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STATE BOARD OF EDUCATION MEETING
January 11, 2023

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**MINUTES OF THE
STATE BOARD OF EDUCATION MEETING**

Atlanta, Georgia
Jason Downey, Chairman

January 11, 2023
Richard Woods, Superintendent

CALL TO ORDER

The State Board of Education convened the Committee Meetings on Wednesday, January 11, 2023 at 11:32 a.m.

ATTENDEES

State Board of Education:

In-person:

Mr. Frank Griffin	Mr. Mike Royal	Dr. Stan DeJarnett
Ms. Lisa Kinnemore	Mr. Jason Downey	Mr. Scott Johnson
Mr. Kenneth Mason	Ms. Martha Zoller	Mr. Matt Donaldson
Mr. Scott Sweeney	Ms. Phenna Petty	Mr. Michael Kobito (GaTOTY)

Via Teleconference:

Mr. Leonte Benton

Others Participating: Superintendent Richard Woods

At 11:32 a.m., the Budget Committee met to consider items for the State Board meeting. At 11:38 a.m., the District Flexibility & Charter Schools Committee met to consider items for the State Board meeting. (*Budget Committee meeting minutes can be found in Appendix 1. District Flexibility & Charter Schools Committee meeting minutes can be found at Appendix 2.*)

At 11:40 a.m., a motion was made by Mr. Matt Donaldson with a second by Mr. Scott Sweeney 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., Ms. Lisa Kinnemore made a motion seconded by Mr. Matt Donaldson and then a unanimous affirmative vote was given to exit Executive Session.

At 12:56 p.m., the Rules Committee met to consider items for the State Board meeting. (*Rules Committee meeting minutes can be found in Appendix 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, January 11, 2023 State Board Meeting.)

CALL TO ORDER

The State Board of Education convened the Committee of the Whole on Wednesday, January 11, 2023 at 2 p.m. Chairman Jason Downey called the meeting to order at 2:02 p.m.

INVOCATION/PLEDGE

Ms. Lisa Kinnemore provided the invocation and pledge for the meeting.

GUEST RECOGNITION

Mr. Jason Downey acknowledged the guests in the audience who included:

Dr. Claire Buck, GACIS; Justin Pauly, GSBA; Shannon Downs, West Georgia RESA; Roger Fitzpatrick, Mountain Education Charter High School; Paul Williams, Foothills Charter High School; Donovan Head, GOSA; Margaret Ciccarelli, PAGE; George Ray, Georgia Education Coalition/Georgia Association for Career and Technical Education; Dr Jody Barrow, GSSA; Stephanie Tanner, GSBA; Angela Palm, GSBA; Larry Darnell, Educators First; and Blake Sullivan, Standing Tree.

ACTION ITEMS

By motion of Mr. Scott Sweeney and a second from Ms. Martha Zoller, a unanimous affirmative vote was made to approve the Agenda for the January 11, 2023 State Board meeting.

CONSENT AGENDA

By motion of Mr. Scott Sweeney and a second by Ms. Lisa Kinnemore, a unanimous affirmative vote was made to approve the Consent Agenda for the January 11, 2023 State Board meeting.

1. **CTAE - Grant Amendment - FY23 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 the attached list of Local Education Agencies (LEAs) by the amount of \$1,200,571 for a cost not to exceed \$22,306,783 in Federal Funds for the purpose of Middle and High School CTAE program improvement. (Appendix 4)
2. **FP – Grant Amendment– FY23 Individuals with Disabilities Education Act (IDEA) Funding for Students with Disabilities New and Expanding Charters Adjustment.** The State Board of Education authorized the State School Superintendent to amend the grant with IDEA funds to selected local educational agencies (LEAs) by the amount of \$1,030,112 for a cost not to exceed \$364,943,983 in Federal Funds for the purpose of adjusting allocations for new and expanding LEA charter schools. (Appendices 5-6)
3. **PFEA – Grant – Building Opportunities in Out-of-School Time (BOOST) Grant Awards.** The State Board of Education authorized the State School Superintendent to

award a grant to the attached list of grantees at a cost not to exceed \$13,983,928.52 in Federal Funds for BOOST Summer Grants. (Appendix 7)

4. **REI – Grant – Safety Grant Round 2.** The State Board of Education authorized the State School Superintendent to award a grant to the 34 Rural School Districts at a cost not to exceed \$1,437,477 in Federal Funds for improving school safety practices and infrastructure. (Appendix 8)
5. **REI – Grant – Technology Grant.** The State Board of Education authorized the State School Superintendent to award a grant to the 115 Rural School Districts at a cost not to exceed \$11,500,000 in Federal Funds for improving technology and infrastructure. (Appendix 9)
6. **SI – Grant Amendment– FY23, Title I, Part A, 1003 School Improvement Grants.** The State Board of Education authorized the State School Superintendent to amend the Title I, Part A, 1003 School Improvement Grant with local educational agencies (LEAs) by \$1,710,000 for a cost not to exceed \$31,490,000 in Federal Funds to support school improvement planning for schools that are newly identified as Targeted Support and Improvement (TSI), Comprehensive Support and Improvement (CSI), or Tier IV. (Appendix 10)
7. **FBO - \$50,000.01 - \$250,000 Contracts.** The State Board of Education authorized the State School Superintendent to receive, enter into, or amend contracts with the vendors specified in the attachments for the \$50,000.01 - \$250,000 Contracts at a cost not to exceed the amounts provided in said attachments. (Appendices 11-20)
8. **FBO - Under \$250,000 Grant Amendments.** The State Board of Education authorized the State School Superintendent to amend the grants specified in the attachments, where the amendments are less than \$250,000, at a cost not to exceed the amounts provided in said attachments. (Appendix 21)
9. **TL - Standards – Army JROTC Cyber 1 (Adoption).** The State Board of Education adopted the Georgia Standards of Excellence for Army JROTC Cyber 1 which will subsequently be added to the State-Funded List of K-8 Subjects and 9-12 Courses. (Appendices 22-23)
10. **TL - Standards - Hotel Operations and Management (Adoption).** The State Board of Education adopted the Georgia Standards of Excellence for Hotel Operations and Management which will subsequently be added to the State-Funded List of K-8 Subjects and 9-12 Courses. (Appendices 24-25)
11. **TL - Standards - Powersports and Small Engine Maintenance and Repair Pathway (Adoption).** The State Board of Education adopted the Georgia Standards of Excellence for Powersports and Small Engine Preventative Maintenance, Powersports and Small Engine Fuel Systems and Diagnostics, and Powersports and Small Engine Systems

Performance Theory which will subsequently be added to the State-Funded List of K-8 Subjects and 9-12 Courses. (Appendices 26-29)

12. **CTAE - Amendment to State Board Rule 160-4-2-.34 Dual Enrollment (Initiation).** The State Board of Education authorized the State School Superintendent to initiate rulemaking procedures in accordance with the Georgia Administrative Procedure Act so as to amend State Board of Education Rule 160-4-2-.34 Dual Enrollment. (Appendices 30-33)
13. **PFEA - Strategic Waivers School Systems (SWSS) Contract Amendment - Hall County Schools.** The State Board of Education approved the Strategic Waivers School System (SWSS) contract amendment for Hall County Schools to add additional waivers.
14. **Personnel.** The State Board of Education approved the January 2023 Personnel Report as presented. (Appendix 34)
15. **State Board Meeting Minutes – December 2022.** The State Board of Education approved the minutes of the December State Board Meeting.
16. **Executive Session Minutes.** The State Board of Education approved the minutes of the December 7, 2022 Executive Session.
17. **Called State Board Meeting Minutes – December 20, 2022.** The State Board of Education approved the minutes of the November State Board Meeting
18. **Executive Session Minutes.** The State Board of Education approved the minutes of the December 20, 2022 Executive Session.
19. **Legal Appeal to the State Board - Case 2023-04.** The State Board of Education approved the decision for Legal Appeal – Case 2023-04. (Appendix 35)
20. **Legal Appeal to the State Board - Case 2023-11.** The State Board of Education approved the decision for Legal Appeal – Case 2023-11. (Appendix 36)
21. **EAP - Individual Student Waiver - Case # 23-0092.** The State Board of Education approved Individual Student Waiver Case #23-0092.
22. **EAP - Individual Student Waiver - Case # 23-0101.** The State Board of Education approved Individual Student Waiver Case #23-0101.
23. **EAP - Individual Student Waiver - Case # 23-0102.** The State Board of Education approved Individual Student Waiver Case #23-0102.
24. **EAP - Individual Student Waiver - Case # 23-0105.** The State Board of Education approved Individual Student Waiver Case #23-0105.

- 25. EAP - Individual Student Waiver - Case # 23-0106.** The State Board of Education approved Individual Student Waiver Case #23-0106.

SUPERINTENDENT’S REPORT TO THE BOARD

No Superintendent’s Report was given at this meeting.

CHAIR’S REPORT

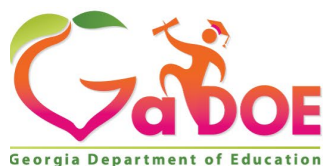
Chair Jason Downey introduced Mr. Blake Sullivan, a Bibb County businessman and member of the Business Education Partnership with Bibb County Schools. Mr. Sullivan provided a synopsis of Bibb County’s successful implementation of Franklin Covey’s Leader In Me program which features a curriculum based on Franklin Covey’s book *The Seven Habits of Successful People*. After a positive pilot which included a significant decline in discipline problems, Mr. Sullivan worked with the business community to raise over \$2.1 million to launch the program in all elementary and middle schools in the district. Later, another \$2.8 million was raised to introduce the program in the school district’s high schools in order to teach the students the “soft skills” necessary to be successful in the workforce. Mr. Sullivan then spoke about his desire to bring the program to more schools across the state and the proposal sent to the Governor and State Legislature for a \$20 million appropriation to fund expanding the program in 200 more schools across the state.

ADJOURNMENT

At 2:49 p.m., by motion of Ms. Lisa Kinnemore and multiple seconds, a unanimous affirmative vote was given to adjourn the meeting. The next regular State Board meeting is scheduled for February 15-16, 2023.

Respectfully Submitted,

Julie James
Recording Secretary



Budget Committee Meeting Minutes January 11, 2023 2070 Conference Room @ 11:30 AM

Meeting called to order: 11:33AM

Meeting adjourned: 11:38AM

Attendees:

Board Members

Dr. Stanley W. DeJarnett
Matt W. Donaldson
Jason Downey
William Franklin "Frank" Griffin, Jr.
Lisa Kinnemore
Michael Kobito (Ex-Officio)
Kenneth Mason
Phenna Petty

Helen Rice
Mike Royal
Scott Sweeney
Martha Zoller
Supt. Woods

Items 1 through 8 were unanimously approved and moved to the consent agenda.

Board Items

1. CTAE - Grant Amendment - FY23 Federal High School Program Grants for Career, Technical and Agricultural Education (CTAE)
2. FP - Grant Amendment- FY23 Individuals with Disabilities Education Act (IDEA) Funding for Students with Disabilities New and Expanding Charters Adjustment
3. PFEA - Grant - Building Opportunities in Out-of-School Time (BOOST) Grant Awards
4. REI - Grant - Safety Grant Round 2
5. REI - Grant - Technology Grant
6. SI - Grant Amendment- FY23, Title I, Part A, 1003 School Improvement Grants
7. FBO - \$50,000.01 - \$250,000 Contracts
8. FBO - Under \$250,000 Grant Amendments



DISTRICT FLEXIBILITY AND CHARTER SCHOOLS COMMITTEE MEETING

Georgia Department of Education
205 Jesse Hill Jr. Dr. SE
Atlanta, Georgia 30334
January 11, 2023 • 11:40 A.M.

MINUTES

CALL TO ORDER

The District Flexibility and Charter Schools Committee convened on January 11, 2023 at 11:38 am.

ATTENDEES

State Board of Education:

Mr. Leonte Benton (via conference call)	Ms. Phenna Rene Petty
Dr. Stan DeJarnett, Committee Vice Chair	Ms. Helen Rice
Mr. Matt Donaldson	Mr. Mike Royal
Mr. Jason Downey	Mr. Scott Sweeney, Committee Chair
Mr. William Franklin “Frank” Griffin, Jr.	Ms. Martha Zoller
Ms. Lisa Kinnemore	Michael Kobito, Ex-Officio Member
Mr. Kenneth Mason	

Others participating:

Superintendent Richard Woods	Ms. Tiffany Taylor
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STRATEGIC WAIVER CONTRACT

1. Hall County Schools Strategic Waiver School System (SWSS) Contract Amendment
 - Ms. Taylor presented the SWSS contract amendment for Hall County Schools.
 - The Hall County Schools SWSS contract amendment was placed on the consent agenda for the January 11, 2023 State Board meeting.

ADJOURNMENT

Chairman Sweeney adjourned the meeting at 11:40 am.

**State Board of Education Rules Committee
State Board Room, Twin Towers East
January 11, 2023, 1:00 PM**

MINUTES

State Board Rules Committee Members Present:

Phenna Petty – Chair, Kenneth Mason – Vice Chair, Leonte Benton, Stan DeJarnett, Jason Downey, Lisa Kinnemore, Helen Rice

Other State Board Members Present:

Frank Griffin, Matt Donaldson, Martha Zoller, Scott Sweeney, Mike Royal, Michael Kobito – Georgia Teach of the Year (Ex Officio)

AGENDA

I. Action Items

- 1. Adoption - Standards - Army JROTC Cyber 1**
– Move to consent agenda.
- 2. Adoption - Standards - Hotel Operations and Management**
– Move to consent agenda.
- 3. Adoption - Standards - Powersports and Small Engine Maintenance and Repair Pathway**
– Move to consent agenda.
- 4. Rule Initiation - State Board Rule - 160-4-2-.34 Dual Enrollment**
– Move to consent agenda.

FY23 CTAE High School Federal Program Grants									
System Number	System Name	Perkins V Program Improvement Grant	Perkins V Professional Development	Total 85% Basic Grant Allocation (Sum of Program Improvement and Professional Development)	PerkinsPlus Reserve Projects	State Institutions	Original Allocation Perkins V (Sum of Total 85% Basic Grant Allocation, Perkins Plus Reserve Projects, and State Institutions)	Amendment 1 FY22 Carryover	Amended Allocation Perkins V
601	Appling County School District	\$42,958	\$3,735	\$46,693	\$6,461		\$53,154	\$2,939	\$56,093
602	Atkinson County School District	\$22,574	\$1,963	\$24,537	\$8,980		\$33,517	\$1,544	\$35,061
603	Bacon County School District	\$25,137	\$2,186	\$27,323	\$8,261		\$35,584	\$1,719	\$37,303
604	Baker County School District	\$6,762	\$588	\$7,350			\$7,350	\$463	\$7,813
605	Baldwin County School District	\$83,343	\$7,247	\$90,590	\$7,752		\$98,342	\$5,702	\$104,044
606	Banks County School District	\$25,938	\$2,255	\$28,193	\$13,454		\$41,647	\$1,774	\$43,421
607	Barrow County School District	\$123,282	\$10,720	\$134,002	\$20,000		\$154,002	\$8,434	\$162,436
608	Bartow County School District	\$119,298	\$10,374	\$129,672	\$20,000		\$149,672	\$8,161	\$157,833
609	Ben Hill County School District	\$41,520	\$3,610	\$45,130			\$45,130	\$2,840	\$47,970
610	Berrien County School District	\$40,471	\$3,519	\$43,990	\$15,000		\$58,990	\$2,768	\$61,758
611	Bibb County School District	\$408,095	\$35,487	\$443,582	\$10,000		\$453,582	\$27,917	\$481,499
612	Bleckley County School District	\$23,721	\$2,063	\$25,784	\$13,562		\$39,346	\$1,623	\$40,969
613	Brantley County School District	\$38,597	\$3,356	\$41,953	\$13,261		\$55,214	\$2,641	\$57,855
614	Brooks County School District	\$34,485	\$2,999	\$37,484	\$7,548		\$45,032	\$2,359	\$47,391
615	Bryan County School District	\$57,059	\$4,962	\$62,021	\$20,000		\$82,021	\$3,903	\$85,924
616	Bulloch County School District	\$128,163	\$11,145	\$139,308	\$14,552		\$153,860	\$8,767	\$162,627
617	Burke County School District	\$57,496	\$5,000	\$62,496	\$10,457		\$72,953	\$3,933	\$76,886
618	Butts County School District	\$63,997	\$5,565	\$69,562			\$69,562	\$4,378	\$73,940
619	Calhoun County School District	\$12,066	\$1,049	\$13,115	\$1,890		\$15,005	\$826	\$15,831
620	Camden County School District	\$74,007	\$6,435	\$80,442	\$20,000		\$100,442	\$5,062	\$105,504
621	Candler County School District	\$27,737	\$2,412	\$30,149			\$30,149	\$1,897	\$32,046
622	Carroll County School District	\$158,736	\$13,803	\$172,539	\$20,000		\$192,539	\$10,859	\$203,398
623	Catoosa County School District	\$86,867	\$7,554	\$94,421	\$15,578		\$109,999	\$5,943	\$115,942
624	Charlton County School District	\$22,265	\$1,936	\$24,201			\$24,201	\$1,523	\$25,724
625	Chatham County School District	\$483,776	\$42,068	\$525,844	\$24,975		\$550,819	\$33,095	\$583,914
626	Chattahoochee County School District	\$20,631	\$1,794	\$22,425	\$3,625		\$26,050	\$1,411	\$27,461
627	Chattooga County School District	\$43,320	\$3,767	\$47,087	\$11,621		\$58,708	\$2,964	\$61,672
628	Cherokee County School District	\$275,339	\$23,943	\$299,282	\$25,000		\$324,282	\$18,836	\$343,118
629	Clarke County School District	\$161,291	\$14,025	\$175,316	\$9,614		\$184,930	\$11,034	\$195,964
631	Clayton County School District	\$669,153	\$58,187	\$727,340			\$727,340	\$45,775	\$773,115
632	Clinch County School District	\$15,529	\$1,350	\$16,879	\$9,270		\$26,149	\$1,063	\$27,212
633	Cobb County School District	\$755,452	\$65,692	\$821,144	\$23,999		\$845,143	\$51,679	\$896,822
634	Coffee County School District	\$107,091	\$9,312	\$116,403	\$13,003		\$129,406	\$7,326	\$136,732
635	Colquitt County School District	\$108,060	\$9,396	\$117,456	\$16,350		\$133,806	\$7,392	\$141,198
636	Columbia County School District	\$173,449	\$15,082	\$188,531	\$25,000		\$213,531	\$11,865	\$225,396
637	Cook County School District	\$40,966	\$3,562	\$44,528	\$12,911		\$57,439	\$2,803	\$60,242
638	Coweta County School District	\$176,110	\$15,314	\$191,424			\$191,424	\$12,047	\$203,471
639	Crawford County School District	\$21,092	\$1,834	\$22,926	\$7,979		\$30,905	\$1,443	\$32,348
640	Crisp County School District	\$57,893	\$5,034	\$62,927			\$62,927	\$3,961	\$66,888
641	Dade County School District	\$18,905	\$1,644	\$20,549			\$20,549	\$1,293	\$21,842
642	Dawson County School District	\$27,965	\$2,432	\$30,397	\$14,250		\$44,647	\$1,913	\$46,560
643	Decatur County School District	\$70,543	\$6,134	\$76,677			\$76,677	\$98,320	\$174,997
644	DeKalb County School District	\$1,437,254	\$124,979	\$1,562,233	\$25,000		\$1,587,233	\$4,825	\$1,592,058
645	Dodge County School District	\$35,750	\$3,109	\$38,859			\$38,859	\$2,445	\$41,304
646	Dooly County School District	\$22,889	\$1,990	\$24,879	\$9,639		\$34,518	\$1,566	\$36,084
647	Dougherty School District	\$235,632	\$20,490	\$256,122	\$15,082		\$271,204	\$16,119	\$287,323
648	Douglas County School District	\$229,143	\$19,925	\$249,068	\$24,930		\$273,998	\$15,675	\$289,673
649	Early County School District	\$27,554	\$2,396	\$29,950	\$10,406		\$40,356	\$1,884	\$42,240
650	Echols County School District	\$10,701	\$931	\$11,632			\$11,632	\$732	\$12,364
651	Effingham County School District	\$87,077	\$7,572	\$94,649	\$20,000		\$114,649	\$5,956	\$120,605
652	Elbert County School District	\$52,649	\$4,578	\$57,227	\$14,460		\$71,687	\$3,602	\$75,289
653	Emanuel County School District	\$59,611	\$5,184	\$64,795	\$7,410		\$72,205	\$4,078	\$76,283
654	Evans County School District	\$26,368	\$2,293	\$28,661	\$8,082		\$36,743	\$1,804	\$38,547
655	Fannin County School District	\$35,235	\$3,064	\$38,299	\$7,759		\$46,058	\$2,411	\$48,469
656	Fayette County School District	\$110,074	\$9,572	\$119,646	\$25,000		\$144,646	\$7,530	\$152,176
657	Floyd County School District	\$109,636	\$9,534	\$119,170	\$17,172		\$136,342	\$7,500	\$143,842
658	Forsyth County School District	\$237,972	\$20,693	\$258,665	\$25,000		\$283,665	\$16,279	\$299,944
659	Franklin County School District	\$41,715	\$3,627	\$45,342	\$11,650		\$56,992	\$2,854	\$59,846
660	Fulton County School District	\$802,807	\$69,809	\$872,616	\$25,000		\$897,616	\$54,918	\$952,534

