



SPECIAL EXAMINATION • REPORT NUMBER 22-16 • DECEMBER 2022

# Career Technical Education Extended Day and Extended Year Grants Requested Information

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### Why we did this review

The House Appropriations Committee requested this special examination of Career Technical Education (CTE) Extended Day and Extended Year grants. Based on this request, we reviewed: (1) how these grant funds are distributed to local school systems; and (2) which performance standards/metrics are used to evaluate the usage of these funds.

### About CTE Extended Day/Year

CTE Extended Day grant funds are allocated to school systems to compensate teachers conducting CTE co-curricular activities after regular school hours. Activities include advising or leading a Career Technical Student Organization or conducting Work-Based Learning activities. CTE Extended Year grant funds are allocated to compensate teachers for CTE summer activities, such as work-site development and teaching CTE summer courses.

CTE Extended Day/Year grants are administered by the Georgia Department of Education's Career, Technical, and Agricultural Education division. In fiscal year 2022, the Extended Day grant totaled approximately \$7.7 million for 2,068 teachers, and the Extended Year grant totaled approximately \$410,000 for 161 teachers.

## Career Technical Education Extended Day and Extended Year Grants

### Requested Information

#### What we found

Both Career Technical Education (CTE) Extended Day and Extended Year state grants are distributed to all school systems that apply. Local school systems are required to match CTE Extended Year funding but have no such requirement for CTE Extended Day funding. CTE Extended Day and Extended Year grants are primarily evaluated through state-developed metrics focused on activity completion.

#### ***CTE Extended Day and Extended Year grant funds are distributed to all systems that request funding.***

Extended Day and Extended Year grants have similar funding processes but differ in local matching requirements, as discussed below.

- **Extended Day** – While all systems that request CTE Extended Day funding receive a grant, the state allocation offsets approximately half of the total amount requested each year. Local school systems are not required to supplement funding for the remaining portion, but most systems choose to do so. In comparison, the state fully funds local school system requests for the Agriculture Extended Day program. Other states reviewed provide little to no state funding for CTE or Agriculture Extended Day activities.
- **Extended Year** – All school systems that request a CTE Extended Year grant receive funds from the state, though they are required to match with local funds. This is similar to the matching requirements for Agriculture Education Extended Year funding; however, CTE Extended Year grants fund fewer days than Agriculture Extended Year. Other states reviewed generally offer summer compensation to Agriculture teachers but not CTE teachers.

***CTE Extended Day and Extended Year grants are primarily evaluated through state-developed metrics based on activity completion.***

As discussed below, teachers receiving CTE Extended Day and Extended Year funds complete activity reports similar to the Agricultural programs. However, there is less state-level monitoring of CTE due to fewer state-level monitoring resources and a higher number of teachers receiving funds for CTE.

- **Extended Day** – Each teacher who receives CTE Extended Day funding must complete a Program of Work (POW) that outlines the number and types of activities planned for the upcoming year. They then submit monthly and annual reports that track activity completion to CTE directors. While these activity-based metrics and tools are similar to those utilized by Agriculture Extended Day, GaDOE has additional staff for its Agricultural Education program; as such, the state monitors the program more closely than CTE.
- **Extended Year** – Teachers who receive CTE Extended Year funding are required to complete a Prior Year Activities Report, as well as a budget request form for the upcoming year. Unlike CTE Extended Year, Agriculture Extended Year expands the POW and monthly reports required by Agriculture Extended Day to monitor an entire year's activities. According to GaDOE, this is due to differences in scope among the programs; while Agriculture Extended Day and Extended Year are integrated, far fewer CTE Extended Day teachers are on Extended Year.

**What we recommend**

This report is intended to answer questions posed by the House Appropriations Committee and to help inform policy decisions.

***Agency Response:*** *The Georgia Department of Education stated that they agreed with all three findings. It also provided technical corrections that were incorporated into the report.*

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## Purpose of the Special Examination

This review of the Career Technical Education (CTE) Extended Day and Extended Year grant programs was conducted at the request of the House Appropriations Committee. Our review focuses on the following questions:

- How are CTE Extended Day/Year funds distributed to school systems, and how does the process compare to Agriculture Extended Day/Year and programs in other states?
- What performance standards and/or metrics are used to evaluate CTE programs, and how do they compare to Agriculture Extended Day/Year and programs in other states?

A description of the objectives, scope, and methodology used in this review is included in **Appendix B**. A draft of the report was provided to the Georgia Department of Education for its review, and pertinent responses were incorporated into the report.

## Background

### Overview of Career, Technical, and Agricultural Education

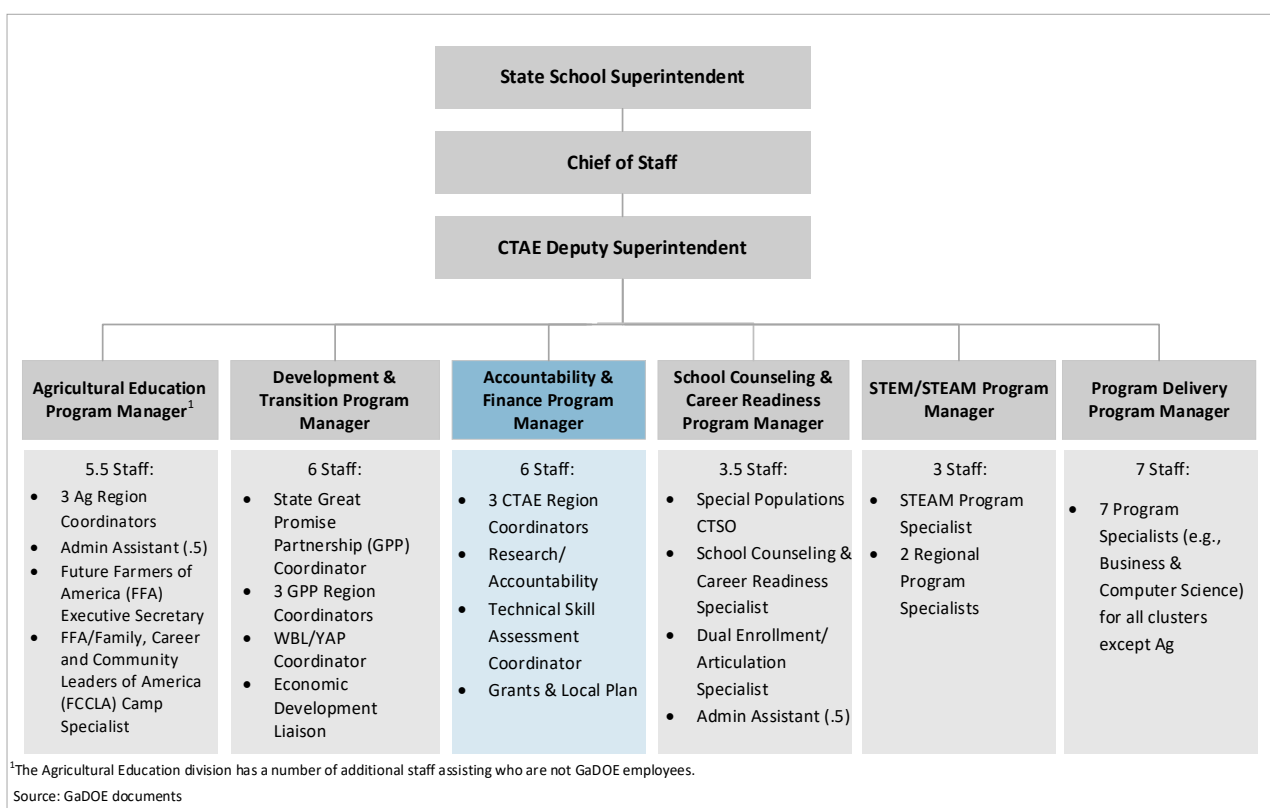
Career, Technical, and Agricultural Education (CTAE) programs educate students in career-specific skills, generally through hands-on learning opportunities.<sup>1</sup> In addition to CTAE courses, school systems offer learning outside the school day through career technical student organizations (CTSOs) and work-based learning (e.g., apprenticeships, internships, etc.). To support these initiatives, the state provides Extended Day and Extended Year grants that compensate teachers for time spent on activities after school and during the summer.

As shown in **Exhibit 1**, CTAE programs are administered by the Georgia Department of Education's (GaDOE) CTAE deputy superintendent. GaDOE oversees the state grant dispersion process, ensures compliance for federal CTAE grant funding, and provides state oversight and guidance to local CTAE directors and school counselors. The various grant programs support professional development, program improvement, supervision, apprenticeships, industry certification, and equipment purchases. This report focuses specifically on Extended Day and Extended Year grants, which are managed under CTAE's Accountability and Finance Program.

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<sup>1</sup> Programs may be present in secondary and postsecondary institutions; for purposes of this review, only secondary CTAE programs will be discussed.



**Exhibit 1****CTAE Programs are Administered by the GaDOE CTAE Deputy Superintendent**

In this report, CTE is used to refer to the 16 clusters aside from agriculture.

