

**ALABAMA STATE BOARD OF EDUCATION  
ELEMENTARY/SECONDARY EDUCATION  
WORK SESSION  
THURSDAY, DECEMBER 9, 2021, 11 A.M. OR IMMEDIATELY FOLLOWING  
THE ALABAMA STATE BOARD OF EDUCATION MEETING  
PLAZA 103 GORDON PERSONS BUILDING  
MONTGOMERY, ALABAMA 36130-2101**

**AGENDA**

1. Updates from State Superintendent
  - a. AMSTI Updates
  - b. Teacher Preparation and Certification Work Group Updates
2. Board Members Questions
3. Resolution to Extend Approval of an Educator Preparation Program, Jacksonville State University
4. Resolution for Adoption of Career and Technical Education State Course of Study (Career Clusters: Architecture and Construction, Information Technology, and Transportation, Distribution and Logistics)
5. Resolution to Approve Nominations for Two Open Positions on the Alabama School of Fine Arts Board of Trustees
6. Resolution in Recognition of January 2022 as "Gifted Education Month" in Alabama Schools
7. Resolution to Approve Recommendations of the State Textbook Committee for Adoption of Textbooks for Career and Technical Education Clusters: Business Management and Administration, Finance, Marketing, Manufacturing, and Work-Based Learning
8. Resolution to Approve Recommendations of the State Textbook Committee for Adoption of Textbooks for English Language Arts
9. Resolution Proclaiming February 1-28, 2022, as Alabama Career and Technical Education Month

The Alabama State Board of Education meeting and work session will be available for LIVE viewing at <https://www.youtube.com/user/aldeptofed/live>.  
After the meeting, the archived video is available at <https://www.alabamaachieves.org/state-board-of-education/meeting-videos/>.  
If you have comments or questions, please call Communications at 334-694-4686 or send email at [comm@alsde.edu](mailto:comm@alsde.edu).



## AMSTI UPDATES



# AMSTI Updates

Addressing Math Proficiency

AMSTI4All



# Support to LEAs

- Support provided in professional learning, materials and resources, as well as in-classroom coaching and support.
- Support plans begin at the C&I meetings in January.
- Support is coordinated through the regional AMSTI Director.
- Additional support can be requested from Dr. Sandy Ledwell.



# Coaching Academy and Follow-Up Support

Coaching



Leadership



Content & Pedagogy

MATHEMATICS



## Eight Effective Mathematics Teaching Practices

1. Establish mathematics goals to focus learning.
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student thinking.



# ACLD Approved PLU

- Math School Improvement Team (MSIT)
- Deep dive into current reality
  - Needs assessment
  - Benchmark assessment data
  - Mathematics Teaching Practices
  - Student Mathematical Practices
- School-based “Vision for effective mathematics teaching and learning”