FY23 CTAE High School Federal Program Grants									
System Number	System Name	Perkins V Program Improvement Grant	Perkins V Professional Development	Total 85% Basic Grant Allocation (Sum of Program Improvement and Professional Development)	PerkinsPlus Reserve Projects	State Institutions	Original Allocation Perkins V (Sum of Total 85% Basic Grant Allocation, Perkins Plus Reserve Projects, and State Institutions)	Amendment 1 FY22 Carryover	Amended Allocation Perkins V
661	Gilmer County School District	\$46,352	\$4,031	\$50,383	\$13,185		\$63,568	\$3,171	\$66,739
662	Glascocock County School District	\$4,343	\$378	\$4,721	\$769		\$5,490	\$297	\$5,787
663	Glynn County School District	\$142,019	\$12,349	\$154,368	\$20,000		\$174,368	\$9,716	\$184,084
664	Gordon County School District	\$58,881	\$5,120	\$64,001	\$19,998		\$83,999	\$4,028	\$88,027
665	Grady County School District	\$54,528	\$4,742	\$59,270	\$13,807		\$73,077	\$3,730	\$76,807
666	Greene County School District	\$31,444	\$2,734	\$34,178			\$34,178	\$2,151	\$36,329
667	Gwinnett County School District	\$1,405,627	\$122,228	\$1,527,855	\$25,000		\$1,552,855	\$96,155	\$1,649,010
668	Habersham County School District	\$64,523	\$5,611	\$70,134	\$10,437		\$80,571	\$4,414	\$84,985
669	Hall County School District	\$268,998	\$23,391	\$292,389	\$25,000		\$317,389	\$18,402	\$335,791
670	Hancock County School District	\$16,452	\$1,431	\$17,883			\$17,883	\$1,125	\$19,008
671	Haralson County School District	\$40,451	\$3,517	\$43,968	\$14,132		\$58,100	\$2,767	\$60,867
672	Harris County School District	\$39,320	\$3,419	\$42,739	\$17,233		\$59,972	\$2,690	\$62,662
673	Hart County School District	\$42,259	\$3,675	\$45,934			\$45,934	\$2,890	\$48,824
674	Heard County School District	\$20,162	\$1,753	\$21,915	\$8,715		\$30,630	\$1,379	\$32,009
675	Henry County School District	\$335,644	\$29,186	\$364,830	\$25,000		\$389,830	\$22,961	\$412,791
676	Houston County School District	\$251,078	\$21,833	\$272,911	\$25,000		\$297,911	\$17,176	\$315,087
677	Irwin County School District	\$19,141	\$1,664	\$20,805	\$9,705		\$30,510	\$1,309	\$31,819
678	Jackson County School District	\$69,745	\$6,065	\$75,810	\$20,000		\$95,810	\$4,771	\$100,581
679	Jasper County School District	\$26,264	\$2,284	\$28,548	\$11,177		\$39,725	\$1,797	\$41,522
680	Jeff Davis County School District	\$37,946	\$3,300	\$41,246	\$7,450		\$48,696	\$2,596	\$51,292
681	Jefferson County School District	\$36,276	\$3,154	\$39,430			\$39,430	\$2,482	\$41,912
682	Jenkins County School District	\$19,004	\$1,653	\$20,657	\$1,470		\$22,127	\$1,300	\$23,427
683	Johnson County School District	\$17,613	\$1,532	\$19,145	\$1,515		\$20,660	\$1,205	\$21,865
684	Jones County School District	\$42,268	\$3,676	\$45,944	\$20,000		\$65,944	\$2,891	\$68,835
685	Lamar County School District	\$29,032	\$2,524	\$31,556	\$14,210		\$45,766	\$1,986	\$47,752
686	Lanier County School District	\$25,290	\$2,199	\$27,489	\$9,859		\$37,348	\$1,730	\$39,078
687	Laurens County School District	\$73,112	\$6,358	\$79,470	\$18,555		\$98,025	\$5,002	\$103,027
688	Lee County School District	\$47,484	\$4,129	\$51,613	\$10,034		\$61,647	\$3,248	\$64,895
689	Liberty County School District	\$125,894	\$10,947	\$136,841	\$19,990		\$156,831	\$8,613	\$165,444
690	Lincoln County School District	\$14,156	\$1,231	\$15,387	\$7,761		\$23,148	\$969	\$24,117
691	Long County School District	\$42,538	\$3,699	\$46,237	\$12,953		\$59,190	\$2,910	\$62,100
692	Lowndes County School District	\$104,022	\$9,045	\$113,067	\$20,000		\$133,067	\$7,116	\$140,183
693	Lumpkin County School District	\$36,576	\$3,181	\$39,757	\$15,000		\$54,757	\$2,502	\$57,259
694	Macon County School District	\$26,828	\$2,333	\$29,161			\$29,161	\$1,835	\$30,996
695	Madison County School District	\$49,405	\$4,296	\$53,701			\$53,701	\$3,380	\$57,081
696	Marion County School District	\$17,429	\$1,516	\$18,945	\$7,950		\$26,895	\$1,192	\$28,087
697	McDuffie County School District	\$51,638	\$4,490	\$56,128	\$14,774		\$70,902	\$3,533	\$74,435
698	McIntosh County School District	\$22,609	\$1,966	\$24,575	\$10,000		\$34,575	\$1,547	\$36,122
699	Meriwether County School District	\$43,047	\$3,743	\$46,790	\$13,540		\$60,330	\$2,945	\$63,275
700	Miller County School District	\$12,091	\$1,051	\$13,142	\$9,880		\$23,022	\$827	\$23,849
701	Mitchell County School District	\$54,941	\$4,777	\$59,718	\$15,000		\$74,718	\$3,759	\$78,477
702	Monroe County School District	\$39,052	\$3,396	\$42,448	\$12,260		\$54,708	\$2,671	\$57,379
703	Montgomery County School District	\$15,056	\$1,309	\$16,365			\$16,365	\$1,030	\$17,395
704	Morgan County School District	\$29,428	\$2,559	\$31,987	\$14,984		\$46,971	\$2,013	\$48,984
705	Murray County School District	\$71,967	\$6,258	\$78,225	\$11,550		\$89,775	\$4,923	\$94,698
706	Muscogee County School District	\$433,840	\$37,725	\$471,565	\$25,000		\$496,565	\$29,678	\$526,243
707	Newton County School District	\$223,002	\$19,391	\$242,393	\$19,997		\$262,390	\$15,255	\$277,645
708	Oconee County School District	\$42,591	\$3,704	\$46,295	\$19,993		\$66,288	\$2,914	\$69,202
709	Oglethorpe County School District	\$23,386	\$2,034	\$25,420	\$7,416		\$32,836	\$1,600	\$34,436
710	Paulding County School District	\$207,906	\$18,079	\$225,985	\$25,000		\$250,985	\$14,222	\$265,207
711	Peach County School District	\$51,087	\$4,442	\$55,529	\$13,836		\$69,365	\$3,495	\$72,860
712	Pickens County School District	\$42,720	\$3,715	\$46,435	\$10,640		\$57,075	\$2,922	\$59,997
713	Pierce County School District	\$38,171	\$3,319	\$41,490	\$8,710		\$50,200	\$2,611	\$52,811
714	Pike County School District	\$24,220	\$2,106	\$26,326			\$26,326	\$1,657	\$27,983
715	Polk County School District	\$86,779	\$7,546	\$94,325	\$20,000		\$114,325	\$5,937	\$120,262
716	Pulaski County School District	\$18,950	\$1,648	\$20,598			\$20,598	\$1,297	\$21,895
717	Putnam County School District	\$39,169	\$3,406	\$42,575	\$14,635		\$57,210	\$2,680	\$59,890
718	Quitman County School District	\$5,107	\$444	\$5,551			\$5,551	\$350	\$5,901
719	Rabun County School District	\$21,488	\$1,868	\$23,356	\$15,000		\$38,356	\$1,470	\$39,826

FY23 CTAE High School Federal Program Grants									
System Number	System Name	Perkins V Program Improvement Grant	Perkins V Professional Development	Total 85% Basic Grant Allocation (Sum of Program Improvement and Professional Development)	PerkinsPlus Reserve Projects	State Institutions	Original Allocation Perkins V (Sum of Total 85% Basic Grant Allocation, Perkins Plus Reserve Projects, and State Institutions)	Amendment 1 FY22 Carryover	Amended Allocation Perkins V
720	Randolph County School District	\$24,085	\$2,094	\$26,179			\$26,179	\$1,647	\$27,826
721	Richmond County School District	\$524,449	\$45,604	\$570,053			\$570,053	\$35,876	\$605,929
722	Rockdale County School District	\$158,826	\$13,811	\$172,637	\$20,000		\$192,637	\$10,865	\$203,502
723	Schley County School District	\$9,538	\$829	\$10,367	\$5,364		\$15,731	\$652	\$16,383
724	Screven County School District	\$28,441	\$2,473	\$30,914	\$12,323		\$43,237	\$1,945	\$45,182
725	Seminole County School District	\$17,634	\$1,533	\$19,167	\$5,025		\$24,192	\$1,206	\$25,398
726	Spalding County School District	\$138,966	\$12,084	\$151,050	\$20,000		\$171,050	\$9,506	\$180,556
727	Stephens County School District	\$45,267	\$3,936	\$49,203	\$15,000		\$64,203	\$3,097	\$67,300
728	Stewart County School District	\$7,055	\$613	\$7,668			\$7,668	\$483	\$8,151
729	Sumter County School District	\$70,899	\$6,165	\$77,064	\$5,669		\$82,733	\$4,850	\$87,583
730	Talbot County School District	\$11,326	\$985	\$12,311			\$12,311	\$775	\$13,086
731	Taliaferro County School District	\$2,942	\$256	\$3,198	\$11,229		\$14,427	\$202	\$14,629
732	Tattnall County School District	\$47,683	\$4,146	\$51,829	\$8,266		\$60,095	\$3,262	\$63,357
733	Taylor County School District	\$16,781	\$1,459	\$18,240	\$3,942		\$22,182	\$1,148	\$23,330
734	Telfair County School District	\$25,760	\$2,240	\$28,000			\$28,000	\$1,762	\$29,762
735	Terrell County School District	\$25,946	\$2,256	\$28,202			\$28,202	\$1,775	\$29,977
736	Thomas County School District	\$42,982	\$3,738	\$46,720	\$13,152		\$59,872	\$2,940	\$62,812
737	Tift County School District	\$97,126	\$8,446	\$105,572	\$18,349		\$123,921	\$6,644	\$130,565
738	Toombs County School District	\$45,315	\$3,940	\$49,255	\$14,590		\$63,845	\$3,100	\$66,945
739	Towns County School District	\$11,285	\$981	\$12,266	\$14,895		\$27,161	\$772	\$27,933
740	Treutlen County School District	\$15,370	\$1,337	\$16,707			\$16,707	\$1,051	\$17,758
741	Troup County School District	\$135,830	\$11,811	\$147,641	\$18,000		\$165,641	\$9,291	\$174,932
742	Turner County School District	\$23,068	\$2,006	\$25,074	\$13,000		\$38,074	\$1,578	\$39,652
743	Twiggs County School District	\$14,898	\$1,295	\$16,193	\$10,000		\$26,193	\$1,019	\$27,212
744	Union County School District	\$29,592	\$2,573	\$32,165	\$15,000		\$47,165	\$2,025	\$49,190
745	Upson County School District	\$54,478	\$4,737	\$59,215	\$17,847		\$77,062	\$3,726	\$80,788
746	Walker County School District	\$96,517	\$8,393	\$104,910			\$104,910	\$6,602	\$111,512
747	Walton County School District	\$133,684	\$11,625	\$145,309	\$18,136		\$163,445	\$9,146	\$172,591
748	Ware County School District	\$97,827	\$8,507	\$106,334	\$20,000		\$126,334	\$6,693	\$133,027
749	Warren County School District	\$12,905	\$1,122	\$14,027			\$14,027	\$883	\$14,910
750	Washington County School District	\$40,920	\$3,558	\$44,478	\$7,595		\$52,073	\$2,799	\$54,872
751	Wayne County School District	\$65,878	\$5,728	\$71,606	\$19,920		\$91,526	\$4,506	\$96,032
752	Webster County School District	\$4,458	\$388	\$4,846	\$1,250		\$6,096	\$305	\$6,401
753	Wheeler County School District	\$13,099	\$1,139	\$14,238			\$14,238	\$896	\$15,134
754	White County School District	\$41,650	\$3,622	\$45,272	\$13,420		\$58,692	\$2,849	\$61,541
755	Whitfield County School District	\$108,687	\$9,451	\$118,138			\$118,138	\$7,435	\$125,573
756	Wilcox County School District	\$16,062	\$1,397	\$17,459			\$17,459	\$1,098	\$18,557
757	Wilkes County School District	\$20,753	\$1,805	\$22,558	\$15,000		\$37,558	\$1,420	\$38,978
758	Wilkinson County School District	\$19,879	\$1,729	\$21,608	\$9,050		\$30,658	\$1,360	\$32,018
759	Worth County School District	\$42,792	\$3,721	\$46,513	\$6,611		\$53,124	\$2,928	\$56,052
761	Atlanta City School District	\$635,832	\$55,290	\$691,122			\$691,122	\$43,496	\$734,618
763	Bremen City School District	\$8,715	\$758	\$9,473	\$9,613		\$19,086	\$596	\$19,682
764	Buford City School District	\$19,645	\$1,708	\$21,353	\$14,998		\$36,351	\$1,344	\$37,695
765	Calhoun City School District	\$27,847	\$2,422	\$30,269	\$20,000		\$50,269	\$1,904	\$52,173
766	Carrollton City School District	\$38,416	\$3,340	\$41,756	\$9,576		\$51,332	\$2,628	\$53,960
767	Cartersville City School District	\$31,766	\$2,762	\$34,528	\$9,245		\$43,773	\$2,173	\$45,946
769	Chickamauga City School District	\$4,741	\$412	\$5,153	\$5,788		\$10,941	\$324	\$11,265
771	Commerce City School District	\$12,587	\$1,094	\$13,681	\$3,827		\$17,508	\$861	\$18,369
772	Dalton City School District	\$60,765	\$5,284	\$66,049	\$12,691		\$78,740	\$4,157	\$82,897
773	Decatur City School District	\$19,020	\$1,654	\$20,674			\$20,674	\$1,301	\$21,975
774	Dublin City School District	\$48,790	\$4,243	\$53,033	\$6,512		\$59,545	\$3,338	\$62,883
776	Gainesville City School District	\$83,345	\$7,247	\$90,592	\$20,000		\$110,592	\$5,702	\$116,294
779	Jefferson City School District	\$13,861	\$1,205	\$15,066	\$13,605		\$28,671	\$948	\$29,619
781	Marietta City School District	\$69,777	\$6,068	\$75,845	\$19,333		\$95,178	\$4,774	\$99,952
784	Pelham City School District	\$13,422	\$1,167	\$14,589	\$9,724		\$24,313	\$918	\$25,231
785	Rome City School District	\$87,584	\$7,616	\$95,200	\$19,993		\$115,193	\$5,991	\$121,184
786	Social Circle City School District	\$8,742	\$760	\$9,502	\$14,780		\$24,282	\$598	\$24,880
789	Thomasville City School District	\$40,216	\$3,497	\$43,713	\$9,110		\$52,823	\$2,751	\$55,574
791	Trion City School District	\$4,510	\$392	\$4,902	\$1,560		\$6,462	\$308	\$6,770

FY23 CTAE High School Federal Program Grants									
System Number	System Name	Perkins V Program Improvement Grant	Perkins V Professional Development	Total 85% Basic Grant Allocation (Sum of Program Improvement and Professional Development)	PerkinsPlus Reserve Projects	State Institutions	Original Allocation Perkins V (Sum of Total 85% Basic Grant Allocation, Perkins Plus Reserve Projects, and State Institutions)	Amendment 1 FY22 Carryover	Amended Allocation Perkins V
792	Valdosta City School District	\$136,662	\$11,884	\$148,546	\$20,000		\$168,546	\$9,349	\$177,895
793	Vidalia City School District	\$28,032	\$2,438	\$30,470	\$8,397		\$38,867	\$1,918	\$40,785
7820108	Mountain Ed Center	\$21,641	\$1,882	\$23,523			\$23,523	\$1,480	\$25,003
799	State Schools					\$16,515	\$16,515		\$16,515
891	Dept of Juvenile Justice					\$16,515	\$16,515		\$16,515
890	Dept of Corrections					\$16,515	\$16,515		\$16,515
	Totals	\$17,550,124	\$1,526,095	\$19,076,219	\$1,980,448	\$49,545	\$21,106,212	\$1,200,571	\$22,306,783

FY23 New and Expanding Charter Adjustment

LEA #	LEA Name	New or Expanding Charter	IDEA 611- Original FY23 Allocation- July 2022 SBOE	611 Total New or Additional FY23	Total FY23 Cumulative Allocation
7830643	Amana Academy West Atlanta	New	\$ -	\$ 24,036	\$ 24,036
7830637	DeKalb Brilliance Academy	New	\$ -	\$ 29,366	\$ 29,366
7830642	Destination Career Aademy of Georgia	New	\$ -	\$ 82,119	\$ 82,119
7830641	Resurgence Hall Middle Academy (Replication)	New	\$ -	\$ 13,179	\$ 13,179
7830627	Atlanta SMART Academy	Expanding	\$ 23,335	\$ 28,981	\$ 52,316
7830632	Atlanta Unbound Academy	Expanding	\$ 40,871	\$ 16,370	\$ 57,241
7830633	Delta STEAM Academy	Expanding	\$ 47,104	\$ 425	\$ 47,529
7820617	DuBois Integrity Academy	Expanding	\$ 267,237	\$ 59,619	\$ 326,856
7830628	Ethos Classical Charter School	Expanding	\$ 67,893	\$ 27,265	\$ 95,158
7830615	Genesis Innovation Academy for Boys	Expanding	\$ 81,264	\$ 8,264	\$ 89,528
7830616	Genesis Innovation Academy for Girls	Expanding	\$ 64,863	\$ 3,185	\$ 68,048
7820412	Georgia Connections Academy	Expanding	\$ 770,446	\$ 500,305	\$ 1,270,751
7830636	Northwest Classical Academy	Expanding	\$ 81,116	\$ 45,508	\$ 126,624
7820615	Scintilla Charter Academy	Expanding	\$ 132,756	\$ 48,120	\$ 180,876
7830621	SLAM Academy of Atlanta	Expanding	\$ 23,887	\$ 15,540	\$ 39,427
7830612	Southwest Georgia S.T.E.M. Charter Academy	Expanding	\$ 117,526	\$ 55,176	\$ 172,702
7830624	Spring Creek Charter Academy	Expanding	\$ 113,732	\$ 33,609	\$ 147,341
7830103	Statesboro STEAM Academy	Expanding	\$ 32,174	\$ 13,016	\$ 45,190
7830625	Yi Hwang Academy of Language Excellence	Expanding	\$ 29,741	\$ 12,659	\$ 42,400
	Totals		\$ 1,893,945	\$ 1,016,742	\$ 2,910,687

