualize yourself accomplishing them. Revise if needed Celebrate accomplishments

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Health Education Georgia Standards of Excellence

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. High school students will model health-enhancing behaviors to prevent injuries, diseases, and disorders. Students will practice strategies for reducing harmful and risk-taking behaviors now and in the future.		
HEHS.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Fried	Expectations	Evidence of Student Learning
HEHS.7.a	Demonstrate individual responsibility for improving personal health.	Example <ul style="list-style-type: none"> • Log data • Journal • Schedule • Roleplay
HEHS.7.b	Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.	Example <ul style="list-style-type: none"> • Implement personal behavior choices around sleep time, screen time, healthy eating, and physical activity
HEHS.7.c	Model behaviors to avoid or reduce health risks to self and/or others.	Example <ul style="list-style-type: none"> • Healthy eating • Stress relief techniques • Texting while driving

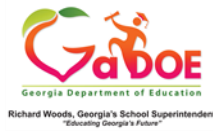
Description: The students will demonstrate the ability to advocate for personal, family, and community health by creating health-enhancing messages and encourage others to adopt healthy behaviors. High school students will act as a health resource by communicating valid information about health issues. Students will demonstrate advocacy skills to encourage others to acquire health-enhancing behaviors.		
HEHS.8: Students will demonstrate the ability to advocate for personal, family, and community health.		
	Expectations	Evidence of Student Learning
HEHS.8.a	Analyze current unhealthy trends to create accurate health-enhancing messages promoting positive health behaviors.	Example <ul style="list-style-type: none"> • Electronic nicotine devices • Texting while driving
HEHS.8.b	Model strategies to influence and support others to make positive health choices.	Example <ul style="list-style-type: none"> • Lead by example • Create a messaging strategy promoting positive health themes such as brushing teeth and wearing sunblock • Encourage friends and family to drink water through an infographic

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Health Education Georgia Standards of Excellence

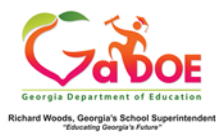
HEHS.8.c	Coordinate with others to advocate for improving personal, family, and community health.	Example <ul style="list-style-type: none">• Work with the school council to add a drink more water campaign
HEHS.8.d	Create health messages and communication techniques to target specific audiences.	Example <ul style="list-style-type: none">• Music• Cartoons• Celebrities
HEHS.8.e	Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.	Example <ul style="list-style-type: none">• Organize a school lunch and learn

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Health Education Standards Committees

Academic Committee Member	Title/LEA/Organization
Alice Wallin (Suzy)	Health Educator/Barrow County Schools
Brian Keefer	Principal /Ga. Elementary Principals Association Henry County
Carmen N. Daniel	Director of Child Health Wellness/Ga. Department of Public Health/GA SHAPE
Hilda Tompkins	Senior Director for Strategic Educational Initiatives /The King Center
Elise Chappell	Professional Learning Grants Specialist /Governor's Office of Student Achievement
Irene Denmark	Safe, Healthy and Supportive Schools Program Coordinator/First District RESA
Jeffery Hodges	Safe and Drug-Free Schools/ Georgia Department of Education
Jodi Fleming	Health and Physical Education Curriculum Coordinator/Fulton County Schools
Judy Carter	Pre-K Regional Manager /Ga. Department of Early Care and Learning
Justin Hill	Curriculum Director, Teaching and Learning/ Georgia Department of Education
Caitlin Dooley	Deputy Superintendent, Teaching and Learning/ Georgia Department of Education
Kandic Porter	Chair and Associate Professor, Department of Health Promotion and Physical Education/Kennesaw State University
Kelly Toon	Academic Nutritionist, School Nutrition Program Georgia Department of Education
Kim Thompson	Executive Director Georgia Association for Health, Physical Education, Recreation and Dance
Lauren Register	Board of Education Member/Grady County Schools
Lya Snell	Math Curriculum Program Manager/Georgia Department of Education
Michel Sims	Assistant Principal – High School/Douglas County Schools
Paul Scott	Health and Physical Education Curriculum Coordinator/Clayton County Schools
Stephanie Lawson	Health Educator/ Cobb City Schools
Susan McLaren	Senior Research Associate/ Health Policy Center, Georgia State University



Health Education Standards Committees

Tasha Guadalupe	Health and Physical Education Curriculum Coordinator /Gwinnett County Schools
Wayne Greenway	School Improvement Specialist/First Georgia RESA
Wendy Palmer	Wellness Manager, Strong4Life/Children's Health Care of Atlanta (CHOA)

Health Education Standards Committees

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Blanche Lamb	Coordinator for Special Programs/Houston County Board of Education
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Dawn Mann	Program Manager Guidance and Counseling CTAE / Georgia Department of Education
Emily Anne Vall	Executive Director/Resilient Georgia
Helen Rice	Georgia State Board of Education
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Jodi Fleming	Health and Physical Education Curriculum Coordinator /Fulton County Schools
Justin Hill	Curriculum Director, Teaching and Learning/ Georgia Department of Education
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Keith Furstenberg	Teacher/Cherokee County Schools
Kelley Toon	Academic Nutritionist, School Nutrition Program Georgia Department of Education
Kim Thompson	Executive Director Georgia Association for Health, Physical Education, Recreation and Dance
Lauren Register	Board of Education Member/Grady County Schools

Health Education Standards Committees

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Lee Ann Cowart	Georgia State Board of Education
Margaret McMillan	Curriculum/Berrien County Schools
Nikki Berger	Prevention Manager/Georgia Center for Child Advocacy
Patricia Morgan	K-12 Coordinator of Science, Health, and P.E./ Fayette County Board of Education
Paul Scott	Health and Physical Education Curriculum Coordinator/Clayton County Schools
Peter Stoepker	Assistant Professor/State University of West Georgia
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Ashley Lott	Teacher/Fayette County Schools
Bobetta Bailey	Teacher/Dekalb County Schools
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Chequita Stephens	Teacher/Richmond County Schools
Colleen Baker	Teacher/Washington County Schools
Danielle Marie McCoy	Teacher/Muscogee County Schools
Danielle McKinney J	Teacher/Muscogee County Schools
Jana Redman	Teacher/Cherokee County Schools
Jennifer Raymond	Teacher/Bibb County Schools
Katherine Hill Sturgill	Teacher/Troup County Schools
Katherine Malcolm	Teacher/Henry County Schools
Katherine Rivers	Teacher/Marietta City Schools
Keith Furstenberg	Teacher/Cherokee County Schools
Kelly Dwyer	Teacher/Dekalb County Schools

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Kristal Brooks	Teacher/Cobb County Schools
Lesley Corley	Teacher/Savannah Chatham County Schools
Natalie Cornwell	Teacher/Cobb County Schools
Nakia Brinson	Teacher/McDuffie County Schools
Pam Lashley	Teacher/Houston County Schools
Paula Shenton	Teacher/Clark County Schools
Ronald Bonner	Teacher/Washington County Schools
Todd George	Teacher/Houston County Schools
Tracy Wilson	Teacher/Muscogee County Schools
Brenda Stoll	Community Member Registered Nurse
Chris Stewart	Health M Powers
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Elizabeth Price	Health and Physical Education Curriculum Coordinator /Cobb County Schools
Jeffery Hodges	Safe and Drug Free Schools/ Georgia Department of Education
Justin Hill	Curriculum Director, Teaching and Learning/ Georgia Department of Education
Kelley Toon	Academic Nutritionist, School Nutrition Program Georgia Department of Education
Kim Thompson	Executive Director Georgia Association for Health, Physical Education, Recreation and Dance
Kandice Porter	Chair and Associate Professor, Department of Health Promotion and Physical Education/Kennesaw State University

Health Education Standards Committees

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Krista Lowe	Program Manager Residential Treatment Facilities / Georgia Department of Education
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Paul Scott	Health and Physical Education Curriculum Coordinator/Clayton County Schools
Rebecca Blanton	Program Specialist PBIS / Georgia Department of Education
Tameka Osabutey-Aguedje	Science, STEM, PE/Health Coordinator/Forsyth County Schools

Code: II

160-3-1-.07 TESTING PROGRAMS - STUDENT ASSESSMENT.**(1) DEFINITIONS.**

(a) ~~Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)~~ – an English language proficiency test administered annually to all English learners (EL) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirements with respect to student assessment.

(b) **Accommodation** – an allowable alteration in the administration of an assessment that assists students with access to participate in an assessment and is clearly documented within a student's Individualized Education Program (IEP), Section 504 Individual Accommodation Plan (IAP), or English Learner (EL) Testing Participation Plan. An accommodation is provided to a student during an assessment so that the assessment measures what the student knows and is able to do.

(c) **Conditional Accommodation** – a more expansive accommodation that provides access for students with more severe disabilities or limited English proficiency who would not be able to access the assessment to demonstrate their achievement without such assistance.

(d) **Conditional Administration** – a test administration in which a more expansive accommodation is utilized to provide access to an assessment for a small number of eligible students with more severe disabilities or more limited English proficiency and who, therefore, would not be able to access the assessment without such assistance.

(e) **English Learner (EL) Student** – a student whose primary or home language is one other than English and who is eligible for services based on the results of an English language placement assessment and, if warranted, additional assessments specified in Rule 160-4-5-.02 Language Assistance: Programs for English Learners (ELs).

(f) **English Learner Monitored (EL-M) Student** – a student whose primary or home language is not English and who, based on state English to Speakers of Languages (ESOL) program criteria, has exited the ESOL program or an alternative language assistance program in the past four years as provided for in State Board Rule 160-4-5-.02 Language Assistance: Program for English Learners (ELs) (2)(a) 4(iv).

(g) **EL Testing Participation Committee** – a committee convened to make testing decisions for EL students. This committee can serve as part of the Language Assessment Conference as defined in 160-4-5-.02 Language Assistance: Programs for English Learners.

(h) **Georgia Alternate Assessment (GAA)** – an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities identified and served in accordance with the Individuals with Disabilities Education Act (IDEA) and whose IEP team has determined the students are unable to reasonably participate in the regular assessment program. The purpose of the GAA is to ensure all students, including students with significant cognitive disabilities, are provided access to the state- adopted content standards and given the opportunity to demonstrate progress toward achievement of the state standards.