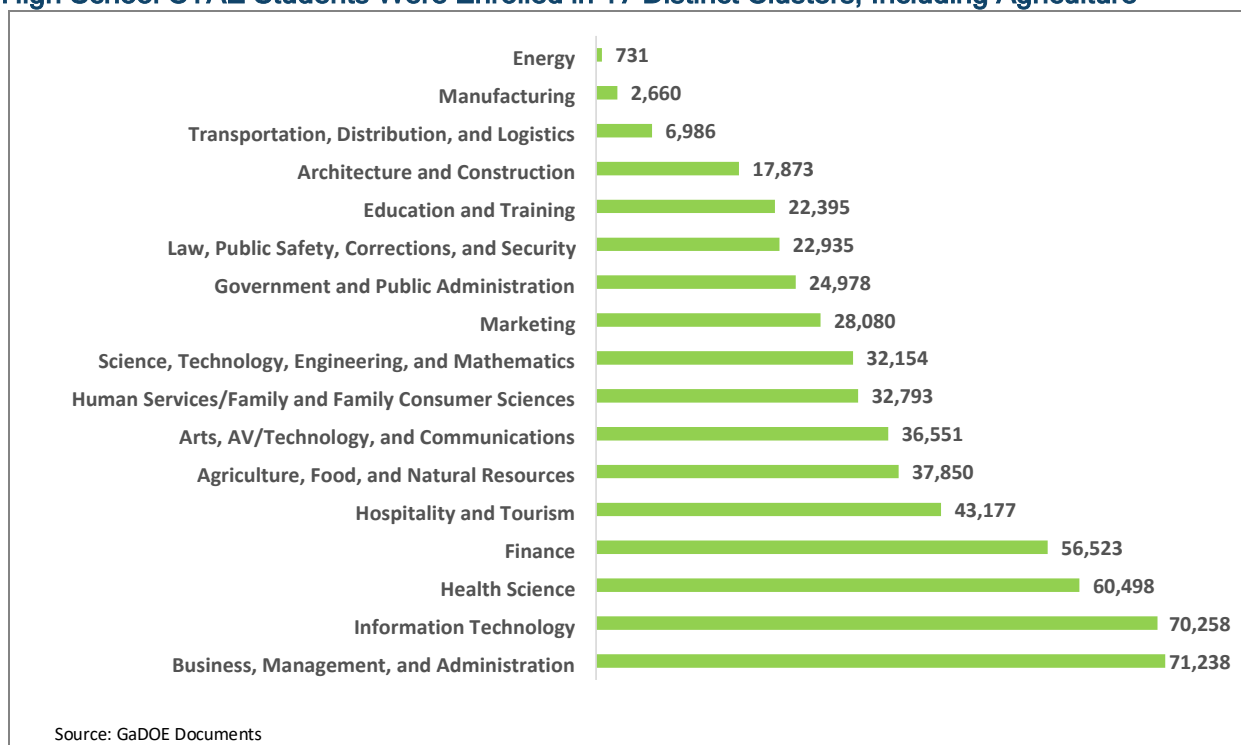
GaDOE's CTAE deputy superintendent oversees 17 "clusters" or program types, such as agriculture, information technology, and finance. The agriculture cluster is unique in that state oversight is administered through a specific agricultural education unit, while the other 16 clusters are not otherwise differentiated.

Within each cluster, there are specific course programs known as "pathways" (e.g., the dental science pathway within the health science cluster). Pathways involve a certain number of courses; students who take three identified courses in a pathway are known as CTAE completers. An illustration of pathways and courses for the manufacturing cluster is shown in **Exhibit 2**. Pathways offered generally vary across school systems due to local industry needs and student interest. However, all school systems in the state offer at least one CTAE pathway.

**Exhibit 2****Each Career Cluster Has Pathway Options with Specific Courses****CTE Activity and Performance Metrics**

In the 2020-2021 school year, approximately 665,000 students were enrolled in CTAE courses. The students were taught by approximately 7,300 teachers and supported by approximately 4,000 school counselors. As shown in **Exhibit 3**, the most common clusters among high school students were Business, Information Technology, and Health Science. There are 453 industry-certified programs within the clusters, which have been evaluated to meet industry standards. In addition, approximately 25,000 students and 11,000 employers participated in work-based learning (WBL) programs that provide work experiences through education and industry partnerships.

### Exhibit 3 High School CTAE Students Were Enrolled in 17 Distinct Clusters, Including Agriculture



Under federal CTE funding requirements,<sup>2</sup> states must annually report on core performance indicators for CTE concentrators,<sup>3</sup> such as the four-year graduation rate, academic proficiency, and WBL. States are also required to report disaggregated data on student performance by gender, race/ethnicity, special population categories, and career clusters.

In the 2020-21 school year, Georgia generally exceeded its state-determined performance levels for these indicators. The four-year graduation rate of CTE concentrators was 95%, compared to the state-determined performance level of 90%. Additionally, 82% of concentrators obtained academic proficiency in mathematics (compared to a performance level of 70%), and 38% participated in WBL (compared to a performance level of 30%).

#### Grant Requirements and Application Process

To receive Extended Day and Extended Year grant funding, school systems must submit a consolidated grant application and complete required reports.

<sup>2</sup> CTE programs receive federal funding primarily through the Perkins V grant for secondary and post-secondary CTE programs. In fiscal year 2021, Georgia received approximately \$48 million in total Perkins V funding, but these funds are not spent on Extended Day/Extended Year.

<sup>3</sup> Under Perkins V, a CTE concentrator at the secondary school level is defined as a student who has completed at least two courses in a single CTE program or program of study.



### *Extended Day*

Extended Day grants fund up to one additional hour of after-school time each day, with school systems indicating whether teachers will need half an hour or a full hour's funding. State regulations require those requesting funding to be high school teachers who have a planning period during the school day and teach no more than one course out of field. Extended Day funds can be used for the following activities:

- **Work-based Learning (WBL)** – Teachers may work beyond the regular workday to develop WBL sites, place students, supervise student placement, and coordinate WBL activities with classroom instruction. WBL programs include youth apprenticeship, internships, and cooperative education.
- **Leadership Development** – Teachers may work beyond the regular school day to provide students with leadership and career development opportunities in co-curricular career and technical student organizations (CTSOs). Examples of CTSOs include Future Business Leaders of America, Georgia SkillsUSA, and DECA.

Georgia's Board of Education approves requests during its June board meeting each year. Approved funding is made available to local school systems through the online Consolidated Application system. School systems draw down funding as reimbursement after compensating teachers for CTE Extended Day activities but can choose the intervals in which funds are remitted (monthly, quarterly, etc.). GaDOE indicated that if staffing adjustments occur during the school year, systems are expected to notify GaDOE of changes to allow funding to be reallocated.

### *Extended Year*

Extended Year grant funds are allocated for teachers spending additional days outside the school year (beyond 190 days) on CTE activities. Applicable activities include summer school, work-site development, family and consumer sciences projects, and technology/career supervision. If a school system is applying for Extended Year state funding for their first time, the system must show that it fully funded the teacher's prior-year activities through local funds.

### **CTE Funding**

As shown in **Exhibit 4**, CTE Extended Day and Extended Year grant funding totals approximately \$8 million annually; the vast majority of the grant is for Extended Day.<sup>4</sup> Between fiscal years 2018 and 2022, combined Extended Day and Extended Year grant funding increased from \$7.0 to \$8.1 million (16%).

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<sup>4</sup> As discussed further in the report, the state also provides Agriculture Extended Day/Year grants, which are separate from the CTE Extended Day/Year grants shown in Exhibit 4.

**Exhibit 4****CTE Extended Day/Extended Year Funding Has Increased Between Fiscal Years 2018 and 2022**

Grant	2018	2019	2020	2021 <sup>1</sup>	2022
CTE Extended Day	\$6,576,891	\$7,098,776	\$7,207,650	\$7,712,657	\$7,682,657
CTE Extended Year	\$376,554	\$405,144	\$410,179	\$410,179	\$410,179
<b>Total</b>	<b>\$6,953,445</b>	<b>\$7,503,920</b>	<b>\$7,617,829</b>	<b>\$8,122,836</b>	<b>\$8,092,836</b>
<sup>1</sup> Fiscal year 2021 grants include CARES Act funding, which was used to supplement funds previously cut due to the COVID-19 pandemic.					
Source: GaDOE Meeting Minutes					

GaDOE staff indicated that, in some cases, school systems may fail to use all grant funds due to staffing adjustments during the year and thus must remit funds to the state treasury. In fiscal years 2018-2022, between \$24,840 and \$138,023 was remitted each year, representing less than 2% of total CTE Extended Day funding. According to GaDOE, CTAE has recently implemented processes to prevent remittance from occurring in future years.

