

Eufaula City Schools

Career Technical Education Manual



2023-2024

Superintendent: Joey Brannan
CTE Director: Brandon Kiser
CTE Administrator: Clifton Reeves

Eufaula City Schools

333 State Docks Rd.

Eufaula, AL 36027

Phone: 334-687-1100

Fax: 334-687-1150

ECS Motto

#ExpectExcellence

Nondiscrimination Statement

The Eufaula City Schools Career Tech department does not discriminate on the basis of race, color, religion, national origin, age, sex, disability, limited English speaking ability, affiliation with Boy Scouts of America, or economic condition in its programs and activities and provides equal access to students. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Jan Bowen – 504 Coordinator

jan.bowen@eck12.org

Brandon Kiser – Title IX Coordinator

brandon.kiser@eck12.org

Alicia Lyles – Title II Coordinator

alicia.lyles@eck12.org

Strategic Plan

Eufaula City Schools

Strategic Plan

2021-2026



Academic Growth and Achievement

Produce students who consistently demonstrate growth, as well as successfully apply knowledge and skills across all content areas

Safe and Supportive Learning Environments

Maintain a comprehensive support system that ensures a safe and secure learning environment for all students

Culture and Climate

Develop and sustain effective structures for communication and ongoing engagement of students, staff, families and community

Recruitment and Retention of Qualified Staff

Maintain high quality certified personnel through recruitment, development, and retention to positively impact student achievement

Mission:

Expect Excellence.

Vision:

Preparing students to pursue excellence in all aspects of life

Board Approved Calendar

EUFALA CITY SCHOOLS CALENDAR 2023-2024

333 State Docks Road • Eufaula, AL 36027

PHONE: 334-687-1100

www.eufaulacityschools.org

FAX: 334-687-1150

2023

JULY						
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2024

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August	2-4; 7	Staff Planning/Development
	8	First Day of School for Students
September	4	Labor Day
October	23	Holiday
	24	eLearning Day/Conference Day/Staff Development
November	10	Veterans Day
	20-24	Thanksgiving Holidays
December	18	Begin Winter Break
January	3	Winter Break/Staff Development
	4	Students Return to School
	15	Martin Luther King, Jr. Holiday
February	19	Staff Planning/Development
	20	eLearning Day/Staff Development
March	25-29	Spring Break
May	17	Graduation
	23	Last Day for Students
	24	Staff Work Day

	Student Instructional Day
	eLearning Day for Students; Staff Planning/Development Day
	Student Holiday; Staff Planning/Development Day
	Holiday for Employees and Students

NINE WEEKS PERIODS

1st	August 8 - October 10	45 Days
2nd	October 11 - December 15	41 Days
3rd	January 4 - March 11	46 Days
4th	March 12 - May 23	48 Days

	Student Days	Teacher Days
1st Semester	86	90
2nd Semester	94	97
	180	187

This calendar is subject to change due to unforeseen circumstances.
Approved 2/21/2023 by the Eufaula City BOE.

Career and Technical Education Staff

Name	Position
Taylor Crouch	Career Coach
Belinda Forman	Computer Science Instructor
Teddy Grace	Army JROTC Instructor
Lindsay Hall	Health Science Instructor
Graham Haney	Business, Finance, and Administration Instructor
Mary Helton	Health Science Instructor
Brandon Kiser	Career Tech Director
Santricia Norris	Business, Finance, and Administration Instructor
Buster Padgett	Industrial Agriculture Instructor
Clifton Reeves	Career Tech Administrator
Danny Salter	Television Production Instructor
Shad Sawyer	Law Enforcement Instructor
Amanda Teixeira	General Agriculture Instructor
Andrea Tew	Engineering Instructor

Director of Career and Technical Education Programs

The Director of Career and Technical Education Programs leads the department in program administration and development. The director is responsible for monitoring programs to ensure compliance with state and federal guidelines and regulations. The career and technical education programs in Eufaula City Schools are created and sustained in keeping with state and federal laws, policies, and guidance on best practices for quality in Career and Technical Education Programs. For more information pertaining to Eufaula City Schools' Career and Technical Education Programs, please contact:

Brandon Kiser, CTE Director

What is Career and Technical Education?

Career and Technical education programs offer a sequence of courses that provide students with the academic and technical skills, knowledge and training necessary to succeed in future careers and/or postsecondary programs. The courses in the Career and Technical Education Department are based on the Alabama State Board of Education approved Career and Technical Education course of study.

Why CTE?

Alabama's growing economy has created the demand for an increased number of skilled employees. Career and Technical Education programs equip students with the skills necessary to succeed in the workplace and in postsecondary programs. Through the CTE programs at Eufaula City Schools, students can earn industry certifications and licenses, postsecondary certificates and credits, and more.