FY23 IDEA New and Expanding Charter Adjustment

LEA #	LEA Name	New or Expanding Charter	IDEA 619- Original FY23 Allocation- July 2022 SBOE	619 Total New or Additional FY23 Allocation	Total FY23 Cumulative Allocation
7830643	Amana Academy West Atlanta	New		\$ 303	\$ 303
7830637	DeKalb Brilliance Academy	New		\$ -	\$ -
7830642	Destination Career Aademy of Georgia	New		\$ -	\$ -
7830641	Resurgence Hall Middle Academy (Replication)	New		\$ -	\$ -
7830627	Atlanta SMART Academy	Expanding	\$ -	\$ -	\$ -
7830632	Atlanta Unbound Academy	Expanding	\$ 2,883	\$ 45	\$ 2,928
7830633	Delta STEAM Academy	Expanding	\$ 769	\$ -	\$ 769
7820617	DuBois Integrity Academy	Expanding	\$ 6,654	\$ 340	\$ 6,994
7830628	Ethos Classical Charter School	Expanding	\$ 2,337	\$ 280	\$ 2,617
7830615	Genesis Innovation Academy for Boys	Expanding	\$ 3,610	\$ 37	\$ 3,647
7830616	Genesis Innovation Academy for Girls	Expanding	\$ 569	\$ -	\$ 569
7820412	Georgia Connections Academy	Expanding	\$ -	\$ 10,883	\$ 10,883
7830636	Northwest Classical Academy	Expanding	\$ 1,892	\$ 264	\$ 2,156
7820615	Scintilla Charter Academy	Expanding	\$ 7,812	\$ 270	\$ 8,082
7830621	SLAM Academy of Atlanta	Expanding	\$ 1,220	\$ 149	\$ 1,369
7830612	Southwest Georgia S.T.E.M. Charter Academy	Expanding	\$ 3,741	\$ 358	\$ 4,099
7830624	Spring Creek Charter Academy	Expanding	\$ 5,731	\$ 299	\$ 6,030
7830103	Statesboro STEAM Academy	Expanding	\$ -	\$ -	\$ -
7830625	Yi Hwang Academy of Language Excellence	Expanding	\$ 498	\$ 142	\$ 640
	Totals		\$ 37,716	\$ 13,370	\$ 51,086

**Building Opportunities for Out-of-School Time (BOOST) Grants
Community Grants - 2023 SUMMER Funding Recommendations**

Organization	Fiscal Agent	City	County	Program Type	Amount Recommended
21st Century Leaders, Inc.	N/A	Decatur	DeKalb	Summer	\$ 47,700.00
Africa's Children's Fund	N/A	Atlanta	DeKalb	Summer	\$ 166,250.00
After-School All-Stars	Georgia State University	Atlanta	Fulton	Summer	\$ 213,750.00
Agape Youth & Family Center	N/A	Atlanta	Fulton	Summer	\$ 54,550.00
ARTPORTUNITY KNOCKS	N/A	Atlanta	Fulton	Summer	\$ 213,750.00
Association of Village Pride, Inc.	N/A	Fayetteville	Fayette	Summer	\$ 97,300.00
Atlanta Music Project	N/A	Atlanta	Fulton	Summer	\$ 96,300.00
Augusta Richmond County Juvenile Court	N/A	Augusta	Richmond	Summer	\$ 53,550.00
Boy Scouts of America, Inc. Atlanta Area Council	N/A	Atlanta	Cobb	Summer	\$ 215,639.00
Boy Scouts of America, Inc. Northeast Georgia Council	N/A	Lawrenceville	Gwinnett	Summer	\$ 185,404.00
Bread of Life Development Ministries, Inc.	N/A	Conyers	Rockdale	Summer	\$ 212,340.00
Breakthrough Atlanta Inc	N/A	Atlanta	Fulton	Summer	\$ 96,300.00
C5 Georgia Youth Foundation	N/A	Atlanta	DeKalb	Summer	\$ 83,300.00
Camp Twin Lakes	N/A	Atlanta	Fulton	Summer	\$ 225,000.00
Carrie Steele Pitts Home, Inc.	N/A	Atlanta	Fulton	Summer	\$ 61,583.00
Center For Pan Asian Community Services	N/A	Atlanta	DeKalb	Summer	\$ 49,833.00
Center For The Visually Impaired	N/A	Atlanta	Fulton	Summer	\$ 18,125.00
City of Refuge Inc	N/A	Atlanta	Fulton	Summer	\$ 30,200.00
Clarkston Community Center, Inc.	N/A	Clarkston	DeKalb	Summer	\$ 26,690.00
College AIM	N/A	Atlanta	DeKalb	Summer	\$ 53,054.00
Communities In Schools of Georgia, Inc.*	N/A	Atlanta	Fulton	Summer	\$ 563,500.00
Corners Outreach	N/A	Peachtree Corners	Gwinnett	Summer	\$ 214,075.00
Create Your Dreams	N/A	Atlanta	Fulton	Summer	\$ 30,200.00
East Atlanta Kids Club	N/A	Atlanta	DeKalb	Summer	\$ 53,550.00
Elachee Nature Science Center	N/A	Gainesville	Hall	Summer	\$ 127,182.00
Extra Special People, Inc.	N/A	Watkinsville	Oconee	Summer	\$ 85,500.00
Family Connection of Columbia County Inc	N/A	Grovetown	Columbia	Summer	\$ 20,000.00
Family Connection of Turner County, Inc.	N/A	Ashburn	Turner	Summer	\$ 34,750.00
Family Support Circle, Inc	N/A	Stockbridge	Henry	Summer	\$ 167,250.00
Fugees Family Inc	N/A	Columbus	Muscogee	Summer	\$ 41,650.00
FullCircle Program Inc	N/A	Cumming	Forsyth	Summer	\$ 41,860.00
Future Seekers, Inc.	N/A	East Point	Fulton	Summer	\$ 107,100.00
GENTS&GLAM Community, Family and Youth Services	N/A	Baxley	Appling	Summer	\$ 54,550.00
Georgia Alliance of Boys & Girls Clubs*	N/A	Macon	Bibb	Summer	\$ 2,250,000.00
Georgia Recreation and Park Association Inc*	N/A	Conyers	Rockdale	Summer	\$ 2,025,000.00
Georgia Tech- CEISMC	N/A	Atlanta	Fulton	Summer	\$ 171,000.00
Girls On the Run International	N/A	Valdosta	Lowndes	Summer	\$ 21,000.00
Girls Incorporated of Greater Atlanta	N/A	Marietta	Cobb	Summer	\$ 214,750.00

**Building Opportunities for Out-of-School Time (BOOST) Grants
Community Grants - 2023 SUMMER Funding Recommendations**

Organization	Fiscal Agent	City	County	Program Type	Amount Recommended
Harvest Rain Early Learning Academy	N/A	Fairburn	Fulton	Summer	\$ 50,400.00
Helping Empower Youth Incorporated	N/A	Atlanta	Fulton	Summer	\$ 53,550.00
Hope for Youth Inc	N/A	Atlanta	Fulton	Summer	\$ 109,604.00
Horizons Atlanta	N/A	Atlanta	Fulton	Summer	\$ 193,500.00
Inspiring Services, LLC	N/A	Douglasville	Douglas	Summer	\$ 41,650.00
International Rescue Committee	N/A	Atlanta	DeKalb	Summer	\$ 24,600.00
Jessye Norman School of the Arts (JNSA)	N/A	Augusta	Richmond	Summer	\$ 108,100.00
Kennesaw State University Research and Service Foundation, Inc.	N/A	Kennesaw	Cobb	Summer	\$ 166,224.00
LIFT Youth Center Inc	N/A	Ringgold	Catoosa	Summer	\$ 25,175.00
Lincoln County Community Partnership Inc	N/A	Lincolnton	Lincoln	Summer	\$ 20,000.00
Los Niños Primero	N/A	Atlanta	Fulton	Summer	\$ 83,300.00
McIntosh Trail Community Service Board	N/A	Griffin	Butts	Summer	\$ 23,292.00
Men About Change, Inc.	Lincoln County	Macon	Bibb	Summer	\$ 213,750.00
Mercy Housing Southeast	N/A	Atlanta	Fulton	Summer	\$ 28,540.00
Metamorphosis Powerhouse Company	N/A	McDonough	Henry	Summer	\$ 96,300.00
Mothers Raising Sons	N/A	Ellenwood	Clayton	Summer	\$ 192,375.00
New American Pathways Inc	N/A	Atlanta	DeKalb	Summer	\$ 34,750.00
New Neighbors Network	N/A	Comer	Madison	Summer	\$ 20,000.00
Next Generation Focus	N/A	Cumming	Forsyth	Summer	\$ 95,795.00
Nobis Works, Inc.	N/A	Marietta	Cobb	Summer	\$ 44,200.00
Odyssey Atlanta	N/A	Atlanta	Fulton	Summer	\$ 103,150.00
Ohoopee Regional Library System Jeff Davis Library dba Vidalia Toombs County Library	N/A	Vidalia	Toombs	Summer	\$ 12,064.52
Onesource Learning & Development Center	N/A	Snellville	Gwinnett	Summer	\$ 72,225.00
Paint Love	N/A	Decatur	DeKalb	Summer	\$ 27,500.00
Positive Growth	N/A	Clarkston	DeKalb	Summer	\$ 30,200.00
Rainbow Village	N/A	Duluth	Gwinnett	Summer	\$ 20,000.00
Raising Expectations	N/A	Atlanta	Fulton	Summer	\$ 39,567.00
Reach for Excellence	N/A	Atlanta	Fulton	Summer	\$ 24,600.00
Restoration Atl Mission, Inc.	N/A	Atlanta	Fulton	Summer	\$ 46,800.00
Rockdale County	N/A	Conyers	Rockdale	Summer	\$ 21,470.00
Safe Harbor Children's Shelter, Inc.	N/A	Brunswick	Glynn	Summer	\$ 42,840.00
Savannah Country Day School Inc- Horizons Savannah	N/A	Savannah	Chatham	Summer	\$ 108,100.00
Soccer in the Streets, Inc.	N/A	Atlanta	Fulton	Summer	\$ 137,563.00
South GA Starz Academy Inc	N/A	Albany	Dougherty	Summer	\$ 53,550.00
Southside Recreation Center Inc	N/A	Valdosta	Lowndes	Summer	\$ 32,720.00
Spectrum Autism Support Group, Inc.	N/A	Suwanee	Gwinnett	Summer	\$ 41,300.00
STAR House Foundation	N/A	Roswell	Fulton	Summer	\$ 25,200.00
STEM Atlanta Women, Inc.	N/A	Atlanta	Fulton	Summer	\$ 53,500.00

**Building Opportunities for Out-of-School Time (BOOST) Grants
Community Grants - 2023 SUMMER Funding Recommendations**

Organization	Fiscal Agent	City	County	Program Type	Amount Recommended
Swem International Inc	N/A	Atlanta	DeKalb	Summer	\$ 81,562.00
Teach O'Rea Preparatory	N/A	Stone Mountain	DeKalb	Summer	\$ 24,600.00
Team Up Mentoring, Inc.	N/A	Monroe	Walton	Summer	\$ 31,808.00
The Drake House	N/A	Roswell	Fulton	Summer	\$ 20,000.00
The Elaine Clark Center for Exceptional Children	N/A	Chamblee	DeKalb	Summer	\$ 20,000.00
The Study Hall	N/A	Atlanta	Fulton	Summer	\$ 23,900.00
The Vashti Center Inc	N/A	Thomasville	Thomas	Summer	\$ 19,370.00
Think Big Youth Organization	N/A	Midway	Liberty	Summer	\$ 55,145.00
Thomasville Community Resource Center	N/A	Thomasville	Thomas	Summer	\$ 101,250.00
Time2Give Inc	N/A	Atlanta	Fulton	Summer	\$ 165,252.00
Together Friends Organization Inc.	N/A	Riverdale	Clayton	Summer	\$ 33,320.00
Urban League of Greater Atlanta	N/A	Atlanta	Fulton	Summer	\$ 28,940.00
VOX Teen Communications Inc.	N/A	Atlanta	Fulton	Summer	\$ 20,750.00

Rural Education School Safety Grant Allocations – Round 2

SYSTEM NAME	AWARDED AMOUNT
Appling County School District	\$50,000
Atkinson County Board of Education	\$47,207
Banks County School District	\$50,000
Bleckley County School District	\$50,000
Calhoun County School District	\$12,100
Candler County School District	\$24,720
Clay County	\$13,050
Cook County Schools	\$50,000
Crawford County Schools	\$50,000
Decatur County	\$50,000
Emanuel County Schools	\$46,784
Fannin County	\$47,952
Gilmer County Schools	\$50,000
Jefferson County	\$36,000
Jones County School System	\$50,000
Lumpkin County School System	\$50,000
Macon County School System	\$38,895
McDuffie County	\$50,000
Meriwether County Schools	\$3,000
Monroe County Schools	\$50,000
Mountain Educational Charter High School	\$47,869
Montgomery County Schools	\$10,000
Stewart County School District	\$9,900
Talbot County	\$50,000
Taliaferro County	\$50,000
Tattnall County Schools	\$50,000
Telfair County Schools	\$50,000
Terrell County School System	\$50,000
Toombs County Schools	\$50,000
Union County	\$50,000
Wayne County	\$50,000
White County Schools	\$50,000
Wilcox County Schools	\$50,000
Worth County School District	\$50,000
Total Amount Awarded	\$1,437,477

SYSTEM NAME	AWARDED AMOUNT
Appling County	\$100,000.00
Atkinson County	\$100,000.00
Bacon County	\$100,000.00
Baconton Community Charter School	\$100,000.00
Baker County	\$100,000.00
Banks County	\$100,000.00
Ben Hill County	\$100,000.00
Berrien County	\$100,000.00
Bleckley County	\$100,000.00
Brantley County	\$100,000.00
Bremen City	\$100,000.00
Brooks County	\$100,000.00
Burke County	\$100,000.00
Butts County	\$100,000.00
Calhoun County	\$100,000.00
Candler County	\$100,000.00
Charlton County	\$100,000.00
Chattahoochee County	\$100,000.00
Chattooga County	\$100,000.00
Clay County	\$100,000.00
Clinch County	\$100,000.00
Cook County	\$100,000.00
Crawford County	\$100,000.00
Crisp County	\$100,000.00
Dade County	\$100,000.00
Dawson County	\$100,000.00

SYSTEM NAME	AWARDED AMOUNT
Decatur County	\$100,000.00
Dodge County	\$100,000.00
Dooly County	\$100,000.00
Early County	\$100,000.00
Echols County	\$100,000.00
Elbert County School District	\$100,000.00
Emanuel County	\$100,000.00
Evans County	\$100,000.00
Fannin County	\$100,000.00
Franklin County	\$100,000.00
Furlow Charter School (State Commission Charter School)	\$100,000.00
Gilmer County	\$100,000.00
Glascock County	\$100,000.00
Grady County	\$100,000.00
Greene County	\$100,000.00
Hancock County	\$100,000.00
Haralson County	\$100,000.00
Hart County	\$100,000.00
Heard County	\$100,000.00
Irwin County	\$100,000.00
Jasper County	\$100,000.00
Jeff Davis County	\$100,000.00
Jefferson County	\$100,000.00
Jenkins County	\$100,000.00
Johnson County	\$100,000.00
Jones County	\$100,000.00

SYSTEM NAME	AWARDED AMOUNT
Lamar County	\$100,000.00
Lanier County	\$100,000.00
Lee County	\$100,000.00
Lincoln County	\$100,000.00
Long County	\$100,000.00
Lumpkin County	\$100,000.00
Macon County	\$100,000.00
Madison County	\$100,000.00
Marion County	\$100,000.00
McDuffie County	\$100,000.00
McIntosh County	\$100,000.00
Meriwether County	\$100,000.00
Miller County	\$100,000.00
Mitchell County	\$100,000.00
Monroe County	\$100,000.00
Montgomery County	\$100,000.00
Morgan County	\$100,000.00
Mountain Ed Ch	\$100,000.00
Oglethorpe County	\$100,000.00
Pataula Charter Academy	\$100,000.00
Peach County	\$100,000.00
Pelham City	\$100,000.00
Pickens County	\$100,000.00
Pierce County	\$100,000.00
Pike County	\$100,000.00
Pulaski County	\$100,000.00

SYSTEM NAME	AWARDED AMOUNT
Putnam County	\$100,000.00
Quitman County	\$100,000.00
Rabun County	\$100,000.00
Randolph County	\$100,000.00
Schley County	\$100,000.00
Screven County	\$100,000.00
Seminole County	\$100,000.00
Southwest Georgia STEM Charter	\$100,000.00
Spring Creek Charter Academy	\$100,000.00
Stephens County	\$100,000.00
Stewart County	\$100,000.00
Sumter County	\$100,000.00
Talbot County	\$100,000.00
Taliaferro County	\$100,000.00
Tattnall County	\$100,000.00
Taylor County	\$100,000.00
Telfair County	\$100,000.00
Terrell County	\$100,000.00
Thomaston-Upson County	\$100,000.00
Toombs County	\$100,000.00
Towns County	\$100,000.00
Treutlen County	\$100,000.00
Trion City	\$100,000.00
Turner County	\$100,000.00
Twiggs County	\$100,000.00
Union County	\$100,000.00

SYSTEM NAME	AWARDED AMOUNT
Vidalia City Schools	\$100,000.00
Warren County	\$100,000.00
Washington County	\$100,000.00
Wayne County	\$100,000.00
Webster County	\$100,000.00
Wheeler County	\$100,000.00
White County	\$100,000.00
Wilcox County	\$100,000.00
Wilkes County	\$100,000.00
Wilkinson County	\$100,000.00
Worth County	\$100,000.00

Total Amount Awarded	\$11,500,000.00
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FY23 Title I, Part A, 1003 School Improvement Proposed Amended Grant Allocations

