



ALABASTER CITY SCHOOLS CTE MANUAL

2023-2024

ALABASTER CITY SCHOOLS

**DR. WAYNE VICKERS
SUPERINTENDENT**

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BOARD OF EDUCATION

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Our Mission

Preparing students for their future.

Our Vision

To partner with families and the community to inspire and prepare graduates to be responsible and productive champions of their future.

Our Beliefs

These values and beliefs guide teaching, learning, and working in the Alabaster City Schools:

1. Our schools are safe, caring, learning communities engaged in continuous improvement, committed to the pursuit of excellence, and dedicated to the success of each student.
2. Our employees are qualified, dedicated, innovative, and student-centered, engaged in continued learning.
3. Our schools provide quality instructional programs, enriching extracurricular experiences, and a wide variety of opportunities for students to explore their interests, expand their dreams, and develop their talents.
4. Our schools partner with families, business, industry, post-secondary institutions, community agencies, and government to create and sustain outstanding facilities, technology, learning resources, and experiences to maximize student achievement.
5. Our schools embrace diversity, promote respectful relationships, and have high expectations and performance standards for all students and adults.
6. Our schools value integrity, open communication, shared responsibility, innovation, and accountability.

Statement of Non-Discrimination

The Alabaster City Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in any of its programs and activities and provides equal access to the Boy Scouts and other designated your groups. The following persons have been designated to handle inquiries regarding nondiscrimination policies.

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Forward

The Alabaster City Schools Career and Technical Education program is administered by the Alabaster City Schools Board of Education to comply with state policies, state and federal laws, and to achieve quality in Career and Technical Education programs. Alabaster City Schools Career and Technical Education Program provides leadership and guidance for program administration and development at the secondary level.

This manual has been prepared by Alabaster City Schools (ACS) Curriculum and Instruction Department, which includes Career and Technical Education, to provide information on Career and Technical Education programs and was developed to ensure compliance and quality in Career and Technical Education programs in the Alabaster City Schools system. It is not intended to establish or create any legal right, claim, entitlement, or interest beyond what is required by law, and it should not be construed to create a legal duty on the part of any school system employee in favor of any third party or to restrict the ability of the school system or its employees to respond reasonably and flexibly to unexpected contingencies, emergencies, and other conditions that call for a response that is tailored to unique or special circumstances.

The school system reserves the right to adopt, revise, interpret, amend, repeal, suspend, or apply this manual according to its assessments of the needs and interests of the school system.

Vision And Mission Statement

The vision of Alabaster City Schools is to partner with families and the community to inspire and prepare graduates to be responsible and productive champions of their future. The mission of Alabaster City Schools is preparing students for their future. This vision and mission will be accomplished in Career and Technical Education by providing a challenging curriculum that is industry and workforce relevant, inclusive of all learners, and taught by certified and highly trained instructors. Moreover, Alabaster City Schools Career and Technical Education will collaborate with local industry and higher education partners to improve planning, implementation, and evaluation of its program.

Purpose

The purpose of Alabaster City Schools Career and Technical Education program is to make students competitive in an ever-changing, global workforce. The goal will be an individual prepared to begin a career and/or postsecondary education that will provide a quality life for the individual and his/her family. In turn, Alabaster and its surrounding areas will derive the benefits of skilled professionals.

Career And Technical Staff Directory

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INTRODUCTION

Career and Technical Education (CTE) is focused on developing the industry-specific skills, leadership, problem solving abilities, soft skills, and employability of secondary students. It is a key component in preparing students for postsecondary learning and workforce opportunities. Alabaster City Schools considers CTE to be the foundation of our city, county, and state's future.

The rigor and relevance of CTE programs are achieved through offering a variety of occupation-based programs consisting of sequenced courses. To achieve the maximum benefit from CTE courses, students are encouraged to complete at least two or more courses in the sequence. These courses are based upon the Alabama State Department of Education (ALSDE) approved CTE courses of study to provide technical skills and academic knowledge necessary for success in current and emerging occupations and postsecondary education.

Alabaster City Schools chooses CTE programs based on local workforce demand and those programs that can offer students high-wage and high-demand careers. Certain courses allow all students to earn credentials and certifications that validate the student's readiness and the program's rigor to industry. Also, each program offers students the chance to join nationally recognized Career and Technical Student Organizations, which promote leadership skills, academic prowess, and contextual learning for workplace success. Alabaster City Schools is proud to have recent students hold state and national leadership positions, win numerous awards, and attend state and national competition in these student organizations.

Sixteen career clusters are recognized by the Alabama State Department of Education Career and Technical Education division. Each cluster provides a curriculum framework around groups of similar occupations. Alabaster City Schools offers the following career clusters:

1. Arts, A/V Technology, and Communications
2. Business Management and Administration
3. Education and Training
4. Government and Public Administration
5. Health Science (middle and high school)
6. Human Services (middle and high school)
7. Information Technology (middle and high school)
8. Law, Public Safety, Corrections, and Security
9. Marketing
10. Science, Technology, Engineering, and Mathematics (middle and high school)

METHODS

The goals of Alabaster City Schools' CTE program shall be achieved through the following methods:

- School-Based Learning - Middle and high school CTE students and teachers shall follow ALSDE course of study standards and recommended course sequences. These courses shall be based upon applied learning and be competency based for students to acquire the skills, knowledge, and leadership necessary for becoming competitive in the global workforce.
- Work-Based Learning - Exposure to real life work settings is vital for students to explore career options, gain critical thinking and problem solving skills, gain workforce contacts, and build confidence. Work based learning may include the following: clinical experiences, cooperative learning, internships, industry tours or job fairs, job shadowing, and entrepreneurship through school based enterprises.
- Career and Technical Student Organizations (CTSO) - Each program has an associated CTSO through which students may participate to gain leadership skills, build confidence, earn awards, learn vital industry-specific skills, and meet industry contacts.
- Certifications and Credentials - Career REadiness Indicators (CRI) are credentials/certifications made available to all students enrolled in a program where career and technical skill proficiencies are aligned with industry recognized standards. The credential/certification provides proof that the student possesses the minimum skills required for entry-level employment. Stackable Credentials are certifications that reflect mastery of knowledge and/or skills as they relate to a *specific* component of a Career and Technical Education program and may lead to a Career Readiness Indicator. Stackable Credentials alone do not provide evidence that a student has obtained entry-level skills required for employment. Students and their teachers should always strive for attaining the CRIs available through the program, which gives students a College & Career Ready Indicator.