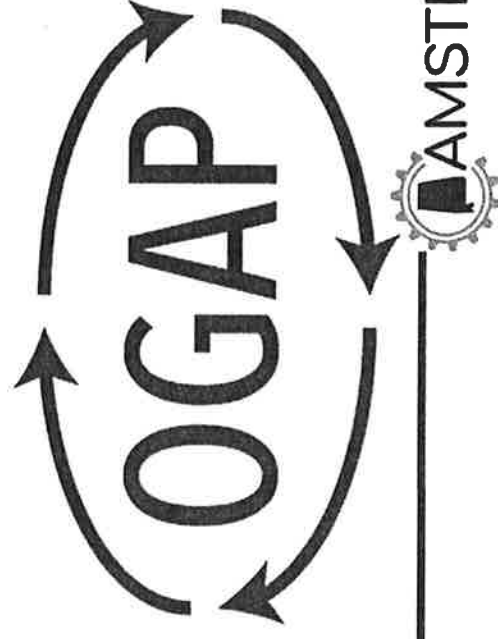


# Math Menu of Services for Professional Learning

## NUMBERS

PROFESSIONAL DEVELOPMENT FOR MATH EDUCATORS

Grades K-8



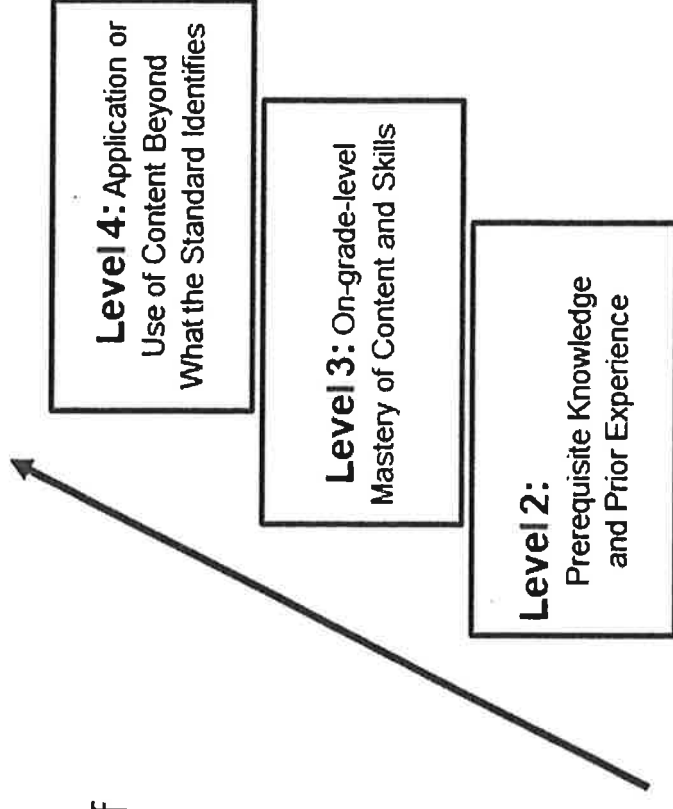
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[www.amsti.org](http://www.amsti.org)



# Proficiency Scales

- Break down the content of a standard, or related parts of standards, into a sequence of learning goals.
- Learning goals are “leveled”
- Clearly indicate a progression of skills or understanding to be demonstrated by the learner at each level.
- Helps the teacher identify what knowledge, skill, or ability a student has attained.





### 3rd Grade Mathematics

#### Content Area: Operations with Numbers: Fractions

Standard: 3.13 Demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction.



Score	Criteria	Sample Activities
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught such as: create fractional part models.	<ul style="list-style-type: none"> <li>Provide students with a color tile and tell them it represents 18. What could the whole look like?</li> <li>Using a fractions manipulative set, show students 58 and ask students what fractions are needed to make 88 (This is not about subtraction of fractions, it is about counting on 68, 78, 88 to find the answer.)</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>use an area model and length model to show a unit fraction as one part of an equally partitioned whole;</li> <li>explain that given a fraction with a numerator greater than one, the numerator indicates the number of unit fraction pieces represented by the fraction;</li> <li>describe how the value of the denominator in a unit fraction affects the value of the fraction;</li> <li>identify and describe the fractional name given a visual fraction model; and</li> <li>identify and demonstrate fractional parts of a whole that are the same size but not the same shape using concrete materials.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p><b>Illustrative Mathematics Task</b></p> <p><u>Howard County Public Schools-Instructional Resources and Assessment Tasks</u></p> <p><u>Engage NY Instructional Materials</u></p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	







2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• <b>recognizes or recalls specific terminology such as:</b> <ul style="list-style-type: none"> <li>◦ unit fraction, area model, length model, partition, numerator, denominator, part, whole, half, third, fourth, quarter.</li> </ul> </li> <li>• <b>performs basic processes, such as:</b> <ul style="list-style-type: none"> <li>◦ identify parts of a whole with two, three or four equal parts;</li> <li>◦ name equal and non-equal parts; and</li> <li>◦ partition circles and rectangles into two, three, or four equal shares and describe the shares as halves, thirds, fourths, and quarters.</li> </ul> </li> <li>• <b>knows (from prior grade/grade band or foundational non-critical standards in current grade) how to:</b> <ul style="list-style-type: none"> <li>◦ partition circles and rectangles into two, three or four equal shares [2.27]; and</li> <li>◦ explain that equal shares of identical wholes need not have the same shape [2.27a].</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p><u>Howard County Public Schools-Instructional Resources and Assessment Tasks</u></p> <p><u>Engage NY Instructional Materials</u></p>
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# Daily Fluency Routines for Families

- Addition to the current collection of resources for families will include simple daily math routines
- Examples
  - Counting buttons on clothing
  - Determining number of utensils in the dishwasher (2 per slot)
  - Using an egg carton for multiple operations



## FAMILIES + SCHOOLS = STUDENT SUCCESS

Parents and family are a child's first teachers in life and have valuable insights into the child's strengths and interests at their child. The collaboration of caregivers and educators is vital in gaining each child toward success. The Family Guide for Student Success outlines when your child should learn in Kindergarten. You can encourage your child's academic growth by reinforcing classroom activities at home. The Family Guide for Student Success outlines the critical content that all students should know and be able to do at the end of Kindergarten. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Alabama.

