



Career and Technical Education Manual



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Foreword

The Birmingham City Schools Career and Technical Education and Career Academy programs are administered by the Birmingham City Schools Board of Education to comply with state policies, and state and federal laws, and to achieve quality in Career and Technical Education programs. Birmingham City Schools' Career and Technical Education provides leadership and guidance for program administration and development at the secondary level. This manual has been prepared by Birmingham City Schools (BCS) Post-Secondary Readiness Department, which includes Career and Technical Education and Career Academies, to provide information on Career and Technical Education and Career Academy Programs and was developed to ensure compliance and quality in Career and Technical Education and Career Academy programs in the Birmingham 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.

Post Secondary Readiness Staff Directory

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Mission and Vision Statement

The mission of Birmingham City Schools is to guide all students to achieve excellence in a safe, secure and nurturing environment.

Vision - Birmingham City Schools will be a recognized leader in public education, meeting the needs of a diverse student population prepared to succeed in a global society.

Non-Discrimination Statement

Birmingham City Schools does not discriminate on the basis of race, ethnicity, color, religion, national origin, sex, disability, age, or homeless status in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding non-discrimination policies:

Ms. Maria Lyas, 504 Coordinator

2015 Park Place N. Birmingham, AL 35203

(205)231-9874, myoung2@bhm.k12.al.us

Mrs. Amanda Cross, Esq., Title IX Coordinator & ADA Coordinator

2015 Park Place N. Birmingham, AL 35203, (205)231- 4308 , titleIX@bhm.k12.al.us (Title IX);
across@bhm.k12.al.us (ADA).

Public Notice of Non-Discrimination

Birmingham City Schools offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex, or disability in grades 9 – 12. These programs are designed to prepare youth for a broad range of employment and further education and are offered under the guidance of certified teachers.

Accounting
Animation
Army JROTC
Automotive Services
Building Construction
Business Administrative Services
Business Information Technology
Business Management and Administration (Finance, Marketing)
Collision Repair
Cosmetology
Drafting Design Technology
Early Childhood Education
Emergency and Fire Management Services
Graphic Arts
Engineering – Project Lead the Way
Family Studies and Community Services
Fashion
Finance (NAF)
Health Science
Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)
Insurance
Management
Network Systems and Computer Services
Plant Science
Recreation, Travel, and Tourism
Television Production

All career and technical education programs follow the system's policies of nondiscrimination on the basis of race, color, religion, national origin, sex, age, and disability in all programs, services, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to admission or participation.

For general information about these programs, contact:
Ms. Melissa Cottrell, Coordinator of Career and Technical Education
720 – 86th Street, South
Birmingham, Alabama 35206
205-231-5620
mcottrell@bhm.k12.al.us

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. Birmingham 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 three 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.

Birmingham 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 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. Birmingham City Schools is proud to have recent students hold state and national leadership positions, win state and national awards, and attend state and national competitions 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. Birmingham City Schools offers the following career clusters:

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Art, Audio/Video Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Law, Public Safety, Corrections & Security
12. Marketing
13. Science, Technology, Engineering & Mathematics
14. Transportation, Distribution & Logistics

Purpose and Goals

Birmingham City Schools CTE program aims to fulfill the district vision of being a leader in public education by meeting the needs of a diverse student population prepared to succeed in a global society. Career and Technical education is the foundation for the future workforce, developing the skills of K-12 students. This vision is accomplished through the preparation of students by providing equitable access to a diverse and rigorous technical curriculum combining school and work-based learning experiences that generate maximum opportunities for students to earn industry-recognized credentials and preparations for advanced study or employment. Upon completion, students are prepared for postsecondary education, apprenticeship programs, or workforce opportunities.

Critical Components

*All students enrolled in a career and technical pathway along with their instructors should strive to obtain the available Career Ready Indicator associated with that area. Obtaining this credential demonstrates employment readiness in the specified area as well as affords the student an earned College and Career Ready Indicator. Students who successfully complete three sequential Career and Technical courses in the same pathway and earn credentialing in that area in addition to meeting the minimum requirements for graduation will earn the Alabama Diploma with Career and Technical Endorsement upon graduation.

Classroom Curriculum - All CTE instructors follow the appropriate curriculum as designated by the Alabama Department of Education. The Career and Technical Education curriculum is designed to prepare students for the career and technical education demands of the future in both the workplace and the postsecondary education setting.

Work-Based Learning - Work-Based Learning promotes the development of occupational skills through worksite exposure and instruction and well-supervised job tasks in a structured work experience. Work-based learning may include but is not limited to clinical experiences, cooperative learning, shadowing, apprenticeships, internships, job fairs, industry tours, and entrepreneurship.

Career and Technical Student Organizations (CTSO) - Organizations that cultivate student leadership skills and build confidence through participation in industry-specific events and competitions.

Industry Credentials - certifications aligned with industry recognized standards that serve as evidence a student possesses the minimum skills required for entry level employment in a given area.

Stackable Credentials - Certifications that demonstrate mastery as they relate to a specific component(s) of a Career and Technical Education program. Stackable credentials may lead to a student earning a Career Readiness Indicator but do not in isolation provide evidence that a student has obtained entry-level skills required for employment.

Section One

Program Enrollment

- All career and technical education programs follow the Birmingham City Schools' policies of nondiscrimination on the basis of race, color, religion, national origin, sex, age, and disability in all programs, services, activities, and employment. Birmingham City Schools ensures that a lack of English language proficiency or the recipients of 504 and or education skills is not a barrier to course selection or participation.
- All BCS students, beginning at the middle school, including those of special populations, are provided programmatic information for Career and Technical Education as well as information concerning eligibility for enrollment in CTE courses, programs, and employment and post-secondary education.
- All students, beginning in grade 8, including those with disabilities, complete an interest, aptitude, and ability assessment through KUDER and complete a four-year plan based on the results of the assessments. School counselors, career coaches, and CTE teachers discuss career options for students as they relate to the courses and pathways offered. Students are placed in the CTE pathway(s) that most closely match their assessments.

Requirements for Enrollment

- Students in the middle school grades are provided with an opportunity to engage in CTE coursework that focuses on Career Exploration as well as CTE opportunities available at the high school level within their feeder pattern.
- At the high school level, BCS CTE programs follow the state approved curriculum and prepare scholars for postsecondary education or the workforce.

Class Size

- All CTE class enrollment shall not exceed a capacity that would impede a safe working environment.

Services to Students with Disabilities

- No BCS student is denied access to a CTE program, service, or opportunity on the basis of a disability.
- A Career and Technical Education Implementation Plan (CTIP) that identifies appropriate accommodations or modifications is developed as a part of the IEP for a student with disabilities enrolled in a CTE course or program. A copy of the plan shall be kept on file with the CTE teacher of enrollment. Plans are updated annually in tandem with the IEP process to ensure that services and supports are provided in order for the student to successfully participate.

See sample CTIP in appendix

Career and Technical Student Organizations

- Career and Technical Student Organizations (CTSO) are a fundamental component of CTE programs. Each program is affiliated with the appropriate state and national organization as identified by the Alabama State Department of Education.
- Each CTE student has the opportunity and is strongly encouraged to join the CTSO that aligns with their career pathway. Membership in the CTSO affords scholars the ability to participate in state and national organizational activities. Such activities are supported by the school and teacher by providing opportunities to meet, practice, and travel to events.
- Each CTE teacher is expected to serve as an advisor or co-advisor to the CTSO that aligns with his or her pathway course offerings as well as follow all requirements as mandated by the current Form 14-1 TAPE and by the Alabama State Department of Education.
- Each CTSO must have a program of work per the current 14-1 TAPE guidelines.
- CTSO advisors and scholars are expected to participate in CTSO conferences and competitive events as detailed in the current Form 14-1 TAPE.

See CTSO organizations in Section Two

Safety

- Safety is the first priority in all CTE classrooms, labs, and extended learning opportunities, and is the responsibility of the CTE teacher of record.
- Reasonable safety procedures must be maintained as specified by the Alabama State Department of Education.
- All safety procedures and activities should comply with the current Form 14-1 TAPE.
- Students must earn 100% on the applicable safety procedures before participating in laboratory work, work-based learning, and other activities.
- Failure to comply with safety requirements or procedures may result in student dismissal from the CTE program.
- The CTE teacher of record is responsible for supervising students.
- All equipment and supplies must be stored safely.
- Safety rules and signs shall be visibly posted in each lab and classroom.
- The CTE Coordinator or his or her designee will conduct an annual facilities evaluation of each CTE classroom and lab. The evaluation will, at a minimum, assess the classrooms and labs for safety and maintenance.
- 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.

[Reference: Ala. Admin. Code 290-6-1-.04]

Safety on Extended Learning Opportunities and CTSO Events

- Permission must be granted by the appropriate school and district administration for all extended learning opportunities and CTSO events including but not limited to competitions and conferences in accordance with the applicable policy.
- CTE teachers of record must follow the field trip procedures as mandated by the Birmingham Board of Education.

Section Two - Curriculum and Instruction

Each CTE course offering must follow the ALSDE-approved course of study and must be chosen from the ALSDE current program guides.

Each CTE Program shall include a sequence of 3 courses provided over a two-year period.

Each CTE course and its corresponding description shall be featured in the course selection guide.