SECTION 1 - STUDENTS

A. Program Enrollment

- a. Alabaster City Schools does not discriminate on the basis of race, color, national origin, sex, or handicap in its CTE program, services, or activities. Alabaster City Schools will take steps to assure that a lack of English language skills will not be a barrier to admission and participation in CTE programs.
- b. Alabaster City Schools shall provide to all students, including those who are members of special populations, information concerning opportunities in CTE, requirements or eligibility for enrollment in CTE programs, specific courses available, and employment/postsecondary education opportunities. Information will be provided beginning at the middle school level.
- c. Counselors, career coaches, and/or CTE teachers shall meet with all students to discuss career options and specific courses offered. All high school students, including those with disabilities, shall take a career interest inventory and 4 year plan, such as Kuder, which shall assist the student and those advising him/her on

proper placement into a CTE program. Students should be placed in the CTE program most compatible with the student's interests, aptitudes, and abilities.

B. Requirements for Enrollment

- a. CTE programs designed to develop skills and prepare students for employment or workforce training shall be made available to students in Grades 9 through 12.
- b. Students in middle school shall be provided with opportunities to take CTE classes that expose them to career preparation, options available at the high school level, and skills to improve their academic and personal lives.

C. Class Size

- a. Class enrollment shall meet the minimum requirement of an average of 12 students per course offered, but shall not exceed the safe working capacity of the facilities, equipment, and supervision.

D. Services to Students with Disabilities

- a. No student will be denied access to CTE programs or services on the basis of disability.
- b. A Career and Technical Education Implementation Plan (CTIP) shall be developed as part of the IEP process for a student with disabilities who is placed in a CTE program where accommodations/modifications must be made. A copy of the plan will remain on file with the CTE teacher while the student is enrolled in the program. Each plan will be evaluated annually. See the Appendix for information and a sample CTIP.

E. Career and Technical Student Organizations (CTSO)

- a. Each local program shall be affiliated with the respective state and national organizations as identified by the ALSDE.
- b. Every CTE student will have the opportunity and be highly encouraged to join the CTSO that is aligned to his/her program. Membership will include participation in state and national organization activities.
- c. CTSO activities are an integral part of CTE programs. Its activities will be supported by the school by allowing students and teachers time to meet, practice, and travel to events.
- d. Each CTE teacher is expected to serve as an advisor or co-advisor for the CTSO that corresponds to his/her program. Teachers in multi-teacher programs should share equally in the planning and implementation of all activities.
- e. CTSO sponsors and students are expected to follow all expectations as set forth in the current Form 14-1 and by ALSDE.
- f. Each CTSO will have a program of work per the current 14-1 guidelines. See the Appendix for template.
- g. CTSO sponsors and students are expected to participate in CTSO conferences and competitive events as detailed in the current Form 14-1.

F. Safety

- a. Safety is the first priority in all CTE classrooms, labs, and field trips. Safety is the primary responsibility of the CTE teacher.
- b. To the extent practicable, reasonable safety procedures will be implemented in the Career and Technical Education program in accordance with Alabama State

Department of Education regulations and any applicable Business/Industry Certification requirements. (ACS Board Policy 4.82 Safety in Career Tech Classes)

- c. All safety procedures and activities should comply with the current Form 14-1.
- d. Students shall achieve 100% proficiency in the application of safety procedures on a safety exam prior to participating in laboratory work, work-based learning, and other activities, as needed. The CTE teacher shall use locally designed safety assessments that address the unique needs of the program.
- e. Disregarding appropriate safety requirements and/or procedures may be grounds for student dismissal for the CTE program.
- f. The CTE teacher is responsible for supervising students.
- g. Supplies and equipment shall be used and stored systematically and safely.
- h. Safety rules and signs shall be posted in each classroom and lab.
- i. The CTE director or his/her designee will conduct an annual facilities evaluation of each CTE classroom and lab. The evaluation will assess the classrooms and labs for safety and maintenance concerns.
- j. Safety on Field Trips or CTSO Activities.
 - i. The ACS Board and/or the local school administration will grant permission for all field trips and CTSO activities such as competitions and conferences in accordance with applicable policy.
 - ii. CTE teachers will follow the field trip procedures as outlined in the ACS Curriculum and Instruction Policies, Procedures, and Guidelines Manuals for middle school and high school.

SECTION 2 - CURRICULUM AND INSTRUCTION

A. Program Plan

- a. The programs/courses offered by the ACS CTE program will be determined by the ACS CTE director based upon Workforce Development Region 4 data and justified by a needs assessment which includes employment data, student interest, and involvement of the local advisory council/committee. CTE teachers of affected programs, school level administrators, and appropriate central office staff will be involved in decision making and implementation. Program/course offerings will be incorporated into the official school system curriculum.

B. Course Offerings

- a. Each CTE course offering must follow the ALSDE approved course of study and must be chosen from ALSDE CTE program guides.
- b. Each CTE Program shall include a sequence of 3 courses provided over a two-year period.
- c. Each CTE course and its corresponding description shall be featured in the annual course selection guides.

C. Teaching & Learning

- a. Course syllabi and lesson plans shall follow the requirements set forth in the current Form 14-1.