School systems may receive additional state CTE funds, including:

- **Youth Apprenticeship Program (YAP) Grants** – These grants are allocated based on student counts to fund a YAP Coordinator position. The YAP operates under work-based learning and integrates academic training and paid work. School systems receiving funding are required to complete annual reports.
- **Other State CTE Funds** – Other CTE grants include industry certification grants to help programs become industry certified, supervision grants to help fund local supervision positions, and grants for equipment and construction purposes. Bond funding is also allocated by the state to school systems for the purchase of lab equipment.
- **Quality Basic Education (QBE) Funding** – CTAE programs receive QBE funding each year based on course enrollment. In fiscal year 2021, QBE funding for CTAE enrollment totaled \$345 million, with state funds accounting for \$283 million. This funding is not differentiated based on whether it is intended for an agricultural or CTE program.

## Requested Information

### **Finding 1: GaDOE distributes CTE Extended Day grant funding to all school systems that apply but can only provide about half of the requested amount.**

While all systems that request CTE Extended Day funding receive a grant, the state allocation offsets approximately half of the total amount requested each year. Local school systems are not required to supplement funding for the remaining portion, but most systems choose to do so. In comparison, the state fully funds local school system requests for the Agriculture Extended Day program. However, other states reviewed provide little to no state funding for CTE or Agriculture Extended Day activities.

To receive CTE Extended Day grant funding, school systems submit budget requests based on teachers' salary for 190 hours of additional work in the school year (one hour per day), with an additional 20% calculation of teacher benefits. Teachers can alternatively request a "half-hour" amount for an estimated 95 hours of work. The number of teachers in the budget requests is determined by each school system based on program needs and teacher availability.

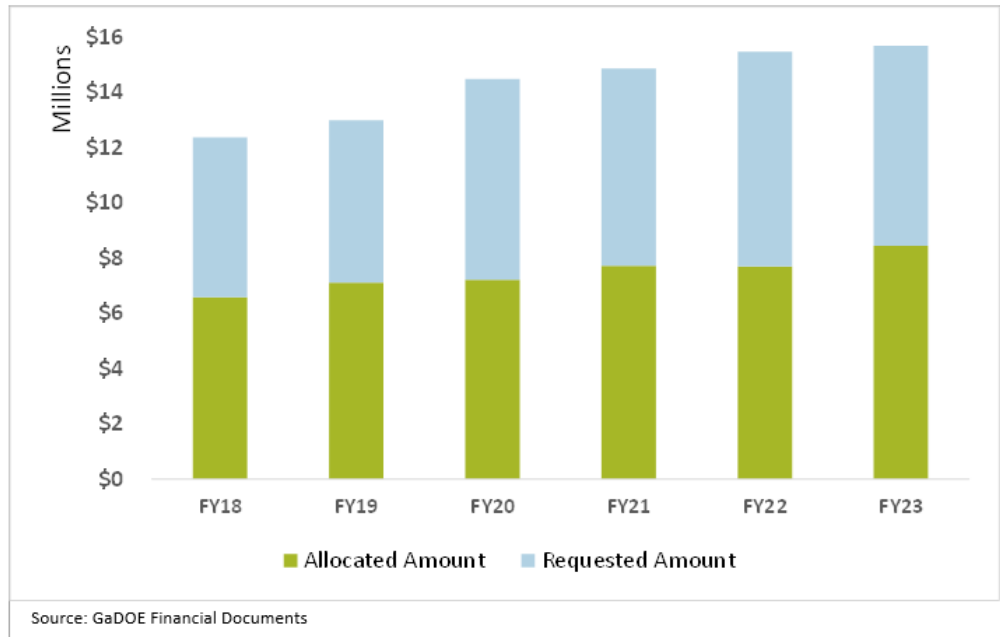
In fiscal year 2022, 155 of 180 school systems (86%) requested approximately \$15.5 million in CTE Extended Day funding for 2,068 teachers. The number of teachers per system ranged from one to 167, averaging 13 (see [Appendix C](#) for system detail). School systems with extended day activities may not request state funding because they compensate their teachers solely through local funding and/or because teachers do not meet state requirements (e.g., teacher has no planning period).<sup>5</sup>

As shown in [Exhibit 5](#), the state funds approximately half of each school system's requested funding amounts each year. In fiscal year 2022, for example, the state provided approximately \$7.7 million of the \$15.5 million requested by local systems in CTE Extended Day funds. GaDOE then allocated to each system approximately 50% of their request. On average, this equated to approximately \$50,000 per system and \$3,700 per teacher. Since fiscal year 2018, systems have generally received approximately half of the amount requested.

It should be noted that the average amounts were calculated based on the systems' budget requests. The number of teachers actually funded, and the amount funded, could change during the year due to personnel adjustments (see discussion on page 10).

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<sup>5</sup> Of the 142 school systems that responded to our survey, 14 (approximately 10%) did not request CTE Extended Day funding for teachers. Of these, 10 systems indicated their teachers performed CTSO and/or WBL-related activities after school, with 8 relying solely on local funds. Six of the 14 systems indicated they intended to apply for CTE Extended Day grant funding in the future.

**Exhibit 5****Approximately Half of Systems' CTE Extended Day Requested Amount is Funded Each Year, Fiscal Years 2018-2023**

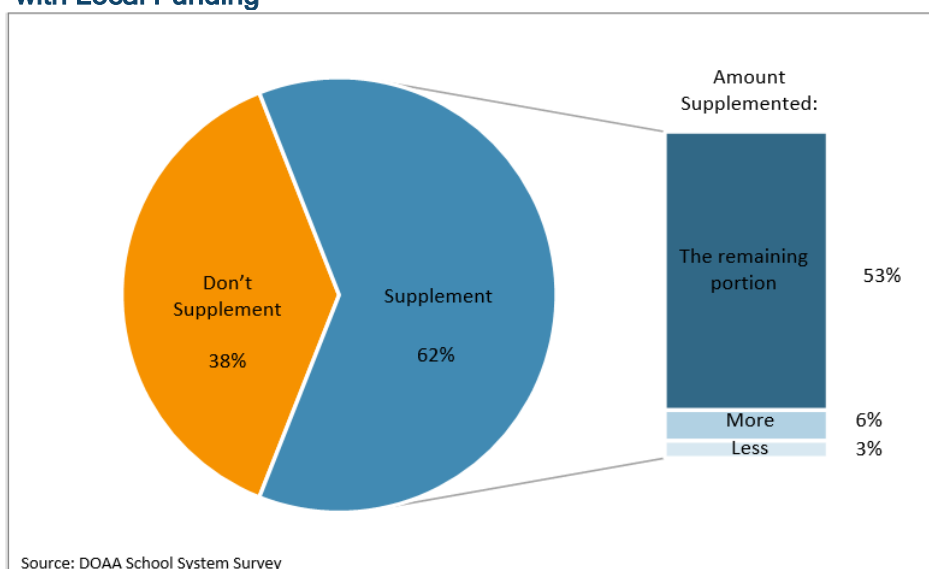
Of 121 school systems surveyed with CTE Extended Day grant funds, 75 (62%) indicated that they supplemented with local funds, as shown in **Exhibit 6**. Most systems (64) contributed enough to reach the system's initial requested amount, while four contributed less (generally due to local budget constraints) and seven contributed more (as incentive for teachers, or due to differences in the local system's pay scale). Approximately 38% of school systems (46) indicated they do not contribute additional funding, generally due to budget constraints.

**Extended Day Code Section**

In addition to the Extended Day programs discussed above, O.C.G.A. § 20-2-259, enacted in 2000, allows the state to allocate funds toward an Extended Day program. According to GaDOE's interpretation, this code section applies to general extracurricular activities as well as CTAE activities. Funding amounts would be calculated by dividing an administrator salary by the base size for the high school education program and then multiplying that amount by the number of student Full-Time Equivalents (general 9-12 and CTAE 9-12 FTEs).

This program is subject to appropriation by the General Assembly. GaDOE indicated they are not aware of funding being allocated towards this program.

### Exhibit 6 Most School Systems Surveyed Supplemented CTE Extended Day with Local Funding



Approximately 60% of surveyed school systems with CTE Extended Day programs (71 of 119) indicated that the current level of CTE Extended Day grant funding was not sufficient to provide needed services. In addition to supplementing with local funding, some surveyed school systems indicated the lower CTE Extended Day funding resulted in teachers not being compensated as much for activities (36), fewer (26) or lower quality (29) CTSO activities, and lower teacher participation (30).<sup>6</sup>

For comparison purposes, we reviewed Georgia's Agriculture Education Extended Day program and other states' programs. The level of state funding varied, as described below.

- Agriculture Extended Day** – Though also administered by GaDOE's CTAE division for a similar purpose, the Agriculture Extended Day program has a different funding structure than CTE Extended Day. In particular, the state fully funds Agriculture Extended Day requests,<sup>7</sup> though it should be noted these requests do not include funding for teacher benefits (CTE requests include this 20% addition). Additionally, the state funds middle school and high school Agriculture Extended Day teachers (CTE Extended Day funding is restricted to high school).

In addition, the state has more discretion over Agriculture Extended Day funding decisions. GaDOE staff review Agriculture funding requests and may reduce funding if teachers miss compliance

<sup>6</sup> School systems may be reflected in multiple categories.