Pathway Offerings

Carver
3900 24th Street North 35207
(205) 231-3900

Business Administrative Services
Cosmetology
Graphic Arts
Health Science

JROTC
Marketing
PLTW-Engineering
Television Production

Huffman
950 Springville Road 35215
(205) 231-5056

Drafting Design Technology
Building Construction
Business Administrative Services
Cosmetology
Culinary Arts
Family Studies & Community Services
Financial Management
Health Science
JROTC
Insurance

Jackson-Olin
1300 Avenue F 35218
(205) 231-6431
Automotive Services
Business Administrative Services
Collision Repair
Cosmetology
Culinary Arts
Fashion
HVAC-R
JROTC
Plant Science

Parker
400 Rev. Abraham Woods Jr. Blvd 35204
(205) 231-2370

Business Administrative Services
Cosmetology
Early Childhood Education
Emergency & Fire
Graphic Arts
Health Science
JROTC

Ramsay
1800 13th Avenue South 35205
(205) 231-7000

Business Administrative Services
Family Studies & Community Services
Financial Management
Legal Services
PLTW-Engineering
JROTC

Wenonah
2800 Wilson Road SW 35221
(205) 231-1655

Business Administrative Services
Cosmetology
Culinary Arts
Emergency & Fire
Financial Management
JROTC
Marketing
Travel & Tourism

Woodlawn
5629 1st Avenue North 35212
(205) 231-8000

Business Management & Administration
Cosmetology
Financial Management
Graphic Arts
JROTC

For additional information contact: Ms. Melissa Cottrell at mcottrell@bhm.k12.al.us or (205) 231-5620.

Grading Elements (Procedures) Board Policy 7.3

Reporting

- Within the first ten (10) days of each course, teachers must communicate, in writing, the school system's grading procedures, grading factors, and weight assignment to each factor to students and parents.
- A student enrolled in a course for 21 days or more must receive a letter grade for that grading period. A student enrolled in a course for less than 21 days must receive letter grades to be determined based on the work completed during that time.
- High school students who exceed 10 unexcused absences per semester for a full credit course or 5 unexcused absences for a half credit course may not attain credit in that course. This is denoted on the transcript with Code 450.
- Students who end a grading period with an "incomplete" will receive a Code 400 on the report card or transcript.

Birmingham City Schools Code of Conduct

Recording

- Teachers will maintain a record of each student's work, progress, and attendance on a daily basis in the student information system.
- Teachers must assess a variety of student performances including but not limited to homework, written assignments, homework, projects, classroom participation/class work, quizzes, assessments, and end-of-quarter/course examinations. Teachers should consider such factors as preparation, daily work habits, quality, and completeness of assignments in evaluating student performance. Teachers are to ensure that students are not graded solely based on behavior such as tardiness or talking. The principal will ensure that all teachers apply these procedures in determining grades.
- Nine-Week Grades will be calculated based on the average grade earned in the following three categories:
 - o Homework 10%
 - o Classwork 50%
 - o Assessments 40%
- For high school students, final grades will be calculated by weighting each 9-week period as 40% of the semester average. The final exam is to be weighted 20% of the semester average.

For courses earning .5 credit in a nine-week grading period, the final grade will be calculated by weighting the nine-week period as 80% of the semester average. The final exam is to be weighted 20% of the semester average.

(REVISED April 13, 2021)

- For students in grades K – 8, final grades will be calculated by weighting each 9-week period as 25%.
- Teachers must record a minimum of two grades per week in the student information system; more than two per week are encouraged. If a week is shortened by two days, a minimum of one grade will be recorded. If a class meets only once per week, a minimum of one grade will be recorded. Grades are to be entered no later than Monday at 5 p.m. for the preceding week each week.
- Each grade must be associated with the appropriate standard(s) in core classes.
- Teachers must return graded papers and assignments in order to provide timely feedback to both students and parents. A portfolio of graded work is required as additional documentation of student performance.
- A student will receive a numerical grade for tests or quizzes.
- A zero for tests and quizzes will be given only following documented attempts of parent notification when the following occurs:
 - o A student has plagiarized or cheated on a test, quiz, or assigned project.
 - o A student who has an excused absence fails to produce make-up work within 3 days of their return.
 - o A student has an unexcused absence.
 - o A student refuses to turn in an assignment or attempt an assignment.
- When a failing nine-week or semester grade is issued, teachers must adhere to the following steps:
 - o A parent conference must be held and documented (via phone or face-to-face)
 - o Intervention procedures must be documented
 - o Compliance with grading policy must be evident
 - o PST Referral
- Grades will not include district benchmark assessments.
- Upon request, teachers are required to provide make-up work within 48 hours for students with an excused absence, including suspensions, and who have not qualified for homebound services.
- In the event of extenuating circumstances occurring at the end of the course such as hospitalization, an individual student may be exempt from final examinations upon the recommendation of the teacher and with the written approval of the Principal and the Director.
- Dual Enrollment grades are to be recorded on the student transcripts at the end of the semester by the database manager. When the grade is entered the credential should be checked. A copy of the transcript should be given to the appropriate grade level counselor. The counselor should then verify that the grade appears on the transcript. ALL Dual Enrollment grades must be listed on the high school transcript.

- High school students, given consideration from their instructors, *may* be exempt from final exams by earning a minimum “90” or above as the semester average before exams. These are the only students that may be exempt from final exams.

7.8.2 Live Work Policy

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. *See Appendix for Live Work Procedure.

CTSO Organizations

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. Alabama’s Career and Technical Education (CTE) program is a foundation for our state’s future. CTE is focused on developing the skills of K-12 students to prepare them for post-secondary learning and workforce opportunities. It also provides leadership skills through participation in student organizations. CTE is learning that works for Alabama.

DECA - (Distributive Education Clubs of America) DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges around the globe. DECA is co-curricular and designed to be an integral part of the classroom instructional program. DECA provides teachers and members with educational and leadership development activities to merge with the classroom instructional program, teaching the skills that a successful career in business requires. Working hand-in-hand with the educational and business communities, DECA’s goal is for its members to develop a “career success kit” to carry into their professional and personal lives after graduation.

Future Business Leaders of America - Alabama FBLA-PBL is a nonprofit student organization committed to preparing today’s students for success in business leadership. With over 70 years of developing future business leaders, Alabama FBLA-PBL develops members’ leadership potential and business content knowledge, preparing them for college and careers. FBLA is an important partner in the success of school-to-work programs, business education curriculums, and student leadership development.

Family, Career and Community Leaders of America - Family, Career, and Community Leaders of America, Inc. is a nonprofit national Career and Technical Student Organization serving students in Family and Consumer Sciences education in public and private schools through grade 12. FCCLA is the only national career and technical student organization with the family as its central focus.

Future Farmers of America (FFA) - an intra-curricular student organization for those interested in agriculture and leadership. It is one of the three components of agricultural education. FFA is a dynamic youth organization that changes lives and prepares members for premier leadership, personal growth, and career success through agricultural education.

HOSA - Future Health Professionals - HOSA provides a unique program of leadership development, motivation, and recognition for secondary, postsecondary, adult and collegiate students enrolled in Health Science Education programs and/or interested in pursuing careers in health care. The purpose of the HOSA organization is to develop leadership and technical HOSA skill competencies through a program of motivation, awareness, and recognition, which is an integral part of the Health Science Education instructional program.

Jobs for Alabama's Graduates - Jobs for Alabama's Graduates (JAG) identifies and provides educational support and success strategies for Alabama's highest at-risk students. We partner JAG-eligible students with our Educational Specialists who mentor, equip, and provide the support needed to graduate and succeed after high school. JAG is unique in that it serves students often overlooked. JAG-eligible students can face up to 33 barriers to success, including circumstances such as incarcerated parents, health problems, homelessness, having a dependent child or children in the home, or having a disability.

Junior Reserve Officer Training - Alabama Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high school students to teach them leadership, communication, wellness, citizenship, and character development. We foster a constructive learning environment that equips students with the skills needed for a lifetime of leadership. JROTC is a cooperative effort between the U.S. Department of Defense and participating Alabama high schools to produce successful students and citizens. The curriculum consists of education in citizenship, leadership, social and communication skills, physical fitness and wellness, geography, and civics.

SkillsUSA - SkillsUSA empowers its members to become world-class workers, leaders and responsible American citizens. SkillsUSA improves the quality of our nation's future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics. Alabama SkillsUSA is committed to producing a generation of strong workers and exceptional leaders who will take America's workforce into a new frontier of triumph and prosperity.

Technology Student Association - The Technology Student Association fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM); members apply and integrate these concepts through co-curricular activities, competitions, and related programs. TSA provides opportunities for LEADERSHIP development and training. Through individual and group action, members develop the ability to plan, organize, and carry out worthy activities and projects together. TSA promotes TECHNOLOGY EDUCATION in the school, community, state, and nation. TSA increases the KNOWLEDGE and broadens the understanding of its members. TSA inspires students to RESPECT the dignity of technology in our society. TSA encourages scholastic MOTIVATION in its members.

Work-Based Learning/Cooperative Education [Reference: Ala. Admin. Code 290-6-1-.04]

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.

Section Three - Career Academies

The BCS Academies is an educational approach to preparing students for careers with projected increases in employment availability. These small learning communities help introduce students to high-wage and high-demand industry professions by providing the tools needed to either go straight to work right out of your senior year or further pursue your options in college. Academies have proven to help students find a career path that fits and successfully pursue it. Academies of Birmingham are a part of the National Academy Foundation (NAF), which is comprised of over 200 academies in 40 states and the District of Columbia.

As a part of the BCS Academies, students engage in classes outside of the traditional setting. These opportunities are required to successfully gain information from industry professionals. These are hands-on learning experiences. Any absences from the regular classroom are excused, and students are able to make up work. However, all work must be completed in a timely manner. Students in the Academy have a cluster of teachers who work together to make these experiences possible.