- b. Each teacher shall use a curriculum based on the current state-approved course of study.
 - c. All course content standards shall be taught to the rigor prescribed in the course of study.
 - d. Each teacher shall use the ALSDE-approved course of study supported by lesson plans and a course syllabus for each course taught.
 - e. CTE teachers shall integrate academic content into the CTE curriculum including numeracy and literacy skills.
 - f. Students shall be involved in project-based learning.
 - g. Each teacher shall incorporate research-based instructional strategies and a variety of assessments to include ALSDE CTE-approved assessments that validate technical skill attainment.
 - h. Instructional resources may include textbooks, supplemental materials, software, tools, and equipment as outlined on the ALSDE CTE-approved equipment and textbook lists.
 - i. Instruction shall be delivered in a clean, safe, and orderly learning environment.
 - j. Instruction and learning shall take place in an environment that replicates the workplace and incorporates workplace procedures.
- D. Grading Policy and Grading Guidelines
- a. All CTE teachers shall follow the ACS Board approved grading policy and guidelines for grading outlined in ACS Curriculum and Instruction Policies, Procedures, and Guidelines Manuals for middle school and high school.
 - b. Semester exam procedures for high school students will follow the guidelines set forth by the school principal and/or the ACS Curriculum and Instruction department.
 - c. Nine-week exam procedures will follow those set forth by the middle school principal and/or the ACS Curriculum and Instruction department.
- E. Live Work Policy
- a. Live work consists of work conducted by students that relates to the knowledge and skills taught as part of a CTE program of study, but is presented from outside the classroom. The Superintendent is authorized to develop for Board approval guidelines and procedures in accordance with the regulations of the Alabama State Department of Education and any applicable Business/Industry Certification requirements for live work to be conducted in the school system, including, but not limited to, a systematic method for managing live work, work requests and orders, and procedures for approval of where and for whom work may be conducted, school liability, and restrictions on live work. Any money collected for live work will be accounted for in accordance with the Board's Finance Manual. (ACS Board Policy 4.84 Live Work in Career Tech Programs) See Live Work Guidelines and Procedures in the Appendix.
- F. Work Based Learning/Cooperative Education
- a. A work-based learning experience provides students with educational opportunities in a work setting that typically cannot be obtained in a classroom and may include, but is not limited to, cooperative education, internships, clinical

experiences, and other related opportunities. The Superintendent is authorized to develop guidelines and procedures in accordance with the regulations of the Alabama State Department of Education for work-based learning experiences to be conducted in the school system, including, but not limited to, guidelines for decision making and protocol for solving problems at the workplace and school. (ACS Board Policy 4.81 Cooperative Education) See Work Based Learning/Cooperative Education procedures/policies in the Appendix. See also the Work Based Learning Manual on the ALSDE CTE website for detailed information.

b. Health Science Internship

- i. Health Science Clinical Internship standards are identified in the Alabama Course of Study and are a structured component of the Career and Technical Education Health Science curriculum.
- ii. Students must have successful completion of a 1 credit Health Sciences Foundation course, current status as a senior, successful application for internship, and be a second year (or more) in the Health Sciences program.
- iii. The Health Science Clinical Internship is designed to provide supervised experiences in an approved setting and should be completed in a hospital, extended care facility, rehabilitation center, medical office, imaging laboratory, or other approved setting.
- iv. Health Science Clinical Internship is unpaid work experience.
- v. The Health Science clinical experiences are uniquely designed to meet the students' career objectives, gain knowledge, and apply previously learned theory and skills in an actual health setting.
- vi. The Health Science teacher will monitor student progress through site visits, student evaluations, and communication with the clinical site designee.
- vii. Prior to Health Science students being assigned to clinical experiences, the Health Science teacher must ensure that the clinical internship students meet the following criteria:
 1. Be in good academic standing including good attendance and acceptable discipline record
 2. Be capable of performing the tasks of the clinical placement
 3. Obtain current CPR certification
 4. Pay the class fees
 5. Purchase and wear the required uniform and associated clinical attire specified by the Health Science teacher and/or clinical site. Class fees may be used to purchase all or part of the uniform/attire.
 6. Provide a current immunization record to the Health Science teacher that meets the requirements set by the local health care agency. Additionally, students must have a flu shot, personal medical insurance, tuberculosis skin testing, a physical exam, and

a completed background form. Proof of all items must be submitted to the Health Science teacher.

7. Sign a Health Science Clinical Internship Confidentiality Statement, a PCT skills checklist, and other forms/documents as required by the Health Science teacher, local education agency, and training site
8. Must agree to follow all clinical/class rules and guidelines as provided by the Health Science teacher
9. Must sign the Health Science Clinical Internship student participation and method of transportation agreement
10. Specific clinical placement is decided upon based on the student's top three choices, their interview with the nurse educators, and the final placement is completed by the nursing education staff at the hospital.
11. A Health Science concentrator who takes the Patient Care Technician exam must be a senior

- viii. ACS shall ensure that Health Science students assigned to clinical experiences are protected from malpractice liability through a contractual agreement between ACS and health agency practitioners or through student malpractice insurance policies. Any such malpractice liability insurance will be paid by the student through their class fees.

G. There are industry certifications/credentials offered within each CTE cluster. ACS wants every CTE student to have the opportunity to earn at least one industry credential/certification and, hopefully, more than one as they progress through a program.

- a. It is recommended that CTE teachers obtain a credential/certification in each of the credentials offered in their courses.
- b. Teachers will be responsible for actively researching current industry credentials/certifications to offer to students in all their courses, including first- and second-year students.
- c. The most current list of approved industry credentials/certifications can be found on the Alabama Department of Education Career Technical Education website in the program guide for each cluster.
- d. Each CTE teacher will complete documentation by the last school day of each school year, which will include information on credentialing/certification. Teachers should be prepared to answer the following questions on the document and/or as required during the school year:
 - i. What specific industry credential(s)/certification(s) will be pursued by your students this school year?
 - ii. How many students will attempt to complete this credential/certification this school year?
 - iii. What is the cost per student for this credential/certification?
 - iv. From what company or agency will this credential/certification be purchased?

- v. Before purchasing the credential/certification, what method will be used to determine the preparedness of the students?
- e. CTE teachers will administer the credential/certification exam(s) prior to May 1 of each school year. CTE teachers are encouraged to administer exams as early in the year as possible.
- f. CTE teachers will submit proof of each earned credential/certification to the CTE director and his/her designee(s) as they are earned throughout the school year. The CTE director or his/her designee(s) will enter the credentials/certifications into the learning management system.
 - i. The Alabama State Department of Education makes random audits of systems for evidence of data including Career Technical Education certifications.
 - ii. CTE teachers are required to maintain a copy of the credential/certification document provided by the third-party vendor certifying the credential/certification awarded to the student.
- g. The following table is a listing of all current credentials/certifications offered by ACS CTE clusters:

Cluster	Credential(s)/Certification(s)
Arts, A/V Technology, & Communications (Television Production)	Adobe Photoshop Adobe After Effects Adobe Premiere
Business Management/Administration	Microsoft Office Specialist PowerPoint and Word
Education & Training	Praxis II: Principles of Learning & Teaching Google Educator Level 1&2
Government/Public Administration (Air Force JROTC)	AF-JROTC certificate of completion NCOTI Certification
Health Science (Includes PLTW Biomedical Science)	BLS Instructor with Healthcare Provider Certified Patient Care Technician National Emergency Medical Responder
Human Services	ServSafe Manager Servsafe Food Handler
Information Technology (Programming & Software Development)	TestOut Pro Certification
Law, Public Safety, Corrections, & Security	TBA
Marketing	Microsoft Office Specialist PowerPoint and Word Certified Guest Services Professional
STEM (Engineering)	CAD

SECTION 3 - EVALUATION OF QUALITY INSTRUCTION OF PROGRAMS (EQUIP)

Quality CTE programs ensure that students are receiving high level instruction via an industry relevant curriculum that meets workforce requirements and allows students to gain career ready skill sets.