ECS Career Academies

Career and Technical Education is based on the sixteen career clusters identified by the United States Department of Education. Programs are arranged within these clusters to provide a framework for arranging curriculum around similar occupations. The following programs are available to the students of Eufaula City Schools:

- Agriculture
- Army JROTC
- Biomedical Science
- Business Management and Administration
- Engineering
- Health Science
- Law Enforcement Services
- Marketing
- Television Production

Delivery of Instruction

Eufaula City Schools offers career and technical education through career tech programs, dual enrollment partnerships, work-based learning, and CTSOs. Programs are located at Eufaula High School. Instruction is provided through.

- Dual enrollment classes and certification courses are offered through partnerships with local colleges.
- Work-based learning through clinical experiences, cooperative education, internships, job fairs, and job shadowing
- Career and Technical Student Organization (CTSO) activities

Enrollment

No student will be denied access to Career and Technical Education programs or services on the basis of race, color, religion, age, sex, national origin, limited English speaking ability, disability, affiliation with Boy Scouts of America, or economic condition.

The Eufaula City School System shall provide to all students, including those who are members of special populations and parents of such students, information concerning the following: opportunities available in Career and Technical Education; requirements or eligibility for enrollment in Career and Technical programs; specific courses available; and employment opportunities. The local system will provide information described above, beginning at the middle school level, to any individual when appropriate, and assist in the preparation of applications relating to such admission.

Career and Technical Education Academies are designed to prepare students in grades 9-12 for employment or postsecondary education and training; however, some courses within each program may be reserved for certain grade levels due to demands of the industry, postsecondary dual enrollment requirements, and other course restrictions. Career awareness and exploration programs are designed to expose students in earlier grades to opportunities for experiences that will prepare them to make sound decisions regarding their secondary and postsecondary career preparation.

Services to Students with Disabilities

Career and Technical Education program instructors will participate in IEP meetings where students are being placed in CTE programs for the upcoming year. Before placing a student in a program, the IEP team should consider data from the student's KUDER interest inventory, as well as the student's capacity for success in the industry.

As part of the IEP process, a Career and Technical Education Implementation Plan (CTIP) will be developed. The CTIP outlines any modifications and/or accommodations needed in addition to those in the IEP for the student to meet the performance objectives for the program.

Eufaula City Schools
Career/Technical Implementation Plan

Student's Name _____ School Year _____

Student's Career Objective _____

Special Education Case Manager _____

CTE Program _____ CTE Teacher _____

The student does not need additional accommodations to participate in the CTE Program. The accommodations in the IEP are sufficient for the student to be successful in this setting.

In addition to the IEP, the following accommodations are needed for the student to be successful in the CTE classroom:

- Students will be seated near the instructor
- Copy of verbal notes
- Tests should be read orally
- Extend time on classroom assignments/tests Assign a peer helper.

- Tests may be shortened, or choices eliminated
- Provide a word bank on fill-in-the-blank tests
- Lengthen practice sessions, give additional examples
- Assign reading/writing tasks at the appropriate level
- Credit should be given for class participation and effort
- Students should be allowed to use notes when taking classroom assessments
- Students should be allowed to retake failed tests after reviewing with a special education

- teacher
- Reduce the number of the same types of problems
- Introduce key terms and concepts at the beginning of each unit Needs assignment sheet supplied by special education teacher
- Pair with strong students for group project
- Periodic monitoring by the special education teacher
- Other:

***Safety requirements and industry credentials may not be accommodated or modified.**

Modifications needed for students on an essentials pathway:

Signatures:

Eufaula City Schools Dual Enrollment/Early College Agreement

Eufaula High School offers a dual enrollment program that allows students to enroll in post-secondary institutions to simultaneously earn credits towards a high school diploma and post-secondary degree. The program is open to all students and adheres to the following guidelines.

Eligibility, Requirements, and Responsibilities

- Students must be enrolled in grades 10-12 with a 2.5 non-weighted GPA for both academic and career tech courses.
- Students must earn benchmark scores on the ACT or Accuplacer as required by the postsecondary institution.
- Students must submit a complete dual enrollment packet before enrolling in any dual enrollment class.
- The student and his/her parent/guardian are responsible for transportation and all costs associated with taking college courses, including tuition, fees, and books. Dates, fees, and tuition are set by the college. If you have questions, please contact the college directly.
- The dual enrollment program is currently valid at Wallace Community College, Southern Union State Community College, The University of Alabama, Auburn University, and Troy University. **Other schools may be approved at the discretion of the superintendent.**

Course Determination

- All dual enrollment courses must be approved in advance by the high school counselor, principal, and parent/guardian.
- Dual enrollment courses may be taken online, during summer, evenings, or during the regular school day if approved by the home school.
- Courses selected for dual enrollment must be courses which will satisfy high school requirements (core or elective). The counselor will determine such courses and approve substitutions.
- Courses taken that are not approved as a core or elective will not be entered on a student's high school transcript.
- Please note that sometimes scheduling conflicts between EHS and the college may prevent placement in dual enrollment coursework.