Academies are designed to teach students what they need to know in class in tandem with hands-on experiences in real-world settings so that what they are learning in school will be relevant and useful in their chosen careers.

Students interact with teachers and guest speakers who are actively working in their field, have job shadowing, true field-based experiences, and exposure to many career options.

There are eight academy options being offered in the seven BCS High schools.

Career academies combine a college-preparatory curriculum with a career-themed focus, aligned to career clusters. Students enrolled in career academies follow a sequential CTE program of study that leads to industry certification and opportunities to earn postsecondary credit and scholarships.



AH Parker High School

Academy of Health Science

Academy of Urban Education

George Washington Carver High School

Academy of Engineering

Academy of Health Science

Academy of Visual Communication

Huffman High School

Academy of Architecture and Construction

PD Jackson Olin High School

Academy of Health Science

Ramsay High School

Academy of Engineering

Wenonah High School

Academy of Hospitality and Tourism

Woodlawn High School

Academy of Business and Finance

Section Four – Evaluation of Quality of Instruction Program (EQIP)

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 college and career-ready skills. Each CTE program must meet certain requirements to achieve quality and effectiveness status. Under the EQIP model, each CTE program will be evaluated in the following manner:

- The CTE Director will complete 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. All Form 14-1/TAPE evaluations will be submitted to the Alabama State Department of Education.
- CTE teachers must demonstrate Level 2 attainment on each Quality Program Indicator on Form 14-1/TAPE.
- Teachers should strive to attain Level 3 for each indicator.
- 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 EQIP 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 BCS/CTE and expected to adhere to the new requirements.

Section Five – 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. 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.
 - 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 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, and committee member responsibilities.
 - vii. The teacher must ensure there is documentation that the program of work was implemented.
- d. See the ALSDE CTE website for an Advisory Committee Handbook including sample advisory committee bylaws, a 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 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 Six

Human Resources Qualifications

- CTE teachers shall meet the certification requirements as deemed appropriate by the ALSDE.
- Faculty without the appropriate prior teaching or student teaching experience must actively seek certification by adhering to the teacher certification guidelines as mandated by the ALSDE as well as work with BCS Human Resources and the CTE Coordinator to obtain certification within the designated time frame.
- All CTE teachers, including those seeking alternative certification, must complete an ALSDE initial induction program and work with a master teacher or assigned mentor.
- CTE personnel must complete the required professional development needed to obtain applicable CEU hours or PLUs for certification renewal.
- CTE teachers must actively seek out and attend professional development annually in the relevant content area.

Section Seven– Fiscal Responsibilities (Standard Operating Procedures)

- 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 the previous year's 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, the quantity needed, and the 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, and fundraiser funds.
 - b. See the Appendix for the BCS CTE budget template.
- D. CTE teacher must complete and submit a five-year proposed schedule annually to the CTE Coordinator 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 BCS funds will be purchased by and shipped to BCS central office. Teachers must complete an BCS PO and send it on the pony to the CTE Administrative Assistant. Scanned POs will not be accepted as BCS 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 BCS 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 BCS CTE. Items will be shipped to the attention of the school designee. BCS 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 BCS 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 Coordinator.

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 BCS Professional Leave Request and Travel Reimbursement procedures. The forms may be found on the BCS website under 19 Departments > Finance and Accounting > Finance and Accounting Forms. Consult the BCS Finance and Accounting Department with any questions.
- c. 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 Coordinator with questions regarding CTSO travel.

Section 8

A. Reports

- a. All reports required by the Alabama State Department of Education, Birmingham City Schools, the Director of Post-Secondary Readiness, and the CTE Coordinator and/or his/her designee must be submitted on schedule. Reports include but are not limited to:
 - i. Work-Based Learning (Cooperative Learning) reports (R1 Report)
 - ii. Student Placement
 - iii. Equipment Inventory
 - iv. Budget
 - v. Proof of all earned student credentials/certifications (pass rate > 60%)
 - 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
 - 1. Career Interest Assessment – Career Preparedness
 - 2. 4-year Plan – School Counselor
 - ii. Records of student career objectives 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 (pass rate > 60%)
 - vii. Work-Based Learning (Cooperative Education) forms and records
 - viii. Health Science Internships forms and records
 - ix. Completed coursework
 - x. Any other record as required by the Post-Secondary Director, CTE Coordinator, ALSDE, and the current Form 14-1

- C. Paper and/or electronic records must be maintained for every indicator listed on the current Form 14-1 and updated on a continuous basis. Records will be reviewed by the Post-Secondary Director, CTE Coordinator annually and by the 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.

APPENDIX

**Birmingham City Schools Career and Technical Education
Advisory Committee Operation Guidelines**

Section A: Purposes

- Article I. The Program Advisory Committee shall be designated and appointed by the Birmingham School System (BCS) Superintendent and/or Career and Technical Coordinator.
- Article II. The Program Advisory Committee may direct its advice toward the BCS CTE Coordinator, the principal, or the board of education. It shall limit its activities to matters that directly concern the BCS CTE program.
- Article III. It shall be the duty of the Program Advisory Committee to:
- a. Help maintain good public relations between BCS 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 an 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 C: Meetings

- Article I. The Committee shall meet at least twice a year with special meetings being called by the CTE Coordinator and/or his or her designee when necessary.
- Article II. The meeting 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 Coordinator.
- 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 BCS CTE before being adopted by the Committee.



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 considered.

- What is the student's educational and occupational goal?
- 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 those 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 can reach. Goals should be realistic but challenging.
- The specific annual goal - To set this goal, determine what the student can reasonably expect 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 objectives 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 a CTE program. In order for any student (including a student with disabilities) to earn credit that can be applied toward obtaining a Alabama High School Diploma, the content that is prescribed in the applicable Alabama course of study 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.

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.

Alabama Administrative Code Regarding CTIPs

290-8-9-.07(1)

290-8-9-.07(3)(a)

(1) Career/Technical Education. Each child with disabilities must have equal opportunity to access the full range of the education agency's career/technical education programs, including occupationally specific courses of study, cooperative education, and apprenticeship programs. A representative of career/technical education must be included as a member of the IEP Team for those children with disabilities who have been referred for, or are currently receiving career/technical education. Children with disabilities must receive a

vocational assessment prior to or as a part of the career/technical placement process as prescribed by the Alabama Career/Technical Education Standards for Quality Programs 111 Secondary Schools. The IEP of each secondary child with a disability must show any career/technical education program involvement, as well as needed modifications/adaptations made in the program. A career/technical Implementation plan must be developed as part of the IEP process prior to the child entering the program if modifications are required

Steps in the Development of a Career Technical Implementation Plan

1. A CTE designee having content knowledge shall serve on the IEP team for perspective CTE students (i.e. CTE teacher, CTE administrator, CTE counselor, or CTE special populations coordinator) will serve on the IEP team of any student whose IEP will likely include a CTE program. The CTE representative will serve as a member of the IEP team and provide information regarding CTE course requirements. The special education representative will provide information in regards to the student's area of disability as it relates to the need for accommodations/modifications in order for the student to access the CTE program.
2. The IEP team will consider experiences, assessments, interests, and preferences of the student as it relates to the selection of an appropriate CTE program.
3. The IEP team would provide tentative placement for the student into a CTE program and list the major topics for the student. Once the student is assigned to a specific program, the person representing CTE on the IEP team, or other appropriate person, will work with the CTE teacher to identify the competencies that the student will be expected to perform.
4. The CTIP should be developed before the student enrolls in the course program. A copy of the CTIP will be shared with the special education teacher of record.
5. The CTE teacher will implement the CTIP.
6. The CTE teacher will periodically evaluate the CTIP throughout the year. Modification of the CTIP does not require additional IEP committee meetings but should be forwarded to the special education teacher for information and support purposes.
7. The CTE teacher will do an annual evaluation of the CTIP for each student at the end of the year.
8. The CTE administrator will review each CTIP during the annual program evaluation.
9. The CTE teacher will evaluate the CTIP progress for the year and report the results at the annual IEP meeting and make any recommendations for the following year.

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:

CAREER/TECHNICAL IMPLEMENTATION PLAN

Student Name: Career Polo School Year: 2022-2023

Student's Career Objective: Electronic Repair

Special Education Teacher: S. E Career

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

Administering an oral test

Reduce the length of the research paper

Allow additional time on an assignment

Modification needed (ONLY for students seeking on the Alternate Achievement Standards Pathway. **DO Not modify safety requirements**).

