

Executive Summary

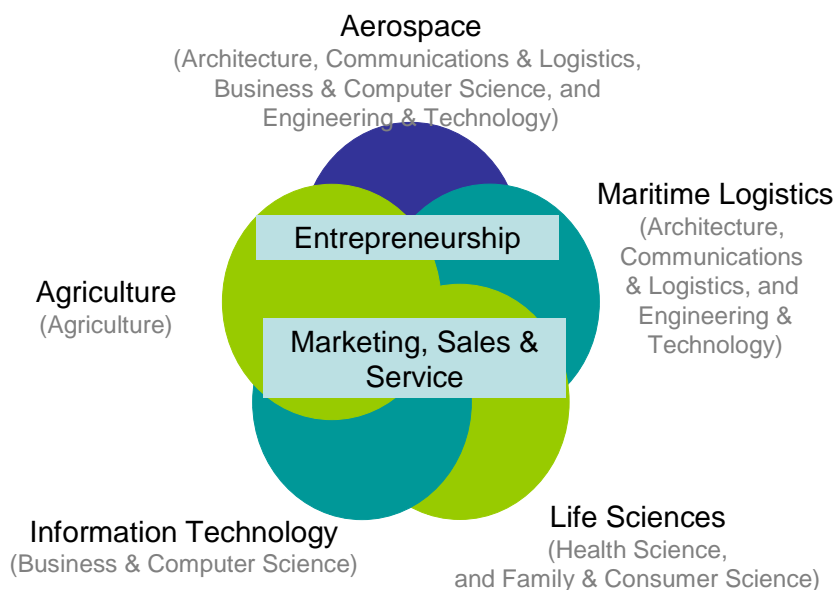
A component of the Career, Technical and Agricultural Education (CTAE) division's re-engineering efforts is the curriculum revision project. In an effort to partnership with academia, the CTAE program areas are revising curricula from QCC (Quality Core Curriculum) objectives to GPS (Georgia Performance Standards) format. The three year curriculum revision process involves the development of career pathways as well as end-of-pathway assessments.

Career, Technical and Agricultural Education began the curriculum revision process in conjunction with the Governor's Strategic Industries. Workforce Development Task Force recommendations were considered as well. Department of Education personnel met with Workforce Development and Department of Labor personnel to determine what knowledge and skills are necessary for success in the Georgia workforce. Additionally, DOE program specialists visited the Governor's Centers of Innovation to learn more about Georgia's strategic industries.

After much research, it was determined that the following Career Pathways would be the focus of Phase I in the curriculum revision endeavors:

- Agriscience
- Aviation
- Transportation Logistics
- Small Business Development
- Computing
- Marketing Management
- Nursing
- Engineering

These pathways are directly linked to Georgia's strategic Industries and Centers of Innovation as illustrated in the diagram below.



Curriculum teams were formed for each of the pathways chosen and were comprised of the following members:

- Secondary teachers
 - Academic
 - Career, Technical and Agriculture
- Postsecondary instructors
 - Academic
 - Career, Technical and Agriculture
- Business and Industry representatives
- Tech Prep Coordinators
- Department of Labor personnel
- Centers of Innovation directors and staff
- Department of Education program specialists

Curriculum teams researched performance standards in other states as well as National Curriculum Standards in the areas for which national standards have been developed. In addition, team members studied the GPS format and academic performance standards in order to integrate and correlate the academic standards to the CTAE standards.

Postsecondary instructors were valuable in the articulation process of the new standards. As curriculum frameworks are developed, articulation of standards between secondary and postsecondary courses will be established as a guideline for local systems.

The performance standards were condensed to reflect the most essential elements of the curricula. Each career pathway provides students with the necessary tools to be successful at the next level of their educational career. With fewer topics, teachers will be able to instruct for deeper understanding of the material and thereby, increase students' opportunity to master key concepts. Performance standards will allow teachers to teach to the depth each student needs and deserves.

Central to all of the pathways will be the 11 Foundation Skills. These competencies not only link Career, Technical and Agricultural to the state's academic standards but the skills also provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy. Additionally, with the core standards, integral activities of the student organizations will be enhanced. The Foundation Skills cover the following areas:

1. Technical Skills
2. Academic Foundations
3. Communications
4. Problem Solving and Critical Thinking
5. Information Technology Applications
6. Systems
7. Safety, Health and Environment
8. Leadership and Teamwork
9. Ethics and Legal Responsibilities
10. Career Development
11. Entrepreneurship