Grades and Credit

- The college grades earned through dual enrollment for approved courses will be posted on the high school transcript and will be averaged into the student's overall GPA and final numeric average. Summer course grades will be added to students' recently completed calendar year.
- A student cannot earn more than 12 credit hours per year to be entered on the high school transcript. The calendar year will be August 1 through July 31.
- It is the student's responsibility to submit a certified copy of the college grades to the high school counselor in a timely manner for reporting purposes. This will be primarily for students who take courses not associated with our normal dual enrollment process.
- 3 semester hours of college level work will equal one high school credit in the same or a related subject. English 101 can be taken as a junior or English 101 and/or 102 can be taken as a senior. History 201 can be taken as a sophomore or History 201 and/or 202 can be taken as a junior.

Signature required on page 2

- For ranking purposes, college courses substituted for high school credits will be weighted comparable to honors level courses offered at the high school. College courses substituted for high school courses will be weighted per board policy to determine the final grade. The weighted grade will only appear on the student's GPA.
- A student may not earn credit for a course whose content is included in a course for which credit has already been awarded. For example, a student who takes an EHS AP biology course may not enroll in following semesters for dual enrollment biology.
- In accordance with the Alabama State Department of Education and Alabama Community College System guidelines, a student who withdraws or fails a dual enrollment class will be required to sit out one semester before enrolling in another dual enrollment course. Summer will not count as the semester required for students to sit out.
- If a student withdraws/drops a dual enrollment class, the student will receive a 59/F on their high school transcript. The student may then be placed in an appropriate monitored environment (class) and will use the time for study purposes. Students may request a waiver from the school principal in extenuating circumstances.
- A student who is in a career tech dual enrollment class with tuition paid from workforce development funds must complete a minimum of one semester before dropping the class. Dropping any career tech dual enrollment course requires the approval of the career tech administrator.
- Regular attendance will be required for all dual enrollment courses. Prior attendance will be considered for students who request dual enrollment courses. Please note that not all dual enrollment classes meet daily.

By signing below, I am agreeing to abide by the aforementioned guidelines, and I have chosen to participate in the dual enrollment program.

Student _____ Date _____ Parent _____ Date _____

Approval:

Counselor _____ Date _____ Principal _____ Date _____

ACT Benchmark Scores for Dual Enrollment Classes:

Dual Enrollment English:	ACT English section must be 18 or higher
Dual Enrollment Math 112:	ACT Math section must be 22 or higher
Dual Enrollment Math 113:	ACT Math section must be 23 or higher
Dual Enrollment Math 125:	ACT Math section must be 25 or higher

If you have questions or concerns related to any dual enrollment course, call Eufaula High School at 334-687-1110.

Community Involvement

Career and Technical Education programs should establish and maintain working relationships with community leaders, industries, businesses, organizations, and agencies. Evidence of community involvement should be kept in a folder for end-of-year documentation.

Career and Technical Education Student Organizations (CTSOs)

Each Career and Technical Education program instructor shall serve as an advisor or co-advisor of the Career and Technical Education Student Organization associated with his/her program area. CTSO activities shall be implemented as an integral part of each program.

Locally sponsored CTSOs shall be affiliated with and have active status with respective state and national organizations. Sponsors and students are expected to attend conferences and competitive events as stated in the TAPE requirements for each program. Fundraising efforts provide a large portion of the funding used for travel expenses.

The following documentation of CTSO activities shall be documented in the program's TAPE binder: minutes from meetings, officers list, Program of Work, official roster, zero balance invoice showing payment of dues, and documentation of activities.

Size, Scope, and Quality

- Size:
 - Number of Students: 60(plus)
 - Number of instructors/staffs involved with the program: 1
 - Number of courses within a program: 4

- Scope:
 - Programs of study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.
 - Programs of study are aligned with local workforce needs and skills.
 - Programs are connected to post-secondary institutions through partnerships, dual enrollment, articulation agreements, and college/career exploration.
 - Programs develop not only specific work-based skills but also broadly applicable employability skills.

- Quality:
 - A program must meet two of the following three criteria to meet Alabama's standard of quality. The program develops: (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.
 - High-skilled: individuals completing programs resulting in industry recognized certificates, credentials, or degrees

- High-wage: Above the median wage for all occupations, based on Local Market Indicator data and/or data from JobsEQ®

College and Career Readiness

Starting with the Class of 2026, students will be required to obtain a College and Career Readiness Indicator before graduation. The indicators recognized for graduation are:

- Benchmark on one section of the ACT
- WorkKeys score of silver or higher
- Transcribed dual enrollment credit
- Approved industry credential
- Military enlistment
- Qualifying score on an AP exam
- Completer status in a CTE program (C or higher in three courses in the same program)
- Completion of an Alabama Apprenticeship Program

BELL SCHEDULE

1ST BLOCK 8:00 - 9:20

2ND BLOCK 9:25 - 10:55

1ST BREAK * 9:20 - 9:30

2ND BREAK * 10:45 - 10:55

3RD BLOCK 11:00 - 12:49

A LUNCH 11:05 - 11:30

B LUNCH 11:40 - 12:05

C LUNCH 12:20 - 12:45

W. I. N. 12:54 - 1:47

4TH BLOCK 1:52 - 3:12

***1ST AND 2ND BREAK IS BASED ON STUDENT'S 2ND
BLOCK CLASS**

Industry Credentials

Through the CTE Programs at Eufaula City Schools, students have the opportunity to earn industry recognized credentials. Instructors are encouraged to pursue certification in their program area. The certification tests associated with these credentials are offered to students at no cost to the parent/guardian. See the table below for information on credentials currently available to students in Eufaula City Schools.