Each CTE program must meet certain requirements to achieve quality and effectiveness status. Under the EQUIP model, each CTE program will be evaluated in following manner:

- The CTE Director will complete a Form 14-1 Annual Quality Assurance Document/TAPE Tool for each declared CTE program every school year. The form will be completed by a desk audit.
 - CTE teachers must demonstrate Level 2 attainment on each Quality Program Indicator on Form 14-1/TAPE.
 - Teachers must keep records, either paper or electronic, of all documentation required by the current Form 14-1/TAPE.
- All programs will be audited by the State Department every five years under the Tool for Assessing Program Effectiveness (TAPE) process.
- The EQUIP model replaces the BIC process.
- Information on the process and Form 14-1/TAPE may be found on the ALSDE CTE website.
- As changes to the process and required documentation occurs, teachers will be notified by ACS and expected to adhere to the new requirements.

SECTION 4 - COMMUNITY RESOURCES

A. Advisory Committee

- a. Each program is required to form an advisory committee. The committee is an important connection between the school and community and a vital way to obtain the advice and counsel of local professionals involved in the work of the program.
- b. There is also a separate, system level CTE advisory committee. See Appendix for Bylaws.
- c. CTE teachers must always use the current ALSDE guidelines and current Form 14-1/TAPE when organizing their advisory committee.
 - i. The committee should include a minimum of five broadly based business and industry stakeholders from the program area and specifically related to the program under review.
 - ii. Each member's name, business address, contact information, and job title must be documented. Teachers are advised to also include their phone number and email address.
 - iii. The committee must meet at least twice a year. It is recommended that the committee meet once per semester.

- iv. Meetings must have an established agenda, attendance is taken on a sign in sheet, minutes recorded, and 51% or more of members must be present for each meeting.
- v. Members must annually review local workforce data. Discussion of and recommendations for program credentialing and program course sequencing must be documented in detail in the minutes of the meeting(s).
- vi. Members must develop a program of work (POW) for the program area. It must include the date POW was developed, timelines, activities, objectives, committee member responsibilities.
- vii. The teacher must ensure there is documentation that the program of work was implemented.
- d. See ALSDE CTE website for an Advisory Committee Handbook including sample advisory committee bylaws, program of work, agenda, minutes of meetings, and other documentation. See the Appendix for an Advisory Committee Program of Work.

B. Community Involvement

- a. Each teacher is responsible for marketing the program in such a way that it reflects the value of the program to students, their families, and the community.
- b. The teacher should use a variety of media including the screenshots of social media program promotions, screenshots of the school's website, brochures, school newspapers, and other items as applicable.
- c. Parents must be provided at least two annual opportunities to learn about programs through student/parent/teacher meetings and annual open houses in the CTE classroom/lab, as evidenced by dated documentation of one or more of the following: social media post screenshots, newsletters, website screenshots, emails, parent sign in sheets.
- d. Parents must be apprised of program activities as evidenced by dated documentation of one or more of the following: social media post screenshots, newsletters, website screenshots, emails, parent sign in sheets.
- e. Documentation of all communication to community stakeholders must be kept by the teacher.

SECTION 5 - HUMAN RESOURCES

A. Qualifications

- a. CTE teachers and personnel shall meet Alabama certification requirements for their respective CTE assignment.
- b. Personnel employed to teach CTE courses who have not had previous teaching experience or student teaching experience and/or who need to actively seek certification must (1) refer to the teacher certification guidelines provided by the State Department of Education and (2) work with ACS Human Resources department on the steps needed to obtain certification.

- c. All CTE teachers, including those seeking alternative certification, must complete an ALSDE initial induction program and work with a master teacher or assigned mentor.
 - d. CTE personnel must complete requirements to earn CEUs or PLUs necessary for professional growth and certification renewal.
 - e. CTE teachers must have at the minimum:
 - i. 8 hours of technical update in their specific program area, if 9-month contract
 - ii. 16 hours of technical update in their specific program area, if extended contract
 - f. CTE teachers must attend professional development each year in the content area of the program. Teachers must actively seek out professional development opportunities.
- B. Extended Contracts
- a. CTE personnel on extended contracts beyond nine months will develop a program of work containing the following information on the extended period:
 - i. Goals and objectives for the extended period
 - ii. Specific duties and responsibilities
 - b. The extended program of work will be submitted by the last day of the school year to the school level administrator responsible for CTE during teacher check out. A copy will be provided to the CTE Director by the school administrator. See Appendix for a sample.
 - c. This section does not apply to JROTC personnel on extended contracts.

SECTION 6 - FISCAL RESPONSIBILITIES

- A. Career and Technical Education programs shall be provided financial support for instructional supplies and materials, equipment, professional development, and other approved expenses that further the program.
- B. All CTE programs shall be provided local financial support to emulate prevailing business and industry standards that fulfill the career cluster requirements in an amount of not less than \$300 per teacher, plus not less than \$3 per student based upon previous year 40-day enrollment count. These local maintenance funds shall be in addition to the amounts otherwise allocated by the state legislature.
- C. Each teacher must develop an annual written budget including local maintenance funds, teacher allocation, CTSO income/expenditures, student fees, and fundraisers. Proposed funding from Perkins/O&M for needed items shall be included in the budget as well. The budget must be signed by the teacher and CTE Director or his/her designee. The budget will be kept by the teacher for audits and compliance monitoring.
 - a. The budget should contain items necessary for the program and those that are desired but not critical for program maintenance. The listed items will drive how Perkins and O&M funds are allocated to each program. The list must include each item, the vendor, quantity needed, and estimated cost. Programs not submitting all information may have fewer funds allocated. Equipment needs will

be prioritized for purchase. A review will be made as to which items are to be purchased consistent with the sources of funding available to the programs and teachers. Teachers must carefully consider the equipment requests they make and what items may be purchased by their teacher allocation, student fees, and fundraiser funds.