Complete two of the five objectives

Major topics/objectives to be covered and evaluation

<u>Objectives</u>	<u>Evaluation</u>	<u>Date</u>
<u>Use DC theory to construct circuits/solve problems.</u>	<u>Written and Practical Test</u>	<u>11/30/02</u>
<u>Use AC theory to construct circuit/solve problems.</u>	<u>Written and Practical Test</u>	<u>2/28/03</u>
<u>Use solid state theory to construct devices/solve problems</u>	<u>Written and Practical Test</u>	<u>5/31/03</u>

Competencies required for this career objective:

Construct circuits

Troubleshoot circuits

Safety

Parent: Mrs. Barbara Polo Date: 8/2/22

Principal: Dr. Maro Smith Date: 8/2/22

SPE Teacher: Mrs. Appropriate Level Date: 8/2/22

CTE Teacher: Mr. Attendance Date: 8/2/22



CAREER/TECHNICAL IMPLEMENTATION PLAN

Student's Name _____ School Year _____

Student's Career Objective _____

Special Education Teacher _____

CTE Program _____ Teacher _____

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

_____	_____
_____	_____
_____	_____

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

_____	_____
_____	_____
_____	_____

Major topics/objectives to be covered and evaluation

<u>Objectives</u>	<u>Evaluation</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Competencies required for this career objective:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent: _____

Date: _____

Principal: _____

Date: _____

SPE Teacher: _____

Date: _____

CTE Teacher: _____

Date: _____

CAREER TECHNICAL IMPLEMENTATION PLAN

Student's Name _____ School Year _____

Student's Career Objective _____

Special Education Teacher _____

CTE Program _____ Teacher _____

Check the accommodations needed:

- _____ Student will be responsible for a homework folder to record assignments.
- _____ Student will be seated in the front of the classroom.
- _____ 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/written tasks at appropriate level.
- _____ Credit should be given for classroom participation and effort.
- _____ Student should be allowed to use notes and/or textbook when taking exams.
- _____ Student should be allowed to retake failed test after reviewing material with Special Education Teacher.
- _____ Reduce the number of the same type of problems required on math assignments.
- _____ 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 projects.
- _____ Periodic monitoring by the special education teacher.
- _____ Other _____

Modifications needed: (ONLY for students earning a certificate of attendance, do not modify safety requirements).

RECORD OF ACCESS TO STUDENT RECORDS

STUDENT'S NAME _____

It is the policy of the Board of Education, in accordance with IDEA, to provide procedural safeguards that protect the individual confidentiality of all student records. The Board of Education authorizes the following categories of persons to review any personally identifiable data relating to students with disabilities:

Categories of persons authorized to review data:

- Parents
- Student
- State Department of Education Representative
- Federal Education Agency Representative
- Local Education Agency Representative
- Other State Agency Representative

*Limited to those representatives who have a legitimate educational interest in the student's special education program.

Signature of Person Reviewing Record	Category 1-6	Reason for Review	Date of Review
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

Extended Classroom Experiences for Career Academies

Definition

Extended Classroom Experiences is a structured component of the Career Academies curriculum that integrates classroom instruction with productive, progressive, supervised, out-of-class experiences to include job shadowing, industry tours, live work experience and /apprenticeships (Paid) and internships (Unpaid), related to students' career objectives. Experiences are planned for students through an Academy Coordinator and/or CTE Teachers arrangement between the school and industry professionals.

Purpose

The purpose of extended classroom experiences is to provide hands-on experiences and networking opportunities in approved training stations that typically cannot be obtained in the classroom.

Prerequisites

It is required that a student is a member of the Academy and pursuing completer status (three courses within a CTE pathway) with the intention to earn a credential. Students must be enrolled in or have completed the foundational course. Students should have also successfully completed a minimum of one CTE credit or Career Preparedness A & B while pursuing a Regular High School Diploma or higher.

Academy Internship

Requirement

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 Academy coordinator.

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 internship. The student and/or parent/guardian must arrange transportation for the student to and from the training station.

Students must complete a minimum of 80 hours to satisfy NAF requirement

Career and Technical Live Work Agreement

High School _____ Supervising Instructor _____

Program Pathway _____ Date Received _____

Customer Name _____ Address _____

Phone (Work/cell) _____

Description of Live Work Request _____

For Vehicle Work Only: Year _____ Make _____ Model _____ Vin# _____

Estimate of Costs (for jobs with a set service charge, list here \$ _____)

I have read the above description of work to be done and am requesting that such work be performed. I understand this work will be completed by students engaged in a Career and Technical Education program, and are not skilled craftsmen. This work will be scheduled for the convenience of the instructional program. I have reviewed the estimate of costs above, and I agree to pay the total costs of materials and parts involved and a service charge if applicable. I understand that such costs could be higher than the estimate provided to me. I assume responsibility for the results of the work being done by students and recognize that the Birmingham City Schools Board of Education and its administrators, employees, and students are not liable for damages resulting from live work, including, but not limited to the supervision, approval, and performance of live work project; damage that occurs to my property while it is on the premises; or theft of my property. I understand that projects should be picked up in a timely manner after notification that the project is complete and that, if applicable, my projects should be picked up in a timely manner after notification that the project is complete and that, if applicable, my vehicle may be towed at my expense if I do not pick it up within 15 days after I am notified the work is complete.

Signature/Date

Signature of Building Administration

Signature of Supervising Teacher

Work Order Number _____ Date Started _____ Date completed _____

Student Assigned to Job _____

Materials and Parts Purchased for the Live Work (See attached invoices) _____

Service Charge – Cost of parts and materials (above) _____ x (20% or 38% of food costs) = \$ _____

Total \$ _____

Deposit due from customer (50%) \$ _____

Balance Due \$ _____

Live Work Career and Technical Education

Explanation and Definition – Live Work is work performed by students as part of their training in Career and Technical Education (CTE). This work must be completed in school facilities and includes service, repair, or production jobs of any kind excluding work performed by students in the CTE Cooperative Program. Live work must be related to the training program and must provide a learning experience for the student, and should not compete with private enterprises. Instructors are responsible for following all regulations which detail the appropriateness, scheduling, costs, collection of fees or charges, and release of school liability.

Relationship to Training – Live work will be conducted when the instructor requires such projects for students to acquire occupational skills leading to employment. Live Work will be assigned to individuals or groups of students as part of the student's training program and will conform to standards established by the State Board of Education. Live Work will be correlated with the instructional unit with which the live work is associated. Live work shall be accepted in terms of its appropriateness and need in the training program rather than for production and /or accommodation.

Administration – Administration and control of live work shall reside with the school principal and CTE Coordinator. All live work must be approved by the school principal and conducted in accordance with these and other policies issued by the Board of Education as the need arises. All approved Live Work forms must be forwarded to the CTE Coordinator, and kept on file in the CTE office and in the school. The instructor shall be responsible for the determination and collection of all charges and maintenance or appropriate records, which must be deposited in the school account.

Service Charge for Live Work – The cost of materials and supplies plus a 20% service charge constitutes the cost of projects. Projects that do not involve parts and/or materials may have a service charge collected at the discretion of the instructor. Funds collected from service charges on live work projects shall be used for routine maintenance, repair, and replacement of equipment and for operation and maintenance of shops.

Restrictions on Live Work

Live work will not be conducted to compete with private enterprise; and, as such, neither the school system nor school employees will receive economic profit from live work. Live work restrictions are as follows:

- a. Live work may be performed only when tasks are directly related to the skills currently being taught in the classroom as part of a sequenced course of study. Tasks should not be taught out of sequence in order to accommodate live work.
- b. No person shall use Career and Technical Facilities, equipment, or any live work for personal gain or profit.
- c. Live work must be conducted during student class periods.

CTE Course Descriptions

Accounting (9-12)

Course Number: 12104G1012

A one-credit designed to help students understand the basic principles of the accounting cycle. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. This course provides a comprehensive introduction to basic financial accounting, including analyzing and recording business transactions, preparing and interpreting financial statements, demonstrating generally-accepted accounting principles, and performing banking and payroll activities. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work.

Course offered – BCS Virtual Academy, Huffman, Wenonah, Ramsay

Adv Digital File Prep and Output (9-12)

Course Number: 11153G1022

A one-credit course that provides students with in-depth, hands-on industry-focused laboratory experiences. The prerequisites for this course are Introduction to Graphic Arts and Digital File Preparation. A school-based laboratory is required for this course.

Course offered – Carver, Parker, Woodlawn

Architecture, Construction, and Manufacturing (9-12)

Course Number: 17002G1001

A one-credit course that introduces students to core knowledge and skills in the areas of design, preconstruction, construction, maintenance, operations, and installation and repair which are foundational to courses related to careers in the architecture and construction, and manufacturing industries. This course is not a prerequisite for entering a specific pathway.

Course offered – AIDT (acceptance required), Carver, Huffman, Parker

Army JROTC Drill 1(9-12)

Course Number: 09051G1012

The purpose of this course is to introduce freshman cadets to the theory and practice of military drills and ceremonies. Specific emphasis will be on individual movements unarmed, individual movements armed, squad drills, and platoon drills. In addition, basic color guard procedures will be taught along with specific instructions on how to properly render respect for the national colors at various indoor and outdoor ceremonies.

Course offered - Ramsay, Woodlawn

Army JROTC Drill 2 (9-12)

Course Number: 09052G1012

A one-credit course designed to provide intermediate instruction in leadership and citizenry, and the expansion of skills taught in LET I. Emphasis is placed on communication techniques, cadet challenges, American citizenship, map reading, and the role of the U. S. Army.

Course offered - Ramsay, Woodlawn

Army JROTC Drill 2b (9-12)

Course Number: 09052G1022

The purpose of this course is to further develop the understanding of the theory and practice of military drills and ceremonies. Specific emphasis will be on unarmed and armed squad drills, platoon drills, and company drills. Cadets will be placed in advanced leadership positions within these formations. In addition, advanced color guard procedures will be taught along with specific instructions on how to properly render respect for the nation's colors at various indoor and outdoor ceremonies. Selected cadets will be placed in leadership positions within the color guard formations to include 4-person, 5-person, and 6-person color guards.

Course offered – Ramsay

Army JROTC Drill 3 (9-12)

Course Number: 09053G1012

This advanced senior course further develops proficiency in drill & ceremonies and color guard procedures for the school's Varsity Drill & Color Guard teams. As a state-recognized competitive event, this full-block course allows cadets to achieve maximum proficiency in military precision drills. Cadets assigned to this course must be pre-approved.