SYSTEM ID	SCHOOL ID	SYSTEM	SCHOOL	Approved FY23 Grant Award	FY23 Proposed Amended Allocations January 2023	FY23 Total Cumulative Allocation
761	315	Atlanta Public Schools	Booker T. Washington High School	\$ 130,000		\$ 130,000
761	1053	Atlanta Public Schools	Boyd Elementary School	\$ 205,000		\$ 205,000
761	1413	Atlanta Public Schools	Carver High School	\$ 200,000		\$ 200,000
761	196	Atlanta Public Schools	Cascade Elementary School	\$ 75,000		\$ 75,000
761	0199	Atlanta Public Schools	Centennial Place Academy		\$ 20,000	\$ 20,000
761	3057	Atlanta Public Schools	Continental Colony Elementary School	\$ 130,000		\$ 130,000
761	0304	Atlanta Public Schools	Deerwood Academy		\$ 20,000	\$ 20,000
761	4058	Atlanta Public Schools	Douglass High School	\$ 205,000		\$ 205,000
761	5566	Atlanta Public Schools	F. L. Stanton Elementary School		\$ 20,000	\$ 20,000
761	105	Atlanta Public Schools	Finch Elementary	\$ 205,000		\$ 205,000
761	2560	Atlanta Public Schools	Gideons Elementary School	\$ 70,000		\$ 70,000
761	1421	Atlanta Public Schools	Harper-Archer Elementary School	\$ 205,000		\$ 205,000
761	403	Atlanta Public Schools	Henry Louis Aaron New Beginnings Academy*	\$ 130,000		\$ 130,000
761	1418	Atlanta Public Schools	John Lewis Invictus Academy		\$ 20,000	\$ 20,000
761	0104	Atlanta Public Schools	John Wesley Dobbs Elementary School		\$ 20,000	\$ 20,000
761	1417	Atlanta Public Schools	Kindezi Old 4th Ward	\$ 125,000		\$ 125,000
761	1422	Atlanta Public Schools	KIPP Soul Academy		\$ 20,000	\$ 20,000
761	0122	Atlanta Public Schools	KIPP VISION Charter School		\$ 20,000	\$ 20,000
761	0605	Atlanta Public Schools	KIPP WAYS Academy Charter School		\$ 20,000	\$ 20,000
761	1064	Atlanta Public Schools	L. O. Kimberly Elementary School		\$ 20,000	\$ 20,000
761	182	Atlanta Public Schools	Mays High School	\$ 75,000		\$ 75,000
761	1414	Atlanta Public Schools	Michael R. Hollis Innovation Academy	\$ 130,000		\$ 130,000
761	0513	Atlanta Public Schools	Miles Elementary School		\$ 20,000	\$ 20,000
761	5558	Atlanta Public Schools	Paul L. Dunbar Elementary School		\$ 20,000	\$ 20,000
761	3065	Atlanta Public Schools	Peyton Forest Elementary School		\$ 20,000	\$ 20,000
761	288	Atlanta Public Schools	Price Middle School	\$ 205,000		\$ 205,000
761	3566	Atlanta Public Schools	Scott Elementary School	\$ 205,000		\$ 205,000
761	4066	Atlanta Public Schools	Slater Elementary School	\$ 75,000		\$ 75,000
761	0123	Atlanta Public Schools	The Kindezi School		\$ 20,000	\$ 20,000
761	5567	Atlanta Public Schools	Toomer Elementary School	\$ 65,000		\$ 65,000
761	1416	Atlanta Public Schools	Tuskegee Airman Global Academy		\$ 20,000	\$ 20,000
761	1415	Atlanta Public Schools	Woodson Park Academy	\$ 205,000		\$ 205,000
761	282	Atlanta Public Schools	Young Middle School	\$ 205,000		\$ 205,000
604	105	Baker County	Baker County K12 School	\$ 75,000		\$ 75,000
605	303	Baldwin County	Midway Hills Academy	\$ 70,000		\$ 70,000
606	0205	Banks County	Banks County Primary School		\$ 20,000	\$ 20,000
609	0392	Ben Hill County	Hurricane Transition Academy		\$ 20,000	\$ 20,000
611	5050	Bibb County	Appling Middle School	\$ 200,000		\$ 200,000
611	108	Bibb County	Ballard Hudson Middle School	\$ 205,000	\$ 20,000	\$ 225,000
611	186	Bibb County	Central High School	\$ 125,000		\$ 125,000
611	2060	Bibb County	Hartley Elementary School	\$ 200,000		\$ 200,000
611	3067	Bibb County	Ingram/Pye Elementary School	\$ 200,000		\$ 200,000
611	1310	Bibb County	John R. Lewis Elementary School*	\$ 200,000		\$ 200,000
611	1307	Bibb County	Southfield Elementary School	\$ 205,000	\$ 20,000	\$ 225,000

FY23 Title I, Part A, 1003 School Improvement Proposed Amended Grant Allocations

SYSTEM ID	SCHOOL ID	SYSTEM	SCHOOL	Approved FY23 Grant Award	FY23 Proposed Amended Allocations January 2023	FY23 Total Cumulative Allocation
611	386	Bibb County	Southwest High School	\$ 75,000		\$ 75,000
611	705	Bibb County	Union Elementary School	\$ 200,000		\$ 200,000
611	1309	Bibb County	Veterans Elementary School	\$ 205,000		\$ 205,000
611	1311	Bibb County	VIP Academy (Virtual)		\$ 20,000	\$ 20,000
611	505	Bibb County	Weaver Middle School	\$ 75,000		\$ 75,000
611	198	Bibb County	Westside High School	\$ 75,000		\$ 75,000
611	383	Bibb County	Williams Elementary School	\$ 70,000		\$ 70,000
612	1050	Bleckley County	Bleckley County Primary School		\$ 20,000	\$ 20,000
612	115	Bleckley County	Bleckley County Success Academy	\$ 70,000		\$ 70,000
614	193	Brooks County	Quitman Elementary School	\$ 75,000		\$ 75,000
616	0199	Bulloch County	Langston Chapel Elementary Scho		\$ 20,000	\$ 20,000
616	0299	Bulloch County	Langston Chapel Middle School		\$ 20,000	\$ 20,000
765	205	Calhoun City	Calhoun Middle School	\$ 130,000		\$ 130,000
619	179	Calhoun County	Calhoun County Elementary School	\$ 205,000		\$ 205,000
767	0177	Cartersville City	Cartersville Primary School		\$ 20,000	\$ 20,000
629	105	Clarke County	Alps Road Elementary School	\$ 75,000		\$ 75,000
629	104	Clarke County	Classic City High School	\$ 130,000		\$ 130,000
629	196	Clarke County	Coile Middle School	\$ 135,000		\$ 135,000
629	205	Clarke County	Gaines Elementary School	\$ 205,000		\$ 205,000
630	204	Clay County	Clay County Elementary	\$ 225,000		\$ 225,000
631	115	Clayton County	Charles R. Drew High School	\$ 155,000		\$ 155,000
631	2054	Clayton County	Forest Park Middle School	\$ 135,000		\$ 135,000
631	5054	Clayton County	Huie Elementary School	\$ 80,000		\$ 80,000
631	0304	Clayton County	James Jackson Elementary Schoo		\$ 20,000	\$ 20,000
631	106	Clayton County	Jonesboro Middle School	\$ 205,000		\$ 205,000
631	0173	Clayton County	Kilpatrick Elementary School		\$ 20,000	\$ 20,000
631	1058	Clayton County	Lee Street Elementary School	\$ 75,000		\$ 75,000
631	4058	Clayton County	Morrow High School	\$ 130,000		\$ 130,000
631	2052	Clayton County	North Clayton High School	\$ 75,000		\$ 75,000
631	1060	Clayton County	Northcutt Elementary School	\$ 205,000		\$ 205,000
631	378	Clayton County	Perry Career Academy	\$ 130,000		\$ 130,000
631	181	Clayton County	Pointe South Elementary School	\$ 130,000		\$ 130,000
631	277	Clayton County	Pointe South Middle School	\$ 75,000		\$ 75,000
631	105	Clayton County	Thurgood Marshall Elementary School	\$ 130,000		\$ 130,000
631	2062	Clayton County	West Clayton Elementary School		\$ 20,000	\$ 20,000
633	808	Cobb County	Cobb Horizon High School	\$ 120,000		\$ 120,000
634	0182	Coffee County	Satilla Elementary School		\$ 20,000	\$ 20,000
634	5050	Coffee County	Westside Elementary School	\$ 130,000		\$ 130,000
635	0178	Colquitt County	Doerun Elementary School		\$ 20,000	\$ 20,000
635	3054	Colquitt County	Okapilco Elementary School	\$ 75,000		\$ 75,000
635	3050	Colquitt County	Stringfellow Elementary School		\$ 20,000	\$ 20,000
639	0192	Crawford County	Crawford County Elementary		\$ 20,000	\$ 20,000
772	0378	Dalton Public Schools	The Dalton Academy		\$ 20,000	\$ 20,000
642	109	Dawson County	Dawson County Junior High	\$ 120,000		\$ 120,000

FY23 Title I, Part A, 1003 School Improvement Proposed Amended Grant Allocations

SYSTEM ID	SCHOOL ID	SYSTEM	SCHOOL	Approved FY23 Grant Award	FY23 Proposed Amended Allocations January 2023	FY23 Total Cumulative Allocation
642	0111	Dawson County	Riverview Elementary School		\$ 20,000	\$ 20,000
643	2052	Decatur County	Hutto Middle School	\$ 130,000		\$ 130,000
643	116	Decatur County	New Beginning Learning Center	\$ 130,000		\$ 130,000
644	2050	DeKalb County	Allgood Elementary School	\$ 135,000		\$ 135,000
644	4054	DeKalb County	Cross Keys High School	\$ 130,000		\$ 130,000
644	500	DeKalb County	DeKalb Alternative School	\$ 130,000		\$ 130,000
644	810	DeKalb County	Elizabeth Andrews High School	\$ 120,000		\$ 120,000
644	375	DeKalb County	Fairington Elementary School	\$ 75,000		\$ 75,000
644	107	DeKalb County	Flat Rock Elementary School	\$ 75,000		\$ 75,000
644	3056	DeKalb County	Flat Shoals Elementary School	\$ 205,000	\$ 20,000	\$ 225,000
644	197	DeKalb County	Marbut Elementary School	\$ 130,000		\$ 130,000
644	401	DeKalb County	Mary McLeod Bethune Middle School	\$ 75,000		\$ 75,000
644	3070	DeKalb County	McNair High School		\$ 20,000	\$ 20,000
644	1057	DeKalb County	McNair Middle School	\$ 75,000		\$ 75,000
644	597	DeKalb County	Miller Grove Middle School	\$ 75,000		\$ 75,000
644	4052	DeKalb County	Murphey Candler Elementary School	\$ 75,000		\$ 75,000
644	215	DeKalb County	Museum School Avondale Estates	\$ 120,000		\$ 120,000
644	0188	DeKalb County	Panola Way Elementary School		\$ 20,000	\$ 20,000
644	1101	DeKalb County	Peachcrest Elementary School	\$ 75,000		\$ 75,000
644	0190	DeKalb County	Pine Ridge Elementary School		\$ 20,000	\$ 20,000
644	5064	DeKalb County	Redan Elementary School	\$ 75,000		\$ 75,000
644	409	DeKalb County	Ronald E McNair Discover Learning Academy Elementary School	\$ 205,000		\$ 205,000
644	4065	DeKalb County	Rowland Elementary School	\$ 130,000		\$ 130,000
644	0291	DeKalb County	Salem Middle School		\$ 20,000	\$ 20,000
644	0293	DeKalb County	Shadow Rock Elementary School		\$ 20,000	\$ 20,000
644	4067	DeKalb County	Snapfinger Elementary School	\$ 205,000		\$ 205,000
644	2068	DeKalb County	Stone Mountain Elementary School	\$ 205,000	\$ 20,000	\$ 225,000
644	4068	DeKalb County	Stoneview Elementary School	\$ 75,000		\$ 75,000
644	3069	DeKalb County	Toney Elementary School	\$ 75,000		\$ 75,000
644	605	DeKalb County	Tucker High School	\$ 125,000		\$ 125,000
644	0675	DeKalb County	Woodridge Elementary School		\$ 20,000	\$ 20,000
645	292	Dodge County	DAC (Dodge County Achievement Center)	\$ 130,000		\$ 130,000
646	104	Dooley County	Dooly County Elementary School	\$ 230,000		\$ 230,000
646	182	Dooley County	Dooly County High School	\$ 230,000		\$ 230,000
647	299	Dougherty County	Alice Coachman Elementary School	\$ 225,000	\$ 20,000	\$ 245,000
647	399	Dougherty County	Martin Luther King, Jr. Elementary School	\$ 200,000		\$ 200,000
647	3058	Dougherty County	Northside Elementary School	\$ 70,000		\$ 70,000
647	106	Dougherty County	Radium Springs Middle School	\$ 230,000		\$ 230,000
647	105	Dougherty County	Robert H Harvey Elementary School	\$ 95,000		\$ 95,000
648	0198	Douglas County	Bright Star Elementary School		\$ 20,000	\$ 20,000
648	4052	Douglas County	Mount Carmel Elementary School	\$ 125,000		\$ 125,000
774	102	Dublin City	Dublin Middle School	\$ 130,000		\$ 130,000
659	5050	Franklin County	Lavonia Elementary School	\$ 125,000		\$ 125,000

FY23 Title I, Part A, 1003 School Improvement Proposed Amended Grant Allocations

SYSTEM ID	SCHOOL ID	SYSTEM	SCHOOL	Approved FY23 Grant Award	FY23 Proposed Amended Allocations January 2023	FY23 Total Cumulative Allocation
660	0391	Fulton County	Bear Creek Middle School		\$ 20,000	\$ 20,000
660	2058	Fulton County	Bethune Elementary School	\$ 75,000		\$ 75,000
660	1315	Fulton County	College Park Elementary	\$ 205,000	\$ 20,000	\$ 225,000
660	5052	Fulton County	Conley Hills Elementary School	\$ 80,000		\$ 80,000
660	114	Fulton County	Feldwood Elementary School	\$ 75,000		\$ 75,000
660	0501	Fulton County	Hamilton E. Holmes Elementary		\$ 20,000	\$ 20,000
660	386	Fulton County	Independence High School	\$ 120,000		\$ 120,000
660	383	Fulton County	McClarín Success Academy	\$ 130,000	\$ (130,000)	\$ -
660	0275	Fulton County	Nolan Elementary School		\$ 20,000	\$ 20,000
660	206	Fulton County	Oakley Elementary School	\$ 130,000		\$ 130,000
660	3064	Fulton County	Parklane Elementary School	\$ 135,000		\$ 135,000
660	803	Fulton County	Paul D. West Middle School	\$ 75,000		\$ 75,000
660	1312	Fulton County	RISE Grammar School		\$ 20,000	\$ 20,000
660	1313	Fulton County	RISE Prep School		\$ 20,000	\$ 20,000
660	273	Fulton County	S. L. Lewis Elementary School	\$ 75,000		\$ 75,000
660	1320	Fulton County	Skyview High School	\$ 130,000		\$ 130,000
660	0691	Fulton County	Tri-Cities High School		\$ 20,000	\$ 20,000
776	2550	Gainesville City	Fair Street International Baccalaureate World School	\$ 85,000		\$ 85,000
662	0196	Glascock County	Glascock County Middle/High School		\$ 20,000	\$ 20,000
663	5052	Glynn County	Goodyear Elementary School	\$ 75,000		\$ 75,000
665	185	Grady County	Eastside Elementary School	\$ 75,000		\$ 75,000
665	174	Grady County	Washington Middle School	\$ 205,000		\$ 205,000
726	208	Griffin-Spalding County	A. Z. Kelsey Academy	\$ 120,000		\$ 120,000
726	1050	Griffin-Spalding County	Anne Street Elementary School	\$ 205,000	\$ 20,000	\$ 225,000
726	1550	Griffin-Spalding County	Atkinson Elementary School	\$ 75,000		\$ 75,000
726	201	Griffin-Spalding County	Cowan Road Middle School	\$ 75,000		\$ 75,000
726	2552	Griffin-Spalding County	Moore Elementary School	\$ 205,000		\$ 205,000
726	4052	Griffin-Spalding County	Orrs Elementary School	\$ 75,000		\$ 75,000
667	0101	Gwinnett County	Grayson High School		\$ 20,000	\$ 20,000
667	388	Gwinnett County	Gwinnett Intervention Education (GIVE) Center East	\$ 130,000		\$ 130,000
667	1114	Gwinnett County	Gwinnett Intervention Education Center (GIVE) West	\$ 130,000		\$ 130,000
667	1214	Gwinnett County	Gwinnett Online Campus	\$ 115,000		\$ 115,000
667	1817	Gwinnett County	International Transition Center		\$ 20,000	\$ 20,000
667	0187	Gwinnett County	Meadowcreek High School		\$ 20,000	\$ 20,000
667	189	Gwinnett County	Phoenix High School	\$ 115,000		\$ 115,000
669	106	Hall County	Chicopee Elementary School	\$ 145,000		\$ 145,000
669	105	Hall County	Lanier College and Career Academy	\$ 200,000		\$ 200,000
669	0392	Hall County	The Foundry		\$ 20,000	\$ 20,000
670	288	Hancock County	Hancock Central High School	\$ 75,000		\$ 75,000
670	106	Hancock County	Hancock Central Middle School	\$ 205,000		\$ 205,000
670	188	Hancock County	Lewis Elementary School	\$ 200,000		\$ 200,000
675	804	Henry County	EXCEL Academy	\$ 140,000		\$ 140,000
675	4050	Henry County	McDonough Middle School	\$ 70,000		\$ 70,000
675	0291	Henry County	Oakland Elementary School		\$ 20,000	\$ 20,000

FY23 Title I, Part A, 1003 School Improvement Proposed Amended Grant Allocations

SYSTEM ID	SCHOOL ID	SYSTEM	SCHOOL	Approved FY23 Grant Award	FY23 Proposed Amended Allocations January 2023	FY23 Total Cumulative Allocation
675	0403	Henry County	Red Oak Elementary School		\$ 20,000	\$ 20,000
675	208	Henry County	Walnut Creek Elementary	\$ 70,000		\$ 70,000
679	0100	Jasper County	Washington Park Elementary Scho		\$ 20,000	\$ 20,000
681	196	Jefferson County	Jefferson County High School	\$ 75,000		\$ 75,000
681	397	Jefferson County	Jefferson County Middle School	\$ 130,000		\$ 130,000
681	1550	Jefferson County	Louisville Academy	\$ 75,000		\$ 75,000
685	105	Lamar County	Lamar County Elementary School	\$ 125,000		\$ 125,000
685	0205	Lamar County	Lamar County Primary School		\$ 20,000	\$ 20,000
692	211	Lowndes County	Pine Grove Elementary School	\$ 120,000		\$ 120,000
694	198	Macon County	Macon County Elementary School	\$ 75,000		\$ 75,000
694	199	Macon County	Macon County Middle School	\$ 75,000		\$ 75,000
781	5052	Marietta City	West Side Elementary School	\$ 120,000		\$ 120,000
698	205	Mcintosh County	Todd Grant Elementary School	\$ 75,000		\$ 75,000
699	401	Meriwether County	Greenville Middle School	\$ 130,000		\$ 130,000
699	100	Meriwether County	Unity Elementary School (PK-5)*	\$ 205,000		\$ 205,000
701	111	Mitchell County	Mitchell County Elementary School	\$ 205,000		\$ 205,000
701	282	Mitchell County	Mitchell County High School	\$ 75,000		\$ 75,000
701	0282	Mitchell County	Mitchell County High School		\$ 20,000	\$ 20,000
705	195	Murray County	Coker Elementary School	\$ 130,000		\$ 130,000
705	198	Murray County	Eton Elementary School	\$ 125,000		\$ 125,000
705	108	Murray County	Pleasant Valley Innovative School	\$ 125,000		\$ 125,000
706	300	Muscogee County	Baker Middle School	\$ 205,000		\$ 205,000
706	192	Muscogee County	Brewer Elementary School	\$ 205,000		\$ 205,000
706	5052	Muscogee County	Carver High School	\$ 125,000		\$ 125,000
706	4056	Muscogee County	Davis Elementary School	\$ 70,000		\$ 70,000
706	1058	Muscogee County	Dimon Elementary		\$ 20,000	\$ 20,000
706	215	Muscogee County	Dorothy Height Elementary School	\$ 205,000		\$ 205,000
706	301	Muscogee County	East Columbus Magnet Academy	\$ 75,000		\$ 75,000
706	5058	Muscogee County	Eddy Middle School		\$ 20,000	\$ 20,000
706	0102	Muscogee County	Fox Elementary School		\$ 20,000	\$ 20,000
706	1062	Muscogee County	Georgetown Elementary School	\$ 70,000		\$ 70,000
706	5062	Muscogee County	Jordan Vocational High School	\$ 130,000		\$ 130,000
706	4058	Muscogee County	Lonnie Jackson Academy		\$ 20,000	\$ 20,000
706	200	Muscogee County	Martin Luther King, Jr. Elementary School	\$ 205,000		\$ 205,000
706	3066	Muscogee County	Rigdon Road Elementary School	\$ 125,000		\$ 125,000
706	2067	Muscogee County	Rothschild Leadership Academy School	\$ 200,000		\$ 200,000
706	5069	Muscogee County	Wesley Heights Elementary School	\$ 75,000		\$ 75,000
707	117	Newton County	Clements Middle School	\$ 125,000		\$ 125,000
707	4550	Newton County	Heard-Mixon Elementary School	\$ 125,000		\$ 125,000
707	398	Newton County	Indian Creek Middle School	\$ 70,000		\$ 70,000
707	5050	Newton County	Porterdale Elementary School	\$ 75,000		\$ 75,000
707	111	Newton County	South Salem Elementary School	\$ 125,000		\$ 125,000
711	0210	Peach County	Hunt Elementary School		\$ 20,000	\$ 20,000
711	110	Peach County	Kay Road Elementary	\$ 205,000		\$ 205,000