- b. See the Appendix for the ACS CTE budget template.
- D. CTE teachers must complete a five-year proposed schedule annually to the CTE Director and/or his/her designee. The schedule must address when required equipment, software, and/or tools (\$300 or more and not consumables) will be updated, replaced, discarded, and repaired. The five-year schedule will drive how Perkins, O&M, and local funds are annually allocated to each program.
 - a. The teacher budget and five-year plan must align with proposed purchases.
- E. Federal CTE funds shall not be used to support non-CTE personnel, non-CTE activities, non-CTE administrative activities, or other non-CTE purposes.
- F. Equipment, Tools, & Supplies Purchase
 - a. All CTE equipment and supplies allocated for purchase by Perkins, O&M, and ACS funds will be purchased by and shipped to ACS central office. Teachers must complete an ACS PO and send it on the pony to the CTE Administrative Assistant. Scanned POs will not be accepted as ACS must have the original document. Teachers should plan ahead because this process can take two weeks or more.
 - b. All equipment and supplies will be barcoded and inventoried, as appropriate, by ACS and sent to the CTE teacher.
 - c. Large items or those in great quantity may be shipped directly to the schools, per the decision of ACS CTE. Items will be shipped to the attention of the school designee. ACS will barcode at the school site.
 - d. No purchases are to be made at the school level for equipment and supplies budgeted for federal, state, or ACS fund allocation. The district will not reimburse for these purchases. The only school level purchases that may be made are from teacher allocations, student fees, school general funds, and fundraisers.
- G. Professional Development
 - a. CTE teachers are expected to participate in school/district required training and CTE focused professional development activities. It is expected that the teacher will research the appropriate CTE focused professional development appropriate for technical hours and continuing education.
 - b. If sufficient funds are available, at least one professional development activity is budgeted by the district for each CTE teacher annually. Additional professional development activities will need to be listed in the annual budget.
 - c. Stipends will not be paid to teachers for professional development activities that are not required of the teacher by the district and/or CTE Director.
- H. Travel Funds
 - a. If sufficient funds are available, travel expenses will be budgeted by the district for at least one annual professional development activity per teacher. Travel

expenses for additional professional development activities will need to be listed in the annual budget.

- b. Travel must be approved by the CTE Director before travel arrangements are made.
- c. CTE teachers must follow ACS Professional Leave Request and Travel Reimbursement procedures. The forms may be found on the ACS website under Departments > Finance and Accounting > Finance and Accounting Forms. Consult the ACS Finance and Accounting Department with any questions.
- d. Teachers are expected to use student fees and fundraising for CTSO expenses including travel. Certain exceptions may exist for CTSOs or CTSO members who qualify for national or international competitions. The teacher should consult the CTE Director with questions regarding CTSO travel.

SECTION 7 - REPORTS, RECORDS, AND FILES

A. Reports

- a. All reports required by the Alabama State Department of Education, Alabaster City Schools, and the CTE Director and/or his/her designee must be submitted on schedule. Reports include but are not limited to:
 - i. Cooperative Learning reports (R1 Report)
 - ii. Student placement
 - iii. Equipment inventory
 - iv. Budget
 - v. Proof of all earned student credentials/certifications
 - vi. Extended contract Program of Work (only those working beyond 9-month contracts)
 - vii. Copy of Student Malpractice Liability Insurance, if applicable (Health Sciences only)

B. Records - Student and Program

- a. Paper or electronic files must be maintained for each CTE student and CTE program. Paper files must be in a locked filing cabinet or drawer. Electronic files must be on a password protected computer. Records include but are not limited to:
 - i. Kuder information
 - 1. four-year plan copy
 - 2. Career Interest Inventory
 - ii. Records of student career objective and plan for the program pathway
 - iii. Safety assessment showing 100% proficiency
 - iv. Career Tech Implementation Plan for students who receive accommodations/modifications
 - v. CTSO documentation and activities
 - vi. Copy of student earned credential/certification
 - vii. Cooperative Education forms
 - viii. Health Science Internship forms and records

- ix. Completed coursework
 - x. Any other records as required by the CTE Director, ALSDE, and the current Form 14-1/TAPE
- C. Paper and/or electronic records must be maintained for every indicator listed on the current Form 14-1/TAPE and updated on a continuous basis. Records will be reviewed by the CTE Director annually and by ALSDE CTE every five years. Binders with paper copies should contain only the current school year's information but records should be kept in five-year cycles.

SECTION 8 - FACILITIES, EQUIPMENT, AND MATERIALS

A. Facilities

- a. CTE facilities should be designed, organized, and equipped to promote a relevant and realistic work environment for students.
- b. Floorspace, particularly in labs, should be free of clutter to allow for maximum workflow and learning for students and to minimize the risk of accidents.
- c. Teachers and administrators should ensure CTE classrooms and labs are accessible for students with physical limitations.
- d. Facilities and equipment shall meet all local, state, and federal safety requirements.
- e. Adequate, secured storage should be available for organized and safe storage of supplies and equipment.
- f. The CTE teacher is responsible for supervising students.
- g. Injuries that occur in the CTE classroom or lab should be reported to the school nurse for evaluation. Injuries that require further medical attention should be reported in accordance with any school and district procedures.
- h. Repair and maintenance requests should be made at the school level to the appropriate administrator following the established school procedure.
- i. Facilities will be reviewed annually by CTE administrators and school administrators.
- j. The CTE teacher is responsible for implementing the preventative maintenance schedule for his or her assigned program.

B. Equipment

- a. CTE teachers must complete a five-year proposed schedule annually to the CTE Director and/or his/her designee. The schedule must address when required equipment, software, and/or tools (\$300 or more and not consumables) will be updated, replaced, discarded, and repaired. This process is to ensure that equipment is industry standard and current. A budget will be established based on the needs outlined in the schedule and equipment replaced on a rotating basis. Additionally, this process ensures that each classroom has equipment as required by ALSDE CTE on program equipment lists; has access to computers of sufficient capability to meet the needs of its program; and properly disposes of old equipment.