Course offered – Ramsay, Woodlawn

Army JROTC Drill 4b (9-12)

Course Number: 09054g1022

This advanced senior course further develops proficiency in drill & ceremonies and color guard procedures for the school's Varsity Drill & Color Guard teams. As a state-recognized competitive event, this full-block course allows cadets to achieve maximum proficiency in military precision drills. Cadets assigned to this course must be pre-approved. Army JROTC Drill 4b

Course offered – Ramsay

Army JROTC Leader Ed and Training I (9-12)

Course Number: 09051G1001

A one-credit course that provides first-year cadets with classroom and laboratory instruction in the history, customs, traditions, and purpose of Army JROTC. Emphasis is placed on leadership skills, principles, values and attributes, and diversity.

Course offered – BCS Virtual Academy, Carver, Huffman, Jackson Olin, Parker, Ramsay, Wenonah, Woodlawn

Army JROTC Leader Ed and Training II (9-12)

Course Number: 09052G1001

A one-credit course designed to provide intermediate instruction in leadership and citizenry, and the expansion of skills taught in LET I. Emphasis is placed on communication techniques, cadet challenges, American citizenship, map reading, and the role of the U. S. Army.

Course offered – BCS Virtual Academy, Carver, Huffman, Jackson Olin, Parker, Ramsay, Wenonah, Woodlawn

Army JROTC Leader Ed and Training III (9-12)

Course Number: 09053G1001

A one-credit course designed to provide advanced instruction in leadership and citizenry, communication, history and career opportunities, and technology awareness. Students will have hands-on experiences as teacher/leaders within the cadet battalion.

Course offered – Carver, Huffman, Jackson-Olin, Parke, Ramsay, Wenonah, Woodlawn

Army JROTC Leader Ed and Training IV (9-12)

Course Number: 09054G1001

A one-credit course that provides opportunities for students to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. Emphasis is placed on negotiation skills and management principles.

Course offered – Carver, Huffman, Jackson Olin, Parker, Ramsay, Woodlawn

Business Essentials (9-12)

Course Number: 12002G1002

Business Essentials provides an overview of business skills required for today's business world. The course includes types of business ownership, laws and regulations, principles of business management, and analysis of business practices in light of ethical and social responsibilities. Emphasis is placed on skills needed for success in the workplace, managing resources to achieve company goals, and the impact of financial decisions on a business.

Course offered – Huffman

Business and Legal Concepts

Course Number: 12054G1001

Business and Legal Concepts emphasizes the ethical and legal dimensions of conducting business. The course focuses on application of ethical concepts, historical events that have shaped business law in the United States, the U.S. court systems, contracts, insurance, and various areas of law that impact business operations.

Course offered - Ramsay

Business Communications (9-12)

Course Number: 12009G1001

Business Communications

Course offered – Huffman

Business in Global Economy - NAF (1/2 CR)

Course Number: 12056G0500

A one-half credit course that provides students with an understanding of globalization, cultural and political differences that affect organization operations and decision-making, international trade investment, and international finance.

Course offered - Woodlawn

Business Software Applications I (9-12)

Course Number: 10005G1001

Business Software Applications I emphasizes the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of emerging technologies. Competencies for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PBL), are also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment.

Course offered – Huffman, Jackson Olin, Wenonah, Woodlawn

Business Software Applications II

Course Number: 10005G1002

Business Software Applications II focuses on advanced word processing and spreadsheet and database management skills using current and emerging integrated technology. These skills include a variety of input technologies in the production of professional quality business documents and reports. Performance and production skills for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PBL), are embedded in this course. Students will also have the opportunity to gain industry-recognized credentials to document advanced computer skills needed for future education or employment plans.

Course offered – Jackson Olin, Ramsay, Woodlawn

Career Mathematics

Course Number: 02153G1001

A one-credit course that provides students with the foundational knowledge and processes needed to apply mathematical concepts in a career setting. Emphasis is placed on applied problems in the areas of algebra, geometry, measurement, probability, and statistics.

Course offered – Woodlawn

Child Development (1/2 CR)

Course Number: 19255G0500

A one-half credit course designed to help students develop skills related to the physical, social, intellectual, and emotional development of children as they explore child development theories and behavior management. A school-based laboratory is required for this course.

Course offered – Huffman

Computer Science Principles, AP

Course Number: 10019E1000

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) program for computer science; focuses on the innovative and multidisciplinary aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives; introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

Course offered - Wenonah, Woodlawn

Cooperative Ed Seminar/WBL Exp I (11-12)

Course Number: 22998G1001

Note: The teacher of this course must have earned credit in Functions of the Coordinator or Principles of Coordination.

A one-credit work-based experience requiring a minimum of 270 continuous and successful hours of employment (average of 15 hours per week) performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. Students enrolled in work-based experiences are required to participate in Cooperative Education Seminar one class period per week.

Courses offered – Parker, Wenonah

Cooperative Ed Seminar/WBL Exp II (12)

Course Number: 22998G1002

Note: The teacher of this course must have earned credit in Functions of the Coordinator or Principles of Coordination. A one-credit work-based experience requiring a minimum of 270 continuous and successful hours of employment (average of 15 hours per week) performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. Students enrolled in work-based experiences are required to participate in Cooperative Education Seminar one class period per week.

Courses offered - Parker

Cooperative Ed/WBL I (11-12)

Course Number: 22998G1014

Note: The teacher of this course must have earned credit in Functions of the Coordinator or Principles of Coordination. A one-credit work-based experience requiring a minimum of 140 continuous and successful hours of employment performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator.

Course offered – Carver, Huffman, Jackson-Olin, Parker, Ramsay, Woodlawn

Customer Service and Sales (9-12)

Course Number: 12166G1002

Customer Service and Sales are designed to provide instruction on basic principles of customer service and selling. This course focuses on the identification and classification of customer services, technology literacy issues related to customer service, and the human relations, leadership, organizational, and communication skills necessary for success in customer service. In addition, this course offers instruction related to selling and sales, including professional sales, sales presentations, types of compensation, and characteristics and traits associated with successful selling.

Course offered – Huffman

Culinary Arts I (9-12)

Course Number: 16053G1012

A one-credit course designed to introduce students to basic food production, management, and service activities in both the back and front of the house. Emphasis is placed on sanitation, safety, and basic food production. The prerequisite for this course is Hospitality and Tourism. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for this course.

Course offered – Huffman, Jackson-Olin, Wenonah

Culinary Arts II (9-12)

Course Number: 16053G1022

A one-credit course designed to provide students with advanced experiences in food production, management, and service. The prerequisite for this course is Culinary Arts I. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for this course.

Course offered – Huffman, Jackson-Olin, Wenonah

Cybersecurity-PLTW

Course Number: 10016G1000

Cybersecurity - PLTW is a one-credit course that introduces students to the tools and concepts of cybersecurity and encourages them to create solutions that allow people to share computing

resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students'™ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber infrastructure that moves and processes information safely.

Course offered - Ramsay

Digital Electronics – PLTW (9-12)

Course Number: 21023G1000

A one-credit course that provides instruction and experiences in electronic circuitry.

Course offered – Carver, Ramsay

Digital File Preparation (9-12)

Course Number: 11153G1012

A one-credit course providing practical application of skills in word processing, interpreting production information, illustration, image editing, page layout, image capture, graphics, and manipulation of text. The prerequisite for this course is Introduction to Graphic Arts. A school-based laboratory is required for this course.

Course offered – Carver, Parker, Woodlawn

Digital Media Design (9-12)

Course Number: 11153G1001

Digital Media Design provides a creative, hands-on environment in which students collaborate to produce a variety of digital media projects. Students use various hardware, peripherals, software, and web-based tools to learn skills involving graphic design, digital photography, web design, and digital video production. Additionally, the standards are designed for students to engage in critical thinking skills and practice appropriate behavior in the use of technology. Emphasis is placed on exploring and demonstrating business-related skills such as teamwork, interpersonal skills, and ethics while completing their projects.

Course offered – Jackson-Olin, Ramsay, Wenonah

Emergency Services and Management (9-12)

Course Number: 14055G1000

In Emergency Services and Management, students prepare for careers in the emergency management field. Students will learn about the integration of all public safety functions into the process of managing major natural and man-made disasters. Students will be introduced to the National Incident Management Systems and practice emergency communications among professionals and between professionals and the public to ensure effective handling of emergency events.

Course offered – Parker

Engineering Design and Development-PLTW (9-12)

Course Number: 21025G100

A one-credit research course designed for students to formulate the solution to an open-ended engineering question. Students create written reports, defend the reports, and submit them to a panel of outside reviewers at the end of the school year.

Course offered – Carver, Ramsay

Entrepreneurship (9-12)

Course Number: 12053G1000

A one-credit course designed to provide students with the skills needed to effectively organize, develop, create, and manage a business. This course includes business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations.

Course offered – BCS Virtual Academy, Huffman, Ramsay, Woodlawn

Entrepreneurship - NAF (1/2 CR) (9-12)

Course Number: 12053G0500

A one-half credit course that provides students with the skills needed to create and manage a business in a global economy. Students create a business plan after exploring the steps necessary to start, finance, and organize a business.

Course offered – Woodlawn

Ethics in Business - NAF (½ CR)(9-12)

Course Number: 12110G0500

A one-half credit course that provides an overview of ethics in a business environment. Students explore ethical situations common in organizations and the impact of organizational culture on ethical practices.