<sup>7</sup> In fiscal year 2022, the state allocated approximately \$2.8 million in Agriculture Extended Day grant funding for 519 teachers (approximately \$5,500 per teacher).

standards (as discussed in Finding 2). In contrast, local school systems make funding decisions for CTE Extended Day teachers. As discussed in the next finding, 35 school systems surveyed indicated they had reduced a CTE teacher's Extended Day funding in the past, generally due to a lack of compliance with program requirements.

- **Other State Practices** – Southeastern states reviewed generally do not have grant programs for CTE or Agriculture Extended Day at the state level.<sup>8</sup> Five states indicated local systems may contribute funding to teachers for these activities, generally through small stipends. One state (North Carolina) indicated they provide an annual stipend of up to \$500 for CTSO advisors.

**Agency Response:** *The Georgia Department of Education stated that they agreed with this finding.*

## **Finding 2: Local school systems monitor CTE Extended Day programs using state-developed tools that focus on activity completion.**

Teachers receiving CTE Extended Day funding complete Programs of Work (POWs) that outline the number and types of activities planned for the upcoming year. They then submit monthly and annual reports that track activity completion. While these activity-based metrics and tools are similar to those utilized by Agriculture Extended Day, GaDOE more closely reviews Agriculture Extended Day teachers and has additional staff to do so.

State monitoring of CTE Extended Day is primarily conducted through on-site or virtual school system visits every five years, in which staff review all CTAE state and federal grant funding. As part of this review, GaDOE staff compares the CTE Extended Day teachers budgeted to the teachers actually funded to identify any discrepancies. GaDOE has found instances in which not all teachers were funded due to personnel changes after the budget request submission. GaDOE indicated that it is working to improve communication with local school systems so funds can be reallocated as needed.

GaDOE relies on local systems to monitor CTE Extended Day teachers' performance. As shown in **Exhibit 7**, this is accomplished primarily by comparing teachers' performance at the end of the year to the POW created at the beginning of the school year. Teachers also submit activity reports monthly. Each evaluation component is described below.

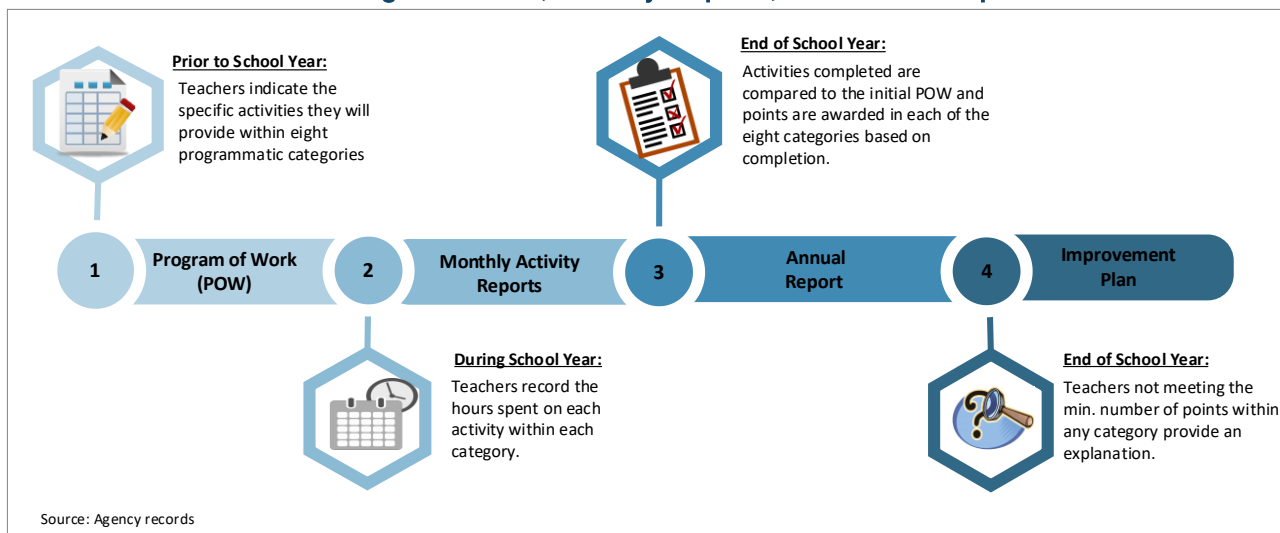
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<sup>8</sup> States interviewed were Alabama, Florida, North Carolina, South Carolina, Tennessee, and Virginia.



## Exhibit 7

### Activities are Tracked Through the POW, Monthly Reports, and Annual Report



- Program of Work** – When requesting CTE Extended Day funding, teachers must complete a POW that outlines planned activities for the school year. As shown in **Exhibit 8**, CTE teachers are required to complete activities in eight categories: four CTSO related and four Career related. Activities completed in each program category correspond to a number of points, with each category requiring a minimum number of points to be completed in the year. For example, a CTE teacher may earn five points of their required 30 points in CTSO Operations & Leadership by organizing and maintaining their local CTSO chapter. An example of CTE's POW can be found in **Appendix D**.

## Exhibit 8

### Required CTE Activities are Grouped into Eight Programmatic Areas

CTSO Related Activities		Career Related Activities	
1	<b>Operations &amp; Leadership (30 pts)</b> – Organize local chapters, coordinate meetings, pay dues, etc.	5	<b>Connecting Activities (25 pts)</b> – Coordinate advisory committee, business partnerships, school presentations, etc.
2	<b>Chapter/National/State (20 pts)</b> – Coordinate activities related to leadership, marketing, community service, etc.	6	<b>Career Exploration (25 pts)</b> – Assist with student research, individual career advisement, job shadowing, etc.
3	<b>Professional Development (15 pts)</b> – Attend workshops, staff development conferences, etc.	7	<b>Career Awareness (25 pts)</b> – Coordinate guest speakers, career fair/career day, etc.
4	<b>Competitive Events (35 pts)</b> – Prepare for competitions, chapter of the year points, etc.	8	<b>Instructional (25 pts)</b> – Assist with employability skills, career planning tools, student supervision in clinical settings, etc.

Source: Agency records

Agriculture Extended Day requires a similar POW for teachers, though some requirements vary (an example can be found in **Appendix E**). In addition, Agriculture Extended Day's POW does not use a points

system, instead listing individual standards that teachers should meet. GaDOE indicated that Agriculture and CTE Extended Day POW requirements are the minimum teachers should complete if they receive grant funding.

- **Monthly Activity Reports** – Teachers receiving CTE Extended Day funding must complete monthly reports that record time spent on CTE activities. These reports include each activity’s date, POW category, a description, the number of hours spent, and the number of people involved in the activity. These reports must be reviewed monthly by local CTAE Directors but are not required to be submitted to the state. Agriculture Extended Day uses a similar monthly report, though teachers are required to input information into a state data system for monthly review by GaDOE staff.

In fiscal year 2022, 1,261 teachers spent an average of 195 hours on CTE activities. While teachers receive the grant for either 190 (full-time) or 95 (half-time) hours, GaDOE staff indicated that they may work fewer hours given the lower amount of state funding. Nearly half (461) of the 945 teachers with full grant funding reported more than 190 hours (an average of 198), while 89% (282) of the 316 with half-hour grant funding reported more than 95 hours (an average of 184).

Teachers whose local school systems supplemented the grant with local funding spent approximately 30% more hours on CTE activities than teachers whose school systems did not supplement (215 hours compared to 167).<sup>9</sup> On average, teachers spent the most hours on CTSO Chapter/State/National Events (40 hours) and Operations & Leadership Activities (38 hours).

- **POW Annual Report** – At the end of the school year, teachers complete a POW Annual Report that records the CTE Extended Day activities conducted to earn points within the eight categories discussed above. If a teacher does not meet minimum point requirements in a category and intends to apply for grant funding the following year, they must complete an Improvement Plan that generally details why they did not meet the standard and/or includes a plan to meet that category’s requirements in the following year. Agriculture Extended Day has a similar Annual Report process that tallies the number of standards met. Agriculture teachers are also required to complete a form if they miss a POW standard, though unlike CTE they may be subject to funding reductions based on GaDOE review.

In fiscal year 2022, 67% (1,337) of the 2,000 CTE Extended Day teachers who completed an annual report met requirements in at least seven of the eight categories. Reasons for missing minimum point requirements included illness, emergencies, COVID restrictions, and

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<sup>9</sup> This comparison included 119 school systems who held activity data and responded to this question in the survey.

lack of student participation.<sup>10</sup>

Surveyed school systems generally relied on these state evaluation tools to monitor CTE Extended Day grants and found them useful. Among the 128 survey respondents with CTE Extended Day, 31 systems (24%) indicated they also use local tools or metrics, such as goal sheets or CTSO student membership. In addition, local CTE Extended Day funding decisions may be impacted by performance—35 of 128 systems surveyed (27%) indicated they had reduced funding for CTE Extended Day teachers in the past, generally because teachers did not meet POW requirements.