FY23 Title I, Part A, 1003 School Improvement Proposed Amended Grant Allocations

SYSTEM ID	SCHOOL ID	SYSTEM	SCHOOL	Approved FY23 Grant Award	FY23 Proposed Amended Allocations January 2023	FY23 Total Cumulative Allocation
712	106	Pickens County	Harmony Elementary School	\$ 125,000		\$ 125,000
715	274	Polk County	Eastside Elementary School	\$ 130,000		\$ 130,000
718	0199	Quitman County	Quitman County Elementary		\$ 20,000	\$ 20,000
720	201	Randolph County	Randolph Clay High School	\$ 200,000		\$ 200,000
720	101	Randolph County	Randolph Clay Middle School	\$ 225,000		\$ 225,000
721	4060	Richmond County	Academy of Richmond County High School	\$ 130,000		\$ 130,000
721	2050	Richmond County	Barton Chapel Elementary School	\$ 75,000		\$ 75,000
721	3050	Richmond County	Bayvale Elementary School		\$ 20,000	\$ 20,000
721	0394	Richmond County	Belair K-8 School		\$ 20,000	\$ 20,000
721	1052	Richmond County	Butler High School	\$ 75,000		\$ 75,000
721	2052	Richmond County	Copeland Elementary School	\$ 75,000		\$ 75,000
721	205	Richmond County	Diamond Lakes Elementary School	\$ 130,000		\$ 130,000
721	2054	Richmond County	Glenn Hills Elementary School	\$ 75,000		\$ 75,000
721	3054	Richmond County	Glenn Hills High School	\$ 205,000		\$ 205,000
721	197	Richmond County	Glenn Hills Middle School	\$ 75,000		\$ 75,000
721	194	Richmond County	Goshen Elementary School	\$ 125,000		\$ 125,000
721	2056	Richmond County	Hephzibah High School	\$ 75,000		\$ 75,000
721	1156	Richmond County	Hephzibah Middle School	\$ 75,000		\$ 75,000
721	0301	Richmond County	Jenkins-White Elementary School		\$ 20,000	\$ 20,000
721	3756	Richmond County	Josey High School	\$ 205,000		\$ 205,000
721	0116	Richmond County	Lamar - Milledge Elementary Scho		\$ 20,000	\$ 20,000
721	5566	Richmond County	Laney High School	\$ 125,000		\$ 125,000
721	4058	Richmond County	Monte Sano Elementary School		\$ 20,000	\$ 20,000
721	5058	Richmond County	Murphey Middle School	\$ 205,000	\$ 20,000	\$ 225,000
721	114	Richmond County	Pine Hill Middle School	\$ 75,000		\$ 75,000
721	0397	Richmond County	Richmond Hill K-8		\$ 20,000	\$ 20,000
721	4762	Richmond County	Terrace Manor Elementary School	\$ 205,000		\$ 205,000
721	294	Richmond County	Tobacco Road Elementary School	\$ 125,000		\$ 125,000
721	393	Richmond County	W.S. Hornsby Elementary School	\$ 200,000		\$ 200,000
721	115	Richmond County	W.S. Hornsby Middle School	\$ 200,000	\$ 20,000	\$ 220,000
721	4064	Richmond County	Wheeless Road Elementary School		\$ 20,000	\$ 20,000
721	104	Richmond County	Wilkinson Gardens Elementary School	\$ 205,000		\$ 205,000
785	376	Rome City	Anna K. Davie Elementary	\$ 75,000		\$ 75,000
785	0377	Rome City	Main Elementary School		\$ 20,000	\$ 20,000
625	2068	Savannah-Chatham County	Andrea B Williams Elementary School	\$ 75,000		\$ 75,000
625	5052	Savannah-Chatham County	Butler Elementary School	\$ 105,000		\$ 105,000
625	201	Savannah-Chatham County	DeRenne Middle School	\$ 205,000		\$ 205,000
625	5058	Savannah-Chatham County	Hodge Elementary School	\$ 130,000		\$ 130,000
625	2060	Savannah-Chatham County	Hubert Middle School	\$ 75,000		\$ 75,000
625	2062	Savannah-Chatham County	Largo-Tibet Elementary School		\$ 20,000	\$ 20,000
625	5062	Savannah-Chatham County	Mercer Middle School	\$ 205,000	\$ 20,000	\$ 225,000
625	301	Savannah-Chatham County	Myers Middle School	\$ 75,000		\$ 75,000
		Savannah-Chatham County	Otis J Brock Elementary School		\$ 20,000	\$ 20,000
625	514	Savannah-Chatham County	School of Humanities at Juliette Gordon Low	\$ 205,000		\$ 205,000

FY23 Title I, Part A, 1003 School Improvement Proposed Amended Grant Allocations

SYSTEM ID	SCHOOL ID	SYSTEM	SCHOOL	Approved FY23 Grant Award	FY23 Proposed Amended Allocations January 2023	FY23 Total Cumulative Allocation
625	511	Savannah-Chatham County	Shuman Elementary School	\$ 75,000		\$ 75,000
625	515	Savannah-Chatham County	Susie King Taylor Community School	\$ 120,000		\$ 120,000
625	210	Savannah-Chatham County	The School of Liberal Studies at Savannah High	\$ 75,000		\$ 75,000
625	4070	Savannah-Chatham County	Windsor Forest Elementary School		\$ 20,000	\$ 20,000
725	296	Seminole County	Seminole County Elementary School	\$ 130,000		\$ 130,000
786	200	Social Circle City	Social Circle Elementary School	\$ 120,000		\$ 120,000
7830630		State Charter Schools	Baconton Community Charter School	\$ 120,000		\$ 120,000
7830611		State Charter Schools	Cirrus Charter Academy	\$ 200,000		\$ 200,000
7820618		State Charter Schools	Coastal Plains Charter High School - Candler Campus	\$ 130,000		\$ 130,000
7820613		State Charter Schools	Foothills Charter High School (Central Office - Athens)	\$ 125,000		\$ 125,000
7820412		State Charter Schools	Georgia Connections Academy	\$ 120,000		\$ 120,000
7820120		State Charter Schools	Georgia Cyber Academy	\$ 120,000		\$ 120,000
7820108		State Charter Schools	Mountain Education Charter High School	\$ 115,000		\$ 115,000
7830612		State Charter Schools	Southwest Georgia S.T.E.M. Charter Academy	\$ 195,000		\$ 195,000
7830410		State Charter Schools	Atlanta Heights Charter School	\$ 130,000		\$ 130,000
7830618		State Charter Schools	SAIL Charter Academy - School for Arts-Infused Learning	\$ 115,000		\$ 115,000
7830310	0310	State Charter Schools II- Fulton Leadership Academy	Fulton Leadership Academy		\$ 20,000	\$ 20,000
7830634	0634	State Charter Schools II- Georgia Fugees	Georgia Fugees Academy Charter School		\$ 20,000	\$ 20,000
7830621	0621	State Charter Schools II- SLAM Academy	SLAM Academy of Atlanta		\$ 20,000	\$ 20,000
799	1893	State Schools	Atlanta Area School for the Deaf	\$ 210,000		\$ 210,000
799	1894	State Schools	Georgia Academy for the Blind	\$ 210,000		\$ 210,000
799	1895	State Schools	Georgia School for the Deaf	\$ 215,000		\$ 215,000
730	0190	Talbot County	Central Elementary/High School		\$ 20,000	\$ 20,000
732	601	Tattnall County	Reidsville Elementary School	\$ 75,000		\$ 75,000
735	1051	Terrell County	Cooper-Carver Elementary School	\$ 75,000		\$ 75,000
736	100	Thomas County	Bishop Hall Charter School	\$ 205,000		\$ 205,000
789	4050	Thomasville City	Harper Elementary School	\$ 210,000		\$ 210,000
740	113	Treutlen County	Treutlen Elementary School	\$ 75,000		\$ 75,000
740	213	Treutlen County	Treutlen Middle/High School	\$ 130,000		\$ 130,000
741	397	Troup County	Hogansville Elementary School	\$ 75,000		\$ 75,000
741	0699	Troup County	The Hope Academy School		\$ 20,000	\$ 20,000
742	190	Turner County	Turner County Middle School	\$ 75,000		\$ 75,000
743	0207	Twiggs County	Twiggs Middle School		\$ 20,000	\$ 20,000
792	106	Valdosta City	J. L. Lomax Elementary School	\$ 205,000		\$ 205,000
793	5050	Vidalia City	Sally Dailey Meadows Elementary School	\$ 75,000		\$ 75,000
746	2056	Walker County	Naomi Elementary School		\$ 20,000	\$ 20,000
746	0200	Walker County	North LaFayette Elementary School		\$ 20,000	\$ 20,000
746	0100	Walker County	Rock Spring Elementary School		\$ 20,000	\$ 20,000
746	0194	Walker County	Rossville Elementary School		\$ 20,000	\$ 20,000
746	0114	Walker County	Saddle Ridge Elementary and Mid		\$ 20,000	\$ 20,000
746	5052	Walker County	Stone Creek Elementary School		\$ 20,000	\$ 20,000
748	396	Ware County	Ruskin Elementary School	\$ 130,000		\$ 130,000

FY23 Title I, Part A, 1003 School Improvement Proposed Amended Grant Allocations

SYSTEM ID	SCHOOL ID	SYSTEM	SCHOOL	Approved FY23 Grant Award	FY23 Proposed Amended Allocations January 2023	FY23 Total Cumulative Allocation
755	212	Whitfield County	Phoenix High School	\$ 125,000		\$ 125,000
759	197	Worth County	Worth County Achievement Center	\$ 125,000		\$ 125,000
				\$ 29,780,000	\$ 1,710,000	\$ 31,490,000



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

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

January 2023

Vendor

Technical College System of Georgia (TCSG)

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	1/16/2023 – 6/30/2023	\$100,000	<input checked="" type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Other	NA

Contract Scope and Objective

Memorandum of Understanding (MOU) with the Career, Technical, and Agricultural Education (CTAE) division of the Georgia Department of Education (GaDOE) and the Technical College System of Georgia (TCSG) to collaborate and obtain the services of a qualified vendor to assist TCSG and GaDOE in creating a statewide branding and marketing campaign which will also be used locally by 22 technical colleges and 181 public school districts to increase the awareness of, and improve perceptions and consideration of career and technical education among students in grades 6-12 and key influencers across multiple urban and rural regions throughout Georgia. Key influencers will include but not be limited to parents, business and industry partners, high school administrators, teachers, school counselors, and other influencers within K-12 school districts.

Performance, Criteria, and Results

The selected vendor will work with TCSG and GaDOE Communications/Public Relations staff to, 1) create three campaign concepts to choose from, 2) produce creative assets for various interactive media services, and 3) provide an electronic version of a marketing piece brochure. Also, analytics of the identified audiences being reached will be provided and shared with TCSG and GaDOE. The desired delivery date for campaign assets is May 1, 2023.

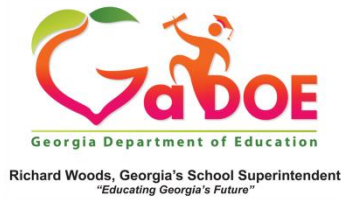
Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
Provide sole source justification here.
- ☒ Intergovernmental contract
- ☐ Statewide contract
- ☐ Exempt (Please select from the list below)
Choose an item.
- ☐ Other (Please describe below.)
Click here to enter text.

Program Name and Contact

Career, Technical, and Agricultural Education (CTAE) Division
Dr. Barbara Wall, Deputy Superintendent of CTAE

**\$50,000.01-\$250,000 New Contract****January 2023****Vendor**

Stacy Byrd

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	1/16/2023 – 6/30/2023	\$55,000	<input checked="" type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Other	NA

Contract Scope and Objective

The Urban Agricultural Education Program Specialist will assist existing Agriculture Education pathways in metropolitan areas of the north region of Georgia. The program specialist will define urban agricultural education programs and create a criteria checklist for identifying and evaluating existing agricultural education programs to be approved by the State Deputy Superintendent of Career, Technical, and Agricultural Education (CTAE) and State Agriculture Education Program Manager. The program specialist will also visit the identified agricultural education programs in metropolitan areas of the north region of Georgia and evaluate the curriculum, standards, classroom and FFA activities and Supervised Agriculture Experiences (SAEs).

Performance, Criteria, and Results

Reports and an invoice will be submitted to the Agricultural Education Program Manager and upon review will be submitted for payment. Six reports will be submitted during the time of this contract. The first report will include the definition of Urban Agriculture as well as the criteria and checklist for evaluating existing Urban Agricultural Education Programs. Second and third reports will include the evaluations of the agricultural education programs in metropolitan areas of the north region of Georgia. The fourth report will be the final assessment of the visited programs addressing the needs of the classrooms, FFA, and SAEs. The fifth report will be to assess the Young Farmers programs and elementary agricultural education programs in metropolitan areas of north region of Georgia. The sixth report will be completed with the collaboration of the three North Region Horticulture Coordinators and Atlanta Botanical Gardens to provide professional development for the identified Urban Agricultural Education Programs in the metropolitan areas of the north region of Georgia.

Contract Procurement Process**Non-bid process:**

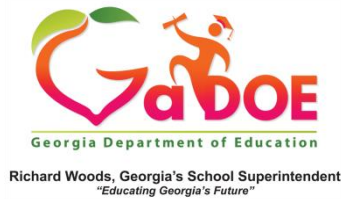
- ☐ Sole Source justification
Provide sole source justification here.
- ☐ Intergovernmental contract
- ☐ Statewide contract
- ☒ Exempt (Please select from the list below)
Professional Services.

☐ Other (Please describe below.)

[Click here to enter text.](#)

Program Name and Contact

Career, Technical, and Agricultural Education (CTAE) Division
Dr. Barbara Wall, Deputy Superintendent of CTAE

**\$50,000.01-\$250,000 Recurring Contract****January 2023****Vendor****Share Our Strength's No Kid Hungry Campaign****Contract Details**

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
1/1/2023 – 1/31/2024	\$230,000	<input type="checkbox"/> State <input type="checkbox"/> Federal <input checked="" type="checkbox"/> Other	1

Contract Objective

The purpose of this contract is for GaDOE to receive funds to support the expansion of the educational opportunities and non-academics offered to the local school food authorities expanding culinary techniques and recipe development in school meals. This work is designed to maximize student engagement and meet student needs and interests while ensuring the relevance of learning. Contract funds will cover the salaries and benefits for two culinary specialists that will support this work.

Changes in Contract Amount from Previous Year

The contract is being extended with an additional \$115,000 added to the original contract amount of \$115,000, totaling \$230,000 for the contract renewal.

Previous Year Performance, Criteria, and Results

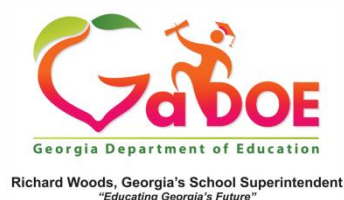
Culinary tools, training and supports have been developed and provided both through virtual delivery and in person sessions. Successful expansion of the student chef competition with a virtual platform to allow for increase competition for Georgia students resulting in a Georgia student team winning the regional competition.

Current Year Performance, Criteria, and Results

Continued expansion of culinary tools, training and supports developed and offered by the state agency culinary specialists to assist SFAs continue to incorporate locally grown foods in school menus and expand menu options offered in the national school meal programs.

Program Name and Contact

FBO- School Nutrition Division
Rusk Room, Chief Financial Officer

**\$50,000.01-\$250,000 New Contract****January 2023****Vendor**

Parent to Parent of Georgia

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	1/13/2023 - 1/12/2024	\$75,000.00	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	4

Contract Scope and Objective

This funding provides the following deliverables: (1) Provide information and individual assistance to parents of children with disabilities to support the development of parent knowledge and skills related to IDEA and special education; (2) Provide resources and information to parents of students with disabilities through the Roadmap to Success and Resource Database; (3) Offer training with New Directors; and (4) Develop family-friendly resources that may include trainings, handouts, stand-alone fact sheets based on Department guidance documents and revised rules; (5) Conduct Town Hall meetings for the public to review State Board Rules proposed changes.

Performance, Criteria, and Results

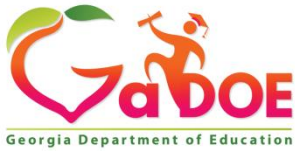
The contractor will provide a detailed scope of services with deliverables and milestones for this project. The contractor will provide ongoing status and progress reports to the State Director for Special Education.

Contract Procurement Process**Non-bid process:**

- ☐ Sole Source justification
 Provide sole source justification here.
☐ Intergovernmental contract
☐ Statewide contract
☒ Exempt (Please select from the list below)
 Nonprofit Providing Services
☐ Other (Please describe below.)
 Click here to enter text.

Program Name and Contact

Outreach Unit Shaun Owen, Deputy Superintendent, Federal Programs



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

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

January 2023

Vendor

Convergint Technologies LLC

Contract Amendment Details

Terms	Contract Term	Contract Amount	Funding Source	Revised Scope of Work?
ORIGINAL	12/9/2022 – 12/8/2023	\$231,090	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	
AMENDED	12/9/2022 – 12/8/2023	\$240,359 Difference: \$ 9,269	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	No

Original Contract Scope and Objective

To replace aging and inadequate security cameras to support student safety at the Atlanta Area School for the Deaf and to add an additional security camera to support student safety at the Georgia Academy for the Blind.

Amended Contract Scope and Objective

To replace aging and inadequate security cameras to support student safety at the Atlanta Area School for the Deaf and to add an additional security camera to support student safety at the Georgia Academy for the Blind.

Description of the Circumstances that Necessitate a Contract Amendment

Price of cameras increased.

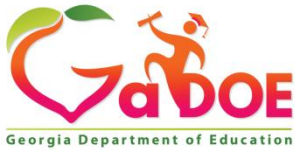
Original Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
Provide sole source justification here.
- ☐ Intergovernmental contract
- ☒ Statewide contract
- ☐ Exempt (Please select from the list below)
Choose an item.
- ☐ Other (Please describe below.)
Click here to enter text.