## WHY ARE STANDARDS IMPORTANT?

- They help ensure that all students, no matter where they live, are prepared for success in college and the workforce.
- Standards provide a clear roadmap of learning for teachers, parents, and students.
- Having clearly defined goals helps families and teachers work together to ensure that students succeed.
- They also will help your child develop critical thinking skills that will prepare him or her for college and career.



# **TEACHER PREPARATION AND CERTIFICATION WORK GROUP UPDATES**



## **BOARD MEMBERS QUESTIONS**



**RESOLUTION TO EXTEND APPROVAL OF AN EDUCATOR  
PREPARATION PROGRAM, JACKSONVILLE STATE UNIVERSITY**



**RESOLUTION TO EXTEND APPROVAL OF AN EDUCATOR  
PREPARATION PROGRAM  
JACKSONVILLE STATE UNIVERSITY**

**WHEREAS**, the Alabama State Board of Education approves educator preparation programs, including the time frame for approved program status; and

**WHEREAS**, the Class B Health Education (6-12) and Physical Education (P-12) program provided by Jacksonville State University was granted approval with a condition until June 30, 2024, pending documentation of compliance with Alabama State Board of Education rules; and

**WHEREAS**, the program documented compliance with all Alabama State Board of Education rules pertaining to the program previously granted approval with condition; and

**WHEREAS**, the Alabama State Superintendent of Education recommends approval of those programs:

**NOW, THEREFORE, BE IT RESOLVED**, That the Alabama State Board of Education hereby approves the following program with approval to expire on June 30, 2028, to align with the expiration date for other approved programs at Jacksonville State University:

Class B Health Education (6-12) and Physical Education (P-12)

Done this 13th day of January 2022



**Jacksonville State University (JSU)**

**Extend Approval of Class B Health Education (6-12) and Physical Education (P-12)**

**January 13, 2022**

On June 10, 2021, the Alabama State Board of Education granted the JSU Class B Health Education (6-12) and Physical Education (P-12) program approval with a single condition for three years. The program provided sufficient evidence of meeting the condition. With adoption of the attached resolution, approval of the program will be extended to June 30, 2028.



**RESOLUTION FOR ADOPTION OF CTE STATE COURSE OF STUDY  
(CAREER CLUSTERS: ARCHITECTURE & CONSTRUCTION,  
INFORMATION TECHNOLOGY, AND TRANSPORTATION,  
DISTRIBUTION & LOGISTICS)**



**RESOLUTION FOR ADOPTION OF  
CAREER AND TECHNICAL EDUCATION  
STATE COURSE OF STUDY**

**(Career Clusters: Architecture and Construction, Information Technology, and  
Transportation, Distribution and Logistics)**

**WHEREAS**, Title 16, Chapter 35, Section 3 of the *Code of Alabama* 1975, requires the State Courses of Study Committee to prepare the contents of the courses of study for each grade of the elementary and secondary schools; and

**WHEREAS**, the report of its recommendations with respect to the compulsory minimum content of courses of study and of recommended revisions of courses, materials, subject content, and treatment in specific courses in such areas are required; and

**WHEREAS**, said law requires that the reports be submitted to the State Superintendent of Education and to members of the State Textbook Committee for separate written recommendations to the State Board of Education; and

**WHEREAS**, the State Superintendent of Education has reviewed the State Course of Study Committee's report on Career and Technical Education and recommends its adoption:

**NOW, THEREFORE, BE IT RESOLVED**, That the attached report by the State Course of Study Committee on Career and Technical Education is approved by the Alabama State Board of Education on January 13, 2022.