- b. It is the responsibility of CTE teachers to confirm their classroom/lab has the minimum equipment suggested by ALSDE CTE. Equipment lists may be found on the ALSDE CTE website. It is also the responsibility of the CTE teacher to maintain knowledge of industry standard equipment needed to provide a realistic and relevant experience for students that may further enhance the program beyond the minimum required equipment.
- c. Each teacher must inventory all equipment, tools, computers, and furniture each school year and provide it to the school level administrator responsible for inventory. Inventory must be amended as new equipment and other items are acquired or removed. A copy should be maintained in the teacher's program documentation.
- d. Each teacher will develop a specific periodic preventative maintenance schedule for their program related equipment (e.g., cleaning, changing filters, waxing, etc.) and follow it. A record will be kept in the program documentation. CTE administration will provide a generalized district periodic preventative maintenance schedule for teachers to follow (see Appendix for the form). It will be turned in to the appropriate school level administrator at teacher check out on the last day of school. A copy will be kept in the teacher's program records and provided to the CTE Director.
- e. If non-consumable equipment is damaged, stolen, or destroyed, the CTE teacher must notify the appropriate school level administrator. The incident will be reported to the CTE Director immediately. The administrator and CTE Director will determine if the issue requires repairs, an insurance claim, or Fixed Asset Inventory Deletion Form. The administrator and CTE teacher will work together to develop a plan for repair or removal of the item, per the CTE Director's instructions.
- f. Any non-consumable CTE equipment that needs to be disposed of due to damage, theft, or obsolescence must go through the Board approved Deletion Process. The CTE teacher must fill out a Deletion Form and send it to the inventory staff member at the district office. He/she will process the form for Board approval. After it receives Board approval, the teacher will be notified, and the appropriate disposal method may occur.
- g. All equipment and supplies will be barcoded and inventoried, as appropriate, by ACS and sent to the CTE teacher.
- h. Facilities will be reviewed annually by CTE administrators and school administrators. Periodic inspections will be made by the CTE Director and/or his/her designee.

C. Computers

- a. The Warrior Device Initiative will provide a Chromebook for each ACS student in Grades 3-12. Outside of programs with specialized computer needs, the student's Chromebook should meet the daily academic needs of the CTE classroom.

- b. ACS CTE and ACS Information Technology (ACSIT) departments will work together on a 5-year replacement schedule for CTE computer labs as funds are available.
 - c. All computers slated for replacement will be assessed by ACSIT with teacher input to determine whether replacement is appropriate.
 - d. If CTE students or teachers experience technical issues with computers, the teacher should submit a tech trouble ticket to ACSIT.
- D. Bid and Purchasing Process
- a. The ACS district office has Board approved bid process procedures for the purchase of equipment and supplies that exceed \$15,000. A list of approved vendors is also available at the district office.

APPENDIX

CAREER/TECHNICAL IMPLEMENTATION PLAN

Career/Technical Considerations

Prior to placement into a career/technical education program a student must be evaluated to determine interests, aptitudes, and abilities. When considering a student for a career/technical education program, the following should be taken into account.

- What are the student's educational and occupational goals?
- Which program is best for the student?
- What are the possibilities for employment upon completion of the program?
- Is there a reasonable expectation for success?

As a general rule, a student should be placed in the career/technical education program most compatible with the students' interests, aptitudes, and abilities. It is the responsibility of the career/technical administrator to ensure that teachers develop career/technical implementation plans for each student with disabilities and to establish procedures for maintaining the confidentiality of these plans.

The Career/Technical Implementation Plan (CTIP)

A CTIP must be developed for a student with disabilities who is placed into a career/technical education program where accommodations/modifications are needed. The plan must be developed as part of the placement process prior to the student entering the program. The plan must contain at least:

- A career goal - This goal should be that which, in view of all evaluation and assessment data, the student is capable of reaching. Goals should be realistic but challenging.
- The specific annual goal - To set this goal, determine what the student can reasonably be expected to accomplish by the end of the year.
- Short-term measurable objectives - As a general rule, these objectives should be based on tasks from the occupation which, when mastered, can lead to employment.
- Evaluation data methods - Explain how the short-term objective will be evaluated and the expected dates of the evaluation.
- Accommodations - Procedures and/or activities that are incorporated by the teacher for students with disabilities to lessen the impact of their disability on the instructional process and on student achievement. When accommodations are made for students with disabilities, the content standards are the same. Accommodations in secondary coursework may lead to the Alabama High School Diploma or a certificate.
- Modifications - Changes made to the course content. When course content is modified, the student is not pursuing the required content standards for completion of CTE programs. In order for any student (including a student with disabilities) to earn credit that can be applied toward obtaining an Alabama High School Diploma, the content that is prescribed in the applicable Alabama course of student must be taught. If the prescribed content is not taught, then credit may not be given for this course toward the regular Alabama High School Diploma. Modifications can only be made for students seeking certificates of attendance, not for students seeking diplomas.

It should be remembered that the CTIP is the master plan and should be supplemented with more specific lesson plans containing specific strategies and activities. CTIP development, implementation, and evaluation should be ongoing.

It is the responsibility of the CTE administrator to ensure that teachers develop the CTIP for each student with disabilities requiring accommodations and/or modifications and to establish procedures for maintaining the confidentiality of these plans. A completed CTIP might look something like the following:

**SAMPLE (PROVIDED BY LEA)
CAREER/TECHNICAL IMPLEMENTATION PLAN**

Student's Name Joe GoGetter **School Year** 2015-2016

Student's Career Objective Electronic Repair

Special Education Teacher Gordon Persons

CTE Program Electronics **Teacher** Marco Polo

Accommodations needed (changing how the student is taught without changing the curriculum):

Administering an oral test

Allowing additional time on an assignment

Reducing the length of the research paper

Modifications needed (ONLY for students on the Alternate Achievement Standards Pathway;
Do not modify safety requirements):

Completing 2 of 5 objectives

Major topics/objectives to be covered and evaluations:

<u>Objectives</u>	<u>Evaluation</u>	<u>Date</u>
Use DC theory to construct circuits/solve problems.	Written & Practical Test	11/20/15
Use AC theory to construct circuit/solve problems.	Written & Practical Test	2/26/16
Use solid state theory to construct devices/solve problems.	Written & Practical Test	5/13/16

Competencies required for this career objective:

Construct circuits

Troubleshoot circuits

Safety

LIVE WORK GUIDELINES AND PROCEDURES

The Alabaster City Schools Board of Education recognizes live work as a valuable tool for students in career and technical education (CTE) in both developing workplace skills and building positive community relationships. Live work experiences are authorized by the Alabaster City Schools Board of Education when the following guidelines are followed.