Cluster	Program	Credentials
Government and Public Administration	Army JROTC	Army JROTC Certification
Business Management and Administration	Business Administrative Services	Microsoft Office Specialist (MOS) – Associate 2019/O365 (Two of the following areas REQUIRED) Excel Associate, Outlook Associate, PowerPoint Associate, Word Associate Apple Certified Pro Level 1
Marketing	Marketing	National Retail Federation Certificate
Teaching and Training	Teaching and Training	ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics)
Health Science	Health Science	Patient Care Technician
Agriculture, Food & Natural Resources	General Agriculture	Adult Beef Quality Assurance, Forestry Worker Certification, Specialty Crops
Agriculture, Food & Natural Resources	Industrial Agriculture	MSSC-Certified Production Technician
Law, Public Safety, Corrections & Security	Law Enforcement Services	Public Safety Telecommunicator Certifications: CPR
Health Science	Project Lead the Way (Biomedical)	Pharmacy Technician
Science, Technology, Engineering & Math	Project Lead the Way (Engineering)	Autodesk-Inventor and Revit
Arts, A/V Technology, and Communications	Television Production	Adobe Premier Pro Certification

Required Evidence of Credentials

The ALSDE conducts random audits of College and Career Readiness data, including industry credentials. CTE instructors are required to keep a copy of all certificates certifying a credential earned by students in their program. A second copy of the certificate/credential will be given to the student, and a third copy will be given to the CTE director upon receipt.

Budget

Each program is funded through the following sources: CIS Instructional Funds, Perkins, Operations & Maintenance, and Maintenance of Effort. Each fall, program instructors will receive a breakdown of their allotments for each funding source. The instructor is charged with creating a budget for their program under the guidance of the CTE Director. Purchases made should be documented and kept in alignment with approved budgets. All purchases (other than CIS Instructional Fund purchases) must be approved through the completion of a System Purchase Requisition Form.

Inventory

Each CTE Instructor is responsible for maintaining an inventory list for their program. The inventory list should contain the serial number, approximate value, condition, quantity, year purchased, site license number (if applicable), and funding source for each of the required items on the program's equipment list. Inventory lists are submitted to the director each year during the local TAPE evaluation.

Equipment

Career and Technical Education (CTE) will update, replace, and discard tools, equipment, and computers, on a rotating schedule as allowed by funding. The overall purpose of the procedure is to ensure that Career and Technical equipment used in the classroom meets business and industry standards. The goals are to:

- Ensure that appropriate equipment is available for each classroom as listed on the Alabama State Department of Education CTE equipment list;
 - Ensure that all teachers have access to computers of sufficient capability to support basic computing needs in fulfillment of their work responsibilities;
 - Establish a budget which provides basic equipment and technology resources for CTE teachers;
 - When necessary, acquire and distribute new equipment and redistribute or dispose of old equipment.
1. A current state list of minimum equipment requirements by program area can be found on the State Department of Education website. (**compliance**)
 2. Instructional equipment purchased by the Career and Technical Education Division may not be used at any time in which it will prevent Career and Technical students from using said equipment.
 3. A complete inventory of equipment and furnishings will be made annually and a copy submitted to the specific area supervisor by the established deadline. Inventory is to be amended as equipment is purchased or removed and a new, updated copy should be submitted to the Career and Technical office.

4. In the event of stolen or damaged equipment requiring an insurance claim, teachers will notify the building level principal, the area CTE supervisor; and follow system guidelines for reporting claims.
5. Damaged, destroyed or disabled equipment needing to be removed from a program will be added to the appropriate Fixed Asset Removal form (Furniture and Equipment transfer) and forwarded to the area CTE supervisor in the Career Technical Education office. The school administration is responsible for scheduling pick up of equipment being removed from a school.
6. Equipment for repair should be tagged appropriately and locked-down (for large equipment) and not in use for safety concerns.

Equipment Maintenance, Repair, and Replacement

If equipment is still under warranty, the teacher (or principal's designee) will contact the company responsible for repairs.

For equipment issues not covered under warranty, the teacher will, as needed, submit maintenance or repair requests online on the school district's work order website. If the item is to be repaired, an estimate of cost for parts and service, if known, should be forwarded to the CTE administrator. The Career and Technical administrator will determine who will make the repairs and the teacher will proceed to get the repairs completed.

Each teacher will develop a periodic maintenance performance schedule for cleaning, greasing and oiling equipment, changing filters, draining water from air compressors, etc. and follow it. The teacher will also evaluate at a minimum of once every five years the need for equipment replacement.

Equipment for repair should be tagged appropriately and locked-down (for large equipment) and not in use for safety concerns.