Program Name and Contact

State Schools
Dr. Kenney Moore, Director



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

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

January 2023

Vendor

Johnson-Laux Construction, LLC

Contract Amendment Details

Terms	Contract Term	Contract Amount	Funding Source	Revised Scope of Work?
ORIGINAL	8/1/2022 – 12/8/2023	\$103,840.18	<input checked="" type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Other	
AMENDED	8/1/2022 – 12/8/2023	\$109,760.93 Difference: \$ 5,920.75	<input checked="" type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Other	No

Original Contract Scope and Objective

This contract is needed for Atlanta Area School for the Deaf elementary restrooms renovation to achieve compliance with federal Americans with Disabilities Act requirements.

Amended Contract Scope and Objective

This contract is needed for Atlanta Area School for the Deaf elementary restrooms renovation to achieve compliance with federal Americans with Disabilities Act requirements.

Description of the Circumstances that Necessitate a Contract Amendment

While performing the work at Atlanta Area School for the Deaf, the contractor discovered that the metal studs are rusted and need replacement.

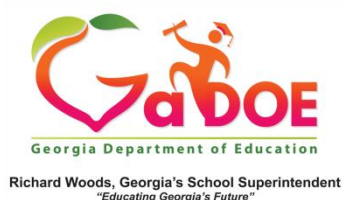
Original Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
☐ Intergovernmental contract
☒ Statewide contract
☐ Exempt (Please select from the list below)
☐ Other (Please describe below.)

Program Name and Contact

State Schools
Dr. Kenney Moore, Director



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

January 2023

Vendor

PC Solutions & Integration, Inc

Contract Amendment Details

Terms	Contract Term	Contract Amount	Funding Source	Revised Scope of Work?
ORIGINAL	12/9/2022 – 12/8/2023	\$168,182	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	
AMENDED	12/9/2022 – 12/8/2023	\$170,396 Difference: \$ 2,214	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	No

Original Contract Scope and Objective

To provide support for instructional technology as educators prepare classrooms to better address pandemic-related learning loss in the special needs student populations at the Atlanta Area School for the Deaf and Georgia School for the Deaf, including firewalls and network switching.

Amended Contract Scope and Objective

To provide support for instructional technology as educators prepare classrooms to better address pandemic-related learning loss in the special needs student populations at the Atlanta Area School for the Deaf and Georgia School for the Deaf, including firewalls and network switching.

Description of the Circumstances that Necessitate a Contract Amendment

Error on the quote for item 7000-5520-VIM-4X EW SOFTWARE & TAC - 5520-VIM-4X; quantity should have been 10 rather than the 1 that was entered.

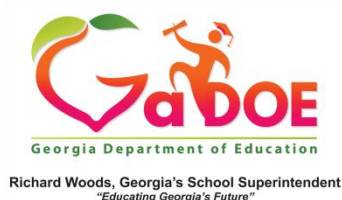
Original Contract Procurement Process

Non-bid process:

- ☐ Sole Source justification
Provide sole source justification here.
- ☐ Intergovernmental contract
- ☒ Statewide contract
- ☐ Exempt (Please select from the list below)
Choose an item.
- ☐ Other (Please describe below.)
Click here to enter text.

Program Name and Contact

State Schools
Dr. Kenney Moore, Director

**\$50,000.01-\$250,000 New Contract****January 2023****Vendor****Georgia Public Broadcasting****Contract Details**

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	2/15/2023 – 9/30/2023	\$138,550	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	0

Contract Scope and Objective

The objective of this work is to build on the success (35,000 downloads) of the first and second seasons of Classroom Conversations by providing a stage for teachers to share their innovative ways to improve instruction and to elevate the teaching profession thereby promoting teacher recruitment and retention.

The Georgia Department of Education (GaDOE) and Georgia Public Broadcasting (GPB) Education will build, produce, and distribute third and fourth seasons of the Classroom Conversations podcast that will be comprised of 30 new episodes, each 20-30 minutes in length. The episodes will begin airing in early 2023 and will air weekly through December 2023. GPB Education will provide producer/host; studio space; editor; stipends for teacher guests; graphic design for promotional efforts (web, social media, etc.); transcription services; web/streaming services; and project management. GaDOE will provide subject matter expertise; recommendations for podcast guest teachers; timely review and approval of episodes.

Performance, Criteria, and Results

Satisfactory performance will be determined by the successful recording, editing, and production of 30 episodes by GPB. GaDOE staff will review and approve all content and provide feedback to GPB before the episodes are aired. Results will be evaluated utilizing download rate metrics and comparing them to download rates measured during season one of these Classroom Conversations and download rates of similar subject matter content.

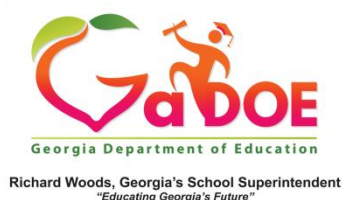
Contract Procurement Process**Non-bid process:**

- ☐ Sole Source justification
Provide sole source justification here.
- ☒ Intergovernmental contract
- ☐ Statewide contract
- ☐ Exempt (Please select from the list below)
Choose an item.
- ☐ Other (Please describe below.)
Click here to enter text.

Program Name and Contact

Curriculum & Instruction

Dr. April Aldridge, Deputy Superintendent, Office of Teaching and Learning

**\$50,000.01-\$250,000 New Contract****January 2023****Vendor**

LCOF Macon Operating

Contract Details

Contract Type	Contract Term	Contract Amount	Funding Source	Number of Possible Renewals
NEW	3/19/2023 – 4/8/2023	\$50,000 State \$97,000 Federal	<input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	0

Contract Scope and Objective

LCOF Macon Operating will provide event services for the Educator Pipeline Summit. The objective of the event is to facilitate action planning for recruitment and retention with districts.

Performance, Criteria, and Results

The vendor will provide a room block of 130 units at the state per diem rate, audio and visual equipment services and support for nine breakout rooms, and lunch and snacks for at least 130 participants.

Participant feedback survey results will be used to determine satisfaction with venue services.

Contract Procurement Process**Non-bid process:****

- ☐ Sole Source justification
Provide sole source justification here.
- ☐ Intergovernmental contract
- ☐ Statewide contract
- ☒ Exempt (Please select from the list below)
Meeting Space
- ☐ Other (Please describe below.)
Click here to enter text.

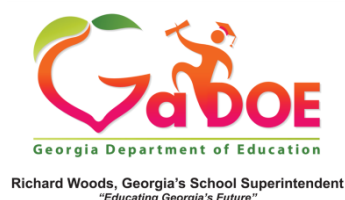
Bid process:**

- ☐ Request for Quote (RFQ)

** Board item can include only the section that is applicable to the contract.

Program Name and Contact

Teacher and Leader Support and Development
Dr. April Aldridge, Deputy Superintendent, Office of Teaching and Learning



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

January 2023

Vendor

Georgia State University

Contract Details

Contract Term	Contract Amount	Funding Source	Renewal # or Number of Years
2/1/2023 – 1/31/2024	\$155,991.00	<input type="checkbox"/> State <input checked="" type="checkbox"/> Federal <input type="checkbox"/> Other	2 of 4

Contract Objective

To provide high quality tiered and tailored services and support to districts and schools in the area of mental health awareness, screening, prevention, and intervention as well as project evaluation services as part of the Project AWARE grant.

Changes in Contract Amount from Previous Year

+\$1575 to add additional support in the form of web-based modules for Trauma Focused – Cognitive Behavioral Therapy Training for mental health providers

Previous Year Performance, Criteria, and Results

Vendor provided excellent support to LEAs resulting in each LEA meeting their projected goals and the state reaching our projected goals.

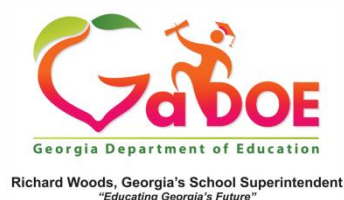
Current Year Performance, Criteria, and Results

The project performance will be measure based on its effect on the number of

- students receiving mental health or related services after referral,
- individuals who have received training in prevention or mental health promotion,
- organizations that entered into formal written inter/intra-organizational agreements (e.g., MOUs/MOAs) to improve mental health-related practices/activities that are consistent with the goals of the grant,
- individuals referred to mental health or related services, and
- people in mental health and related workforce trained in mental health-related practices/activities.

Program Name and Contact

Mental Health & Wellbeing, Office of Whole Child Supports
Justin Hill, Associate Superintendent



Grant Amendments under \$250,000

January 2023

Grant Name

SI – Grant – FY23 Graduate Ready to Attain Success in Postsecondary (GRASP) Program Grant

Grant Amendment Details

Terms	Grant Period	Grant Amount	Funding Source
ORIGINAL	7/1/2022 – 6/30/2023	\$800,000	<input checked="" type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Other
AMENDED	7/1/2022 – 6/30/2023	\$935,000 Difference: \$ 135,000	<input checked="" type="checkbox"/> State <input type="checkbox"/> Federal <input type="checkbox"/> Other

Original Grant Scope and Purpose

This grant provides eight selected high schools with funding for one additional counselor to support a specific and limited caseload of at-risk students in achieving academic, personal, and career development success. GRASP supports selected high schools as they work to increase student success in achieving high school graduation, completing postsecondary programs, and productively participating in the workforce.

Amended Grant Scope and Purpose

The amended scope and purpose include support of counseling programs at the GRASP grant awarded high schools as well as their feeder middle schools, with a focus on supports for at-risk students.

Description of the Circumstances that Necessitate a Grant Amendment

Additional funds were available after the initial grant application.

Original Grant Process

How the Grant Recipient was Selected:

- ☐ Formula Grant
☒ Competitive Grant (FOGA Number 160-1-4-.299)

Describe the grant process:

Grant applications were sent to LEAs traditional Title I high schools that had a 2022 four-year adjusted cohort graduation rate less than or equal to 74.9% and not a current awardee of the FY23 GRASP grant. GaDOE staff conducted a review of all grant applications for completeness and compliance with application and eligibility guidelines.

Program Name and Contact

Office of School and District Improvement
 Dr. Stephanie Johnson, Deputy Superintendent of School and District Improvement

FY23 Graduates Ready to Attain Success Postsecondary (GRASP)
Programming Grant Awards

Code	School District	School	Recommended Funding by School
644	DeKalb County	Cross Keys High School	\$15,000
		Stephenson High School	\$15,000
		Towers High School	\$15,000
		Stone Mountain High School	\$15,000
		McNair High School	\$15,000
		Clarkston High School	\$15,000
629	Clarke County	Cedar Shoals High School	\$15,000
721	Richmond County	Butler High School	\$15,000
		Glenn Hills High School	\$15,000
Total Proposed Funding Amount			\$135,000

Georgia Department of Education

Government and Public Administration Career Cluster
Army JROTC Cyber 1
Course Number: **.*****

Course Description:

The course begins with fundamental JROTC Leadership Training. Cyber year one focuses on the foundational skills needed to begin a pathway into cybersecurity. It begins with an introduction to ethics and cybersecurity, moves on to global connectivity, and then transitions to understanding hardware, operating systems, networks, cryptography, and operating procedures. The course ends with a service learning-oriented capstone project that encourages problem solving and team building. This course covers topics associated with CompTIA A+ certification

Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course.

Army JROTC Cyber 1 is the first course in the Army JROTC Cybersecurity pathway in the Government and Public Administration career cluster. There is no pre-requisite for this course.

Course Standard 1

GPA-ACYB1-1

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

Georgia Department of Education

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
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

Georgia Department of Education

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
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

Georgia Department of Education

International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Leadership Education Training

Course Standard 2

GPA-ACYB1-2

Cadets will demonstrate organizational awareness through the application of communication skills and explore law, policy, and ethics as related to cybersecurity and Army JROTC.

- 2.1 Identify how social goals reflect the foundational values held by society; these core societal values are reflected in cybersecurity choices.
- 2.2 Foster personal growth through careful examination of what it means to utilize ethical reflection and judgement to consider potential harms, benefits, and tradeoffs involved in cybersecurity.
- 2.3 Interpret how ethical foundations are applied to situations rising from the interconnected world through examining diverse ethical dilemmas arising from cybersecurity practices that can cause ethical conflicts.
- 2.4 Compare various cybersecurity career paths to prepare for expanding job types related to cybersecurity.
- 2.5 Explore cybersecurity careers related to skills being taught and tie these careers to opportunities in industry, military, and associated work roles.

Introduction to Cybersecurity

Course Standard 3

GPA-ACYB1-3

Identify and apply basic concepts of cybersecurity, the Central Intelligence Agency triad, and types of cybersecurity attacks and associated risks.

- 3.1 List and describe the fundamental concepts of the cybersecurity discipline and put them into practice to provide system security.
- 3.2 Describe cybersecurity's reliance on confidentiality, integrity, and availability – the Confidentiality, Integrity, and Availability (CIA) triad – and how it is implemented.
- 3.3 Cadets will be able to identify and describe common attack types and adversary types.
- 3.4 Cadets will be able to identify/analyze cybersecurity risk through the measure of potential damage or loss a vulnerability could cause weighed against the likelihood of an attack.

Global Connectivity

Course Standard 4

GPA-ACYB1-4

Identify and explain key concepts of global connectivity including societal responses, the cyber system, networked systems and the evolution of the Internet.

- 4.1 Discuss key historic events related to the evolution of computers and cybersecurity and delineate the impact of these events on society.
- 4.2 Recognize and analyze online and offline behaviors in societies (i.e., themselves, peers, families, communities, and countries) and deduce the values that govern these behaviors.
- 4.3 Explain how cyberspace is a very large, complex system of cyber systems that include hardware, software, social, economic, and political components.
- 4.4 Explain how the decentralized and dynamic nature of networked systems create the potential for a system to fail or behave incorrectly due a component the designer did not even know existed.
- 4.5 Summarize and interpret the impact of cybersecurity ideas and events on the evolution of the field.
- 4.6 Explain how the idea of the open Internet led us to new innovations that impact our daily lives and our security.

Hardware Standards and Resources

Course Standard 5

GPA-ACYB1-5

Identify, explain, and apply knowledge of computer hardware equipment including assembly, maintenance, troubleshooting and software/hardware interface.

- 5.1 Convey that computer hardware refers to the physical parts of a computer and related devices.
- 5.2 Identify how hardware and software work together in complex ways to achieve an overall objective.
- 5.3 Identify some common hardware-related vulnerabilities.
- 5.4 Demonstrate the ability to replace hardware/devices.
- 5.5 Demonstrate the installation of components within the display of a laptop.
- 5.6 Use appropriate laptop features.
- 5.7 Compare and contrast characteristics of various types of other mobile devices.
- 5.8 Connect and configure accessories and ports of other mobile devices.
- 5.9 Configure basic mobile device network connectivity and application support.
- 5.10 Use methods to perform mobile device synchronization.
- 5.11 Summarize power supply types and features.
- 5.12 Install and configure common devices.
- 5.13 Utilize the best practice methodology to resolve problems.
- 5.14 Troubleshoot problems related to motherboards, RAM, CPUs, and power.
- 5.15 Troubleshoot video, projector, and display issues.
- 5.16 Troubleshoot common mobile device issues while adhering to the appropriate procedures.
- 5.17 Troubleshoot common problems with printers.
- 5.18 Troubleshoot common wired and wireless network problems.

Virtualization and OS

Course Standard 6

GPA-ACYB1-6

Compare and explain the variety of computer systems including cloud, virtual, and physical.

- 6.1 Compare and contrast cloud computing concepts.
- 6.2 Set up and configure client-side virtualization.
- 6.3 Convey that computer hardware refers to the physical parts of a computer and related devices.
- 6.4 Describe the hardware components of modern computing environments and their individual functions.
- 6.5 Properly use the vocabulary associated with cybersecurity.

Operating Systems

Course Standard 7

GPA-ACYB1-7

Explain and apply software skills to initiate and maintain a network; utilize features of Linux to demonstrate basic cybersecurity operator functions

- 7.1 Explain how cybersystems are complex systems
- 7.2 Develop a script using Windows Command-Line Interface, Windows Management Instrumentation Command-Line (WMIC), and PowerShell to bring a network to an operational state per practical exercises
- 7.3 Identify Windows processes using Sysinternals tools to maintain it in an operational state.
- 7.4 Demonstrate using the Registry hierarchy and primary components to check for suspicious activity in an operational environment
- 7.5 Demonstrate security techniques on user accounts using WMIC, Windows Command-Line Interface, and PowerShell to maintain an operational environment.
- 7.6 Demonstrate an understanding of Linux Core Features by employing commands using common shells to analyze a Linux file system and parse HTML
- 7.7 Describe the Linux boot process.
- 7.8 Identify Linux processes to bring a network to an operational state per the instruction given
- 7.9 Analyze an audit log, identifying all activities that affect an operation, procedure, event, file, or document.
- 7.10 As a collection operator in an operational environment, Cadets will apply Linux operating system commands in accordance with applicable policy, instructions, doctrine, tactics, techniques, and procedures.

Introduction to Cryptography

Course Standard 8

GPA-ACYB1-8

Investigate the uses of cryptography and apply key cryptography concepts.

- 8.1 Properly use the vocabulary associated with cybersecurity.
- 8.2 Define cryptography and explain how it is used in data security.
- 8.3 Convert numbers into scientific notation.
- 8.4 Perform Modulo-2 addition.

Networking

Course Standard 9

GPA-ACYB1-9

Explain secure network concepts and demonstrate the ability to set up a secure network.

- 9.1 Differentiate between threats, vulnerabilities, and attacks.
- 9.2 Analyze how the cybersecurity attack lifecycle/kill chain is essential to adversarial thinking.
- 9.3 Convey that computer hardware refers to the physical parts of a computer and related devices.
- 9.4 Compare and contrast Transmission Control Protocol (TCP) and User Datagram Protocol (UDP) ports, protocols, and their purposes.
- 9.5 Compare and contrast common networking hardware devices.
- 9.6 Install and configure a basic wired/wireless Small Office/Home Office (SOHO) network.
- 9.7 Compare and contrast wireless networking protocols.
- 9.8 Summarize the properties and purposes of services provided by networked hosts.
- 9.9 Explain common network configuration concepts.
- 9.10 Compare and contrast Internet connection types, network types, and their features.
- 9.11 Use appropriate networking tools.
- 9.12 Demonstrate security techniques on user accounts using WMIC, Windows Command-Line Interface, and PowerShell to maintain an operational environment.
- 9.13 Demonstrate their skills by applying Linux concepts in support of offensive and defensive cyber operations and successfully passing the Linux final examination

Security

Course Standard 10

GPA-ACYB1-10

Apply cybersecurity skills in a variety of scenarios including system security, threat evaluation, wireless security protocols, data security and disposal

- 10.1 Describe potential system attacks and the actors that might perform them.
- 10.2 Properly use the vocabulary associated with cybersecurity.
- 10.3 Evaluate physical and environmental security concerns.
- 10.4 Identify physical controls that are used to secure data.
- 10.5 Summarize the importance of physical security measures and explain logical security concepts.
- 10.6 Compare and contrast wireless security protocols and authentication methods.

- 10.7 Detect, remove, and prevent malware using appropriate tools and methods.
- 10.8 Compare and contrast social engineering, threats, and vulnerabilities.
- 10.9 Compare and contrast the differences of basic Microsoft Windows OS security settings.
- 10.10 Implement security best practices to secure a workstation and mobile devices.
- 10.11 Implement appropriate data destruction and disposal methods.

Operating Procedures

Course Standard 11

GPA-ACYB1-11

Identify, describe, and apply cybersecurity practices including security testing, documentation, change management, disaster prevention and recovery methods

- 11.1 Describe appropriate measures to be taken should a system compromise occur.
- 11.2 Properly use the vocabulary associated with cybersecurity.
- 11.3 Conduct standard security testing and assessments.
- 11.4 Explain how cybersystems are complex systems.
- 11.5 Compare and contrast best practices associated with types of documentation
- 11.6 Implement basic change management best practices.
- 11.7 Implement basic disaster prevention and recovery methods.
- 11.8 Explain common safety procedures, environmental impacts and appropriate controls, and the processes for addressing prohibited content/activity, and privacy, licensing, and policy concepts.
- 11.9 Utilize proper communication techniques and professionalism.
- 11.10 Identify the basics of scripting.
- 11.11 Utilize remote access technologies.