(i) **Georgia Department of Education (GaDOE)** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(j) **Georgia Kindergarten Inventory of Developing Skills (GKIDS)** – a performance assessment designed to provide teachers with information about the level of instructional support needed by individual students enrolled in kindergarten and their readiness for first grade.

(k) **Georgia Milestones Assessment System (Georgia Milestones)** – a criterion-referenced test, administered in grades 3 – 8 at the end of each grade and high school at the end of each SBOE identified course designed to measure student mastery of the state’s content standards as an indicator of preparedness for the next grade, course, or educational endeavor, be that college or career. Georgia Milestones includes a norm-referenced component to provide national comparison data.

(l) **Grade-Level Student** – a student who is reported to the GaDOE at a grade level in accordance with Rule 160-5-1-.07 Student Data Collection.

(m) **Individualized Education Program (IEP)** – a written statement of special education, related services, and, as appropriate, transition services, that meets the unique needs of the student with a disability. An IEP also includes any specific test administration accommodations, needed instructional modifications, and supports for the student with a disability. The IEP is developed, reviewed, and revised by an appropriately staffed IEP team, including the student’s parent(s). (Rule 160-4-7-.21 Definitions).

(n) **Individuals with Disabilities Education Act (IDEA)** – the federal law that was enacted to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and

independent living; to ensure that the rights of students with disabilities and their parents are protected; to assist states, localities, educational service agencies, and federal agencies to provide for the education of students with disabilities; and to assess and ensure the effectiveness of efforts to educate students with disabilities. (Rule 160-4-7-.21 Definitions).

(o) **Language Proficiency Assessment** – an assessment of an EL student's: (1) progress in the acquisition of the English language in the areas of listening, speaking, reading and writing; and (2) attainment of a prescribed level of performance in listening, speaking, reading, and writing to enable a student to communicate independently and effectively in both social and academic settings.

(p) **Modification** – an alteration in the administration of an assessment that results in a change in the content or construct being assessed, typically either through the addition or removal of content; modifications are strictly prohibited on state assessments.

(q) **National Assessment of Educational Progress (NAEP)** – a federally mandated and funded assessment program that is designed to collect information about what fourth, eighth, and twelfth grade students know and can do in a variety of key subject areas and is administered to a sample of students in all states.

(r) **Non-standard Administration** – a test administration in which the procedures and directions included in the administration manual are not followed exactly.

(s) **Norm-referenced Test (NRT)** – a test designed to provide information on how well students perform in comparison to an external reference group or norm group.

(t) **Section 504 Student** – a student who currently has an impairment that substantially limits one or more major life activities, who has a record of such impairment or who is regarded as having such an impairment, and who may not be eligible for services under IDEA.

(u) **Special Education** – specially designed instruction provided at no cost to parents that meets the unique needs of a student with a disability. Special education includes instruction in the classroom, in the home, in hospitals, institutions and other settings, physical education, travel training and vocational education. -(Rule 160-4-7-.21 Definitions).

(v) **Standard Accommodation** – a test administration accommodation that provides access to the assessment without altering the construct measured by the assessment.

(w) **Standard Administration** – a test administration in which the procedures and directions included in the administration manual are followed exactly.

(x) **Standard Setting** – a research-based process that involves subject matter experts and stakeholders using both judgmental methods and performance data to

determine the number correct scores (i.e., cut scores) required to achieve established performance levels.

(y) **State Board of Education (SBOE)** – the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(z) **Student with Disabilities** – a student who is classified as disabled according to Rule 160-4-7-.21 Definitions (10) and/or according to Section 504 of the 1973 Rehabilitation Act. [34 C.F.R. §104.33 (a)]

(2) GEORGIA STUDENT ASSESSMENT PROGRAM REQUIREMENTS.

Each local system shall assess all students using SBOE-designated assessment instruments, as required. An IEP team, under limited circumstances and in accordance with GaDOE and federal guidelines, may consider the SBOE-approved alternate assessment for a small number of students with significant cognitive disabilities (approximately 1%) who receive special education services and are unable to participate in the general assessment. The SBOE-approved alternate assessment based on alternate achievement standards shall be the Georgia Alternate Assessment (GAA) for students in grades ~~K~~3– 12 in language arts, mathematics, science, and social studies. All EL students must participate annually in the state-adopted English proficiency assessment.

(a) KINDERGARTEN ASSESSMENT.

1. Each local school system shall assure that the following requirements are met.

(i) All kindergarten students shall be assessed using the Georgia Kindergarten Inventory of Developing Skills (GKIDS) during their kindergarten year as the school readiness assessment for first grade, and

(ii) Only certified teachers of kindergarten or first grade students and who have been trained in the use of the GKIDS, shall administer the assessment.

2. The local school system shall use information obtained from the administration of the GKIDS to make placement decisions on an individual student basis. Documentation that supports an individual retention decision shall be on file in the student's permanent record. The information obtained by the GKIDS shall be used as part of the required written documentation. The student's parent/guardian shall be notified of the final placement decision. The local school system shall provide alternative, and developmentally appropriate instruction to students who spend a second year in kindergarten.

(b) FIRST-GRADE ASSESSMENT. Subject to appropriations, local systems shall administer a formative assessment with a cumulative component that is tied to performance indicators in reading and mathematics in grade one.

(c) **SECOND-GRADE ASSESSMENT.** Subject to appropriations, local systems shall administer a formative assessment with a cumulative component that is tied to performance indicators in reading and mathematics in grade two.

(d) **THIRD-GRADE ASSESSMENTS.** Local systems shall assess all third-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(e) **FOURTH-GRADE ASSESSMENT.** Local systems shall assess all fourth-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(f) **FIFTH-GRADE ASSESSMENTS.** Local systems shall assess all fifth-grade students with the state-adopted English/language arts, mathematics, and science, and social studies tests annually according to a schedule established by the SBOE.

(g) **SIXTH-GRADE ASSESSMENT.** Local systems shall assess all sixth-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(h) **SEVENTH-GRADE ASSESSMENT.** Local systems shall assess all seventh-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(i) **EIGHTH-GRADE ASSESSMENTS.** Local systems shall assess all eighth-grade students with the state-adopted English/language arts, mathematics, science, and social studies tests annually according to a schedule established by the SBOE.

(j) **END-OF-COURSE (EOC) ASSESSMENTS.** Local school systems shall assess students at the completion of core high school courses specified by the SBOE, in accordance with O.C.G.A. 20-2-281 (a), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science, and Social Studies.

1. With the exception of the following courses, Ninth-Grade Literature and Composition, Algebra I, Coordinate Algebra, and Biology, a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she earns a post-secondary credit in that course through dual enrollment pursuant to O.C.G.A. 20-2-149.2 or 20-2-161.3. Postsecondary grades earned, in this situation, shall be used in the state accountability system. All students enrolled in Ninth Literature and Composition, Algebra I, Coordinate Algebra, and Biology must take the EOC.

(i) Beginning with the 2021-2022 school year, students are not exempt from taking the end-of-course assessment in American Literature and Composition, therefore, all students enrolled in American Literature and Composition must take the EOC.

2. With the exception of the following courses, ~~Ninth-Grade Literature and Composition~~, Algebra I, Coordinate Algebra, and Biology, a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she passes an Advanced Placement (AP) course in a related subject pursuant to O.C.G.A. § 20-2-159.4 or if he or she passes an International Baccalaureate (IB) course in a related subject. Grades earned in Advanced Placement or International Baccalaureate courses, in this situation, shall be used in the state accountability system. All students enrolled in ~~Ninth-Grade Literature and Composition~~, Algebra I, Coordinate Algebra and Biology must take the EOC.

(i) Beginning with the 2021-2022 school year, students are not exempt from taking the end-of-course assessment in American Literature and Composition, therefore, all students enrolled in American Literature and Composition must take the EOC.

3. Individuals no longer enrolled in a Georgia public school, who were not eligible for a diploma solely as a result of not achieving a passing score on the former graduation assessments (i.e., Basic Skills Test, Georgia High School Graduation Tests, Georgia High School Writing Test), may submit a petition to their local school system to determine their eligibility for a diploma as provided for by O.C.G.A. § 20-2-281.1.

(k) **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**
Local school systems shall participate in the NAEP assessment programs.

(3) STUDENT ASSESSMENT RESPONSIBILITIES FOR SPECIAL POPULATIONS.

(a) **STUDENTS WITH DISABILITIES WHO RECEIVE EDUCATIONAL SERVICES DEFINED BY AN IEP OR SECTION 504 ACCOMMODATION PLAN.** Local systems shall ensure that all students with IEPs or Section 504 Accommodation Plans participate in the state and local assessment programs. The IEP or Section 504 Accommodation Plans for these students shall identify the state-approved accommodations required to enable participation.

1. Decisions related to the participation in and identification of any needed accommodations in administration shall be made by the IEP team in the Individualized Education Program (IEP) review or by the Section 504 Individual Accommodation Plan (IAP) committee in its meeting.

2. All students with disabilities shall be coded according to the primary disability for each assessment in which they participate. Student participation in and performance on all assessments shall be accurately documented within each student's IEP or IAP so that state and federal reporting guidelines can be met and so that performance outcome measures can be monitored for compliance.

3. Accommodations must be provided for students with disabilities as identified in the IEP or Section 504 IAP. Accommodation decisions made by the appropriate IEP

or Section 504 IAP committee shall take into account the accommodations that are currently used in the instructional or classroom assessment process and must be part of the usual instructional practice for the student. Additionally, these committees shall consider whether the accommodation is necessary for access to the assessment process, previous experience with and the usefulness of the recommended accommodation, and whether or not the recommended accommodation impacts the integrity of the assessment. Students shall receive the accommodations they need in order to meaningfully participate in the assessment, but should not be given more than is necessary to meaningfully participate. The majority of students are expected to participate in the regular assessments with only a small percentage requiring a conditional/nonstandard administration. Only state-approved accommodations may be included in an IEP or Section 504 IAP.