The CTE administrator will periodically inspect labs and classrooms to determine if tools and supplies are properly stored, equipment is kept in good repair and properly used, safety requirements met, etc. It is the responsibility of the CTE administrator and each teacher to work to see that facilities, equipment, and instructional materials are kept in good working order and in a safe, operable condition.

Teacher Certification

All Career and Technical Education teachers must be certified in the area they teach. The human resources director is available to assist with this process; however, it is the responsibility of the educator to complete all certification requirements in a timely manner.

Cooperative Education

- The cooperative education student acknowledges that the primary purpose of work-based learning is educational and, therefore, agrees to abide by policies of the Cooperative Education program and decisions of the WBL Coordinator, including those regarding specific job placements and assignments made without regard to specific pay rate, schedule, or similar variables.
- The WBL Coordinator acts as an intermediary between the employer and the student and has a legitimate right to know and a significant role in determining the outcome of any employment issues including placement, termination, scheduling, assignments, and all other aspects of employment.
- Cooperative Education students who fail to perform satisfactorily in all subject areas during any grading period may be placed on probation. Students who fail to improve may be asked to resign from his/her job.
- A student suspended from school or placed in ALC is placed on probation. He/she may be dropped from the Cooperative Education program as a result.
- A student losing his/her position due to any action deemed unacceptable by the school and teacher/coordinator will be dropped from the program with a loss of all credit.
- A student whose job is terminated for any reason is to report to the WBL Coordinator immediately. Failure to do so may result in being dropped from the program.
- In case of absence, the student is required to call the WBL Coordinator and his/her employer before the time they are assigned to report to their job.
- Friends or family are not to visit the student on the job.
- A student is to be on time at school as well as on the job.
- Parents should understand the student's responsibility to their job and not interfere with the performance of his/her duties.
- Business rules for dress and personal hygiene will be observed.
- Since training is the primary objective, a student is expected to remain with the job to which he/she is assigned. Students may resign or change jobs only with the express written permission of the WBL Coordinator.
- Students are placed on the job to train and are under the supervision of both the WBL Coordinator and business supervisor/mentor where they are employed.
- Students must abide by all school rules and regulations for other students and consider themselves under the jurisdiction of the school while on the job site.
- Transportation to and from the work site is the responsibility of the student. Transportation problems do not justify absence from work.
- Students will leave the campus immediately following the last scheduled class. If for any reason a student needs to remain on campus, permission must be obtained from the WBL Coordinator.

Advisory Councils

Each program is required to have an Advisory Council that consists of a minimum of seven persons of which at least five must be business and industry persons, and one must be a student officer representing a student organization in the system, and one must be an additional person with interest in the career and technical education program (educators, former students,

administrators, government officials, etc.) At least 51% of the council must convene at least two times a year and assist with preparing and implementing a Program of Work. See the Advisory Council Manual.

TAPE Documentation

Instructors are required to keep a TAPE Binder each year with the following documentation of program guidelines:

CTSO Documentation

- A Program of Work with each of the following (1.1.A)
 - Goals
 - Activities (including co-curricular)
 - Timelines
 - Member Responsibilities
 - Responsibilities of Each Program Teacher
- A zero-balance invoice or copy of the check paying for membership in CTSO - along with a national roster that matches the payment (1.1.B)
- At least four CTSO Meeting Minutes to include the following items (1.1.C):
 - Creation and approval of the POW
 - Community Service Activity (voting and evaluation)
 - Discussion and Review of Community Service Activity once completed
 - Membership approval of the CTSO financial expenses
- List of CTSO Officers (1.1.D)
- Lesson plan demonstrating the integration of the CTSO in the curriculum content standards (1.1.G)

Quality Inspection Documentation

- Career Tech Syllabus (2.1.A)
 - Course Title, Description, and Prerequisites
 - Program/Instructional Delivery Plan
 - Course Goals, Assessment Procedures
 - Grading Scale ○ CTSO Integration ○ Embedded Numeracy Assignment
 - Embedded Literacy Assignment
 - Available Industry Credential
- Embedded Numeracy Lesson Plans (2.1.B)
- Embedded Literacy Lesson Plans (2.1.C)
- Annual Budget (2.1.D)
- Evidence that all students have completed general safety exam with 100 (2.1.E) 19
- Career Technical Implementation Plans (CTIP) for students with IEPs (2.1.E) ● Preventative Maintenance Schedule (2.1.E)
- A process to ensure safety and proper use of chemicals, facilities, equipment, and technology is provided and policies are posted (evacuation procedures, first aid kits visible, emergency current interruption for power supply, safety data sheets for chemicals) (2.1.F)
- Facilities meet safety regulations for adequate access to updated equipment (2.1.F)

- Adequate space is available for seated and laboratory work for the number of students enrolled (2.1.F)
- Classrooms and instructional laboratories are clean, orderly, and replicate a professional working environment (2.1.F)
- Students are given adequate access to relevant facilities, equipment, and technology as evidenced by current program equipment list (2.1.F)
- Secured storage is sufficient (2.1.F)
- The program offers credentialing opportunities (including stackables) - dated certificates and/or lists from agency reporting certificates (2.1.G)
- 60%-89% of students who sit for the exam obtain a passing score (SPP Application Report) (2.1.G)