Course offered – Woodlawn

Event Planning (9-12)

Course Number: 16057G1000

This is a one-credit course taught in grades 9-12. Students will learn to organize and plan all aspects of business and social events including the food, location, and decor associated with hiring an event planner. Concepts taught in the course to meet the needs of clients including planning for the event with activities, establishing a budget, determining the theme, planning the guest list, determining the location, developing an event plan schedule, planning transportation needs, training staff, staging the event, calculating room and space requirements, providing necessary technology and equipment, planning food and beverage services, securing entertainment, understanding legal issues in event planning, and conducting post-evaluations of events. Students demonstrate leadership characteristics and make decisions based on integrating knowledge of financial, human resources, promotion, and event management principles. Students are prepared for various career opportunities in event planning.

Course offered – Parker

Exploring Computer Science (9-10)

Course Number: 10012G1001

Exploring Computer Science is an introductory year-long high school computer science course for students in Grades 9-10 focused on foundational computer science concepts and computational practices. Students will be introduced to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems.

The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem-solving, and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

Prerequisite: It is recommended that students have completed Algebra I prior to enrolling or be concurrently enrolled in Algebra I. Exploring Computer Science is designed to be a college preparatory high school course and thus, should provide a rigorous, but accessible, introduction to computer science. No previous computer science experience is required.

Course offered - Woodlawn

Family and Consumer Sciences (9-12)

Course Number: 19251G1000

A one-credit course that provides students with core knowledge and skills in the areas of marriage and family, parenting and caregiving, consumer sciences, apparel, housing, food and nutrition, and technology. A school-based laboratory is required for this course.

Course offered – BCS Virtual Academy, Huffman, Jackson-Olin, Wenonah

Family Hair Styling Practicum (9-12)

Course Number: 19148G1000

Natural Hair Styling Practicum is a one-credit course designed to provide instruction on natural hair care services and techniques for styling and grooming natural hair. Core domain service areas include work area and client preparation, set-up of supplies, safe work practices, procedures related to services and design, and blood exposure procedures.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered – Wenonah

Family Studies and Community Service I (9-12)

Course Number: 19259G1012

A one-credit course designed to provide students with knowledge and skill to provide services to families and older adults in need. A school-based laboratory is required for the course.

Course offered - Wenonah

Family Studies and Community Service II (9-12)

Course Number: 19259G1022

A one-credit course that provides students with knowledge and skill to determine client needs through the use of assessments, provide intervention services, and suggests community services and resources that address the needs of the family and older adults. The prerequisite for this course is Family Studies and Community Services I. A school-based laboratory is required for the course.

Course offered – Wenonah

Fashion (1 CR)(9-12)

Course Number: 05190G1001

A one-credit course designed to introduce students to the selection and care of clothing and accessories for individuals and families throughout their lifespan. A school-based laboratory is required for this course.

Course offered – Jackson Olin

Fashion Design (9-12)

Course Number: 05190G1002

A one-credit course designed for students interested in pursuing a career in fashion design. It provides students with knowledge and skills for the application of artistic expression related to textiles, apparel, and fashion design. A fashion design studio is the required school-based laboratory for this course.

Course offered – BCS Virtual Academy, Jackson Olin

Financial Services - NAF (½ CR) (9-12)

Course Number: 12103g0504

A one-half credit course that introduces students to the complex world of banks and various financial services companies with an emphasis on ethics in the financial services industry.

Course offered - Woodlawn

Firefighting I (9-12)

Course Number: 15152G1001

Fire Science I is designed to provide students with information regarding career possibilities in firefighting and instruction in firefighting techniques. Topics include emergency care provider; fire service history and orientation; fire department communications; fire behavior; firefighter safety and health; personal protective equipment; portable fire extinguishers; water supply; fire hose and streams; fire life safety initiatives; building construction; ground ladders; ropes and knots; and structure search and victim removal. Students who successfully complete Fire Science I and II and pass the certification tests will earn 160 of the 360 hours required to complete Alabama Fire College Firefighter I and II certifications.

Course offered - Huffman, Parker, Wenonah

Firefighting II (9-12)

Course Number: 15152G1000

Firefighting II is designed to provide the student with expanded information on fire service organizations, fire ground environment, firefighter safety, the science of fire, and fire behavior. Specific course topics surveyed and demonstrated through practical exercises include forcible entry, ground ladders, and tactical ventilation; fire and loss control; determination of origins and causes of fires; firefighter survival; and dealing with hazardous material and weapons of mass destruction.

Course offered - Huffman, Parker, Wenonah

Fire Science I (9-12)

Course Number: 15151G1001

Fire Science I is designed to provide students with information regarding career possibilities in firefighting and instruction in firefighting techniques. Topics include emergency care provider; fire service history and orientation; fire department communications; fire behavior; firefighter safety and health; personal protective equipment; portable fire extinguishers; water supply; fire hose and streams; fire life safety initiatives; building construction; ground ladders; ropes and knots; and structure search and victim removal. Students who successfully complete Fire Science I and II and pass the certification tests will earn 160 of the 360 hours required to complete Alabama Fire College Firefighter I and II certifications.

Course offered – Huffman, Parker

Fire Science II (9-12)

Course Number: 15152G1000

Firefighting II is designed to provide the student with expanded information on fire service organization, fire ground environment, firefighter safety, the science of fire, and fire behavior. Specific

course topics surveyed and demonstrated through practical exercises include forcible entry, ground ladders, and tactical ventilation; fire and loss control; determination of origins and causes of fires; firefighter survival; and dealing with hazardous material and weapons of mass destruction.

Course offered – Huffman, Parker

Food and Nutrition (1 CR)(9-12)

Course Number: 19252G1000

A one-credit course designed to enable students to explore the relationship between food, nutrition, fitness, and wellness. Students learn how to select and prepare nutritious foods. A school-based laboratory is required for this course.

Course offered - Huffman, Ramsay

Found of Engineering and Technology (9-12)

Course Number: 21005G1000

Foundations of Engineering and Technology offers students an exploratory view of the engineering profession and the fundamental skills utilized in the field. Students investigate various engineering disciplines and related career paths. Students will develop leadership and teamwork skills through creativity, collaboration, communication, and critical thinking. Additionally, students will increase their understanding of science, technology, engineering, and mathematics (STEM) principles used in problem-solving as they use the engineering design process. Upon completion of this course, students may be ready to earn a credential in Computer-Aided Design (CAD) software such as Autodesk Inventor, SolidWorks, or SolidEdge.

Course offered - Parker

Found of Ins I Property and Casualty (9-12)

Course Number: 12106G0505

Foundations of Insurance I: Property and Casualty is designed to help students develop skills related to property and casualty insurance, as they gain product knowledge of the industry. Students examine characteristics of personal auto and residential policies, utilize insurance terminology to explain insurance risks and benefits and distinguish among policy types and coverages, including medical coverage. Students develop effective techniques used to gather client information and serve customers, including providing timely, accurate information to meet customer needs and answer consumer questions effectively. Students also examine the certification pathway for selling insurance and the role of the state insurance commissioner.

Course offered – Huffman

Foundations of Health Science (9-12)

Course Number: 14002G1001

A one-credit foundational course that introduces students to integrated academics, employability and career development skills, legal and ethical issues, communications, safety, and life skills. This course is a prerequisite to all courses in the Health Science cluster.

Course offered - Carver, Huffman, Jackson-Olin, Parker

Found of Insurance II - Life and Health (9-12)

Course Number: 12106G0506

Foundations of Insurance II: Life and Health is designed to help students develop skills related to life and health insurance, as they gain product knowledge of the industry. Students examine the characteristics of life and health insurance products, including health, disability, life, cancer, and long-term care insurance. Students develop effective techniques used to gather client information and serve customers, including providing timely, accurate information to meet customer needs and

effectively answer consumer questions. Students also examine the certification and state insurance license requirements for selling life and health insurance and the roles of the state department of insurance and the insurance commissioner.

Course offered – Huffman

Health Internship (9-12)

Course Number: 14298G1000

A one-credit course focusing on basic knowledge and skills necessary for beginning health care workers. Health Science Internship reinforces and applies knowledge learned in classroom and laboratory settings. Content Standards 1,3,4,5,6, and 9 must be taught for this one-credit course.

Course offered – Huffman, Jackson-Olin, Parker

Horticulture Science (1CR) (9-12)

Course Number: 18052G1001

A one-credit course designed to enable students to become knowledgeable about horticultural science, including plant physiology, greenhouse production, plant identification and classification, and pest management. Specific content standards to be included in each course are indicated in the Course of Study chart.

Course offered - Jackson-Olin

Hospitality and Tourism (9-12)

Course Number: 16001G1000

A one-credit foundation course designed to introduce students to the hospitality and tourism industry, the lodging industry, and the culinary arts. This course is a prerequisite for Culinary Arts I, Travel and Tourism I, and Lodging I. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for the course.

Course offered – BCS Virtual Academy, Huffman, Jackson-Olin, Parker, Wenonah, Woodlawn

Housing (1 CR) (9-12)

Course Number: 19205G1000

A one-credit course designed to introduce students to the selection and planning of living environments to meet the needs and wants of individuals and families across the life span. Styles of housing, housing legislation and regulations, environmental and energy issues, home safety, and technology are included in this course. A school-based laboratory is required for this course.

Course offered – Ramsay

Intermediate Drafting (9-12)

Course Number: 21106G1023A one-credit

course designed to further the development of students' knowledge regarding the use of advanced drafting design practices and procedures. The prerequisite for this course is Introduction to Drafting Design.