4. Accommodations can result in administrations of the assessment that are either standard or conditional. *Standard administration* refers to testing conditions in which the procedures and directions are administered **exactly** as described in the test administration manual and non-altering accommodations are used. *Conditional administration* refers to use of more expansive accommodations utilized to provide access for a small percentage of students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations shall be used sparingly as the majority of students requiring accommodations are able to successfully demonstrate their achievement with standard accommodations. The use of conditional accommodations must be required by the student to access the test because of his or her disability and documentation substantiating the need shall be included in the student's IEP along with specific instructional goals to address the need. Assessments differ in what results in standard and conditional administrations. Specific information concerning the standard or conditional nature of an accommodation is published annually in the *Student Assessment Handbook* and in the respective testing administration materials that accompany each assessment (e.g., Examiner's Manual and Directions for Administration). Should an individual student need an accommodation not on the approved list for a state test, approval must be granted by the Assessment and Accountability Division of the GaDOE before the accommodation may be used.

5. All students must be assessed annually using the appropriate state-mandated assessments listed in section (2) of this rule.

6. When an IEP team determines that a student at any grade level is not able to participate in an administration of any local or state-mandated assessment, even with reasonable accommodations, the IEP team will document the reasons and make the necessary alternate assessment decision for that student following the state-approved participation guidelines. For the state-mandated assessments listed in Paragraph (2) of this rule, the alternate assessment based on alternate achievement standards shall be the GAA. A relatively small percentage of students (approximately 1%) are expected to participate through an alternate assessment.

7. Students with significant cognitive disabilities participating in the GAA must be provided access to the state-adopted content standards. Educators may adjust the learning expectations for this group of unique students provided the instruction is based on and aligned to the grade-level content standards. Instruction may reflect pre-requisite skills but must be sufficiently challenging for the individual student.

8. Compliance standards, reporting and enforcement. All students are expected to participate in all state-mandated assessments including students pursuing a Special Education Diploma. Most students are expected to participate in standard administrations, with a small percentage (less than 3%) under conditional administrations and a small percent (approximately 1%) in the GAA.

(i) Student participation in and performance on all state-mandated assessments, including the GAA shall be accurately documented so that state and federal reporting guidelines can be met and so that performance outcome measures can be monitored for compliance.

(ii) All students with disabilities shall be included in the accountability reporting process.

(I) All participation data and results data shall be available to the **Governor's Office** of Student Achievement (**GOSA**) for the process of evaluating and rating school systems.

(II) The results of the GAA shall be included as part of the state accountability system and system report cards.

(III) The local system and GaDOE shall monitor participation rates for each assessment program, including alternate assessments, and the usage of accommodations, including conditional accommodations.

(IV) The GaDOE shall automatically monitor/investigate any local system not meeting assessment participation rate requirements. All remaining local school systems will be monitored on a rotational basis as a part of the regular scheduled monitoring process. Failure to meet those requirements may result in sanctions ranging from imposition of corrective action plans to withholding of funds.

(V) The GaDOE will review results of all administrations and explore additional reporting formats to create meaningful and useful information from the results of standard and conditional/nonstandard administrations and the GAA.

(b) ENGLISH LEARNER STUDENTS

1. Students who have been defined as English Learner (EL) shall participate in all assessment programs. These students shall be coded EL on each test. If a student has exited the ESOL program or an alternative language assistance program in the past four years, the student shall be coded EL-M on each test. A student who has been

exited for more than four years from the ESOL program shall not be coded as EL or EL-M on each test.

2. In certain situations, individual needs of EL and EL-M students may warrant accommodations. These accommodations shall be determined by and recorded during a documented meeting of the EL Testing Participation Committee. Those students identified as EL-M may receive, based on individual need, standard state-approved accommodations for a maximum of two years after exiting ESOL or an alternative language assistance program. At the end of the first two years of the monitoring period, EL-M students are no longer eligible for test administration accommodations. Testing accommodations shall be made only when appropriate documentation is on file for each eligible student. Administration of the assessments and use of test administration accommodations, including conditional accommodations for those students with very limited English proficiency, shall be according to established guidelines and procedures in the test administration manual(s), *Examiner's Manual* and the *Student Assessment Handbook*. Accommodation decisions made shall take into account the accommodations that are currently used in the instructional or classroom assessment process and must be part of the usual instructional practice for the student. Additionally the EL Testing Participation Committee shall consider experience with and utility of the accommodation and whether or not the recommended accommodation impacts the integrity of the assessment. Conditional accommodations shall be used sparingly and shall not be assigned to EL-M students. The local system and DOE shall monitor participation rates for each assessment program, and the usage of accommodations, including conditional accommodations.

3. The EL Testing Participation Committee shall be composed of a minimum of three members, one of whom is a certified educator. The EL/ ESOL teacher/ paraprofessional/ aide currently serving the student with English language assistance is required to be a member of the committee. The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. Documentation of each EL Testing Participation Committee shall be placed in the student's permanent record. These documents shall contain the following information: names of participants; date(s) of meeting(s); date of entry into U.S. schools; test scores proving eligibility for ESOL services; the dates of administration and the name of the tests to be administered; alternatives considered (i.e., regular administration, accommodations); final action including specific accommodations for each test/subtest consistent with current instructional accommodations; signatures of committee members, school administrator and, parent, legal guardian or student if 18 years or older. The list of tests to be administered must include all state assessments that are mandated for the student's grade level. In addition to these state assessments, students who are required to participate in language proficiency tests under Title III of the Elementary and Secondary Education Act must participate in the language proficiency test prescribed by the state.

4. EL students enrolling for the first time in a U.S. school must participate in all SBOE-designated assessments and must be coded as a first time in U.S. school enrollee in state-required data collections. All scores resulting from the administration of state assessments will be removed from any statewide accountability calculations for the first year of a newly-arrived EL student's enrollment in a US school. Though not used for statewide accountability purposes in the first year, such scores will serve as the baseline for student growth calculations and be included beginning in year two of such students' enrollment. Both achievement and growth will be included in statewide accountability calculations beginning in the third year of enrollment.

(4) **TESTING REGULATIONS AND PROCEDURES.** Local school systems shall adhere to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results and official testing dates established in the *Student Assessment Handbook*, *Test Administration Manual*, *Accessibility and Accommodations Manual*, *Assessment Administration Protocol Manuals* ~~test administration manuals such as System Coordinator's Manual, School Test Coordinator's Manual, and Examiner's Manual~~, and assessment supplements and correspondence.

(a) Assessment guidelines shall be reviewed annually.

(b) The local system shall ensure that individual student assessment scores become a part of students' records as soon as possible after testing and that records follow students to their new schools when requested as specified in Rule 160-5-1-.14 Transfer of Student Records.

(c) Scores for an individual student shall be made available only to said student, to the parent(s) or legal guardian(s) of said student, and to appropriate local, state, and federal governmental agencies as provided by state and federal law.

(d) Local school systems shall provide individual student score reports for all state-mandated assessments to the parent(s) or legal guardian(s) in a timely manner.

(e) Procedures shall be followed in compliance with O.C.G.A. § 19-7-5, Reporting of Child Abuse, and O.C.G.A. § 16-10-50, Hindering Apprehension and Punishment of a Criminal, for reporting individual writing assessments which fall under the designated situations.

(f) All assessments shall be administered by Georgia-certified educators.

(g) Local systems shall train and orient any persons involved directly or indirectly in the assessment process and procedures required for appropriate and secure administration of all state-mandated assessments.

(h) Allegations of failure to follow procedures required for appropriate and secure administration of state-mandated assessments shall be reported to the GaDOE and the Ethics Division of the Professional Standards Commission.

(i) All students shall be assessed in English.

~~(j) The GaDOE shall provide pre-printed student labels for all mandated tests listed in Paragraph (2) Georgia Student Assessment Program Requirements, and local systems must use these labels as directed in the *Student Assessment Handbook* and in the *Examiner's Manuals* for the various tests.~~

(~~k~~j) In accordance with applicable state promotion and retention policies and laws, students who do not participate in state mandated tests shall not be promoted to the next grade. For EL students enrolled in their first year in a U. S. school placement decisions shall be made on an individual student basis by the EL Testing Participation Committee and be consistent with local school board policy.

(~~h~~k) In cases where promotion and retention specifies the administration of an alternate test as a requirement for promotion to the next grade level in grades three, five, and eight, such assessment shall be an alternate version of the state-adopted test for that grade level.

(5) STAFF DEVELOPMENT.

(a) Teachers in grades one through 12 shall be offered the opportunity to participate annually in a staff development program on the use of tests within the instructional program designed to improve students' academic achievement. This program shall instruct teachers in the effective utilization of test results and other appropriate applications as determined by the SBOE, and may be provided by either the GaDOE or the local unit of administration.

Authority O.C.G.A. §~~§~~ 16-10-50; 19-7-5; 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151; 20-2-154(a); 20-2-240(a); 20-2-242; 20-2-281; 20-2-282; 50-18-70.

Adopted: ~~November 7, 2019~~

Effective: ~~November 27, 2019~~

(g) **EL Testing Participation Committee** – a committee convened to make testing decisions for EL students. This committee can serve as part of the Language Assessment Conference as defined in 160-4-5-.02 Language Assistance: Programs for English Learners.

(h) **Georgia Alternate Assessment (GAA)** – an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities identified and served in accordance with the Individuals with Disabilities Education Act (IDEA) and whose IEP team has determined the students are unable to reasonably participate in the regular assessment program. The purpose of the GAA is to ensure all students, including students with significant cognitive disabilities, are provided access to the state- adopted content standards and given the opportunity to demonstrate progress toward achievement of the state standards.

(i) **Georgia Department of Education (GaDOE)** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(j) **Georgia Kindergarten Inventory of Developing Skills (GKIDS)** – a performance assessment designed to provide teachers with information about the level of instructional support needed by individual students enrolled in kindergarten and their readiness for first grade.

(k) **Georgia Milestones Assessment System (Georgia Milestones)** – a criterion-referenced test, administered in grades 3 – 8 at the end of each grade and high school at the end of each SBOE identified course designed to measure student mastery of the state’s content standards as an indicator of preparedness for the next grade, course, or educational endeavor, be that college or career. Georgia Milestones includes a norm-referenced component to provide national comparison data.

(l) **Grade-Level Student** – a student who is reported to the GaDOE at a grade level in accordance with Rule 160-5-1-.07 Student Data Collection.

(m) **Individualized Education Program (IEP)** – a written statement of special education, related services, and, as appropriate, transition services, that meets the unique needs of the student with a disability. An IEP also includes any specific test administration accommodations, needed instructional modifications, and supports for the student with a disability. The IEP is developed, reviewed, and revised by an appropriately staffed IEP team, including the student’s parent(s). (Rule 160-4-7-.21 Definitions).