Program Pathway Implementation

- Daily schedules for all teachers (shows 3 courses provided over a two-year period in Powerschool AND 30 minutes of planning) (3.1.A)
- Parents/guardians have at least two opportunities to visit CTE Labs for parent/teacher meetings and open houses (3.1.B)
- Parents/guardians are apprised of program activities as evidenced by DATED documents (3.1.B)
- Advisory Committee Roster for each program (minimum of five broadly based business and industry stakeholders) (3.1.C)
 - Roster contains: person's name, business address, job title, and contact information
- Evidence of at least two advisory committee meetings per year (3.1.C)
 - Agenda
 - Sign-in sheet showing 51% or greater attendance
 - Minutes
- Minutes showing evidence of data review, discussion and recommendations for program credentialing and program course sequencing (3.1.C)
- Advisory committee develops and approves a POW each year for the program area (3.1.D)
 - Date POW was created
 - Objectives
 - Activities
 - Timelines
 - Committee member responsibilities
- Marketing activities reflect the value of the program to students as described in the school's printed literature and website (website, social media, brochures, school newspapers, etc.) (3.1.E)

Professional Development

- Documentation of technical update training (8 hours for 9 months; 16 hours for extended contract) (documentation of hours - content knowledge NEW to teacher & PD Certificates listing workforce related content knowledge NEW to the teacher) (4.1.A)

Work Based Learning

- Lesson plan demonstrating integrated essential skills that employers desire of employees (5.1.A)

- Fieldtrip permission form with date and description of trip (Career Expo, Career Fair, or Industry Tour) (5.1.A)
- At least one formal job shadowing opportunity with experience related to the program (permission form) (5.1.A)
- WBL Opportunities through partnerships with local businesses (guest speakers, Work-based learning internships and externships, competitive event training, employability skills training, etc.) (5.1.A)
- IF APPLICABLE - Evidence of off campus work-based learning experience (daily sign-in sheets, logs of students' work activities, student evaluations) (5.1.B)
- IF APPLICABLE - Written agreement/clinical training agreement with every off-campus work-based learning site and the school (5.1.B)

Cooperative Education Coordinator ONLY

- Ongoing formal communication between the school and employer for coop students (student evaluations and communication logs) (5.2.A)
- Coordinator of coop program attends one hour of annual child labor law training (Powerschool record or PD certificates) (5.2.A)
- Formal training agreement and training plan with every off-campus work-based learning site and the school for each student (training agreement and training plan) (5.2.A)

Internship Opportunities

An internship opportunity is designed to provide a practical introduction to the work environment through direct contact with professionals in the community. Internships are an integral part of both the Health Science Academy and Education and Training Academy. The internship teacher-of-record is responsible for providing students with policies and procedures for each internship. Policies and procedures are reviewed each year by the CTE Director

2023-2024

Advisory Council

CTE Manual



Introduction to CTE Advisory Councils

A CTE Advisory Council is a group of individuals with a common interest in a particular CTE area (Business, Manufacturing, Agricultural Education, Construction, Education and Training, etc.). This group can be composed of local business and community professionals, teachers, students, administrators, and parents. The purpose of the advisory committee is to support educators, students, and businesses in developing, establishing, and evaluating CTE programs to ensure students are well prepared for the world of work. According to the Carl D. Perkins Career and Technical Education Grant Improvement Act of 2006, a school that has at least one CTE program, which is receiving federal funds from this grant, is required to develop and maintain an Advisory Council.

Each CTE instructor is required to develop and sustain an Advisory Council for their CTE program. The CTE Advisory Council must meet at least twice a year. In addition, if a CTE department is looking to create a new CTE course, then an Advisory Council should assist with the development of the new course or CTE program.

It is vitally important that CTE programs prepare students for the ever-changing knowledge and skills needed in the world of work. Local business and community professionals can support these efforts by sharing their expertise with the program through the Advisory Council.

Advisory Council Members Should:

Advise: Advisory Council members advise educators and students as to the skills, knowledge, tools, technology and tasks needed in today's careers. They can share information about educational opportunities, conferences, workshops, equipment, curriculum, safety, and skills for a particular career.

Advocate: Advisory Council members advocate to sustain local CTE programs in the schools. They meet with school administration and local industry to stress the importance of the skills and knowledge students' gain in CTE programs. Furthermore, they can advocate locally, within the state, and nationally by sharing their experiences preparing students for the world of work.

Support: Advisory Council members can support teachers and students by attending meetings and networking events; opening up local businesses to student and instructor visits; volunteering within programs; and donating equipment, tools, or supplies which would benefit students as they prepare for careers.