Course offered – Huffman

Information Technology Fundamentals (9-12)

Course Number: 10001G1000

A one-credit course that introduces students to the knowledge base and technical skills for information technology careers. Students study the nature of business and demonstrate knowledge of the functions of information systems in business.

Course offered – Huffman

Introduction Architectural Design (9 – 12)

Course Number: 21103G1013

A one-credit course that introduces students to the basic terminology, concepts, and principles of the architectural design field including basic residential design. The prerequisite for this course is Intermediate Drafting Design.

Course offered – Huffman

Intro to Criminal Justice

Course Number: 15051G1000

A one-credit course designed specifically for students interested in criminal justice careers. The curriculum focuses on careers, ethics and professionalism, constitutional and criminal laws, court system, trial processes, juvenile justice and correctional systems, and human diversity.

Course Offered - Ramsay

Introduction to Computer Science -Teals

Course Number: 10012G1002

Introduction to Computer Science - TEALS is a one-credit engaging course

that explores a variety of basic computational thinking and programming concepts through a project-based learning environment. Every unit culminates in a comprehensive project and roughly 75% of student time is spent building projects and practicing the skills they are learning

Course offered - Ramsay, Woodlawn

Introduction to Cosmetology

Course Number: 19104G1000

A one-credit course designed to provide students with a study of concepts related to the cosmetology profession. Students gain initial practical experience in sanitation, shampooing, hair shaping, and hairstyling.

Course offered - Carver, Huffman, Jackson-Olin, Parker, Wenonah, Woodlawn

Introduction to Drafting Design (9 - 12)

Course Number: 21106G1013

A one-credit course designed to provide students with instruction and experiences in computer-aided drafting (CAD) functions and techniques using CAD software applications.

Course offered – Huffman

Intro to Engineering Design – PLTW (9-12)

Course Number: 21017G1000

A one-credit course that uses a design development process while enriching problem-solving skills. Students create and analyze models using specialized computer software.

Course offered – Carver, Ramsay

Intro to Graphic Arts (9-12)

Course Number: 11155G1000

A one-credit course that introduces students to basic principles, procedures, and operations of the printing industry. Emphasis is placed on image preparation, press operations, computer-to-plate printing processes, and finishing operations in a laboratory setting. A school-based laboratory is required for this course.

Course offered – Carver, Parker, Woodlawn

Intro to Nail Care and Application (9-12)

Course Number: 19105G1001

A one-credit course designed to focus on all aspects of the nail care industry. Emphasis is placed on nail care history and opportunities, nail and skin services, sanitation and bacteriology, and salon conduct. This course is a prerequisite for Nail Art and Applications and State Board Practicum Pathway B.

Course offered: Jackson-Olin

Introduction to Public Safety (9-12)

Course Number: 15001G1000

Introduction to Public Safety is a foundational course that helps students develop the knowledge and skills necessary for success and advancement in specialized preparatory programs for public service jobs. The course emphasizes emergency preparedness, basic first aid, fire management services, legal services, and corrections and law enforcement services. FEMA Independent Study Courses 100, 200, 700, and 800, which are included in this course, are prerequisites for Hazardous Materials and Weapons of Mass Destruction CRI (NFPA 1072).

Course offered – Huffman, Parker, Wenonah

Maintenance and Light Repair A (9-12)

Course Number: 20104G1001

A one-credit course that provides students with foundational knowledge and skills relative to safety, engine repair, and automatic transmissions. and manual drive trains.

Course offered - Jackson-Olin

Maintenance and Light Repair B (9-12)

Course Number: 20104G1002

A one-credit course that provides students with foundational knowledge and skills relative to safety, suspension and steering, and brakes.

Course Offered - Jackson-Olin

Maintenance and Light Repair C (9-12)

Course Number: 20104G1003

A one-credit course that provides students with foundational knowledge and skills relative to safety, suspension and steering, and brakes.

Course offered - Jackson-Olin

Maintenance and Light Repair D (9-12)

Course Number: 20104G1004

A one-credit course that provides students with foundational knowledge and skills relative to safety, engine performance, and electronic systems.

Course offered - Jackson-Olin

Marketing Principles (9-12)

Course Number: 12164G1001

A one-credit course designed to provide students with an overview of in-depth marketing concepts. Students develop a foundational knowledge of marketing and its functions, including marketing information management, pricing, product and service management, entrepreneurship, and promotion and selling.

Course offered – BCS Virtual Academy, Huffman

Medical Terminology (9-12)

Course Number: 14154G1000

A one-credit course designed for students to develop healthcare-specific knowledge for a career in the medical field. The course uses an integrated approach to teaching the language by incorporating medical terminology with anatomy and physiology and the disease process.

Course offered – Carver, Parker

Natural Hair Styling Practicum (9-12)

Course Number: 19148G1000

Natural Hair Styling Practicum is a one-credit course designed to provide instruction on natural hair care services and techniques for styling and grooming natural hair. Core domain service areas include work area and client preparation, set-up of supplies, safe work practices, procedures related to services and design, and blood exposure procedures.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered –Carver, Huffman, Parker, Wenonah, Woodlawn

Natural Hair Styling Theory (9-12)

Course Number: 19103G1003

Natural Hair Styling Theory is a one-credit course designed to provide instruction on scientific concepts and natural hair care and services. Theory scope of content includes infection control, safety practices, human anatomy and physiology, client consultation, analysis, documentation, services, and procedures.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Huffman, Wenonah, Woodlawn

NCCER Building Const I-Const Framing (9-12)

Course Number: 17004G1001

A one-credit course designed to complete all Core requirements for NCCER Core credentialing and to facilitate students understanding of the framing components of typical structures. Emphasis is placed on safety, floor systems, wall and ceiling framing, stair construction, and roof framing.

Course offered – AIDT (through acceptance), Carver, Huffman, Parker, Wenonah

NCCER Building Const II-Site Prep (9-12)

Course Number: 17005G1000

A one-credit course designed to facilitate students' understanding of the first phases of construction including types of structures and their uses. This course meets partial requirements for NCCER Construction Technology credentials.

Course offered – Huffman

NCCER Electrical Technologies I (9-12)

Course Number: 17101G1000

This is the first of 3 required one-credit courses in the Electrical Technologies Pathway. It is designed to complete all core requirements for NCCER Core credentialing and to provide students with fundamental knowledge and skills emphasizing use of hand tools, power tools, and electrical theory for use in the construction industry and required for NCCER Electrical Level I Credentialing.

Course offered – Parker

NCCER HVAC I (9-12)

Course Number: 17057G1000

An elective course that gives students basic knowledge of individual, dual, and team sports. Students will progressively learn skills and game strategies for each sport, as well as historical background and terminology. Prerequisite: Beginning Kinesiology

Course offered - Jackson-Olin, Parker

NCCER HVAC II (9-12)

Course Number: 17051G1000

This is the second of 3 required one-credit courses in the HVAC Technologies pathway. Topics include: HVAC theory, application, and the study of components and functions of refrigeration systems. Emphasis is placed on fundamental knowledge, guided practice and NCCER HVAC Level I requirements.

Course offered - Jackson-Olin

NCCER HVAC III (9-12)

Course Number: 17056G1000

This is the third of 3 required one-credit courses in the HVAC Technologies pathway. It is designed to provide students with theory, practice, and HVAC skills development. Emphasis is placed on the application, installation, and operation of HVAC systems leading to NCCER HVAC-level I Credentialing.

Course offered - Jackson-Olin

Nurse Aid Training (11-12)

Course Number: 14051G2000

Nurse Aide Training is a two-credit course. Students pursue skill mastery in the classroom, laboratory, and clinical areas. The Nurse Aide Training program and Health Science instructor must be approved by the Alabama Department of Public Health (ADPH), Division of Health Care Services, for students to be eligible to take the National Nurse Aide Assessment. Students must successfully complete an approved program and pass the National Nurse Aide Assessment certification exam in order to become a Certified Nurse Aide (CNA). Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop

leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Huffman

Orientation to Health Science (9-12)

Course Number: 14002G1002

Orientation to Health Science is a one-credit course to assist students in making informed decisions regarding their college and career goals. Students will be given the opportunity to apply knowledge and skills related to the Health Science cluster. The course also includes information concerning the practices for promoting health, wellness, and disease prevention. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials, and technology appropriate to the course content and in accordance with current practices.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered – Carver

Parenting (1/2 CR) (9-12)

Course Number: 19055G0500

A one-half credit course that allows students to focus on practical problems related to parenting roles and responsibilities. Topics include family structures, preparation for parenthood, and birth defects. A school-based laboratory is required for this course.

Course offered – Huffman

Parenting (1 CR) (9-12)

Course Number: 19055G1000

A one-credit course that allows students to focus on practical problems related to parenting roles and responsibilities. Topics include family structures, preparation for parenthood, and birth defects. A school-based laboratory is required for this course.

Course offered - Ramsay

Painting and Refinishing I(9-12)

Course Number: 20116G1013

A one-credit course designed to provide students with an introduction to current technologies in the basic principles of automotive finishes.

Course offered - Jackson-Olin

Painting and Refinishing II (9-12)

Course Number: 20116G1023

A one-credit course that provides students with specialized classroom and laboratory experiences in the application of various topcoats. Painting and Refinishing I is the prerequisite for this course.