(n) **Individuals with Disabilities Education Act (IDEA)** – the federal law that was enacted to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; to ensure that the rights of students with disabilities and their

parents are protected; to assist states, localities, educational service agencies, and federal agencies to provide for the education of students with disabilities; and to assess and ensure the effectiveness of efforts to educate students with disabilities. (Rule 160-4-7-.21 Definitions).

(o) **Language Proficiency Assessment** – an assessment of an EL student's: (1) progress in the acquisition of the English language in the areas of listening, speaking, reading and writing; and (2) attainment of a prescribed level of performance in listening, speaking, reading, and writing to enable a student to communicate independently and effectively in both social and academic settings.

(p) **Modification** – an alteration in the administration of an assessment that results in a change in the content or construct being assessed, typically either through the addition or removal of content; modifications are strictly prohibited on state assessments.

(q) **National Assessment of Educational Progress (NAEP)** – a federally mandated and funded assessment program that is designed to collect information about what fourth, eighth, and twelfth grade students know and can do in a variety of key subject areas and is administered to a sample of students in all states.

(r) **Non-standard Administration** – a test administration in which the procedures and directions included in the administration manual are not followed exactly.

(s) **Norm-referenced Test (NRT)** – a test designed to provide information on how well students perform in comparison to an external reference group or norm group.

(t) **Section 504 Student** – a student who currently has an impairment that substantially limits one or more major life activities, who has a record of such impairment or who is regarded as having such an impairment, and who may not be eligible for services under IDEA.

(u) **Special Education** – specially designed instruction provided at no cost to parents that meets the unique needs of a student with a disability. Special education includes instruction in the classroom, in the home, in hospitals, institutions and other settings, physical education, travel training and vocational education. (Rule 160-4-7-.21 Definitions).

(v) **Standard Accommodation** – a test administration accommodation that provides access to the assessment without altering the construct measured by the assessment.

(w) **Standard Administration** – a test administration in which the procedures and directions included in the administration manual are followed exactly.

(x) **Standard Setting** – a research-based process that involves subject matter experts and stakeholders using both judgmental methods and performance data to

determine the number correct scores (i.e., cut scores) required to achieve established performance levels.

(y) **State Board of Education (SBOE)** – the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(z) **Student with Disabilities** – a student who is classified as disabled according to Rule 160-4-7-.21 Definitions (10) and/or according to Section 504 of the 1973 Rehabilitation Act. [34 C.F.R. §104.33 (a)]

(2) GEORGIA STUDENT ASSESSMENT PROGRAM REQUIREMENTS.

Each local system shall assess all students using SBOE-designated assessment instruments, as required. An IEP team, under limited circumstances and in accordance with GaDOE and federal guidelines, may consider the SBOE-approved alternate assessment for a small number of students with significant cognitive disabilities (approximately 1%) who receive special education services and are unable to participate in the general assessment. The SBOE-approved alternate assessment based on alternate achievement standards shall be the Georgia Alternate Assessment (GAA) for students in grades 3– 12 in language arts, mathematics, science, and social studies. All EL students must participate annually in the state-adopted English proficiency assessment.

(a) KINDERGARTEN ASSESSMENT.

1. Each local school system shall assure that the following requirements are met.

(i) All kindergarten students shall be assessed using the Georgia Kindergarten Inventory of Developing Skills (GKIDS) during their kindergarten year as the school readiness assessment for first grade, and

(ii) Only certified teachers of kindergarten or first grade students and who have been trained in the use of the GKIDS, shall administer the assessment.

2. The local school system shall use information obtained from the administration of the GKIDS to make placement decisions on an individual student basis. Documentation that supports an individual retention decision shall be on file in the student's permanent record. The information obtained by the GKIDS shall be used as part of the required written documentation. The student's parent/guardian shall be notified of the final placement decision. The local school system shall provide alternative, and developmentally appropriate instruction to students who spend a second year in kindergarten.

(b) FIRST-GRADE ASSESSMENT. Subject to appropriations, local systems shall administer a formative assessment with a cumulative component that is tied to performance indicators in reading and mathematics in grade one.

(c) **SECOND-GRADE ASSESSMENT.** Subject to appropriations, local systems shall administer a formative assessment with a cumulative component that is tied to performance indicators in reading and mathematics in grade two.

(d) **THIRD-GRADE ASSESSMENTS.** Local systems shall assess all third-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(e) **FOURTH-GRADE ASSESSMENT.** Local systems shall assess all fourth-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(f) **FIFTH-GRADE ASSESSMENTS.** Local systems shall assess all fifth-grade students with the state-adopted English/language arts, mathematics, and science tests annually according to a schedule established by the SBOE.

(g) **SIXTH-GRADE ASSESSMENT.** Local systems shall assess all sixth-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(h) **SEVENTH-GRADE ASSESSMENT.** Local systems shall assess all seventh-grade students with the state-adopted English/language arts and mathematics tests annually according to a schedule established by the SBOE.

(i) **EIGHTH-GRADE ASSESSMENTS.** Local systems shall assess all eighth-grade students with the state-adopted English/language arts, mathematics, science, and social studies tests annually according to a schedule established by the SBOE.

(j) **END-OF-COURSE (EOC) ASSESSMENTS.** Local school systems shall assess students at the completion of core high school courses specified by the SBOE, in accordance with O.C.G.A. 20-2-281 (a), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science, and Social Studies.

1. With the exception of the following courses, Algebra I, Coordinate Algebra, and Biology, a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she earns a post-secondary credit in that course through dual enrollment pursuant to O.C.G.A. 20-2-149.2 or 20-2-161.3. Postsecondary grades earned, in this situation, shall be used in the state accountability system. All students enrolled in Algebra I, Coordinate Algebra, and Biology must take the EOC.

(i) Beginning with the 2021-2022 school year, students are not exempt from taking the end-of-course assessment in American Literature and Composition, therefore, all students enrolled in American Literature and Composition must take the EOC.

2. With the exception of the following courses, Algebra I, Coordinate Algebra, and Biology, a student shall be exempt from taking the end-of-course assessment for a

core subject course if he or she passes an Advanced Placement (AP) course in a related subject pursuant to O.C.G.A. § 20-2-159.4 or if he or she passes an International Baccalaureate (IB) course in a related subject. Grades earned in Advanced Placement or International Baccalaureate courses, in this situation, shall be used in the state accountability system. All students enrolled in Algebra I, Coordinate Algebra and Biology must take the EOC.

(i) Beginning with the 2021-2022 school year, students are not exempt from taking the end-of-course assessment in American Literature and Composition, therefore, all students enrolled in American Literature and Composition must take the EOC.

3. Individuals no longer enrolled in a Georgia public school, who were not eligible for a diploma solely as a result of not achieving a passing score on the former graduation assessments (i.e., Basic Skills Test, Georgia High School Graduation Tests, Georgia High School Writing Test), may submit a petition to their local school system to determine their eligibility for a diploma as provided for by O.C.G.A. § 20-2-281.1.

(k) **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**
Local school systems shall participate in the NAEP assessment programs.

(3) STUDENT ASSESSMENT RESPONSIBILITIES FOR SPECIAL POPULATIONS.

(a) **STUDENTS WITH DISABILITIES WHO RECEIVE EDUCATIONAL SERVICES DEFINED BY AN IEP OR SECTION 504 ACCOMMODATION PLAN.** Local systems shall ensure that all students with IEPs or Section 504 Accommodation Plans participate in the state and local assessment programs. The IEP or Section 504 Accommodation Plans for these students shall identify the state-approved accommodations required to enable participation.

1. Decisions related to the participation in and identification of any needed accommodations in administration shall be made by the IEP team in the Individualized Education Program (IEP) review or by the Section 504 Individual Accommodation Plan (IAP) committee in its meeting.

2. All students with disabilities shall be coded according to the primary disability for each assessment in which they participate. Student participation in and performance on all assessments shall be accurately documented within each student's IEP or IAP so that state and federal reporting guidelines can be met and so that performance outcome measures can be monitored for compliance.

3. Accommodations must be provided for students with disabilities as identified in the IEP or Section 504 IAP. Accommodation decisions made by the appropriate IEP or Section 504 IAP committee shall take into account the accommodations that are currently used in the instructional or classroom assessment process and must be part of the usual instructional practice for the student. Additionally, these committees

shall consider whether the accommodation is necessary for access to the assessment process, previous experience with and the usefulness of the recommended accommodation, and whether or not the recommended accommodation impacts the integrity of the assessment. Students shall receive the accommodations they need in order to meaningfully participate in the assessment, but should not be given more than is necessary to meaningfully participate. The majority of students are expected to participate in the regular assessments with only a small percentage requiring a conditional/nonstandard administration. Only state-approved accommodations may be included in an IEP or Section 504 IAP.

4. Accommodations can result in administrations of the assessment that are either standard or conditional. *Standard administration* refers to testing conditions in which the procedures and directions are administered **exactly** as described in the test administration manual and non-altering accommodations are used. *Conditional administration* refers to use of more expansive accommodations utilized to provide access for a small percentage of students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations shall be used sparingly as the majority of students requiring accommodations are able to successfully demonstrate their achievement with standard accommodations. The use of conditional accommodations must be required by the student to access the test because of his or her disability and documentation substantiating the need shall be included in the student's IEP along with specific instructional goals to address the need. Assessments differ in what results in standard and conditional administrations. Specific information concerning the standard or conditional nature of an accommodation is published annually in the *Student Assessment Handbook* and in the respective testing administration materials that accompany each assessment (e.g., Examiner's Manual and Directions for Administration). Should an individual student need an accommodation not on the approved list for a state test, approval must be granted by the Assessment and Accountability Division of the GaDOE before the accommodation may be used.

5. All students must be assessed annually using the appropriate state-mandated assessments listed in section (2) of this rule.

6. When an IEP team determines that a student at any grade level is not able to participate in an administration of any local or state-mandated assessment, even with reasonable accommodations, the IEP team will document the reasons and make the necessary alternate assessment decision for that student following the state-approved participation guidelines. For the state-mandated assessments listed in Paragraph (2) of this rule, the alternate assessment based on alternate achievement standards shall be the GAA. A relatively small percentage of students (approximately 1%) are expected to participate through an alternate assessment.