JROTC Leadership Education Training & Capstone Project

Course Standard 12

GPA-ACYB1-12

Cadets will work with a team to complete a cybersecurity service-learning project to benefit the school, community, or region.

- 12.1 Apply the knowledge and skills acquired in their courses to a service-learning project.
- 12.2 Extend academic experience into areas of personal career interests, to include working with new ideas, organizations, and individuals in a service-learning environment.
- 12.3 Apply creative and critical thinking about academic, professional, and/or social issues to further develop analytical and ethical leadership skills.

Army Junior Reserve Officer's Training Corps Standards Committee

Dr. Frank Jones
Coordinator of Academies – JROTC/JLC, Curriculum and Instructional Support
Gwinnett County Schools

Tania Williams
Assistant Director of Center for Cybersecurity and Research Education
University of Alabama in Huntsville

Edith Pickens
Senior Advisor for Workforce Development and Integration
US Army, ASA (MRA)

Angela Mitchell
US Army

Georgia Department of Education

Hospitality and Tourism Career Cluster
Hospitality and Hotel Management Pathway
Hotel Operations and Management
Course Number: **.*****

Course Description:

The third course in the Hospitality and Hotel Management Pathway ensures that students gain an understanding of the organizational structures of different hotels and daily operational procedures. The course will lead the students to examine the roles and responsibilities of various divisions within a hotel operation and the impact of each on guest experience. The students will determine the different types of staffing that is necessary for different properties as well as analyze financials for the hotel industry.

Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course.

Hotel Operations and Management is the third course in the Hospitality and Hotel Management pathway in the Hospitality, Recreation and Tourism career cluster. Students enrolled in this course should have successfully completed Hospitality, Recreation and Tourism Essentials and Hospitality, Recreation and Tourism Management.

Course Standard 1**MKT-HOM-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

Georgia Department of Education

				Getting Others to Listen
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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
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
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			

Course Standard 2

MKT-HOM-2

Describe the various operational structures of hotel enterprises.

- 2.1 Identify and describe different corporate structures for hotels.
- 2.2 Analyze the relationship of the hotel organizational structure and the operational strategies employed by hotel management.
- 2.3 Outline the typical departments in small, mid-sized and large hotels and explain how they collaborate to accomplish the mission and goals of the hotel.
- 2.4 Create an organizational chart for different categories of hotels.
- 2.5 List and describe key positions in hotel operations and outline the roles and responsibilities for each.
- 2.6 Compare and contrast various rating services and scales for hotels.
- 2.7 Discuss the impact of social media on hotel reviews and ratings.

Course Standard 3

MKT-HOM-3

Examine the role and responsibilities of the General Manager in the hotel industry.

- 3.1 Summarize the general duties and daily responsibilities of a General Manager of a hotel.
- 3.2 Define the services within a hotel that are directly related to the role of the General Manager.
- 3.3 Discuss the General Manager's role as a leader and coach for the staff of a hotel.
- 3.4 Investigate conflicts that could impact multiple departments within a hotel and identify factors that contribute to various circumstances.
- 3.5 Examine different approaches to conflict management within the hotel environment.
- 3.6 Map the various career pathways to become a General Manager of a hotel.

Course Standard 4

MKT-HOM-4

Determine the significance of the rooms division department in a hotel and describe the daily functions.

- 4.1 Identify and describe the departments within the rooms division of a hotel.
- 4.2 Compare the organizational structures of the front office in different sized hotels.
- 4.3 List the positions within the front office and describe typical job duties for each.
- 4.4 Identify the factors that contribute to a successful front office operation.
- 4.5 Describe a typical career path for a front office manager of a hotel.
- 4.6 Analyze and discuss the importance of effective communication amongst the front office team.
- 4.7 Determine how the rooms division can achieve income generation for a hotel property.

- 4.8 Recommend how hotel staff can manage a guest complaint and pivot for a positive experience.

Course Standard 5

HRT-HOM-5

Examine the evolution of the guest's services department and the function it serves in the operations of a modern hotel.

- 5.1 Determine the role of occupancy forecasting on scheduling, budgeting, and purchasing for a hotel property.
- 5.2 Evaluate the task of forecasting in the hotel industry and recognize how the role and responsibility may differ depending on the size and organizational structure of the hotel.
- 5.3 Investigate the effects of overbooking and justify reasons why hotels employ this practice.
- 5.4 Explore the guests experience from pre-booking through check-out and describe experiences that will have positive or negative influence on a guest's review.
- 5.5 Illustrate the check-in process and room assignments.
- 5.6 Discuss the role of the property management system in capturing guest history, maintaining guest records and yield management.
- 5.7 Differentiate the various duties that need to be performed by each of the standard shifts: first shift, second shift and night audit.
- 5.8 Describe methods to establish and control room rates.
- 5.9 Identify discount types and determine how and when they are used.
- 5.10 Compute occupancy, ADR, REVPAR and yield and explain how each is used to measure financial performance.

Course Standard 6

MKT-HOM-6

Explain the roles and duties of the housekeeping, security, and engineering departments in a hotel organization.

- 6.1 Compare the organization of the housekeeping and security departments for different sized hotels.
- 6.2 Discuss the role and responsibilities of the Executive Housekeeper.
- 6.3 Outline the positions within the housekeeping department and list the duties associated.
- 6.4 Examine the role that housekeeping plays in the overall guest experience and security and loss prevention.
- 6.5 Analyze how inaccurate reporting of room status can impact profitability of a hotel.
- 6.6 Discuss the role and responsibilities of a Director of Security for a hotel.
- 6.7 Outline the positions within the security department and list the duties associated.
- 6.8 Describe the function of the engineering department in different sized hotels.
- 6.9 Discuss the role and responsibilities of the Chief Engineer.
- 6.10 Outline the positions within the engineering department and list the duties associated.

Course Standard 7

MKT-HOM-7

Describe the diverse roles and responsibilities within the food and beverage department of a hotel operation.

- 7.1 Identify the various departments managed within the food and beverage division of a hotel.

- 7.2 Compare the organizational structures of the food and beverage department in different sized hotels.
- 7.3 Outline the positions within the food and beverage department and list the duties associated.
- 7.4 Compare and contrast how hotel food and beverage offerings differ from food and beverage establishments that are not located on hotel properties.
- 7.5 Describe the role of a manager in a hotel Food & Beverage Department.
- 7.6 Identify the role and responsibilities of the Purchasing Department in a large hotel.
- 7.7 Describe the functions of the banquet and conventions department of a large hotel property.
- 7.8 Identify the factors that determine profitability in operating a hotel Food & Beverage Department.
- 7.9 Discuss live entertainment as a function of a hotel food & beverage operation.
- 7.10 Research and summarize current trends in the Hotel Food & Beverage Industry.
- 7.11 Analyze how room occupancy affects Food & Beverage sales.

Course Standard 8

MKT-HOM-8

Develop a general understanding of the hospitality and hotel accounting functions and the significant impact on the business.

- 8.1 Describe the function and duties of the accounting department in different sized hotels.
- 8.2 Describe the roles of the controller and other accounting staff members.
- 8.3 Consider the relationships between the accounting department and other hotel departments.
- 8.4 Distinguish between the transient ledger and the city ledger.
- 8.5 Trace guest accounts from the front office, through the night audit, and to the city ledger.
- 8.6 Review daily reports and other management reports generated by the night audit.
- 8.7 Explain how credit policies and cash control policies are applied in hotels.
- 8.8 Discuss the division of accounts receivable and accounts payable in hotel operations.
- 8.9 Examine various fraud and scams that target hotels and recommend prevention methods.
- 8.10 Account for the types of inventories conducted in each department of a hotel.
- 8.11 Analyze Profit and Loss statements, statements of cash flow, and balance sheets for a hotel operation.
- 8.12 Discuss the role of financial reports in budgeting and cost control.
- 8.13 Explain the process of creating annual budgets.

Course Standard 9

MKT-HOM-9

Determine the functions of the sales and marketing department in the hotel industry.

- 9.1 Describe the function and duties of the sales and marketing department in different sized hotels
- 9.2 Discuss the role of the Director of Sales for a hotel property.

- 9.3 List positions in the sales and marketing office and define their responsibilities and duties.
- 9.4 Examine the cooperation needed between sales and marketing and the rooms and food and beverage divisions.
- 9.5 Describe the marketing mix as it applies to hotel operations.
- 9.6 Analyze the role of the sales department in group reservations and event coordination.
- 9.7 Demonstrate the sales skills required by hotel managers to market guest services.
- 9.8 Describe the importance of customer service after the sale.

Course Standard 10

MKT-HOM-10

Examine the role and responsibilities of the Human Resources Department within a hotel organization.

- 10.1 Compare the functions of the human resources department in different sized hotels.
- 10.2 Discuss the role of the Director of Human Resources for a hotel.
- 10.3 List positions in the human resources department and define their responsibilities and duties.
- 10.4 Explain the importance of the human resources department in protecting the hotel through monitoring hiring, training, and disciplinary processes.
- 10.5 Classify human resources as a support department.

Course Standard 11

MKT-HOM-11

Explore current technology and trends in the hotel industry.

- 11.1 Investigate how technology has altered and continues to evolve in the hotel industry.
- 11.2 Discuss ways that technology influences guest satisfaction.
- 11.3 List issues management should address when evaluating new technology.
- 11.4 Identify and practice the basic technological skills that are required for hotel management.
- 11.5 Provide examples of shifting operational procedures that are critical to successful management of a large hotel.
- 11.6 Discuss the trends in hotel procedures that indicate increased guest services.
- 11.7 Identify the advantages and need to cross-train employees in the hotel industry.

Course Standard 12

MKT-HOM-12

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

- 12.1 Explain the goals, mission, and objectives of DECA.
- 12.2 Explore the impact and opportunities a student organization (DECA) can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
- 12.3 Explore the local, state, and national opportunities available to students through participation in related student organizations (DECA) including but not limited to

conferences, competitions, community service, philanthropy, and other student organization activities.

- 12.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
- 12.5 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

Hospitality and Hotel Management Task Force

Name	Agency or Business Position
Paul Cramer	The Classic Center – President & CEO
Peter Dale	The National Restaurant – Chef and Owner
Danny Bryant	Classic Center – GM of the Arena
Shannon McCullough	The Classic Center – VP of HR & Workforce Development
Katie Williams	Athens Convention & Visitor Bureau - Director
Allison Perfetti	The Classic Center Theatre – General Manager
Candace Crenshaw	Piedmont University
Daniel Spratlin	The Classic Center – Ticketing Supervisor
Whit Richardson	Taziki's Café Restaurant - Owner
Keisha Ryals	Crowning Tier Group - Owner
Emmanuel Stone	Athens Community Career Academy – Community Chef & Culinary Arts Coordinator
David Barbe	UGA Music Business Program - Director
Angela Smith	Hyatt Place Hotel – General Manager
Robert Small	Hyatt Place Hotel – Managing Partner Owner
Dr. Alphonso Buie	Athens Technical College – Program Chair – Hotel, Restaurant, & Tourism Management
Daniel Epting	Epting Events – Food Services- VP of Operations/Owner
Dr James Drake	Piedmont University – Hospitality and Tourism Director
Tomas Ramirez	Clarke County School District – CTAE Director
David Forker	Clarke County School District – ESOL Coordinator
Shelby Anderson	Clarke County School District – Special Education Coordinator
Tessa Barbazon	Clarke County School District – Director of School Counseling and Social Emotional Learning
Summer Simpson	Parent

Transportation, Distribution, and Logistics Powersports and Small-Engine Preventative Maintenance Course Number (Given by GaDOE-CTAE)

Course Description:

Powersports and Small-Engine Preventative Maintenance is the foundational course for the Powersports and Small-Engine Maintenance and Repair pathway. Students will gain a fundamental knowledge of two-stroke and four-stroke engines, the basic principles of preventative maintenance of powersports equipment and small engines, powersports and small-engine careers, factors influencing work systems and high-performing teams, technologies, and terminology. Extensive classroom, lab, and field-based activities focus on students demonstrating skills in real-world scenarios under time constraints.

Course Standard 1

TDL-PSEPM-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

Georgia Department of Education

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
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Georgia Department of Education

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
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 team work 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			
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Course Standard 2

TDL-PSEPM-2

Perform personal, shop, and administrative functions.

- 2.1 Explain the purpose for safety policies and their role in a high-performing team.
- 2.2 Describe the types of fire hazards found in the workplace.
- 2.3 Demonstrate safe use of personal protective equipment (PPE).
- 2.4 Comply with company safety policies.
- 2.5 Understand product liability and legal consequences of personal and team actions.
- 2.6 Understand shop liability and legal consequences of personal and team actions.
- 2.7 Identify tools (i.e., hand tools, major equipment, general shop tools).
- 2.8 Practice tool safety and explain the hazards associated with specific types of equipment and tools.
- 2.9 Apply customer service skills in a repair shop.

Course Standard 3

TDL-PSEPM-3

Apply reading, writing, and math skills.

- 3.1 Read a partsfish diagram.
- 3.2 Properly complete a repair order form and communicate it to necessary team members.
- 3.3 Utilize appropriate parts identification media.
- 3.4 Utilize appropriate service identification media.
- 3.5 Communicate with customer and/or supervisor and team members to determine service requested.
- 3.6 Maintain work records to account for parts and labor.
- 3.7 Apply mathematical operations involving whole numbers, fractions, decimals, percentages, mathematical word problems, formulas, ratios, etc., when necessary, including addition, subtraction, multiplication, and division.

Course Standard 4

TDL-PSEPM-4

Identify two-stroke and four-stroke engine components.

- 4.1 Explain the steps to ignition and the cycle of operation for a two-stroke engine.
- 4.2 Explain the steps to ignition and the cycle of operation for a four-stroke engine.
- 4.3 Use correct spark plugs.

Course Standard 5

TDL-PSEPM-5

Perform preventative maintenance.

- 5.1 Demonstrate the tightening sequence and list torque values for a selected component from a service manual.
- 5.2 Repair damaged threads using a thread repair kit.
- 5.3 Remove a broken bolt using a screw extractor set.
- 5.4 Service an air filter.
- 5.5 Change engine oil and filter and service all fluids.
- 5.6 Detail a motorcycle or an ATV.
- 5.7 Uncrate a new motorcycle, ATV, and small-engine equipment and prepare it for assembly.
- 5.8 Assemble a new motorcycle/ATV and small-engine equipment.
- 5.9 Inspect and service drive-train (i.e., inspect and adjust primary chain, gear drive, belt drive).
- 5.10 Inspect tire condition and adjust tire pressure.
- 5.11 Inspect brake wear and operation.
- 5.12 Remove and service a carburetor from powersports equipment and small engines.
- 5.13 Remove, clean, service, and install a battery utilized by powersports equipment and small engines.

Course Standard 6

TDL-PSEPM-6

Maintain chassis and suspension components.

- 6.1 Remove, replace/repair, and install a front tire and wheel assembly.
- 6.2 Remove, replace/repair, and install a rear tire and wheel assembly.
- 6.3 Replace a damaged rim and respoke and true a motorcycle wheel.
- 6.4 Remove, replace/repair, and install a tire on an ATV.
- 6.5 Inspect and replace drive components (i.e., chain, belt, sprocket, CV shaft, differential, shaft drive).

Course Standard 7

TDL-PSEPM-7

Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events.

- 7.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- 7.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
- 7.3 Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- 7.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

Transportation, Distribution, and Logistics Powersports and Small-Engine Fuel Systems and Diagnostics Course Number (Given by GaDOE-CTAE)

Course Description:

Powersports and Small-Engine Fuel Systems and Diagnostics is the second course in the Powersports and Small-Engine Maintenance and Repair pathway. Students will be introduced to maintaining fuel systems on both two-stroke and four-stroke engines. Fuel system diagnostics related to various performance issues will also be explored. Extensive classroom, lab, and field-based activities focus on students demonstrating skills in real-world scenarios under time constraints.

Course Standard 1

TDL-PSEFSD-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

Georgia Department of Education

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
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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
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 team work 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			
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Course Standard 2

TDL-PSEFSD-2

Maintain engine fuel systems.

- 2.1 Disassemble a carburetor from powersports equipment.
- 2.2 Disassemble a carburetor from small-engine equipment.
- 2.3 Reassemble a carburetor from powersports equipment.
- 2.4 Reassemble a carburetor from small-engine equipment.
- 2.5 Adjust float level in an engine fuel system.
- 2.6 Verify passages are clear in an engine fuel system.
- 2.7 Adjust fuel air ratio in an engine fuel system.
- 2.8 Inspect and clean cold start systems.
- 2.9 Remove, clean, and install a fuel tank and fuel valve.
- 2.10 Identify fuel injection system components (i.e., theory, troubleshooting, utilizing service manual).

Course Standard 3

TDL-PSEFSD-3

Demonstrate basic diagnostic and troubleshooting functions for two-stroke and four-stroke engines.

- 3.1 Conduct a fuel system inspection.
- 3.2 Conduct an exhaust inspection.
- 3.3 Diagnose engine performance issues.
- 3.4 Identify engine parts critical to diagnostic and troubleshooting functions (i.e., air cleaner shroud, blower house, fuel tank drain plug, crankcase, recoil stater drive cup).
- 3.5 Complete an inspection of engine parts.

Course Standard 4

TDL-PSEFSD-4

Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events.

- 4.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- 4.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
- 4.3 Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- 4.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

Transportation, Distribution, and Logistics

Powersports and Small-Engine Systems Performance Theory

Course Number (Given by GaDOE-CTAE)

Course Description:

Powersports and Small-Engine Systems Performance Theory is the third course in the Powersports and Small-Engine Maintenance and Repair pathway. Students will master systems-level approaches to enhancing the performance of two- and four-stroke engines. Special emphasis will be on engine overhaul processes and individual modifications based on specified operational needs. Extensive classroom, lab, and field-based activities focus on students demonstrating skills in real-world scenarios under time constraints.

Course Standard 1

TDL-PSESPT-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

Georgia Department of Education

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
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Georgia Department of Education

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
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 team work 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			
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Course Standard 2

TDL-PSESPT-2

Identify the operational functions of two-stroke and four-stroke engine components.

- 2.1 Identify the function of the intake stroke and related factors that impact engine performance.
- 2.2 Identify the function of the compression stroke and related factors that impact engine performance.
- 2.3 Identify the function of the power stroke and related factors that impact engine performance.
- 2.4 Identify the function of the exhaust stroke and related factors that impact engine performance.
- 2.5 Explain normal combustion and related factors that impact engine performance.
- 2.6 Explain abnormal combustion and related factors that impact engine performance.
- 2.7 Explain the engine fuel system and how the component parts impact engine performance.
- 2.8 Explain octane and how it impacts engine performance.
- 2.9 Explain the concept of volatility and how it impacts engine performance.
- 2.10 Explain the relationship between spark plugs and heat range in relation to vehicle speed and engine performance.
- 2.11 Explain the charging system components and how each interacts to impact engine performance.
- 2.12 Explain the starting system components and how each interacts to impact engine performance.

Course Standard 3

TDL-PSESPT-3

Maintain electronic/electrical systems.

- 3.1 Inspect the charging system.
- 3.2 Troubleshoot the charging system.
- 3.3 Repair the charging system.

Course Standard 4

TDL-PSESPT-4

Perform overhaul engine functions.

- 4.1 Disassemble and reassemble a two-stroke engine.
- 4.2 Disassemble and reassemble a four-stroke engine.
- 4.3 Read and interpret wear limit information from a service manual.
- 4.4 Examine internal engine parts for damage or wear.