As discussed in Finding 1, southeastern states reviewed do not fund these programs; therefore, there is no state monitoring to compare to Georgia's monitoring. Within Georgia, we compared CTE Extended Day to Agriculture Extended Day and found that GaDOE devotes more resources to monitoring Agriculture (which also receives more state funding per teacher). This is possible because Agriculture has 15 staff available to review the program, while CTE only has four.<sup>11</sup>

**Agency Response:** *The Georgia Department of Education stated that they agreed with this finding.*

### **Finding 3: CTE Extended Year costs are split evenly between state and local funding sources, and activities are monitored locally.**

All school systems that request a CTE Extended Year grant receive funds from the state, though they are required to match with local funds. This is similar to the matching requirements for Agriculture Education Extended Year funding; however, CTE Extended Year grants fund fewer days and require less reporting than Agriculture Extended Year. Southeastern states reviewed generally offer summer compensation to Agriculture teachers but not CTE teachers.

#### **Extended Year Funding**

To receive CTE Extended Year grant funding, school systems submit budget requests based on the number of teachers working during the summer who will be funded by the state grant. The amount of funding per teacher is calculated according to the teacher's salary<sup>12</sup> for a maximum of 20 additional days per teacher. Systems are required to match the state's funding to reach the teacher's total number of Extended Year days. For example, if a system requests funding

<sup>10</sup> In fiscal year 2022, 13% of teachers who did not meet requirements (120 of 947) did not complete an Improvement Plan. As previously discussed, teachers who are requesting funding for the following fiscal year are required to complete Improvement Plans.

<sup>11</sup> As discussed in Exhibit 1 on page 2, the Agriculture division has a number of non-DOE staff who assist.

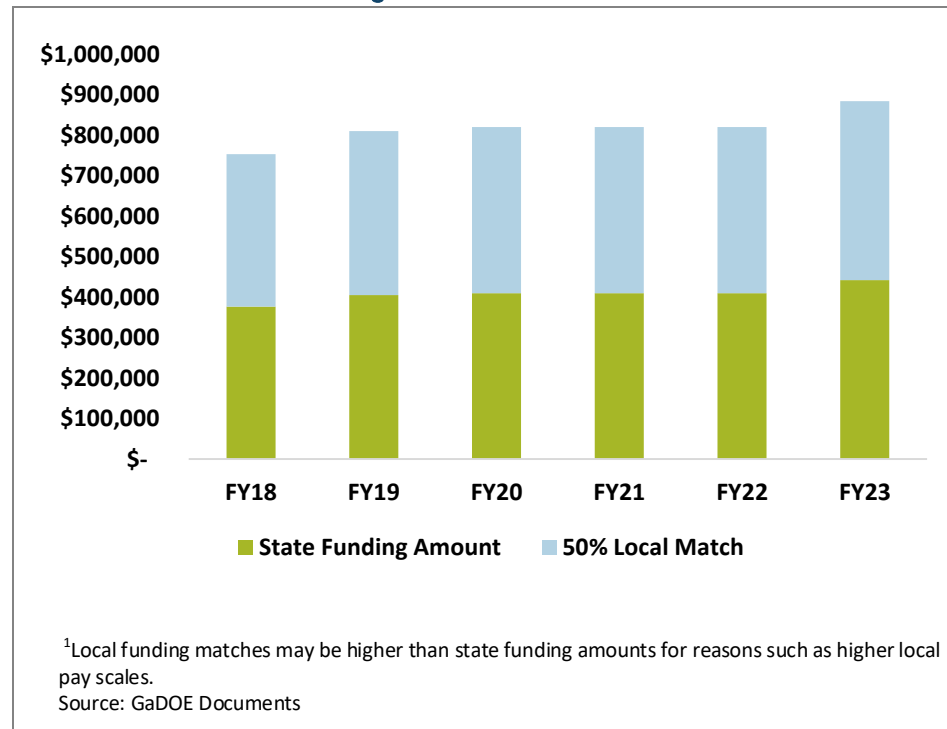
<sup>12</sup> While CTE Extended Day state grant funding includes a calculation for employee benefits, GaDOE indicated that for CTE Extended Year, local school systems determine how to fund teacher benefits. For example, some school systems will use a portion of the state grant to fund benefits, while others use local funds.

for one teacher for 20 days, the state and the system would each fund 10 days.

In fiscal year 2022, 75 school systems requested \$410,179 in total state funding for 161 Extended Year teachers (See **Appendix F** for a detailed listing). Systems generally requested funding for one or two teachers. As shown in **Exhibit 9**, state funding has been generally consistent since fiscal year 2018, increasing by 8% in fiscal year 2019 and again by 8% between fiscal years 2022 and 2023.

### Exhibit 9

#### CTE Extended Year Funding Increased from Fiscal Year 2018-2023<sup>1</sup>



Of the school systems surveyed, approximately half did not request CTE Extended Year funding. Explanations varied but were generally due to lack of interest or need for the funding. However, approximately one-third of school systems that did not request CTE Extended Year funding indicated that CTE teachers did conduct summer activities, and a majority of these school systems stated they supplement teachers with local funding for some or all related CTE activities. Approximately 25% of the systems without CTE Extended Year indicated that they planned to apply for the state grant in the future.

Similar to the separate Extended Day grant programs, there is a distinct Extended Year program for Agriculture Education in Georgia. Other southeastern states reviewed also indicated that they fund Agriculture's summer activities, but generally not CTE's.

- **Agriculture Extended Year** – GaDOE staff indicated that all Agriculture Extended Day teachers perform Extended Year activities,

compared to a smaller percentage of CTE Extended Day teachers.<sup>13</sup> The state funds 20, 30, or 40 days of additional time for Agriculture Extended Year, and local systems must fund a 50% match along with teachers' benefits. In addition to more days, Agriculture Extended Year funds both middle and high school teachers, whereas CTE Extended Year funds only high school teachers. In fiscal year 2023, state funding for Agriculture Extended Year totaled approximately \$2.2 million.

- **Other States Practices** – CTE staff in the southeastern states reviewed stated they generally do not have state grant programs similar to Extended Year. Only one state—Alabama—has an Extended Year program for Agriscience. This competitive grant program provides state funding for stipends, benefits, teacher registration, and teacher travel expenses for approved career and technical education activities.

Three states indicated that they hire Agriculture teachers on a 12-month contract instead of the standard 10-month contract, generally due to responsibilities such as maintaining agriculture functions (i.e., gardens, animals) or overseeing supervised agricultural experiences over the summer. CTE teachers in states reviewed generally are hired on the 10-month contract.

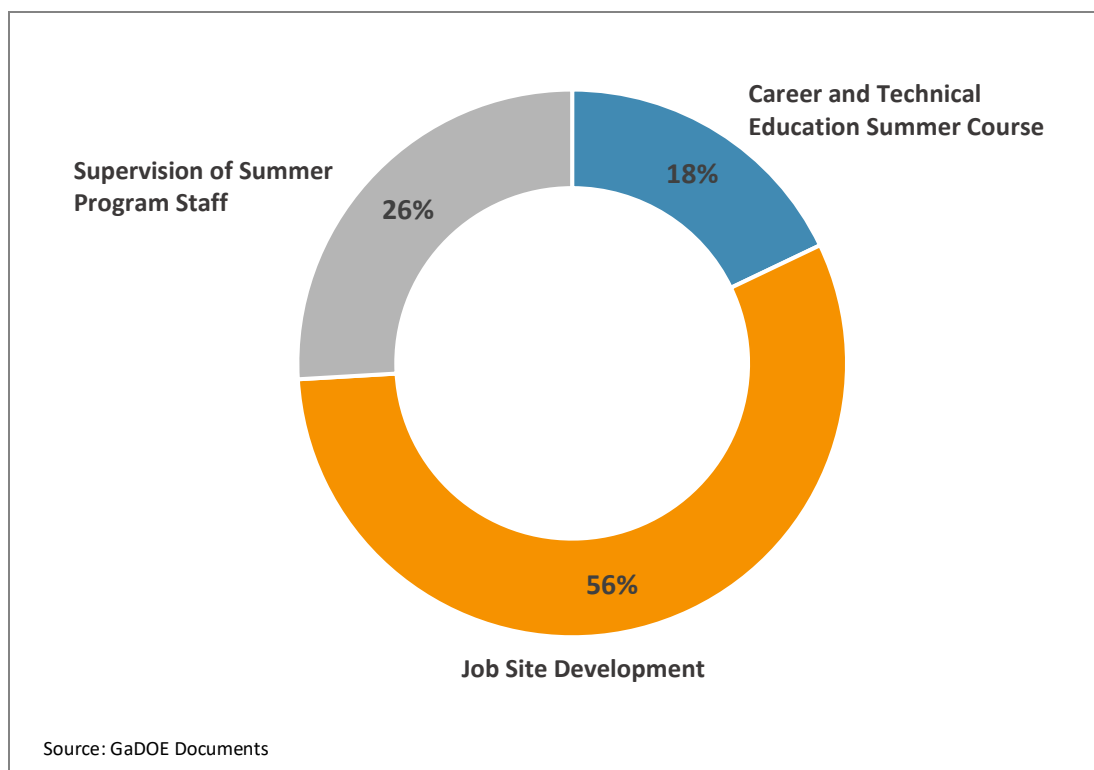
### Extended Year Monitoring and Evaluation

For CTE Extended Year, teachers are required to complete a Prior Year Activities Report, as well as a budget request form for the upcoming year. These reports include the activity selected, number of days a teacher spent on the activity, and the number of students included, along with the requested funding. Teachers applying for the grant for the first time must complete a Prior Year Activities Report that shows the system fully funded that teacher's Extended Year activities the previous summer. Most school systems with CTE Extended Year indicated that they found the Prior Year Activities Reports useful in monitoring Extended Year grants.