7. Students with significant cognitive disabilities participating in the GAA must be provided access to the state-adopted content standards. Educators may adjust the learning expectations for this group of unique students provided the instruction is

based on and aligned to the grade-level content standards. Instruction may reflect pre-requisite skills but must be sufficiently challenging for the individual student.

8. Compliance standards, reporting and enforcement. All students are expected to participate in all state-mandated assessments including students pursuing a Special Education Diploma. Most students are expected to participate in standard administrations, with a small percentage (less than 3%) under conditional administrations and a small percent (approximately 1%) in the GAA.

(i) Student participation in and performance on all state-mandated assessments, including the GAA shall be accurately documented so that state and federal reporting guidelines can be met and so that performance outcome measures can be monitored for compliance.

(ii) All students with disabilities shall be included in the accountability reporting process.

(I) All participation data and results data shall be available to the Governor's Office of Student Achievement (GOSA) for the process of evaluating and rating school systems.

(II) The results of the GAA shall be included as part of the state accountability system and system report cards.

(III) The local system and GaDOE shall monitor participation rates for each assessment program, including alternate assessments, and the usage of accommodations, including conditional accommodations.

(IV) The GaDOE shall automatically monitor/investigate any local system not meeting assessment participation rate requirements. All remaining local school systems will be monitored on a rotational basis as a part of the regular scheduled monitoring process. Failure to meet those requirements may result in sanctions ranging from imposition of corrective action plans to withholding of funds.

(V) The GaDOE will review results of all administrations and explore additional reporting formats to create meaningful and useful information from the results of standard and conditional/nonstandard administrations and the GAA.

(b) ENGLISH LEARNER STUDENTS

1. Students who have been defined as English Learner (EL) shall participate in all assessment programs. These students shall be coded EL on each test. If a student has exited the ESOL program or an alternative language assistance program in the past four years, the student shall be coded EL-M on each test. A student who has been exited for more than four years from the ESOL program shall not be coded as EL or EL-M on each test.

2. In certain situations, individual needs of EL and EL-M students may warrant accommodations. These accommodations shall be determined by and recorded during a documented meeting of the EL Testing Participation Committee. Those students identified as EL-M may receive, based on individual need, standard state-approved accommodations for a maximum of two years after exiting ESOL or an alternative language assistance program. At the end of the first two years of the monitoring period, EL-M students are no longer eligible for test administration accommodations. Testing accommodations shall be made only when appropriate documentation is on file for each eligible student. Administration of the assessments and use of test administration accommodations, including conditional accommodations for those students with very limited English proficiency, shall be according to established guidelines and procedures in the test administration manual(s), *Examiner's Manual* and the *Student Assessment Handbook*. Accommodation decisions made shall take into account the accommodations that are currently used in the instructional or classroom assessment process and must be part of the usual instructional practice for the student. Additionally the EL Testing Participation Committee shall consider experience with and utility of the accommodation and whether or not the recommended accommodation impacts the integrity of the assessment. Conditional accommodations shall be used sparingly and shall not be assigned to EL-M students. The local system and DOE shall monitor participation rates for each assessment program, and the usage of accommodations, including conditional accommodations.

3. The EL Testing Participation Committee shall be composed of a minimum of three members, one of whom is a certified educator. The EL/ ESOL teacher/ paraprofessional/ aide currently serving the student with English language assistance is required to be a member of the committee. The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. Documentation of each EL Testing Participation Committee shall be placed in the student's permanent record. These documents shall contain the following information: names of participants; date(s) of meeting(s); date of entry into U.S. schools; test scores proving eligibility for ESOL services; the dates of administration and the name of the tests to be administered; alternatives considered (i.e., regular administration, accommodations); final action including specific accommodations for each test/subtest consistent with current instructional accommodations; signatures of committee members, school administrator and, parent, legal guardian or student if 18 years or older. The list of tests to be administered must include all state assessments that are mandated for the student's grade level. In addition to these state assessments, students who are required to participate in language proficiency tests under Title III of the Elementary and Secondary Education Act must participate in the language proficiency test prescribed by the state.

4. EL students enrolling for the first time in a U.S. school must participate in all SBOE-designated assessments and must be coded as a first time in U.S. school enrollee in state-required data collections. All scores resulting from the

administration of state assessments will be removed from any statewide accountability calculations for the first year of a newly-arrived EL student's enrollment in a US school. Though not used for statewide accountability purposes in the first year, such scores will serve as the baseline for student growth calculations and be included beginning in year two of such students' enrollment. Both achievement and growth will be included in statewide accountability calculations beginning in the third year of enrollment.

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(a) Assessment guidelines shall be reviewed annually.

(b) The local system shall ensure that individual student assessment scores become a part of students' records as soon as possible after testing and that records follow students to their new schools when requested as specified in Rule 160-5-1-.14 Transfer of Student Records.

(c) Scores for an individual student shall be made available only to said student, to the parent(s) or legal guardian(s) of said student, and to appropriate local, state, and federal governmental agencies as provided by state and federal law.

(d) Local school systems shall provide individual student score reports for all state-mandated assessments to the parent(s) or legal guardian(s) in a timely manner.

(e) Procedures shall be followed in compliance with O.C.G.A. § 19-7-5, Reporting of Child Abuse, and O.C.G.A. § 16-10-50, Hindering Apprehension and Punishment of a Criminal, for reporting individual writing assessments which fall under the designated situations.

(f) All assessments shall be administered by Georgia-certified educators.

(g) Local systems shall train and orient any persons involved directly or indirectly in the assessment process and procedures required for appropriate and secure administration of all state-mandated assessments.

(h) Allegations of failure to follow procedures required for appropriate and secure administration of state-mandated assessments shall be reported to the GaDOE and the Ethics Division of the Professional Standards Commission.

(i) All students shall be assessed in English.

(j) In accordance with applicable state promotion and retention policies and laws, students who do not participate in state mandated tests shall not be promoted to the next grade. For EL students enrolled in their first year in a U. S. school placement decisions shall be made on an individual student basis by the EL Testing Participation Committee and be consistent with local school board policy.

(k) In cases where promotion and retention specifies the administration of an alternate test as a requirement for promotion to the next grade level in grades three, five, and eight, such assessment shall be an alternate version of the state-adopted test for that grade level.

(5) STAFF DEVELOPMENT.

(a) Teachers in grades one through 12 shall be offered the opportunity to participate annually in a staff development program on the use of tests within the instructional program designed to improve students' academic achievement. This program shall instruct teachers in the effective utilization of test results and other appropriate applications as determined by the SBOE, and may be provided by either the GaDOE or the local unit of administration.

Authority O.C.G.A. §§ 16-10-50; 19-7-5; 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151; 20-2-154(a); 20-2-240(a); 20-2-242; 20-2-281; 20-2-282; 50-18-70.

Adopted:

Effective:

Rule Synopsis for State Board of Education

Rule 160-3-1-.07 Testing Programs – Student Assessments

State Board of Education Rule 160-3-1-.07 Testing Programs – Student Assessments was created to establish requirements for administering statewide assessments pursuant to O.C.G.A. § 20-2-281.

The current proposed rule:

- Amends the title of definition (1)(a) from “Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)” to “ACCESS for ELLs”;
- Amends the opening paragraph in section (2) to clarify that the Georgia Alternate Assessment shall apply to students beginning in grade 3 instead of the grade K;
- Removes the requirement in (2)(f) for a Georgia Milestones End-of Grade assessment in Social Studies at grade 5;
- Removes all references in (2)(j) 1. and (2)(j)2. of “Ninth Grade Literature and Composition;”
- Amends (2)(j)1. And (2)(j)2. to remove the EOC exemption for “American Literature and Composition” beginning with the 2021-2022 school year;
- Amends (3)(a)8.(ii)(I) by changing “Office of Student Achievement (OSA)” to “Governor’s Office of Student Achievement (GOSA)”;
- Amends (4) by removing “test administration manuals such as System Coordinator’s Manual, School Test Coordinator’s Manual, and Examiner’s Manual” and replacing with “Test Administration Manual, Accessibility and Accommodations Manual, Assessment Administration Protocol Manual, and”; and
- Deletes the current language in (4)(j).

Code: IDCH

160-4-2-.34 DUAL ENROLLMENT.**(1) DEFINITIONS**

(a) **Commission** – the Georgia Student Finance Commission created by O.C.G.A. § 20-3-233.

(b) **Dual Credit Course** – a postsecondary course, including a virtual course, taken by an eligible high school student pursuant to an arrangement at or through an eligible postsecondary institution for which the student receives secondary credit from his or her eligible high school.

(c) **Eligible core course** – a course in English, math, science, social studies, or a foreign language upon which the Commission calculates grade point averages for HOPE scholarship eligibility pursuant to O.C.G.A. § 20-2-157(b)(3.1) and which is included in the eligible course list.

(d) **Eligible course list** – a list of courses maintained by the Commission which identifies courses approved for funding authorized by O.C.G.A. § 20-2-161.3 and shall include eligible core courses and eligible Career, Technology, and Agricultural Education (CTAE) courses.

(e) **Eligible CTAE course** – all career, technical, and agricultural education courses which are aligned with the Georgia Department of Education’s Career Clusters and Pathways programs and which are included in the eligible course list.

(f) **Eligible dual credit course** – a dual credit course which is included in the eligible course list and which is eligible for payment, with state funds, under these Programs subject to the following maximum credit hour caps:

1. Eligible high school students with 18 or fewer semester hours, or the equivalent amount of quarter hours, of dual credit courses funded by O.C.G.A. § 20-2-161.3 on or before June 30, 2020, shall be limited to a total of 30 semester hours, or the equivalent amount of quarter hours, of eligible dual credit courses; and

2. Eligible high school students with 19 or more semester hours, or the equivalent amount of quarter hours, of dual credit courses funded by O.C.G.A. § 20-2-161.3 on or before June 30, 2020, shall be limited to 12 additional semester hours, or the equivalent amount of quarter hours, of eligible dual credit courses.

~~(e)(g)~~ **Eligible High School** – any private or public secondary educational institution located within the State of Georgia and any home study program operated pursuant to O.C.G.A. § 20-2-690.