Developing a CTE Advisory Council

Effective Advisory Council Members

Successful and effective CTE Advisory Councils are composed of individuals in the school and community who have a common interest in a particular CTE program area. Instructors are advised to include at least five members from business and industry, one student member from the CTSO, and one additional member. The following list offers suggestions for council members:

- local business professionals from the CTE program area of study
- a CTE teachers from the department
- a school administrator
- guidance counselor
- career center director
- post-secondary school representatives
- relevant academic teachers
- parents
- students

Number of Members

An Advisory Council should include a diverse group of people and should have enough members to be effective. It is recommended that an Advisory Council have a minimum of seven members. Advisory Councils larger than fourteen members are not recommended. An Advisory Council meeting should include 51% of the council.

Inviting Members to Join the CTE Advisory Board Committee

It is suggested that the instructor contact business and community members personally to begin the discussion about the CTE Advisory Council. A business or community event is a great place to begin to network and discuss the council. Instructors may then follow-up with a letter of invitation. (See the Sample Letter in the Appendix)

When sending a letter of invitation, it is important to include information about the CTE program so potential members have some background information to make their decision. Instructors should also include a date for potential members to tour the program.

Where and When to Meet

Deciding where and when to meet with an Advisory Council can be difficult for both educators and business professionals. Educators teach during the day and sometimes do not have a common planning time with other program teachers. Business professionals have a full day of work, and it may be difficult to attend meetings in the evening. To sustain an effective Advisory Council, the meetings should be planned at a time convenient for most members. Lunch and directly following the workday are often the best times to meet. A quick survey, which includes a question about preferred meeting times is an excellent way to collect preliminary information from council members.

When deciding on a location, instructors should look at business locations in addition to the school itself. Meeting at the school for the first meeting of the year allows businesses to view students' classroom environment; however, subsequent meetings may have better attendance when hosted at local businesses.

Some ideas for meeting venues or formats are:

- the school
- a local community venue
- a post-secondary school in the area
- a local business an online meeting resource
- a local restaurant

Instructors can also choose to hold an Advisory Council meeting in the evening as a special occasion. Consider inviting the local Chamber of Commerce, Rotary Club, or Town Business Association for a networking evening.

Meeting Schedule and Protocols

Meetings should be scheduled for a minimum of two times a year. One meeting should be scheduled at the beginning of the year for introductions, planning, review of program etc. Another meeting should be planned for the end of the year to wrap-up the year, celebrate accomplishments, recognize students and advisory members, and begin preliminary planning for next year. Additional meetings may be scheduled to review programs, skills, knowledge and the latest industry trends.

The program instructor should prepare the agenda with colleagues and/or students for each meeting. The meeting agenda should be prepared and approved by the CTE Director or CTE Administrator prior to each meeting. A copy of the agenda should be sent to each of the members at least one week prior to the scheduled meeting.

The instructor will lead each meeting or determine who will lead each meeting. When possible, it is best practice to involve students as well as business leaders in the process of leading the meetings. The agenda should be followed and notes must be taken at each meeting. A sign in sheet is required for each meeting.

The agenda, minutes, and sign in sheet should be forwarded to the CTE Director following the meeting. The minutes should also be sent to all members of the committee for their review and records.

Creating an Agenda

Each meeting should begin with a review of the notes from the previous meeting and discussion of any follow-up activities. It is important to remember that everyone's time is valuable and take this into consideration when creating the agenda. The agenda should be well organized and relevant to the CTE program as well as the members.

The main purpose of these meetings is to: share information; review the CTE programs; and work to improve the CTE program and student's learning experiences. Initial meetings may begin with introductions and review of the CTE program as a whole, but meetings after the initial meeting should include time for all members to share information relevant to their experiences and knowledge within the CTE program area careers. (Please see the Sample CTE Advisory Meeting Agendas for examples)

Suggested Topics for Meetings

The following are some suggested topics/ideas/activities for CTE Advisory Council meetings:
The CTE Advisory Council... ..

must ensure that in each CTE program there is no discrimination and there is equality in all Career and Technical Education Programs. The Carl D. Perkins Grant requires that districts take measures to ensure that all students have equal access to all programs within their school. This includes students of special populations and non-traditional students. Every effort should be made to promote CTE program areas to various special population members. The promotion of CTE areas for special populations as well as the discussion revolving around the planning of promoting these CTE areas should be clearly documented.

...will review curriculum for CTE program areas to ensure that instruction and learning experiences are up-to-date.

...will review course material and evaluate them as well as give commendations or recommendations. The Advisory Council will review textbooks, tools, equipment software, etc., to determine if the most up-to-date information and learning experiences are being utilized. The Advisory Council can make recommendations to revise, update, or change the instruction and/or learning experiences to meet the needs of students in the world of work.

...may advise on the development of new programs. An Advisory Council can recommend if a new program should be implemented or if one should be expanded. The Advisory Council should be an integral part of the development of any new CTE program, whether they recommended the changes or the changes are being planned by the CTE department.

...may donate materials, equipment and services. The business and community professionals can offer to donate equipment, materials or services that will help to improve the CTE program area.

...assist with periodicals, magazines, manuals or brochures. The business and community professionals can share any literature or information they receive in their industry to support students and teachers in the CTE program area.