As shown in **Exhibit 10**, 56% of teachers' Extended Year activities in fiscal year 2022 were related to job site development, which relates to an instructor's contact with employers to supervise and/or place students in work-based learning. Approximately 26% of activities were related to supervising summer program staff, and approximately 18% were related to CTE summer courses.

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<sup>13</sup> In fiscal year 2022, school systems requested funding for 161 CTE Extended Year teachers and 2,068 CTE Extended Day teachers.

**Exhibit 10****Job Site Development Comprised the Majority of CTE Extended Year Activities in Fiscal Year 2022**

The majority of school systems surveyed with CTE Extended Year indicated that they do not use performance standards or metrics other than the state required reports. Additionally, a few school systems stated that they evaluate performance through time sheets. Generally, school systems did not reduce or deny CTE Extended Year funding based on teacher performance.<sup>14</sup>

Unlike CTE Extended Year, Agriculture Extended Year expands the POW and monthly reports required by Agriculture Extended Day to monitor an entire year's activities. According to GaDOE, this is due to differences in scope between the programs; while Agriculture Extended Day and Extended Year are integrated, far fewer CTE Extended Day teachers are on Extended Year. GaDOE staff indicated that while they reduce funding for teachers on Agriculture Extended Day, they do not generally cut Agriculture Extended Year.

**Agency Response:** *The Georgia Department of Education stated that they agreed with this finding.*

<sup>14</sup> Four school systems reported that they have reduced or denied CTE Extended Year funding. Reasons included teacher performance (lack of work by a teacher or a teacher failing to meet goals), budget cuts, and the teacher requesting to work fewer days.



## Appendix A: Table of Findings and Recommendations

	Agency Agreement
<b>Finding 1: GaDOE distributes CTE Extended Day grant funding to all school systems that apply but can only provide about half of the requested amount. (p. 7)</b>	<b>Agree</b>
<b>No recommendations included</b>	<b>N/A</b>
<b>Finding 2: Local school systems monitor CTE Extended Day programs using state-developed tools that focus on activity completion. (p. 10)</b>	<b>Agree</b>
<b>No recommendations included</b>	<b>N/A</b>
<b>Finding 3: CTE Extended Year costs are split evenly between state and local funding sources, and activities are monitored locally. (p. 13)</b>	<b>Agree</b>
<b>No recommendations included</b>	<b>N/A</b>

## Appendix B: Objectives, Scope, and Methodology

### Objectives

This report examines the Career Technical Education (CTE) Extended Day and Extended Year grant programs within the Georgia Department of Education (GaDOE). Specifically, our examination set out to determine the following:

1. How are CTE Extended Day/Year funds distributed to school systems, and how does the process compare to Agriculture Extended Day/Year and programs in other states?
2. What performance standards and/or metrics are used to evaluate CTE programs, and how do they compare to Agriculture Extended Day/Year and programs in other states?

### Scope

This special examination generally covered activity related to the CTE Extended Day and Extended Year grant programs that occurred in fiscal year 2022, with consideration of earlier or later periods when relevant. Information used in this report was obtained by reviewing relevant laws, rules, and regulations; interviewing agency officials and staff from GaDOE Career Technical and Agricultural Education (CTAE); comparing Agricultural Education and CTE Extended Day and Extended Year documents; analyzing data and reports by CTAE; interviewing CTE staff from other states; and conducting a survey of local school system CTAE Directors.

We obtained CTE Extended Day activity data and budget request forms from the CTAE Resource Network (CTAERN), a consortium funded by local school systems' allocations of federal CTAE funding. We determined the data obtained from this system to be sufficiently reliable for our analyses.

Government auditing standards require that we also report the scope of our work on internal control that is significant within the context of the audit objectives. Both of our objectives address aspects of the Extended Day and Extended Year grant program's internal control structure. Specific information related to the scope of our internal control work is described by objective in the methodology section below.

### Methodology

**To determine how CTE Extended Day/Year funds are distributed to school systems and how the process compares to Agriculture Extended Day/Year and programs in other states,** we reviewed state laws, rules, and regulations regarding Extended Day and Extended Year grants. We interviewed CTAE staff to determine grant funding processes, including grant application, approval, distribution, and local school system funding. We reviewed CTAE financial documents, including school system budget requests. In addition, we reviewed state monitoring reports on CTAE grants. We interviewed CTAE Agricultural Education staff to determine differences in funding processes between Agriculture Education Extended Day/Year and CTE Extended Day/Year. To determine what CTE funding mechanisms were utilized in other states, we interviewed CTE staff from the following southeastern states: Alabama, Florida, North Carolina, South Carolina, Tennessee, and Virginia.

We also surveyed all school system CTAE directors to understand CTE Extended Day/Year funding at the local level and how it compares to Agriculture Extended Day/Year. We administered the survey to 180 school system CTAE directors and received responses from 142 directors (79% response rate). The

survey covered topics including CTE Extended Day/Year funding and CTE versus Agriculture Extended Day/Year funding.

**To determine what performance standards and/or metrics are used to evaluate CTE programs and how they compare to Agriculture Extended Day/Year and programs in other states,** we interviewed CTAE staff to determine which performance standards and metrics are collected and factored into decision making. We interviewed CTAE Agriculture Education staff to determine what performance standards and metrics are used in Agriculture Extended Day/Year decision making and how they differ from CTE Extended Day/Year. We also reviewed documentation and required reports for Agriculture Extended Day/Year to compare to those required for CTE Extended Day/Year. We interviewed CTE staff in six southeastern states (Alabama, Florida, North Carolina, South Carolina, Tennessee, and Virginia) to determine common practices in CTE performance standards and metrics when funding state grants.

Our survey of CTAE directors also obtained information on any performances standards and metrics collected for CTE Extended Day/Year and factored into local decision making and how they compare to Agriculture Extended Day/Year. We administered the survey to 180 school system CTAE directors and received responses from 142 directors (79% response rate). The survey covered topics including CTE Extended Day/Year performance standards and metrics, as well as how performance standards and metrics for CTE Extended Day/Year compared to Ag Extended Day/Year.

We analyzed CTE Extended Day activity data, Program of Work (POW) documents, and improvement plans obtained from the CTAERN. Data reviewed in the report includes monthly report activity data and POW data. Monthly report data recorded in CTAERN is self-reported by teachers. CTAERN indicated that only authorized users could make changes to self-reported information, with reviews conducted by teachers' directors. POW data details information on CTE Extended Day recipients' planned and completed activities, and improvement plan data includes additional information on categories in which teachers did not meet their required activities. We also analyzed CTE Extended Year activity data obtained from GaDOE's Consolidated Application, the system used by GaDOE for CTAE grant applications and allocations. We determined the data obtained from these systems to be sufficiently reliable for our analyses, as reporting was for descriptive purposes.

We conducted this special examination in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

## Appendix C: CTE Extended Day System Detail, Fiscal Year 2022

School System	Amount Received	Amount Requested	Number of Teachers Requested
Appling County	\$22,359	\$44,972	6
Atkinson County	\$8,857	\$17,816	2
Atlanta City	\$219,519	\$441,547	54
Bacon County	\$12,771	\$25,687	3
Baldwin County	\$11,738	\$23,610	3
Banks County	\$7,086	\$14,253	2
Barrow County	\$44,530	\$89,568	19
Bartow County	\$25,356	\$51,001	12
Ben Hill County	\$18,265	\$36,737	4
Berrien County	\$19,768	\$39,760	5
Bibb County	\$146,709	\$295,091	36
Bleckley County	\$18,153	\$36,513	4
Brantley County	\$24,930	\$50,144	6
Bremen City	\$5,398	\$10,857	3
Bryan County	\$13,821	\$27,800	4
Buford City	\$30,562	\$61,471	7
Bulloch County	\$55,360	\$111,351	14
Burke County	\$37,757	\$75,943	9
Butts County	\$16,229	\$32,643	4
Calhoun City	\$45,073	\$90,660	10
Camden County	\$26,387	\$53,075	7
Candler County <sup>1</sup>	\$2,898		
Carroll County	\$126,309	\$254,056	30
Carrollton City	\$6,265	\$12,600	3
Cartersville City	\$8,763	\$17,625	2
Catoosa County	\$94,280	\$189,634	23
Charlton County	\$4,901	\$9,858	1
Chatham County	\$286,534	\$576,333	71
Chattooga County	\$18,575	\$37,362	6
Cherokee County	\$35,482	\$71,370	17
Chickamauga City <sup>1</sup>	\$1,620		
Clarke County	\$39,819	\$80,091	10
Clayton County	\$125,661	\$252,754	31
Cobb County	\$141,734	\$285,082	36
Coffee County	\$27,360	\$55,032	7