~~(d)~~**(h) Eligible High School Student** – ~~a student entering ninth, tenth, eleventh, or twelfth grade at an eligible high school.~~ a student who is:

1. Entering or enrolled in eleventh or twelfth grade at an eligible high school taking any eligible dual credit course at any eligible postsecondary institution; or

2. Entering or enrolled in tenth grade at an eligible high school when such student:

(i) Is enrolled in an eligible CTAE course at an institution within the Technical College System of Georgia;

(ii) Has obtained prior to the beginning of the term of dual enrollment coursework an SAT or ACT test score that would meet the assessment requirements of a Zell Miller Scholar pursuant to O.C.G.A. § 20-3-519 (27)(A)(i) and is taking eligible core courses at any eligible postsecondary institution; or

(iii) Was enrolled as a ninth grader in one or more dual credit courses at an eligible postsecondary institution for which payment was made pursuant to O.C.G.A. § 20-2-161.3 on or before June 30, 2020.

~~(e)~~**(i) Eligible Postsecondary Institution** – any eligible postsecondary institution as defined in ~~paragraph (7) of~~ O.C.G.A. § 20-3-519~~(7)~~.

~~(f)~~**(j) Georgia Department of Education** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

~~(g)~~**(k) Programs** – ~~an~~ the arrangement authorized by O.C.G.A §§ 20-2-161.3 and 20-2-149.2, also referred throughout this rule as Options A and B respectively, whereby an eligible high school student takes one or more dual credit courses, including self-pay dual credit courses, with the goal of completing postsecondary credit and high school diploma requirements.

(1) Self-Pay Dual Credit Course – a postsecondary course, including a virtual course, taken by an eligible high school student pursuant to an arrangement at or through an eligible postsecondary institution for which, beginning with the 2021-2022 school year, the student receives secondary credit from his or her eligible high school and which is not funded using state funds.

~~(h)~~**(m) Secondary Credit** – a high school credit for dual credit courses taken at or through an eligible postsecondary institution under the ~~programs~~ Programs.

(2) REQUIREMENTS

(a) ~~Any~~An eligible high school student may apply to an eligible postsecondary institution to take one or more dual credit courses or self-pay dual credit courses at or through that postsecondary institution which are approved for secondary credit pursuant to ~~subsection (f) of~~ O.C.G.A. § 20-2-161.3(f). If accepted at an eligible postsecondary institution, such eligible high school student may take any such approved dual credit course or self-pay dual credit course at or through that postsecondary institution, whether or not the course is taught during the regular eligible high school day and receive secondary credit therefor under the conditions provided in O.C.G.A. § 20-2-161.3.

(b) No later than the first day of February each year, each eligible high school shall provide information about the ~~programs~~Programs, which shall include forms provided by the Georgia Department of Education, to all its eligible high school students. An eligible high school shall also provide counseling services to such students and their parents or guardians before the students enroll in the ~~programs~~Programs. Prior to participating in the program, the student and the student's parent or guardian shall sign the form provided by the eligible high school or by an eligible postsecondary institution stating that they have received the counseling specified in this subsection and that they understand the responsibilities that shall be assumed in participating in the Programs~~programs~~.

1. Information and materials regarding the ~~Programs~~programs shall be provided to each eighth grade public school student at the time the student is developing his or her individual graduation plan as required by O.C.G.A. § 20-2-327.

(c) In order to participate in the Programs, ~~Each~~each eligible high school shall be required to execute a participation agreement as prescribed by the ~~commission~~Commission.

(d) A participating eligible high school shall grant secondary credit to an eligible high school student enrolled in a dual credit course or self-pay dual credit course in an eligible postsecondary institution if such student successfully completes ~~that~~such course. The secondary credit granted shall be for a comparable required course; career, technical, and agricultural education course; or elective course. Upon completion of an eligible postsecondary institution's dual credit course or self-pay dual credit course, the eligible high school student shall be responsible for requesting that the eligible postsecondary institution notify ~~the~~such student's eligible high school regarding his or her grade in ~~that~~such course.

1. Secondary credits granted for eligible postsecondary institution dual credit or self-pay dual credit courses as provided in (2)(d) shall be counted by the eligible high school toward graduation requirements and subject area requirements of the eligible high school. Evidence of successful completion of each dual credit or self-pay dual credit course and secondary credits granted shall be included in the eligible high school student's secondary school records and transcripts.

2. Grades earned at an eligible postsecondary institution shall be included on the high school transcript and shall be used, by the eligible high school, to compute a student's grade point average.

3. Secondary credits granted at an eligible postsecondary institution shall be converted and transcribed on the eligible high school student's transcript.

(i) Eligible postsecondary institution semester hour credit shall be converted to secondary credit as follows:

(I) 1 to 2 semester hours = .5 secondary credit

(II) 3 ~~to 5~~ or more semester hours = 1 secondary credit

(III) 1 to 3 quarter hour credits = .5 secondary credit

(IV) 4 ~~to 8~~ or more quarter hour credits = 1 secondary credit.

(e) A participating eligible high school shall be required to award a high school diploma to any eligible high school student who is enrolled at or through an eligible postsecondary institution under the ~~Programs~~ programs as long as the credit earned at or through such postsecondary institution satisfies course requirements needed for the eligible high school student to complete high school graduation.

(f) Dual Enrollment Option A Requirements

1. An eligible high school student shall meet the following requirements, pursuant to O.C.G.A § 20-2-161.3, in order to be awarded a high school diploma:

(i) Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.

(ii) Earns ~~two-a~~ secondary credits in State Board identified high school courses that culminate in a state administered end-of-course assessment in each of the following subject areas: English/language arts, Mathematics, Science and Social Studies. Eligible high school students must participate in the appropriate end-of-course assessment.

(I) However, State Board of Education Rule 160-3-1-.07 TESTING PROGRAMS – STUDENT ASSESSMENT (2)(j)1 establishes certain exemptions from end-of-course assessments.

(iii) Earns one secondary credit in health and physical education.

(iv) Completes approved postsecondary courses that satisfy high school graduation requirements.

(v) Earns the requisite credits required by State Board of Education Rule 160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years.

(g) Dual Enrollment Option B Requirements

1. An eligible high school student shall meet the following requirements, pursuant to O.C.G.A § 20-2-149.2, in order to be awarded a high school diploma:

(i) Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.

(ii) Earns two secondary credits in state required ninth and tenth grade level high school courses or their equivalent: two English courses, two mathematics courses, two science courses, and two social studies courses; and any state required tests associated with any such course.

(I) ~~At a minimum, s~~Students pursuing a high school diploma according to the provisions of (2)(g) of this rule must successfully complete and pass the following courses and participate in the specified end-of-course assessments: Algebra I or Coordinate Algebra, ~~and Geometry or Analytic Geometry,~~ and Biology, ~~and Ninth Grade Literature and Composition~~Beginning with the 2021-2022 school year, students pursuing a high school diploma according to the provisions of (2)(g) of this rule must also successfully complete and pass American Literature and Composition and participate in the specified end-of-course assessment.

(iii) Earns one secondary credit in health and physical education.

(iv) Completes one of the following postsecondary requirements:

(I) An associate degree program; or

(II) A technical college diploma program and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field; or

(III) At least two technical college certificate of credit programs in one specific career pathway and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia.

(v) A student who meets the requirements of sections (2)(g) 1. (i) through (iv) shall be deemed to have met all graduation requirements of the State Board of Education and shall not be subject to any courses or assessments otherwise required for purposes of graduation.

(h) No local school system that receives funding under ~~this article~~ the Quality Basic Education Act shall exclude eligible high school students taking one or more dual credit courses pursuant to this Code section from eligibility determinations for valedictorian and salutatorian of a participating eligible high school; provided, however, that this shall not apply to a ~~high school~~ student who moves into the local school system after ~~his or her sophomore year~~ tenth grade and has not taken any courses on site at the participating eligible high school.

Authority: O.C.G.A. §§ 20-2-149.2 and 20-2-161.3

Adopted: ~~June 13, 2019~~

Effective: ~~July 3, 2019~~

Code: IDCH

160-4-2-.34 DUAL ENROLLMENT.**(1) DEFINITIONS**

(a) **Commission** – the Georgia Student Finance Commission created by O.C.G.A. § 20-3-233.

(b) **Dual Credit Course** – a postsecondary course, including a virtual course, taken by an eligible high school student pursuant to an arrangement at or through an eligible postsecondary institution for which the student receives secondary credit from his or her eligible high school.

(c) **Eligible core course** – a course in English, math, science, social studies, or a foreign language upon which the Commission calculates grade point averages for HOPE scholarship eligibility pursuant to O.C.G.A. § 20-2-157(b)(3.1) and which is included in the eligible course list.

(d) **Eligible course list** – a list of courses maintained by the Commission which identifies courses approved for funding authorized by O.C.G.A. § 20-2-161.3 and shall include eligible core courses and eligible Career, Technology, and Agricultural Education (CTAE) courses.

(e) **Eligible CTAE course** – all career, technical, and agricultural education courses which are aligned with the Georgia Department of Education's Career Clusters and Pathways programs and which are included in the eligible course list.

(f) **Eligible dual credit course** – a dual credit course which is included in the eligible course list and which is eligible for payment, with state funds, under these Programs subject to the following maximum credit hour caps:

1. Eligible high school students with 18 or fewer semester hours, or the equivalent amount of quarter hours, of dual credit courses funded by O.C.G.A. § 20-2-161.3 on or before June 30, 2020, shall be limited to a total of 30 semester hours, or the equivalent amount of quarter hours, of eligible dual credit courses; and

2. Eligible high school students with 19 or more semester hours, or the equivalent amount of quarter hours, of dual credit courses funded by O.C.G.A. § 20-2-161.3 on or before June 30, 2020, shall be limited to 12 additional semester hours, or the equivalent amount of quarter hours, of eligible dual credit courses.

(g) **Eligible High School** – any private or public secondary educational institution located within the State of Georgia and any home study program operated pursuant to O.C.G.A. § 20-2-690.