...will recommend professional development, speakers, conferences, workshops or activities for educators and students. Business and community professionals can share information regarding any outside activities or events which will benefit teachers and students.

...can offer CTE programs opportunities to work on special projects within the business industry.

...may offer to plan and implement workshops and/or professional development to the school. Business and community professionals can plan and host any area of professional development for school staff to enhance their knowledge and skills related to the CTE program area.

...can plan field trips and events for students, local businesses, and community leaders. Business and community leaders can work with the teachers, students, and parents to plan events to promote CTE and businesses.

...can keep teachers / Career Center Coordinator informed of any job openings for high school students and for graduating high school students.

...may support student CTE Student Organizations and plan Competitive Events for students within their CTE program area.

...may advocate for CTE programs as a whole on the local and state levels.

...may seek legislative support for CTE programs. Over the years there has been discussion about the importance of the Perkins Grant at the federal level. We need to continue to advocate for the Perkins Grant and discuss the impact these programs have on the success of every student. Advisory Council members can help to influence state and federal legislators and may be able to speak on behalf of the needs of CTE programs in general.

...may support students through mock interviews, resume review, and feedback on skills. Advisory Council members can participate in mock interviews, which assist students in gaining valuable interview skills. The member can review a student's resume, cover letter, and possible Career Portfolio to give them feedback, which will prepare them for the world of work.

Evaluating the Effectiveness of the Council and the Program

It is important to reflect and evaluate the effectiveness of the council each year. Instructors should review all the notes, events, and activities from the past. Everyone from the council should be heard in regards to the evaluation of the council. An anonymous survey ensures everyone is comfortable with sharing his or her thoughts and ideas. In addition, the Advisory Council along with CTE teachers and students can evaluate the effectiveness of the CTE program areas. The committee should look at the relevance between learning experiences and instruction to the real world of work.

End of Year Recognition

Throughout the year, the Advisory Council members are donating their time, knowledge, skills, and in some cases, materials to ensure students have the best opportunities to prepare for a career. At the last meeting of the year, it is important to recognize all the hard work the Advisory Council has done to improve the CTE program area. At this time, instructors should recognize business and community members for sharing their expertise with the school. The last meeting is also a great time to congratulate and recognize seniors who will be graduating and beginning their pathway to a career.

Some additional ways to recognize business and community members are:

- write and publish a press release in the local paper
- recognize them at Chamber of Commerce meetings or events
- post on CTE social media accounts
- recognize members at a Board of Education meeting
- give certificates or plaques
- hold an end of year breakfast, dinner, or celebration

Professionalism

An Advisory Council is a professional group. The advisory council is an opportunity for students to receive a first-hand look at what is required in the world of work and what it means to be professional. For business and community professionals to work together effectively, they must understand diversity, communication skills, work ethic, soft skills and hard skills. The environment in the meetings will determine whether it can be truly effective.

Appendix



Eufaula High School

530 LAKE DRIVE EUFAULA, ALABAMA 36027
334-687-1110 334-687-1121 FAX

Date:

Eufaula Career Tech Department
530 Lake Drive
Eufaula, AL 36027

Dear,

Eufaula City Schools Career Tech Department is looking for new members for our 2023-2024 Advisory Council, made up of local businesses and community members interested in supporting our program. We are looking for members to serve on the council for this year and meet at least twice a year. Members will advise, support, and assist program instructors. Members will help with providing the best learning experiences to meet the needs of students pursuing different career pathways.

As a local business professional with first-hand knowledge in the field, we would like you to join us on the Advisory Council. We know that your expertise and experience will support our teachers and students as they learn about the different career tech pathways/ careers.

I will contact you to express the importance of being a part of the Advisory Council and its impact on all students. If you would like to see our program firsthand or if you have any questions, you can contact me at (334)-687-1110 or Clifton.reeves@eck12.org, Dr. Brandon Kiser (334)-687-1110 brandon.kiser@eck12.org

Thank you for your consideration of this opportunity.

Sincerely,

Dr. Brandon Kiser
CTE Director

Clifton Reeves
Assistant Principal/ CTE Administrator



Eufaula High School

530 LAKE DRIVE EUFAULA, ALABAMA 36027
334-687-1110 334-687-1121 FAX

Date:

Eufaula Career Tech Department
530 Lake Drive
Eufaula, AL 36027

Dear,

On behalf of Eufaula City Schools Career Tech Academies' staff and administration, we would like to thank you for agreeing to be on the Advisory Council for the EHS Career Tech department.

We will have an informational meeting to meet with all members of the Advisory Council. During this meeting, we will set the meeting schedule and goals for the school year.

Thank you again for agreeing to be on our Advisory Council. We value your expertise and look forward to this partnership between teachers, students, businesses, and community members. We are more than confident you all will be essential partners of our team.

Sincerely,

Dr. Brandon Kiser
CTE Director

Clifton Reeves
Assistant Principal/ CTE Administrator

Program Area: Eufaula High School Advisory Meeting

2023 – 2024 Advisory Committee



Name	Business	Job Title/License	Contact Information	Phone Number