Course Standard 5

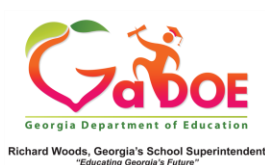
TDL-PSESPT-5

Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events.

- 5.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.
- 5.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.
- 5.3 Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.
- 5.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

Powersports and Small Engine Maintenance and Repair Task Force

Name	Agency/Business
Collin Millsaps	MTF - Trainer
Martin Watson	Pro Tech Cycles - Owner
Jeremy Coker	Star Racing Yamaha- Manager
Brad Hoffman	Star Racing Yamaha - Co-owner
Tommy Hopkins	Storm Services – Partner
Bryan Johnson	MTF - Trainer
Justin Highland	Grady County Fire & Rescue
Dr. Ron O’Meara	Southern Regional Technical College – VP Academic Affairs
Missy Stanaland	Southern Regional Technical College – HS Coordinator
Michell Ausley	Grady County Schools - CTAE Director
Whitney Brannen	Cairo High School - WBL
James Mills	Cairo High School – Industrial Coordinator
Cristie Gilliard	Grady County Schools – Special Education Director
David Coleman	Cairo High School – CTAE Teacher
William Huff	Cairo High School - Principal



Georgia Department of Education

SYNOPSIS OF PROPOSED AMENDMENTS TO RULE 160-4-2-.34 DUAL ENROLLMENT

State Board of Education Rule 160-4-2-.34 *Dual Enrollment* is being amended to change the name of the Dual Enrollment graduation options from “Option A” and “Option B” to “Dual Enrollment Requirements for the Traditional High School Diploma” and “Dual Enrollment Requirements for the Accelerated Career Diploma,” respectively.

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-~~ Dual Enrollment Requirements for the Traditional High School Diploma and Dual Enrollment Requirements for the Accelerated Career Diploma 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.

(l) **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 for the Traditional High School Diploma

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 for the Accelerated Career Diploma

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, American Literature and Composition, and Biology.

(II) Students entering the 9th grade in the 2022-2023 school year and beyond who pursue a high school diploma according to the provisions of (2)(g) of this rule must also successfully complete and pass both American Government and Personal Finance & Economics.

(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: ~~June 16, 2022~~

Effective: ~~July 6, 2022~~

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.

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(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.

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(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.

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(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.

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(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 Dual Enrollment Requirements for the Traditional High School Diploma and Dual Enrollment Requirements for the Accelerated Career Diploma 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.

(l) **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.

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(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 Requirements for the Traditional High School Diploma

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 Requirements for the Accelerated Career Diploma

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, American Literature and Composition, and Biology.

(II) Students entering the 9th grade in the 2022-2023 school year and beyond who pursue a high school diploma according to the provisions of (2)(g) of this rule must also successfully complete and pass both American Government and Personal Finance & Economics.

(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:



Brian P. Kemp
Governor

Gregory C. Dozier
Commissioner

January 6, 2023

Superintendent Richard Woods
Georgia Department of Education
205 Jesse Hill Jr Drive SE
Atlanta, GA 30334

Dear Superintendent Woods,

It is my pleasure to write a letter supporting the proposed name change of the Option B graduation path to Accelerated Career Diploma. It is my sincere belief that all stakeholders will positively receive this change, and the name change will strengthen what is already an excellent option for Georgia students.

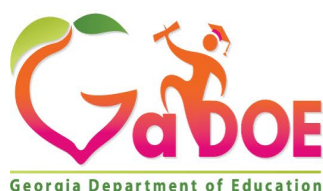
I look forward to the continued partnership between GA DOE and TCSG serving students and communities in Georgia.

Sincerely,

A handwritten signature in blue ink, appearing to read "Greg Dozier". The signature is stylized with a large "G" and "D".

Greg Dozier

Commissioner
Technical College System of Georgia



January 2023 Board Report Summary of Personnel Recommendations

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

Candidate: Timara Bridges **Title:** Grants Acct. Manager I
Department: Finance and Business Operations
Funding Source: State
Education: Masters of Science - Management
Experience Summary: 6 mo. – Fed. Grants Coordinator; 4 yr. - Sr. Staff Accountant

Candidate: Jorge Garcia **Title:** Migrant Education Recruiter
Department: Federal Programs
Funding Source: Federal
Education: 2 yrs. College Courses
Experience Summary: 8 mos. – OSY – Recruiter; Customer Service – 2 yrs.

Candidate: Ye Na Parrett **Title:** Education Program Spec.
Department: Teaching and Learning Mathematics
Funding Source: Federal
Education: Masters of Education
Experience Summary: 10 yrs. – English Learners; 3 yrs. – Mathematics Facilitator

Candidate: Belinda Walters-Brazile **Title:** Dist. Effectiveness Specialist
Department: School Improvement
Funding Source: State
Education: Doctorate Degree – Educational Leadership; Ed.S. – Education Leadership and Supervision
Experience Summary: 5 yrs. – Deputy Superintendent; 2 yrs. - Asst. Superintendent; 15 yrs. - Principal

Candidate: Dennis Medders **Title:** Rural Education Specialist
Department: Rural Education & Innovation
Funding Source: State
Education: Master of Education – Educational Leadership; Ed.S. – Educational Leadership
Experience Summary: 2 yrs. – Asst. Superintendent; 6 yrs. – Principal; 1 yr. – Asst. Principal



Candidate: Rachel Petraglia **Title:** Culinary Specialist

Department: Finance and Business Operations – School Nutrition

Funding Source: Federal

Education: B.S. – Culinary Arts

Experience Summary: 13 yrs. - Culinary Coordinator; 7 yrs. – Various types of chef

Candidate: Darryl Felker **Title:** Education Pipeline Specialist

Department: Teaching and Learning

Funding Source: State

Education: Master of Education – Early Childhood; Ed.D. – Educational Leadership; Ed.S. – Administration and Supervision

Experience Summary: 11 yrs. – Principal; 3 yrs. - Asst. Principal; 7 yrs. -School Improvement Facilitator

**STATE BOARD OF EDUCATION
STATE OF GEORGIA**

C.D. :

Appellant, :

v. :

FULTON COUNTY :

BOARD OF EDUCATION, :

Appellee. :

CASE NO.: 2023-04

DECISION

This is an appeal by C.D. (“Student”) from a decision by the Fulton County Board of Education (“Local Board”) suspending the Student from Centennial High School (“School”) from April 1, 2022 through the end of December 2022 with the option to attend the Local Board’s alternative school. The Local Board took this action because it found that the Student violated its code of conduct rules prohibiting threats and intimidation of school personnel. For the reasons set forth below, the Local Board’s decision is **AFFIRMED**.

I. STATEMENT OF FACTS

On or about April 1, 2022, the Student was in the eleventh (11th) grade at the School. On that day, during class transition, the Student went to the classroom of a teacher, Griffin Larkin (“Teacher”). Prior to this day, the Student and the Teacher had never met or interacted. Without introducing himself, the Student asked the Teacher, who was standing in the hallway outside of his classroom, for another student’s missing assignments. The Teacher explained that he would give the missing assignments to the absent student when she returned to class. Instead of accepting the Teacher’s response, the Student demanded that the Teacher give him the absent student’s assignments. The Student warned that if he did not retrieve the assignments for the absent student then another teacher would have to come by and get it from the Teacher. The Teacher made it clear that he was willing to give the assignments to the absent student or to another teacher, only. The Teacher sensed that the Student was agitated by the Teacher’s refusal. To avoid an escalation of the interaction, the Teacher instructed the Student to step out of his personal space and leave. In response, the Student took a step closer to the Teacher, looked the Teacher square in the eyes and asked, “What are you going to do?” while walking around the Teacher. The Teacher felt threatened by the Student’s conduct. The Student then walked away and the Teacher followed the Student until they both encountered a School administrator to whom the Teacher reported the incident.

Thereafter, the School charged the Student with violating the following Local Board code of conduct rules:

Rule 1(b)II states that it is a violation for a student to “use violence, force, noise, coercion, intimidation, fear, passive resistance, false statements, or any other

conduct that causes, may or attempt to cause the disruption of any mission or function of the school, student learning has been interrupted, an interruption of the academic day, or poses a threat to the health, safety, and/or welfare of students, staff, or others.”

Rule 4(c)IV states that it is a violation for a student to “assault, threaten, attempt to cause physical injury, threaten bodily harm, or commit an act which places an employee in reasonable apprehension of receiving physical injury.”

Rule 7(a)I states that it is a violation for a student to “fail to comply with local school rules and/or reasonable directions or commands of teachers, student teachers, substitute teachers, school assistants, administrators, school bus drivers, or other authorized school personnel, including refusal to identify oneself upon request of any school district employee/designee, or engaging in verbal altercation with another person.”

A disciplinary hearing was conducted on May 9, 2022. After hearing testimony and reviewing the evidence presented, the hearing officer determined that the Student was guilty of violating the Local Board’s code of conduct policy. The Student was suspended from School through the end of the first semester of the 2022-2023 school year with the option to attend the Local Board’s alternative school. The Student appealed the hearing officer’s decision to the Local Board. At the Local Board’s meeting on June 16, 2022, the Local Board affirmed the hearing officer’s decision. Thereafter, the Student timely appealed the Local Board’s decision to the State Board.

II. STANDARD OF REVIEW

A review of a student disciplinary decision by the State Board “shall be confined to the record” and shall not be a *de novo* review. See O.C.G.A. § 20-2-1160(e).

The Georgia Supreme Court has provided the following standard of review for student disciplinary appeals:

On appeal of a student disciplinary decision, the [State Board] reviews whether the record supports the initial decision of the local school board. The [State Board] applies the any evidence standard of review to the local board’s decision as to any factual issue. It is the role of the [fact finder] to weigh the evidence and determine the credibility of witnesses, and not the [State Board]. Under the any evidence standard of review, so long as evidence exists that supports the local board’s decision, it should not be reversed on appeal unless the record shows the local board grossly abused its discretion or acted arbitrarily or contrary to law... An abuse of discretion would be present if the local board misapplied the relevant law or if its rulings are not supported by the evidence. *Henry Cnty. Bd. of Educ. v. S.G.*, 301 Ga. 794 at 798 (2017) (adapted for the State Board and omitted citations of authority).

III. ISSUES ON APPEAL

A. Due Process – Exculpatory Evidence

The Student argues that the School withheld evidence that he could have used in his defense at the hearing. The Student maintains that the School withheld the name of the administrator that the Student and the Teacher encountered immediately following the incident. Moreover, the Student alleges that the School withheld ten (10) videos which might have been used as exculpatory evidence by the Student. The Student contends that the School's failure to provide this information to him constitutes a violation of his due process rights.

Under O.C.G.A. § 20-2-754(b)(3), “[a]ll parties are afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses on all issues unresolved.” Although the Student has the right to present and respond to evidence, there are no required discovery procedures because “[t]he strict rules of evidence prevailing in courts of law [are] not ... applicable to hearings before [local boards of education].” See Georgia Comp. R. & Regs. R. 160-1-3-.04(3)(a)(5). In this instance, the School chose not to call the administrator, who the Teacher and the Student encountered in the hall, as a witness and was under no obligation to do so. The Student was present during the conversation with the administrator; and if the Student thought that the administrator could offer some exculpatory testimony, the Student had the opportunity prior to the hearing to obtain the administrator's name and request that the Local Board subpoena the administrator for the hearing in accordance with Georgia Rules and Regulations Section 160-1-3-.04(3)(a)(2).

Furthermore, there is no obligation under the law that a school provide all available video evidence and witness statements to a student prior to a disciplinary hearing. Under O.C.G.A. § 20-2-754(b)(3), students have the right to respond to the evidence put forth against them at their hearings. In this case, the record shows that the School attempted to coordinate an opportunity for the Student's attorney to view the video prior to the hearing. Unfortunately, the Student's attorney and the Local Board's attorney were unable to coordinate a time to do that. Nonetheless, the Student was able to view the video evidence at the hearing. If the Student believed that there was insufficient time to review the video evidence and prepare a defense, or if the Student believed that he needed an opportunity to subpoena witness statements or procure additional evidence, he could have requested a continuance. He did not request a continuance of the hearing.

Additionally, the Student argues that the School possessed ten (10) other videos that would have shed light on the interaction at issue, and by failing to provide them to him, the School violated his due process rights. While there may have been other videos, the School chose not to use those videos at the hearing. The School chose to use the video that was offered into evidence. The Student had an opportunity to cross-examine the Teacher on that video. Moreover, as noted above, there is no discovery requirement in student disciplinary hearings. In the absence of discovery, the School is not required to disclose all evidence that might prove exculpatory or beneficial to the Student's case. See *L. W. v. Gwinnett Cnty. Bd. of Educ.*, Case No. 2000-3 (Ga. SBE, May 2000). Under the law, the requirement is only that the Student have an opportunity to

respond to the evidence presented. In this case, the Student had that opportunity at the disciplinary hearing.

B. Hearsay Evidence

The Student contends that the Local Board erred by relying on hearsay evidence presented at the disciplinary hearing. A review of the record shows that the Student failed to raise a hearsay objection before the Local Board and, as such, is barred from doing so now. Objections to hearsay evidence cannot be raised or considered for the first time on appeal. *D.H. v. DeKalb Cnty. Bd. of Educ.*, Case No 2022-06 (Ga SBE, Mar. 2022).

C. Level of Punishment

The Student claims that the discipline issued was too severe for the determined misconduct. Regarding the punishment of students, the State Board has held that “[a] local board of education ... is charged with the responsibility of managing the operation of its schools, and in matters of discipline, the State Board of Education cannot substitute its judgment for the judgment of the local board.” *A.M. v. Gwinnett Cnty. Bd. of Educ.*, Case No. 2003-05 (Ga. SBE, Oct. 2002) (citing *Boney v. Cnty. Bd. of Educ. for Telfair Cnty.*, 203 Ga. 152, 45 S.E.2d 442 (1947); *Braceley v. Burke Cnty. Bd. of Educ.*, Case No. 1978-7 (Ga. SBE, June 1978); *Joseph M. v. Jasper Cnty. Bd. of Educ.*, Case No. 1981-40 (Ga. SBE, 1981). As such, the State Board finds that the Local Board’s decision regarding the Student’s suspension was not arbitrary or capricious and was within its authority.

II. CONCLUSION

Based upon the foregoing and a review of the record, it is the opinion of the State Board of Education that the Local Board has met its burden showing that the Student violated the Local Board’s code of conduct policy. Accordingly, this appeal is **AFFIRMED**.

This 11th day of January, 2023.

LEONTE BENTON
VICE CHAIR FOR APPEALS

also, 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). An abuse of discretion occurs ““if the Local Board misapplied the relevant law or if its rulings are not supported by the evidence.”” *Henry Cnty. Bd. of Educ. v. S.G.*, 301 Ga. 794, 798, 804 S.E.2d 427, 432 (2017).

III. ISSUES ON APPEAL

A. Abandonment of Appeal

The Local Board argues that the Student failed to file a brief in support of his appeal, and therefore, his appeal should be dismissed as abandoned.

The record does not support the Local Board’s position. By emails of November 6, 2022 and November 21, 2022, the Student’s mother timely filed written submissions in support of the appeal. To the extent that the Local Board takes issue with the form of the Student’s appeal brief, the State Board finds that the Student is not represented by an attorney in this appeal, and consequently, leniency as to the form of the Student’s appeal brief is appropriate. *See J.G. v. Walton Cnty. Bd. of Educ.*, Case No. 2020-06 (Ga. SBE, Nov. 2019). Therefore, the State Board finds that the Student timely filed a brief in support of his appeal.

B. Sufficient Record Evidence

The Student was found in violation of Rule 3.4 (Excessive Physical Contact), which provides:

Excessive Physical Contact: The use of excessive physical force resulting in harmful contact with a student or person other than school personnel referenced in Level 4. This includes, but is not limited to, fights that are beyond a Level 2 fight, that are violent or planned, cause a disruption of the school environment or educational process, group fights of three (3) or more individuals, and/or fights that cause an injury.

The record reflects that the Student planned to fight with S-2. Moreover, as a result of the fight, S-2 sustained injuries to his face and neck.

In reviewing the Student’s appeal, this Board must apply the “any evidence rule.” Thus, if there is any evidence to support the Local Board’s decision, this Board must affirm it. *See Ransum v. Chattooga Cnty. Bd. of Educ.*, 144 Ga. App. 783, 242 S.E.2d 374 (1978). *See also, Chattooga Cnty. Bd. of Educ. v. Searels*, 302 Ga. App. 731, 691 S.E.2d 629 (2010). This Board will not substitute its judgment for that of the Local Board unless there is clear evidence that the Local Board’s actions were arbitrary and capricious. *Henry Cnty. Bd. of Educ. v. S.G.*, 301 Ga. 794, 804 S.E.2d 427 (2017); *Dukes-Walton v. Atlanta Indep. Sch. Sys.*, 336 Ga. App. 175, 784 S.E.2d 37 (2016); *King v. Worth Cnty. Bd. of Educ.*, 324 Ga. App. 208, 749 S.E.2d 791 (2013).

The record supports the finding by the Local Board that the Student violated Rule 3.4 (Excessive Physical Contact). The Local Board’s decision did not constitute an abuse of discretion, nor was it arbitrary and capricious. Accordingly, the State Board will not overturn it.

C. Level of Punishment

The Student was expelled from school from September 6, 2022 to February 3, 2023 with the opportunity to attend alternative school for violating Rule 3.4 (Excessive Physical Contact) of the Code of Conduct. The Student argues that the punishment was excessive.

This was the Student's first violation of Rule 3.4. Pursuant to the Code of Conduct, the consequences for the first violation are as follows:

MINIMUM: Requires a Disciplinary Hearing. 18 weeks of either Long-Term Suspension or Expulsion and referral to the alternative school.

MAXIMUM: Requires a Disciplinary Hearing. Expulsion for 27 weeks and referral to the alternative school.

The expulsion from September 6, 2022 to February 3, 2023 was in compliance with the guidelines set forth in the Code of Conduct. While the expulsion may seem harsh, the State Board cannot adjust the level of discipline. *K.B. v. McDuffie Cnty. Bd. of Educ.*, Case No. 2018-16 (Ga. SBE, Mar. 2018); *A.T. v. Fayette Cnty. Bd. of Educ.*, Case No. 2016-01 (Ga. SBE, Sept. 2015); *A.M. v. Gwinnett Cnty. Bd. of Educ.*, Case No. 2003-05 (Ga. SBE, Oct. 2002). Further, the State Board has held that “[a] local board of education . . . is charged with the responsibility of managing the operation of its schools, and, in matters of discipline, the State Board of Education cannot substitute its judgment for the judgment of the local board.” *Joseph M. v. Jasper Cnty. Bd. of Educ.*, Case No. 1981-40 (Ga. SBE, Feb. 1982). *See also*, *A.M. v. Gwinnett Cnty. Bd. of Educ.*, Case No. 2003-05 (Ga. SBE, Oct. 2002), *citing Boney v. Cnty. Bd. of Educ. for Telfair Cnty.*, 203 Ga. 152, 45 S.E.2d 442 (1947).

The Student has made no showing that the decision as to the punishment was arbitrary, capricious, or otherwise contrary to school policy or the law. Thus, the punishment will not be disturbed.

Lastly, the Student argues that S-2 should also have been expelled from school. The State Board's review of this appeal pertains only to the charges against the Student. Any discipline received by S-2 is not relevant to this appeal. *See A.G. v. Cherokee Cnty. Bd. of Educ.*, Case No. 2022-15 (Ga. SBE, May 2022); *V.L.F. v. Bibb Cnty. Bd. of Educ.*, Case No. 2001-19 (Ga. SBE, Feb. 2001).

IV. CONCLUSION

For the foregoing reasons, the State Board **AFFIRMS** the decision of the Local Board.

This 11th day of January, 2023.

LEONTE BENTON
VICE CHAIR FOR APPEALS