Live work is defined as work performed by students as part of their instructional training program. The work may be performed by students at a job site or at the school. The purpose of live work is to provide realistic work experiences for students. Live work will be conducted when it is identified by the career and technical education instructor and CTE Director as part of the student's career and technical education program. The instructor will assign live work to individuals or groups of students.

All live work must be pre-approved by the career and technical education instructor and CTE Director in writing and coordinated with the school principal. Live work projects are not to be performed in competition with private enterprise. The career and technical education programs assume no responsibility for the results of the work being performed by students. The person, program, institution, or organization for which live work is done shall: (1) assume responsibility for the results of the work being done by students, (2) bear all actual cost of materials and parts involved, and (3) recognize that the school is not responsible for loss or damage to articles brought to the school for service.

The career and technical education instructor is responsible for documenting the live work through work order, the invoicing of the person or organization for whom the work is performed, and the collection of all charges associated with the live work projects performed by the students. The Alabaster City Schools Board of Education, the school, nor school employees shall receive economic benefit from career and technical live work projects.

Live work may also be conducted on items donated to the career and technical education programs for this purpose.

To avoid competition with private enterprise, live work projects are restricted as follows:

1. Live work will be done only when it is needed for training and necessary for the acquisition of occupational skills leading to employment.
2. Live work will be done only when the activity falls within the scope and sequence of the career and technical education curriculum. The instructor shall have the responsibility for accepting or rejecting live work according to his/her syllabus and curriculum map.
3. No person shall use career and technical education programs for personal gain or profit.

WORK BASED LEARNING EDUCATION PROCEDURES

Definition

Work-Based Learning (WBL)/Cooperative Learning is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, work-based experiences/apprenticeships (Paid) and internships (Unpaid), related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning. Detailed information on WBL may be found in the WBL Manual on the ALSDE CTE website.

Purpose

The purpose of WBL is to provide work-based experiences in approved training stations that typically cannot be obtained in the classroom.

Prerequisites

It is recommended, but not required, that a student obtain concentrator status, (two courses within a CTE program) prior to enrollment in WBL. Students who have not obtained concentrator status must have successfully completed a minimum of one CTE credit or Career Preparedness A & B while pursuing a Regular High School Diploma.

ALABAMA STATE DEPARTMENT OF EDUCATION REQUIREMENTS:

1. Requirements for Co-Op Participation

Students must have completed at least one CTE course and/or completed Career Preparedness A & B. Students must submit an application to the WBL teacher, signed by parent/guardian, and be approved for participation in WBL. Students in 11th and 12th grades may apply, must be at least 16 years old, be on track for graduation, and have an acceptable attendance, grade, and discipline record as validated by the WBL teacher. Students should have a clearly defined career objective; possess the knowledge, skills, behavioral qualities, and abilities required for successful employment; be physically and mentally capable of performing the essential functions of the desired work-based experience (Essential functions are responsibilities that must be performed by the position as identified by business and industry professionals. This list should be discussed with all students and/or at all IEP meetings); and provided the names of a minimum of three educators who know, and are not related to, the student and will complete recommendation forms including the teacher of the career cluster course, if applicable. The student and/or parent/guardian must arrange transportation for the student to and from the training station.

2. Training Station

A training sponsor (employer) should provide a student with an average of 15 hours of work experience per week. A student must have a minimum of 140 hours of paid work-based experiences/apprenticeship hours or a minimum of 140 unpaid internship hours per credit. A majority of these hours must be worked Monday through Friday.

Alabaster City Schools Work Based Learning Procedures & Policies

1. Student acknowledges that the primary purpose of Work-Based Learning is educational and, therefore, agrees to abide by the Work-Based Learning (WBL) program policies and decisions of the Workforce Development Teacher-Coordinator, including those regarding specific job placements
2. Students acknowledge that the school, through the coordinator, is acting as an intermediary between the training mentor and student and that the coordinator has a legitimate right to know and a significant role in determining the outcome of any placement issues including, termination, scheduling, assignments, and all other aspects of student placement.
3. Work-Based Learning students who fail to perform satisfactorily in all subject areas during any grading period and who fail to improve during the next grading period should be asked to resign from his/her placement.

4. A student suspended from school should not be allowed to attend their WBL placement during the suspension. On the second offense he/she may be dropped from the Work-Based Learning program with a loss of all credit.
5. A student must comply with the LEA attendance policy to participate in the program.
6. A student losing his/her WBL placement due to any action deemed unacceptable by the school and/or Coordinator will be dropped from the program with possible loss of all credit.
7. A student whose WBL placement is terminated for any reason is to report to the coordinator. Failure to do so may result in the student being dropped from the WBL program.
8. A student not attending regular school classes, related study, and/or the Cooperative Education Seminar classes cannot work at the WBL placement on the day(s) he/she is absent, unless approved by the WBL Coordinator.
9. In case of absence, the student is required to call the coordinator and his/her training mentor before class or working period.
10. Personal business handled at the WBL placement is prohibited.
11. Friends or family are not to visit the student at the WBL placement.
12. A student is to be on time at school, as well as, the WBL placement.
13. Parents should understand the student's responsibility to the training WBL placement and not interfere with the performance of his/her duties.
14. Business rules for dress and personal hygiene will be observed.
15. Since training is the primary objective, a student is expected to remain with the WBL placement to which he/she is assigned. Students may resign or change placements only with the consent of the coordinator and by following the proper business practices for resignation. Students who fail to follow these procedures are subject to being dropped from Work-Based Learning.
16. The student organization is an integral part of a student's Career and Technical Education program. Therefore, all students are expected to participate in and actively support the Career and Technical Education student organization that relates to their career objective.
17. When Work-Based Learning students honor their training mentors with a banquet, reception, etc., all students are expected to attend with their training mentors as their guests.
18. Students are placed to train and are under the supervision of the coordinator, related study instructor, and training mentor where they are placed.
19. Students must abide by all school rules and regulations for other students and consider themselves under the jurisdiction of the school while at the WBL placement.
20. Transportation to and from the WBL placement is the responsibility of the student/parent/guardian. Transportation problems do not justify absence from the WBL placement.
21. Students will leave the campus immediately following their last scheduled class and report immediately to their WBL placement. If for any reason a student needs to remain on campus during that time, it is the student's responsibility to obtain permission from the WBL Coordinator, a School Administrator, or the CTE Instructor.