School System	Amount Received	Amount Requested	Number of Teachers Requested
Colquitt County	\$72,882	\$146,596	19
Columbia County	\$122,004	\$245,398	30
Commerce City	\$3,865	\$7,773	2
Cook County	\$24,705	\$49,690	6
Coweta County	\$15,422	\$31,020	3
Crawford County	\$6,734	\$23,975	3
Crisp County	\$26,897	\$54,100	7
Dade County	\$18,531	\$37,273	5
Dalton City	\$51,661	\$103,911	11
Dawson County	\$28,556	\$57,439	7
Decatur City	\$50,165	\$100,902	12
DeKalb County	\$751,285	\$1,517,161	167
Dodge County	\$5,186	\$10,431	1
Dooly County	\$12,686	\$25,517	4
Dougherty County	\$62,794	\$126,304	15
Douglas County	\$60,680	\$122,052	28
Dublin City	\$13,892	\$27,941	4
Early County	\$23,404	\$47,073	6
Echols County	\$9,801	\$19,714	2
Effingham County	\$15,367	\$30,910	5
Elbert County	\$8,801	\$17,702	4
Emanuel County	\$35,621	\$71,648	8
Evans County	\$11,008	\$22,142	3
Fannin County	\$25,627	\$51,545	6
Fayette County	\$39,468	\$79,386	19
Floyd County	\$79,851	\$160,613	18
Forsyth County	\$231,448	\$465,534	108
Franklin County	\$23,763	\$47,797	10
Fulton County	\$558,708	\$1,123,783	142
Gainesville City	\$42,879	\$86,246	10
Gilmer County	\$13,004	\$26,156	3
Glynn County	\$85,897	\$172,771	21
Gordon County	\$34,194	\$68,779	8
Greene County	\$28,499	\$57,322	7
Gwinnett County	\$439,508	\$884,024	108
Habersham County	\$28,469	\$57,263	7

School System	Amount Received	Amount Requested	Number of Teachers Requested
Hall County	\$265,403	\$533,829	67
Haralson County	\$16,988	\$34,169	5
Harris County	\$25,419	\$51,127	12
Hart County	\$24,860	\$50,003	6
Heard County	\$6,897	\$13,873	4
Henry County	\$163,869	\$329,606	38
Houston County	\$134,541	\$270,615	34
Irwin County	\$14,012	\$28,184	3
Jackson County	\$63,110	\$126,939	15
Jasper County	\$25,850	\$51,995	6
Jeff Davis County	\$4,615	\$9,283	1
Jefferson City	\$15,943	\$32,067	3
Jefferson County	\$8,725	\$17,550	2
Jenkins County	\$6,279	\$12,630	2
Johnson County	\$9,657	\$19,424	2
Jones County	\$54,368	\$109,355	14
Lamar County	\$20,981	\$42,202	5
Lanier County	\$10,825	\$21,772	3
Laurens County	\$55,733	\$112,101	12
Lee County	\$39,540	\$79,529	10
Liberty County	\$4,078	\$8,202	2
Lincoln County	\$2,838	\$5,708	1
Long County	\$16,159	\$32,501	4
Lowndes County	\$27,693	\$55,701	6
Lumpkin County	\$22,409	\$45,075	5
Macon County <sup>1</sup>	\$3,732		
Madison County	\$30,350	\$61,047	7
Marietta City	\$42,477	\$85,438	10
Marion County	\$8,044	\$16,179	2
McDuffie County	\$43,559	\$87,615	11
McIntosh County	\$12,893	\$25,933	3
Meriwether County	\$8,627	\$17,352	2
Mitchell County	\$24,240	\$48,757	7
Monroe County	\$19,116	\$38,451	8
Montgomery County	\$4,615	\$9,283	1
Morgan County	\$18,848	\$37,911	5



School System	Amount Received	Amount Requested	Number of Teachers Requested
Murray County	\$56,888	\$114,423	15
Muscogee County	\$108,577	\$218,392	52
Newton County	\$153,566	\$308,882	37
Oconee County	\$24,928	\$50,140	11
Oglethorpe County	\$4,942	\$9,939	3
Paulding County	\$103,912	\$209,009	26
Peach County	\$13,821	\$27,800	4
Pelham City	\$8,004	\$16,098	2
Pickens County	\$15,297	\$30,768	6
Pierce County	\$11,776	\$23,686	3
Polk County	\$39,036	\$78,516	12
Pulaski County	\$4,901	\$9,858	1
Putnam County	\$12,455	\$25,053	3
Quitman County	\$8,194	\$16,481	2
Rabun County	\$15,442	\$31,060	4
Randolph County	\$7,387	\$14,858	2
Richmond County	\$73,623	\$148,086	42
Rockdale County	\$82,885	\$166,716	23
Rome City	\$78,815	\$158,528	20
Schley County	\$4,656	\$9,364	2
Screven County	\$15,486	\$31,147	4
Seminole County	\$8,943	\$17,988	2
Spalding County	\$34,592	\$69,578	8
Stephens County	\$27,083	\$54,475	7
Sumter County	\$54,134	\$108,885	14
Talbot County <sup>1</sup>	\$1,993		
Taliaferro County	\$4,764	\$9,584	1
Tattnall County	\$18,796	\$37,805	6
Taylor County <sup>1</sup>	\$0	\$7,122	1
Terrell County	\$10,945	\$22,015	3
Thomaston-Upson County	\$26,850	\$54,007	8
Thomasville City	\$3,641	\$7,323	1
Tift County	\$61,219	\$123,136	15
Towns County	\$18,744	\$37,701	4
Treutlen County	\$11,705	\$23,544	3
Trion City	\$7,895	\$15,880	4

School System	Amount Received	Amount Requested	Number of Teachers Requested
Troup County	\$64,523	\$129,782	16
Turner County	\$4,042	\$8,130	1
Twiggs County	\$7,250	\$14,581	2
Union County	\$21,774	\$43,797	7
Valdosta City	\$27,667	\$55,649	6
Vidalia City	\$27,372	\$55,056	7
Walker County	\$37,714	\$75,858	11
Walton County	\$103,321	\$207,818	23
Ware County	\$33,330	\$67,040	11
Washington County	\$8,232	\$16,557	2
Wayne County	\$36,533	\$73,482	9
White County	\$19,276	\$38,772	4
Whitfield County	\$74,486	\$149,822	18
Wilkes County	\$15,113	\$30,399	4
Wilkinson County	\$5,573	\$11,209	3
Worth County	\$9,172	\$18,448	5
<b>Grand Total</b>	<b>\$7,682,657</b>	<b>\$15,455,834</b>	<b>2,068</b>

<sup>1</sup>GaDOE indicated that staffing adjustments between initial requests and budget allocation may lead to discrepancies, such as school systems without initial requests receiving CTE Extended Day funds.

Source: GaDOE Financial Documents

## Appendix D: CTE Extended Day Program of Work

CTSO Standard - FBLA		
Category Area	Required Category Points	Sub-Category <sup>1</sup>
Operations & Leadership	30	High School Operations: Organize and maintain local chapter, create annual plan of yearly activities, submit an entry for Chapter of the Year program.
		Activities Planned List: Activities that the local adviser will help plan and execute for members for the required minimum of five chapter meetings during the school year.
		High School Leadership Conferences: Participate in an advocacy activity regarding importance of CTSO funding, attend and participate in Officer Training Program, Fall Motivational Rally, and Fall, State, and National Leadership Conferences.
Chapter/State/National Area	20	Activities: Middle and High School: Supervise and coordinate elected CTSO state officer activities, guide chapter members through State Project, local leadership and other activities, and obtain awards.
		Local/State Community Service Projects: Planned and executed with chapter members.
		CTAE Month/FBLA Week Activities: Planned and executed with chapter members.
Professional Development	15	Activities: Middle and High School: Attend at least one CTSO-related workshop at a conference, attend Leadership & Summer Conferences, attend the New Teacher Conference if applicable, attend one or more classes at Summer In-Service, participate in a local or state approved professional development workshop.
		Externship: Complete an externship related to a CTSO competitive event.
Competitive Events	35	High School Individual Skills Events: Check the events that you will work with students on to adequately prepare the student for competition.
		High School Team/Chapter Events: Check the events that you will work with a team on to adequately prepare them for competition.
		BOTH Middle & High School Chapter Recognition: Chapter of the Year - Gold, Silver, Bronze.

<sup>1</sup>Teachers are not necessarily required to complete activities in every sub-category as long as they complete enough activities to meet minimum point requirements in the category as a whole.