(h) **Eligible High School Student** – a student who is:

1. Entering or enrolled in eleventh or twelfth grade at an eligible high school taking any eligible dual credit course at any eligible postsecondary institution; or

2. Entering or enrolled in tenth grade at an eligible high school when such student:

(i) Is enrolled in an eligible CTAE course at an institution within the Technical College System of Georgia;

(ii) Has obtained prior to the beginning of the term of dual enrollment coursework an SAT or ACT test score that would meet the assessment requirements of a Zell Miller Scholar pursuant to O.C.G.A. § 20-3-519 (27)(A)(i) and is taking eligible core courses at any eligible postsecondary institution; or

(iii) Was enrolled as a ninth grader in one or more dual credit courses at an eligible postsecondary institution for which payment was made pursuant to O.C.G.A. § 20-2-161.3 on or before June 30, 2020.

(i) **Eligible Postsecondary Institution** – any eligible postsecondary institution as defined in O.C.G.A. § 20-3-519(7).

(j) **Georgia Department of Education** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(k) **Programs** – the arrangement authorized by O.C.G.A §§ 20-2-161.3 and 20-2-149.2, also referred throughout this rule as Options A and B respectively, whereby an eligible high school student takes one or more dual credit courses, including self-pay dual credit courses, with the goal of completing postsecondary credit and high school diploma requirements.

(1) **Self-Pay Dual Credit Course** – a postsecondary course, including a virtual course, taken by an eligible high school student pursuant to an arrangement at or through an eligible postsecondary institution for which, beginning with the 2021-2022 school year, the student receives secondary credit from his or her eligible high school and which is not funded using state funds.

(m) **Secondary Credit** – a high school credit for dual credit courses taken at or through an eligible postsecondary institution under the Programs.

(2) REQUIREMENTS

(a) An eligible high school student may apply to an eligible postsecondary institution to take one or more dual credit courses or self-pay dual credit courses at or

through that postsecondary institution which are approved for secondary credit pursuant to O.C.G.A. § 20-2-161.3(f). If accepted at an eligible postsecondary institution, such eligible high school student may take any such approved dual credit course or self-pay dual credit course at or through that postsecondary institution, whether or not the course is taught during the regular eligible high school day and receive secondary credit therefor under the conditions provided in O.C.G.A. § 20-2-161.3.

(b) No later than the first day of February each year, each eligible high school shall provide information about the Programs, which shall include forms provided by the Georgia Department of Education, to all its eligible high school students. An eligible high school shall also provide counseling services to such students and their parents or guardians before the students enroll in the Programs. Prior to participating in the program, the student and the student's parent or guardian shall sign the form provided by the eligible high school or by an eligible postsecondary institution stating that they have received the counseling specified in this subsection and that they understand the responsibilities that shall be assumed in participating in the Programs.

1. Information and materials regarding the Programs shall be provided to each eighth grade public school student at the time the student is developing his or her individual graduation plan as required by O.C.G.A. § 20-2-327.

(c) In order to participate in the Programs, each eligible high school shall be required to execute a participation agreement as prescribed by the Commission.

(d) A participating eligible high school shall grant secondary credit to an eligible high school student enrolled in a dual credit course or self-pay dual credit course in an eligible postsecondary institution if such student successfully completes such course. The secondary credit granted shall be for a comparable required course; career, technical, and agricultural education course; or elective course. Upon completion of an eligible postsecondary institution's dual credit course or self-pay dual credit course, the eligible high school student shall be responsible for requesting that the eligible postsecondary institution notify such student's eligible high school regarding his or her grade in such course.

1. Secondary credits granted for eligible postsecondary institution dual credit or self-pay dual credit courses as provided in (2)(d) shall be counted by the eligible high school toward graduation requirements and subject area requirements of the eligible high school. Evidence of successful completion of each dual credit or self-pay dual credit course and secondary credits granted shall be included in the eligible high school student's secondary school records and transcripts.

2. Grades earned at an eligible postsecondary institution shall be included on the high school transcript and shall be used, by the eligible high school, to compute a student's grade point average.

3. Secondary credits granted at an eligible postsecondary institution shall be converted and transcribed on the eligible high school student's transcript.

(i) Eligible postsecondary institution semester hour credit shall be converted to secondary credit as follows:

(I) 1 to 2 semester hours = .5 secondary credit

(II) 3 or more semester hours = 1 secondary credit

(III) 1 to 3 quarter hour credits = .5 secondary credit

(IV) 4 or more quarter hour credits = 1 secondary credit.

(e) A participating eligible high school shall be required to award a high school diploma to any eligible high school student who is enrolled at or through an eligible postsecondary institution under the Programs as long as the credit earned at or through such postsecondary institution satisfies course requirements needed for the eligible high school student to complete high school graduation.

(f) Dual Enrollment Option A Requirements

1. An eligible high school student shall meet the following requirements, pursuant to O.C.G.A § 20-2-161.3, in order to be awarded a high school diploma:

(i) Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.

(ii) Earns a secondary credit in State Board identified high school courses that culminate in a state administered end-of-course assessment in each of the following subject areas: English/language arts, Mathematics, Science and Social Studies. Eligible high school students must participate in the appropriate end-of-course assessment.

(I) However, State Board of Education Rule 160-3-1-.07 TESTING PROGRAMS – STUDENT ASSESSMENT (2)(j)1 establishes certain exemptions from end-of-course assessments.

(iii) Earns one secondary credit in health and physical education.

(iv) Completes approved postsecondary courses that satisfy high school graduation requirements.

(v) Earns the requisite credits required by State Board of Education Rule 160-4-2-.48 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years.

(g) Dual Enrollment Option B Requirements

1. An eligible high school student shall meet the following requirements, pursuant to O.C.G.A § 20-2-149.2, in order to be awarded a high school diploma:

(i) Receives a score of admission acceptable on the readiness assessment required by the eligible postsecondary institution.

(ii) Earns two secondary credits in state required ninth and tenth grade level high school courses or their equivalent: two English courses, two mathematics courses, two science courses, and two social studies courses; and any state required tests associated with any such course.

(I) Students pursuing a high school diploma according to the provisions of (2)(g) of this rule must successfully complete and pass the following courses and participate in the specified end-of-course assessments: Algebra I or Coordinate Algebra, and Biology. Beginning with the 2021-2022 school year, students pursuing a high school diploma according to the provisions of (2)(g) of this rule must also successfully complete and pass American Literature and Composition and participate in the specified end-of-course assessment.

(iii) Earns one secondary credit in health and physical education.

(iv) Completes one of the following postsecondary requirements:

(I) An associate degree program; or

(II) A technical college diploma program and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field; or

(III) At least two technical college certificate of credit programs in one specific career pathway and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia.

(v) A student who meets the requirements of sections (2)(g) 1. (i) through (iv) shall be deemed to have met all graduation requirements of the State Board of Education and shall not be subject to any courses or assessments otherwise required for purposes of graduation.

(h) No local school system that receives funding under the Quality Basic Education Act shall exclude eligible high school students taking one or more dual credit courses pursuant to this Code section from eligibility determinations for valedictorian and salutatorian of a participating eligible high school; provided, however, that this shall

not apply to a student who moves into the local school system after tenth grade and has not taken any courses on site at the participating eligible high school.

Authority: O.C.G.A. §§ 20-2-149.2 and 20-2-161.3

Adopted:

Effective:

Rule Synopsis for State Board of Education Rule 160-4-2-.34 Dual Enrollment

State Board of Education Rule 160-4-2-.34 Dual Enrollment was created to establish the provisions for administering dual enrollment programs operating in Georgia public schools pursuant to O.C.G.A. § 20-2-161.3 and O.C.G.A. § 20-2-149.2.

The rule is being amended to incorporate changes brought about by House Bill 444 and Senate Bill 367 which passed during the 2020 legislative session and subsequently signed into law by the Governor of Georgia.

The amendment of Rule 160-4-2-.34 Dual Enrollment will address the following:

- Add definitions for the following terms: Eligible Core Course, Eligible Course List, Eligible CTAE Course, Eligible Dual Credit Course, Self-Pay Dual Credit Course
- Amends the following definitions: Eligible High School Student, and Programs.
- Inserted the term self-pay dual credit course throughout the rule requirements where this opportunity would be applicable.
- In section (2)(d)3(i) (II) amended “3 to 5 semester hours” to read “3 or more semester hours”
- In section (2)(d)3(i) (IV) amended “3 to 8 quarter hour credits” to read “3 or more quarter hour credits”
- In section (2)(g)1.(ii)(I) inserted language, “Beginning with the 2021-2022 school year, students pursuing a high school diploma according to the provisions of (2)(g) of this rule must also successfully complete and pass American Literature and Composition and participate in the specified end-of-course assessment.”

**STATE BOARD OF EDUCATION
STATE OF GEORGIA**

E.M. and S.M.,	:	
	:	
Appellants,	:	
	:	
v.	:	CASE NOS. 2021-04 AND 2021-05
	:	
BERRIEN COUNTY BOARD OF EDUCATION,	:	DECISION
	:	
Appellee.	:	

This is an appeal by E.M. and S.M. (“Students”) from the decision issued by the Berrien County Board of Education (“Local Board”) prohibiting each from riding the school bus for the remainder of their middle school and high school careers, respectively. Additionally, the Students appeal the provision in the Local Board’s decision allowing automatic referral to the Local Board’s alternative school should they engage in another fight during their respective middle school and high school careers. The Local Board took these actions because it found that on or about August 24, 2020, the Students violated the Local Board’s Student Code of Conduct policies (“Policies”) by fighting on a school bus. For the reasons set forth below, the Local Board’s determination is **REVERSED**, in part, and **REMANDED**, in part.

I. FACTUAL AND PROCEDURAL BACKGROUND

On August 24, 2020, brothers E.M., a sixth (6th) grader at Berrien Middle School, and S.M., a ninth (9th) grader at Berrien High School, were involved in a multi-person fight on the school bus. Following the fight, the Students were suspended for ten (10) days. On August 28, 2020, notice was sent to the Students’ parent charging the Students with violating the Policies which prohibit fighting.

The Students’ disciplinary hearings were conducted before a tribunal on September 4, 2020. The tribunal suspended E.M. from riding the school bus through the end of his eighth (8th) grade year, assigned him to the alternative school until the end of the first (1st) nine (9) week grading period, October 19, 2020, and mandated automatic referral to the Local Board’s alternative school without benefit of a disciplinary tribunal for all future allegations of fighting. Additionally, the tribunal suspended S.M. from riding the school bus for the remainder of his high school career and ordered him automatically referred to the alternative school without benefit of a disciplinary tribunal for all future allegations of fighting. The Students timely appealed the tribunal decisions to the Local Board. On October 5, 2020, the Local Board affirmed the tribunal’s decisions. Thereafter, on November 3, 2020, the Students filed a timely appeal to the State Board.