CAREER AND TECHNICAL EDUCATION OPERATION GUIDELINES

ACS Career and Technical System Advisory Committee

Section A: Purposes

Article I. The Program Advisory Committee shall be designated and appointed by the Alabaster City Schools (ACS) Superintendent and/or Career and Technical Director.

Article II. The Program Advisory Committee may direct its advice toward the ACS CTE Director, the principal, or the board of education. It shall limit its activities to matters that directly concern the ACS CTE program.

Article III. It shall be the duty of the Program Advisory Committee to:

- a. Help maintain good public relations between ACS CTE programs and the community.
- b. Assist the administration in determining the needs of the community.
- c. Advise the administration about addressing the needs of the community.
- d. Help to adapt the career and technical education program to changes in community and workforce needs.

Section B: Membership

Article I. Number of Members: The Committee shall consist of a minimum of five broadly based members from business/industry who have experience directly related to the program. Additionally, members will include one student officer representing a student organization in the system and at least one additional person with interest in Career and Technical Education (educators, administrators, former students, government officials, etc.).

Article II. Method of Selection of Members: The members may be chosen from a large sampling of individuals in the local workforce. The CTE Administrator and school representative may select committee members.

Article III. Representation: Members shall be selected in such a way that they represent a cross-section of business, industry, and the community.

Section D: Meetings

Article I. The Committee shall meet at least twice a year with special meetings being called by the CTE Director and/or his or her designee when necessary.

Article II. The meetings shall not last for more than two hours unless so voted by the committee members.

Article III. At least 51% of the committee members must attend each meeting

Article IV. The minutes of each meeting will be recorded by the designee of the CTE Director

Article V. Members discuss and approve a Program of Work for CTE programs.

Article VI. Each meeting will have an established agenda and attendance will be taken.

Section E: Changes in the Bylaws

Article I. Changes in the Bylaws may be suggested by a two thirds majority vote of the committee membership. Changes made require the approval of ACS CTE before being adopted by the Committee.

Sample Program of Work for Teachers on Extended Contract

**for teachers on extended contract only

DUE: May 1 of current year

PROGRAM OF WORK FOR TEACHERS

____ 10-month ____ 12-month

Name _____

School _____

Program _____

MAJOR JOB FUNCTIONS <small><i>Let in order of importance the key Responsibility areas of your job. (Those general areas within which you are held accountable for producing results.)</i></small>	JOB OBJECTIVES <small><i>For each Job Function, objectives should include the specific results you expect to accomplish.</i></small>	TARGET DATE <small><i>Enter the projected completion date for each objective.</i></small>	COMMENTS AND EVALUATIONS <small><i>Use the column to continually update objectives or to enter possible reasons why some objectives were exceeded and others not met when conducting the performance review.</i></small>

Principal's typed signature is an indication of approval.

Career and Technical Education Preventative Maintenance Schedule

Program:

School Year:

Machines and equipment should be checked routinely for problems and maintenance needs.
Please alert the assistant principal for operations if a deficiency is found.

Instructor initials indicate the equipment was checked.

- 1. List your equipment. If equipment costs less to repair than to replace, it should be on the list.*
- 2. You may adjust to check equipment more frequently if needed.*
- 3. You may keep this posted in your lab as visible documentation throughout the school year and transfer to your digital folder annually.*

Equipment	1st Semester	2nd Semester	Comments

Sample CTSO Program of Work

(CTSO) _____ PROGRAM OF WORK (year) _____

School Name: _____		Advisor(s): _____		
Goals for Local Chapter: (What will be the focus of program goals and activities?)	Plans for achieving chapter goals: (Identify specific CTSO activities.)	Person or groups responsible for achieving goals.	TIME-LINE	Evaluation: (Notation of activity outcomes.)
			August • Collect fees • Elect/Install Officers • Chapter Officer Training September • National Service Project October • Meeting to begin preparation for and identify competitive events. November-December • Community Service January • Meeting February • CTE Month • Community Service March • Field Trips April • Program recruitment May • Yearly evaluation of chapter effectiveness	

Example: Refer to current ALSDE program specific CTSO guidelines.

Sample Advisory Committee Program of Work

School Name
Advisory Committee Program of Work
20__-20__

Example: Refer to current BIC document for program specific guidelines.

Teachers		Industry Leaders	
Objectives	Activities	Member Responsibilities	Time line
Review the goals and objectives of the program and serve as a communication link between the high school and the community.	1. Review annual goals and CTE plans 2. Discuss Future of Career Tech—developing activities to improve community awareness for the program 3. Discuss changes and trends in local and global workforce	1. Identify community resources that will help support or contribute to the success of the career/technical education program 2. Provide guest lecturers and opportunities for field trips. 3. Review the facility and equipment list utilized for the career/technical education program.	Meeting 1 Date: _____
Review and make recommendations concerning facility and/or equipment improvements	1. Review equipment currently used in the CTE department 2. Discuss technology trends and the effect on CTE 3. Help identify resources for obtaining technology and equipment.	4. Identify new technology and developments that should be used in the career/technical education program. 5. Recommend equipment needs for the career/technical education program.	Meeting 2 Date: _____
Discuss credentials recognized by program specific industry.	1. Pole committee on Industry Credentials recognized in their specific industry. 2. Note advice given on credentials students need to work towards.		
Assist with recruiting and job placement.	1. Discuss ways to encourage students to continue taking Career Tech courses—after the first required course 2. Conduct committee meetings to keep abreast of changes taking place in local industry and the skills necessary for entry level jobs and/or continuation of education		

COMMITTEE MEMBER SIGNATURES

ANNUAL CAREER TECH BUDGET

_____ School Year

TEACHER _____

PROGRAM _____

EXPECTED INCOME:

Maintenance of Effort Money _____

State O & M Allocation _____

Perkins Allocation _____

CTSO Dues _____

Fees (Class/Lab) _____

Other (Fundraiser/Dues) _____

Total

EXPECTED EXPENDITURES:

Materials & Supplies _____

Classroom Activities _____

Equipment _____

CTSO Affiliation _____

CTSO Activities _____

(fieldtrips/community service/SLC)

Total

Prepared by: _____

Teacher

Administration Approval: _____ Date _____

CTE Director