Course offered - Jackson-Olin

Patient Care Technician (11-12)

Course Number: 14051G1000

Patient Care Technician is a one-credit course that provides students the opportunity to become effective and efficient multi-skilled healthcare providers. Students will develop a working knowledge of

advanced patient care skills, vital signs, 12-lead EKGs, oxygen therapy, basic phlebotomy via simulation, and specimen collection and processing.

Essential workforce skills and safety will be emphasized, as well as, professional ethics and legal responsibilities. Students will ascertain employability skills and soft skills required by business and industry. Upon successful completion of the required theory, lab, and simulation, students may be eligible to sit for Patient Care Technician Certification.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Jackson Olin

Personal Finance (I CR) (9-12)

Course Number: 19262G1001

Personal Finance is a foundational course that introduces students to the principles of financial literacy for achieving personal goals. This course is designed to inform students about how the choices they make directly influence their occupational goals, future earning potential, and long-term financial well-being. Content provides opportunities for students to explore consumer behavior, legislation, consumer protection, consumer rights and responsibilities, financial decision-making, advertising, and promotional techniques, individual and family money management, banking services, use of credit, income tax, and technology.

Course offered – BCS Virtual Academy, Huffman, Parker, Wenonah

Plant Biotechnology (9-12)

Course Number: 18308G1002

A one-credit course that provides students with an opportunity to develop an understanding of plant genetics and biotechnology relative to agriculture-related products and services. Emphasis is placed on cellular biology, applied genetics and biotechnology concepts, and the social and environmental impacts of biotechnology.

Course offered - Jackson-Olin

Preschool CDA 1(10)

Course Number: 19153G1001

This is a one-credit course taught in grade 10. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Three (Supporting Children's Social and Emotional Development) and ten hours in Subject Area Eight (Understanding Principles of Child Development and Learning). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam.

Family, Career, and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills, and provides opportunities for community service.

Course offered - Parker

Preschool CDA II (10)

Course Number: 19153G1002

This is a one-credit course taught in grade 10. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Three (Supporting Children's Social and Emotional Development) and ten hours in Subject Area Eight (Understanding Principles of Child Development and Learning). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four dates in a licensed or state-regulated preschool child care setting. It is recommended the course be offered in a 90-minute block. The Preschool CDA series of courses are designed to prepare

Students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA, I, II, III, IV, and V to be eligible to take the CDA certification exam.

Course offered - Parker

Preschool CDA III (11)

Course Number: 19153G1003

This is a one-credit course taught in grade 11. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Two (Advancing Children's Physical and Intellectual Development) and ten hours in Subject Area Seven (Observing and Recording Children's Behavior). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

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Course offered - Parker

Preschool CDA IV (11)

Course Number: 19153G1004

This is a one-credit course taught in grade 11. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Four (Building Productive Relationships with Families) and ten hours in Subject Area Five (Managing an Effective Program). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in

class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam.

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Course offered - Parker

Preschool CDA V (12)

Course Number: 19153G105

This is a one-credit course taught in grade 12. During this course, students will spend a minimum of twenty-four hours on instruction. The twenty-four hours of instruction for this course should be in CDA Subject Area Four (Building Productive Relationships with Families) to complete the Family Survey Questionnaires and in Subject Area Six (Maintaining a Commitment to Professionalism) to complete the CDA Professional Portfolio and to practice interviewing skills in preparation of the CDA Professional Development Specialist visit. Additional hours of instruction may be spent revisiting the other CDA Subject Areas to complete the required twenty-four hours. Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block. All 120 instructional hours and 480 lab hours must be completed before applying to take the CDA Exam and requesting a Verification Visit from the CDA Professional Development Specialist. At the time of the Verification Visit by a CDA Professional Development Specialist, the student will provide the Specialist with their portfolio, be interviewed by the specialist, and work with preschoolers in a licensed or state-regulated preschool childcare setting to demonstrate competence. It is recommended that students take the CDA Exam before the Verification Visit. The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam. Family, Career, and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills and provides opportunities for community service.

Course offered – Parker

Prin of Accounting - NAF (½ Cr)

Course Number: 12104G0500

A one-half credit course designed to provide students with an understanding of the accounting process. Students learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets, examining career opportunities, and evaluating professional certifications and designations of the accounting profession.

Course offered - Woodlawn

Principles of Engineering - PLTW

Course Number: 21018G1000

A one-credit course designed to explore technology systems and manufacturing processes.

Course offered - Ramsay

Prin of Finance - NAF (1/2 CR)(9-12)

Course Number: 12103G0501

A one-half credit foundation course that introduces students to the concepts, tools, and institutions of finance. Emphasis is placed on financial literacy and the function of finance in society.

Course offered – BCS Virtual Academy, Woodlawn

Robotics Applications

Course Numbers: 21009G1002

A one-credit course with emphasis placed on the applications of a variety of robotic systems. Students will design and construct a robotic system with peripheral devices.

Course offered – Woodlawn

Salon Practices and Management (9-12)

Course Number: 19107G1003

A one-credit course designed to assist students in developing entry-level management skills for the cosmetology industry. Students practice all phases of cosmetology in a salon setting. The prerequisite for this course is Introduction to Cosmetology.

Course offered – Carver, Huffman, Jackson-Olin, Parker

Senior Career Path Proj-Arch and Constr (11-12)

Course Number: 17047G1000

A one-credit course designed for students who have completed a minimum of two career and technical education courses to select an area of interest; engage in an in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

Course offered – Huffman

Sports and Entertainment Marketing (9-12)

Course Number 12163G1003

Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. This course introduces the student to the major segments of the industry and the social and economic impact the industry has on local, state, national, and global economies. Although no prerequisite is listed, it is suggested that students complete an introductory marketing course prior to taking Sports and Entertainment Marketing.

Course offered – BCS Virtual Academy, Carver

State Board Practicum (9-12)

Course Number 19149G1000

A one-credit culminating course designed to provide students with a comprehensive study of State Board procedures and practical applications in cosmetology and nail care. The course consists of Pathway Cosmetology (content standards 1-17) and Pathway Nail Care Services (content standards 1-11 and 18-20). The prerequisites for this course depend upon the licensure the student is pursuing.

Course offered – Huffman, Jackson-Olin, Parker

Therapeutic Services (9-12)

Course Number 14099G1000

A one-credit course that introduces students to occupations and functions in the therapeutic services pathways. Careers in this area include nursing, medicine, physical therapy, surgical technology, respiratory therapy, emergency medical technician, and more.

Course offered – Carver, Parker

Three-Dimensional Solid Model Design I

Course Number 21107G1012

A one-credit course intended to introduce students to three-dimensional modeling utilizing three-dimensional capabilities of CAD software. The prerequisite for this course is Intermediate Drafting Design.

Course offered – Huffman

Travel and Tourism I

Course Number: 16151G1000

A one-credit course focused on the development, research, packaging, promotion, and delivery of a traveler's experiences that may include creating guidebooks, planning trips and events, managing a customer's travel plans, or overseeing a convention center. The prerequisite for this course is Hospitality and Tourism.

Course Number – Wenonah

Travel and Tourism II

Course Number: 16152G1000

A one-credit course designed to provide knowledge and skill in understanding economics, marketing operations, admissions to events, safety and security precautions, and local and regional markets. The prerequisite for this course is Travel and Tourism I.

Course offered - Wenonah



CTE Recruitment Plan

All Career and Technical Education programs follow the Birmingham City Schools policies of nondiscrimination on the basis of race, color, religion, national origin, sex, age, and disability in all programs, services, activities, and employment. In addition, the lack of English language proficiency, recipients of 504 and/or special education services, as well as classification in a non-traditional career field are not barriers to admission or participation. Descriptions of career opportunities and promotional materials are free of bias and stereotypes.

Middle schools are required to conduct career presentations and fairs. All 8th-grade students must complete a 4-year plan based on their career interests. High schools are encouraged to host events to display the career opportunities that their school has to offer. The following list includes activities high schools faculty complete for inclusive recruitment in CTE programs:

1. Organize "CTE Information Tables" during lunch periods, staffed by students, (Taste of CTE).
2. Host a Career Fair and/or Career Day annually.
3. Participate with case managers in all appropriate meetings to ensure students' coursework are compatible with career interests and ability.
4. Invite guest speakers from available pathways to talk to the students.
5. Invite 8th graders from feeder schools to tour their school and CTE classrooms in action.
6. Recruit during 8th-grade registration events.
7. Provide students with brochures/flyers about the pathways courses and related job opportunities stemming from those courses offered at their school.
8. Create a marketing flyer for each CTE class. These flyers will be posted throughout the school/feeder school/community.
9. Provide video and/or PowerPoint/google slides of CTE offerings to feeder schools.
10. Visit 9th-grade classes to talk about CTE and what it has to offer.
11. Freshman Orientation/Summer Exploration Day.
12. CTE Open House.
13. Keep the school's web page, publications, and social media sites updated with the school's most current CTE offerings.
14. Make announcements during school.



ANNUAL CAREER TECH BUDGET

_____ School Year

TEACHER _____ PROGRAM _____

EXPECTED INCOME:

Maintenance of Effort Money	_____
State O & M Allocation	_____
Perkins Allocation	_____
CTSO Dues	_____
Other (Fundraiser)	_____
Live Work Funds	_____

Income Total _____

EXPECTED EXPENDITURES:

Materials & Supplies	_____
Consumable Supplies for Lab	_____
Equipment	_____
CTSO Affiliation	_____
CTSO Activities	_____
(Field Trips/Community Service/SLC)	_____
Live Work	_____

Proposed Expenses Total _____

Prepared by: _____

Teacher

Administration Approval: _____ Date _____

Principal