II. STANDARD OF REVIEW

The standard for review by the State Board of Education is that if there is any evidence to support the decision of the local board of education, then the local board's decision will stand unless there has been an abuse of discretion or the decision is so arbitrary and capricious as to be illegal. See *Ransum v. Chattooga Cnty. Bd. of Educ.*, 144 Ga. App. 783, 242 S.E.2d 374 (1978); *Antone v. Greene Cnty. Bd. of Educ.*, Case No. 1976-11 (Ga. SBE, Sept. 1976). *Roderick J. v. Hart Cnty. Bd. of Educ.*, Case No. 1991-14 (Ga. SBE, Aug. 1991).

III. ISSUES ON APPEAL

A. Did the Local Board's Decision Violate Georgia Law and the Local Board's Student Code of Conduct Policies?

The Students argue that the Local Board's decision to suspend them from riding the school bus for multiple years violate both O.C.G.A. § 20-2-751.5(b)(2) and the Local Board's own Policies.

1. Do the Local Board's Student Code of Conduct Policies Violate Georgia law?

O.C.G.A. § 20-2-751.5(b)(2) states:

If a student is found to have engaged in physical acts of violence as defined by Code Section 20-2-751.6, the student shall be subject to the penalties set forth in such Code section. If a student is found to have engaged in bullying as defined by subsection (a) of Code Section 20-2-751.4 or in physical assault or battery of another person on the school bus, the local school board policy shall require a meeting of the parent or guardian of the student and appropriate school district officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This subsection is not to be construed to limit the instances when a school code of conduct or local board of education may require use of a student bus behavior contract.

The Students contend that the Policies violate O.C.G.A. § 20-2-751.5(b)(2) by omitting the necessary provision requiring school district official(s) to meet with a student's parent(s) to develop an age-appropriate school bus behavior contract after it has been determined that a student engaged in a fight on the bus. The record shows that at their disciplinary hearings the Students each pleaded guilty to fighting on the bus. Thereafter, the disciplinary tribunal suspended the Students from riding the bus for the remainder of their middle school and high school careers, respectively. The record reflects no mention of the required meeting to develop a bus behavior contract. Moreover, the Local Board does not refute the assertion that its Policies contain no provision for meeting with parent(s) to develop a bus behavior contract. As such, the State Board finds that the Local Board Policies violate Georgia law by failing to contain a provision requiring

a meeting to develop a bus contract after the determination of guilt for fighting on a school bus and before suspending a student from riding the school bus, as required under O.C.G.A. § 20-2-751.5(b)(2).

2. Did the Students Raise the Issue of a School Bus Behavior Contract before the Local Board?

“The State Board of Education, as an appellate body, is not authorized to consider matters that have not been raised before the Local Board.” *S.M. v. Gwinnett Cnty. Bd. of Educ.*, Case No. 2006-60 (Ga. SBE, May 2006), citing to *Sharpley v. Hall Cnty. Bd. of Educ.*, 251 Ga. 54, 303 S.E.2d 9 (1983).

The Local Board argues that the Students failed to raise the issue of a school bus behavior contract before the Local Board and are now barred from raising the issue before the State Board. “In *Roy S. v. Bibb Cnty. Bd. of Educ.*, Case No. 1986-11 (Ga. SBE, May 12, 1986), the State Board clarifies that while, ‘an administrative proceeding does not require the complete formalities of a judicial proceeding, an appellant must make the reviewing officer aware of what issues the appellant contests. If the issues were clear from the record below, the State Hearing Officer might rule on those issues...’ Often in administrative proceedings the appellant’s case is advanced largely by non-lawyers. For this reason, some leniency is [*sic*] as to form and procedure is in order.” *J.G. v. Walton Cnty. Bd. of Educ.*, Case 2020-09 (Ga. SBE, Nov. 2019).

In this instance, the Students’ parent drafted the appeal to the Local Board. In the appeal, the parent acknowledged that the Students violated the Policies, but challenged the fairness of a multi-year suspension from the school bus. The appeal requested the Students be suspended for the remainder of the year, and the parent offered to do whatever was needed to prevent the Students from repeating this incident. Using informal language, the parent offered to develop an agreement with the district so that the Students could return to riding the bus after the 2020-2021 school year. The parent is not an attorney or school official and was likely unaware that the Students had the right under Georgia law to a formal meeting with district officials to develop a written agreement or bus behavior contract. However, the Local Board should have been aware of that right. Regardless, the record shows that the Local Board wholly rejected the Students’ appeal, including the parent’s informal offer to develop a bus behavior contract. The State Board finds that although the language used in the Students appeal was imprecise, the appeal informally raised the issue of developing a bus behavior contract before the Local Board, preserving the issue for review by the State Board.

3. Does the Local Board’s Decision Violate the Local Board’s Own Student Code of Conduct Policies?

Rule 21 of the Policy provides that:

The following behavior will not be tolerated in any form and may result in an automatic suspension or long-term suspension from the bus: Cursing vulgar language and/or gestures; Any act of physical violence, physical assault or battery, fighting with students and/or driver; Possession or use of alcohol, tobacco and/or

drugs; Bullying, harassing, threatening and/or hurting other students and/or bus driver; Possession or use of lighters, matches and/or combustible or flammable materials; Weapons; and Sexual Misconduct.

The Policy further provides for:

Automatic Suspension: Suspension from bus privileges for 5 days or up to the remainder of the year depending upon the severity of the offense with the discretion of the administrator and a copy of the discipline referral mailed to the parent or guardian. School discipline may be assigned in addition to bus discipline at the discretion of the administrator. In extreme cases, a student exhibiting any of the behaviors listed above in number 21 may be issued an automatic suspension of a minimum of 5 days up to the remainder of the year depending upon the severity of the offense.

The Local Board's decision imposed a multi-year suspension from bus riding on both Students. E.M. was prohibited from riding the bus through the end of his middle school career, and S.M., a ninth (9th) grader, was prohibited from ever riding a school bus again. However, the Students maintain that the Policies only notify of the potential for a bus suspension through the end of a school year. Therefore, the Students argue the imposition of a multi-year suspension is a violation of the Policies.

While Rule 21 identifies the potential for an "automatic suspension or long-term suspension from the bus", it is the Automatic Suspension provision which defines the parameters of automatic and long-term suspensions. The Automatic Suspension provision notes that in "extreme cases" a student violating Rule 21 may be automatically suspended from the bus for a minimum of five (5) days up to the remainder of the school year.

The Local Board insists that if disciplinary tribunals have the authority to expel students from school, as provided for in O.C.G.A. § 20-2-755, then they certainly have the authority to expel them from riding a school bus. Under O.C.G.A. § 20-2-735, local boards are instructed to adopt policies which "provide for the development of age-appropriate student codes of conduct containing standards of behavior, a student support process, a progressive discipline process, and a parental involvement process." In this instance, the Local Board adopted Policies which govern student conduct, and the tribunal was charged with issuing a decision in accordance with those Policies. The Policies indicate that "in extreme cases" a bus suspension will "last up to the remainder of the year..." The Local Board could have adopted Policies which anticipated multi-year bus suspensions, but it did not. Instead, the Local Board adopted Policies which limited bus suspensions to the end of the school year. For these reasons, the State Board finds that the multi-year bus suspension/expulsion imposed on the Students by the tribunal and affirmed by the Local Board violates the Local Board's own Policies by imposing a punishment not provided for in the Policies.

B. Is the Local Board's Decision to Automatically Refer the Students to Alternative School Without Benefit of a Tribunal, Contrary to Law?

The Students argue that the Local Board's decision to automatically refer them to the alternative school without benefit of a disciplinary hearing for all future allegations of fighting violates O.C.G.A. § 20-2-753(a), which provides that:

In addition to any proceedings which are authorized in Code Section 20-2-752, local boards of education shall appoint a disciplinary hearing officer, panel, or tribunal of school officials to hold a disciplinary hearing following any instance of an alleged violation of the student code of conduct where the principal recommends a suspension or expulsion of longer than ten school days or an alleged assault or battery by a student upon any teacher or other school official or employee, if such teacher or other school official or employee so requests.

The Local Board insists that automatic referral to the alternative school without benefit of a tribunal is not contrary to law because placement at the alternative school is not the same as long-term suspension or expulsion from school. The Local Board contends that assignment to the alternative school is merely a change in placement from one public school to another public school.

In O.C.G.A. § 20-2-154.1, Georgia law allows for the creation of local board controlled alternative schools to be used for disciplinary placement in lieu of suspension or expulsion, as well as for academic or non-disciplinary placement. Generally, when there is a disciplinary referral to the alternative school, the student is not only removed from his regular classroom, but he is also prohibited from participating in the curricular and extracurricular activities available to all other students at his regular school. In *E.F. v. Troup Cnty. Bd. of Educ.*, Case No. 2020-15 (Ga. SBE, Mar. 2020), the State Board found that when the student was prohibited from attending his regular school and from participating in the activities available to all other non-suspended students, that student was effectively suspended. Moreover, in accordance with O.C.G.A. § 20-2-753(a), before a local board suspends a student for more than ten (10) days, the accused student must be afforded an opportunity to defend against the allegations lodged against him. For this reason, the State Board finds the provision of the Local Board decision automatically referring the Students to the alternative school without benefit of a tribunal to defend against the allegations lodged against them is a violation of due process and contrary to law.

IV. CONCLUSION

Based upon the foregoing in section 3(B), the State Board finds that the provision of the Local Board's decision which automatically refers the Students to the alternative school without

benefit of a tribunal is **REVERSED**. Furthermore, this case is **REMANDED** to the Local Board with the instruction to hold a meeting with the Students' parent to develop school bus behavior contracts for both Students in accordance with section 3(A)(1) and to limit the term of the Students' bus suspension to comply with Local Board Policy as indicated in section 3(A)(3).

This 25th day of March, 2021.

LISA KINNEMORE
VICE CHAIR FOR APPEALS