Career Related Education Standard - Part A		
Category Area	Required Category Points	Sub-Category <sup>1</sup>
Career Awareness	25	Priority Activities: Potential industry employers as guest speakers, organizing class presentations to ensure awareness of career options and WBL opportunities.
		Other Approvable Activities: Career Fair or Career Day, Post-Secondary Transition Visits, Feeder School Visits.
Career Exploration	25	Priority Activities: Research and Reports conducted by students related to career goal or market trends, individual guidance/advisement, Mock Interviews.
		Other Approvable Activities: Student career portfolios, student job shadowing experiences during extended day hours.
Instructional Related Activities	25	Priority Activities: Teaching employability skills, students completing internet-based career planning tools.
		Other Approvable Activities: School-Based enterprise, assisting student employees, entrepreneurship projects, clinical observations/rotations.
Connecting Activities	25	Priority Activities: Advisory committee, assisting with WBL placements, presentation for feeder middle schools, creating business partnerships, building bridges to post-secondary schools.
		Other Approvable Activities: Class presentations on WBL options, mentor training, articulation/dual enrollment.

<sup>1</sup>Teachers are not necessarily required to complete activities in every sub-category as long as they complete enough activities to meet minimum point requirements in the category as a whole.

Source: GaDOE Documents

## Appendix E: Agriculture Extended Day Program of Work

POW Professional Accomplishments/Requirements – High School Teachers	
The teacher holds a valid teaching certificate in agricultural education or a provisional certificate in agricultural education.	
The teacher does not have any after school duties and responsibilities that would conflict with the FFA and SAE activities.	
The teacher will comply with the Agricultural Education Teacher's Creed.	
The teacher will be actively involved in the professional teacher organization, Georgia Vocational Agricultural Teachers Association (GVATA), which is dedicated specifically to agricultural educators in the state.	
The teacher will attend all area meetings for agricultural education teachers (summer, fall, winter, spring).	
The teacher will attend and participate in the GVATA Summer Leadership Staff Development Conference.	
The teacher will attend and participate in the GVATA Mid-Winter Staff Development Conference.	
The teacher will conduct at least two advisory committee meetings. Membership of the advisory committee will include agricultural industry and community leaders (minimum of seven). The teacher will keep proper advisory committee minutes.	
The teacher will complete and submit detailed monthly reports by the 10th day of each month. Reports should include contacts, extended day and extended year hours which reflect participation in the 3-Component Model.	
The teacher will attend a minimum of one Professional Learning activity conducted by the Agricultural Education Staff (minimum of 8 contact hours) in which the teacher registered for the PLU through the CTAERN. The Summer Leadership Conference and Mid-Winter Leadership Conference do not satisfy this requirement. Please list AgEd related PLU classes that they have taken the previous 2 years.	
All agriculture courses taught will be listed on the Agricultural Education Courses list approved by the Georgia Department of Education.	
The teacher will teach no more than 1 out-of-field segment.	
The teacher will develop a course calendar and syllabus for each course.	
The teacher will develop practical lesson plans and file plans for each course taught.	
The teacher will include systematic instruction on FFA in the instructional program.	
Each course taught will include a minimum of one unit on leadership and personal development.	
The teacher will provide students with systematic instruction on record keeping.	
The teacher will ensure that a minimum of 60 percent of students have in place an approved Supervised Agricultural Experience Program.	
The teacher will provide students with a state approved SAEP recordbook appropriate for their Supervised Agricultural Experience Program. The AET Record Book is an approved option.	
The teacher will provide project supervision for each student with an approved Supervised Agricultural Experience Program per Monthly Report documentation.	
The teacher will submit at least one proficiency application for regional consideration by the due date on the state calendar.	
The teacher will maintain an FFA Chapter & serve as advisor.	
Each teacher will comply with FFA Affiliation standards by including each student enrolled in their agricultural education classes on their FFA roster and pay their chapter's Affiliation fee by the due date on the state calendar.	

<b>POW Professional Accomplishments/Requirements – High School Teachers</b>
The chapter and current fiscal year officers will submit a FFA Program of Activities and Budget to the Region Office by the due date on the state calendar.
The chapter officers will participate in the Georgia FFA Official Chapter Officer Leadership Training Workshop or conduct a chapter officer leadership planning retreat.
The chapter will hold a minimum of ten chapter meetings during the year using the official opening and closing ceremonies. Official minutes should be recorded for each meeting.
The chapter will conduct activities in recognition of National FFA Week.
The chapter will conduct a community service project.
The teacher will have two official delegates that register for and participate in the entire State FFA Convention.
The chapter will have at least one qualified applicant per teacher for the State FFA Degree (newly established departments will have three years to fulfill).
The chapter will conduct an FFA parent/member awards banquet.
The chapter will submit a National Chapter Form I application and two of the following applications to the region office: American FFA Degree, National Chapter Application (Form II), National FFA Week Recognition, WLC Scholarship Application, State Star Application, American Star Application.
Each teacher will have students participate in a minimum of five CDEs. (A minimum of two CDEs must be Leadership CDEs; and a minimum of two CDEs must be team events.)
The teacher will participate with students in one or more of the following FFA Leadership activities. Please indicate projected number in attendance: Area Awards Banquet, Greenhand Jamboree, National FFA Convention, FFA Success Conference, Georgia FFA Summer Leadership Camp, Region Rally.
The teacher will maintain all facilities in a safe, neat, and aesthetically pleasing condition.
Local system will provide transportation and/or travel funds to meet the Agriculture Education program of work standards at no expense to the local FFA Chapter.
Teacher will have a planning period during school hours.
The local system will provide adequate budget for supplies.
The local system will provide adequate budget for equipment.
The local system will provide adequate computers.
The local system will provide adequate office space.
The local system will provide access to audio/video equipment.
The local system will provide for specialized facilities or have an approved plan for addressing specialized facility needs.
The local system will provide adequate classroom facilities.
The local system will provide adequate funding for facility maintenance.
The teacher will maintain an FFA Chapter & serve as advisor.
The teacher will not teach more than one segment out of field per grading period.
The local system will compensate teacher at minimum hourly rate for extended day.

Source: GaDOE Documents



## Appendix F: CTE Extended Year System Detail, Fiscal Year 2022

School System	Number of Teachers	State Grant Funding
Appling County	2	\$7,573
Bacon County	1	\$3,596
Barrow County	2	\$6,429
Berrien County	2	\$7,194
Brantley County	2	\$5,292
Brooks County	2	\$6,799
Buford City	1	\$777
Burke County	2	\$6,051
Butts County	2	\$3,587
Camden County	3	\$6,996
Carroll County	3	\$8,058
Charlton County	1	\$3,975
Chatham County	6	\$18,216
Chattooga County	1	\$2,861
Clinch County	1	\$1,555
Cobb County	2	\$2,953
Coffee County	3	\$9,660
Colquitt County	1	\$2,598
Cook County	2	\$4,801
Crawford County	1	\$3,596
Crisp County	2	\$3,631
DeKalb County	6	\$19,705
Dodge County	1	\$898
Dougherty County	13	\$39,076
Dublin City	1	\$2,697
Early County	4	\$12,444
Echols County	2	\$5,898
Effingham County	2	\$5,099
Elbert County	1	\$3,596
Evans County	1	\$3,201
Franklin County	1	\$3,041
Gainesville City	2	\$4,565
Glynn County	2	\$4,099
Greene County	2	\$6,414
Habersham County	1	\$3,201
Hall County	11	\$18,385

School System	Number of Teachers	State Grant Funding
Harris County	2	\$7,194
Hart County	3	\$4,932
Henry County	11	\$24,387
Jeff Davis County	1	\$1,600
Jenkins County	1	\$3,496
Jones County	1	\$2,579
Lanier County	1	\$2,479
Lincoln County	1	\$3,596
Long County	1	\$2,803
Lowndes County	2	\$5,104
Macon County	1	\$3,975
Madison County	1	\$1,401
Marietta City	2	\$1,379
Marion County	1	\$2,549
Mitchell County	1	\$2,579
Newton County	5	\$4,997
Oconee County	1	\$1,600
Peach County	2	\$5,416
Pelham City	1	\$3,596
Pierce County	2	\$5,486
Pike County	1	\$1,555
Rabun County	1	\$2,803
Randolph County	1	\$3,305
Rome City	1	\$2,861
Screven County	2	\$4,462
Tattnall County	2	\$4,027
Thomas County	1	\$3,596
Thomasville City	1	\$1,600
Tift County	1	\$1,797
Toombs County	1	\$1,797
Towns County	1	\$3,596
Union County	2	\$6,109
Valdosta City	2	\$6,331
Vidalia City	1	\$1,797
Walker County	3	\$4,178
Ware County	2	\$7,189
Wayne County	2	\$6,326

School System	Number of Teachers	State Grant Funding
Wilkes County	1	\$1,987
Worth County	2	\$5,198
<b>Grand Total</b>	<b>161</b>	<b>\$410,179</b>

Source: GaDOE Financial Documents

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