Done this 13th day of January 2022



**2022 ALABAMA  
COURSE OF STUDY**

**Career and Technical Education**

Architecture and Construction  
Information Technology  
Transportation, Distribution and Logistics

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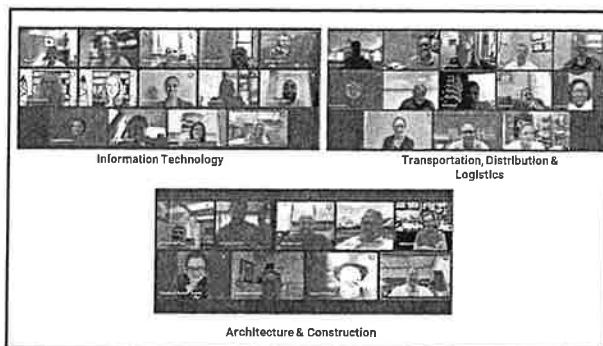
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### ALABAMA EMPLOYMENT AND SALARY DATA FOR ALL OCCUPATIONS

Total Statewide Employment – 2,151,790

- 759 Total Occupations
- 232 High Demand / High Wage Occupations (30.5%)
- Average Entry Salary - \$30,882
- Average Salary - \$48,146
- Average Experienced Salary - \$72,715
- Top 10 Occupation Mean Earnings - \$137,534
- Annual Openings – 266,548

\*Data obtained from Alabama Department of Labor - Labor Market Information Division

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### ALABAMA SKILLSUSA


SkillsUSA is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce.

As a nonprofit association, Alabama SkillsUSA serves high school and college students preparing for careers in trade, technical, and skilled service occupations.

SkillsUSA supports education and competition in these areas:

- Arts, A/V Technology and Communications
- Architecture and Construction
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- STEM
- Transportation, Distribution and Logistics

Membership: 8,082  
Sections: 399



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### TECHNOLOGY STUDENT ASSOCIATION

**Mission Statement**

The Technology Student Association (TSA) enhances personal development, leadership, and career opportunities in science, technology, engineering, and math (STEM), whereby members apply and integrate STEM concepts through intracurricular activities, competitions, and related programs.

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## ARCHITECTURE AND CONSTRUCTION



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## ARCHITECTURE AND CONSTRUCTION

In the Architecture and Construction cluster, students choose one of three pathways:

- Construction
- Design and Preconstruction
- Maintenance and Operations.

Coursework within these three pathways leads to a plethora of careers including the fields of architecture; interior design; industrial design; environmental design; construction management; engineering; technical communication; welding; electrical; utility line work; heating, ventilation, air conditioning and refrigeration (HVACR); carpentry; cabinetmaking; masonry; surveying; plumbing and pipefitting; and many more.

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## EMPLOYMENT AND SALARY DATA FOR ARCHITECTURE AND CONSTRUCTION

Total Statewide Employment – 150,350

- 87 Total Occupations
- 34 High Demand / High Wage Occupations (39.1%)
  - Construction Managers
  - Civil Engineers
  - Architects, excluding landscape and naval
- Average Entry Salary - \$28,712
- Average Salary - \$43,428
- Average Experienced Salary - \$64,734
- Top 10 Occupation Mean Earnings - \$70,844
- Annual Openings – 18,050

\*Data obtained from Arizona Department of Labor - Labor Market Information Division

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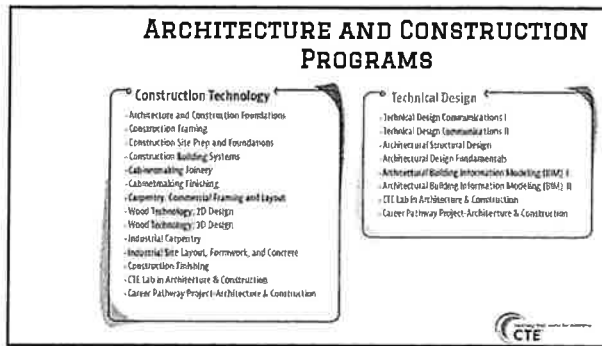
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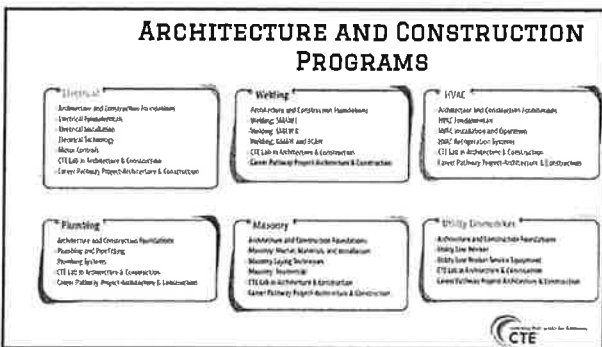
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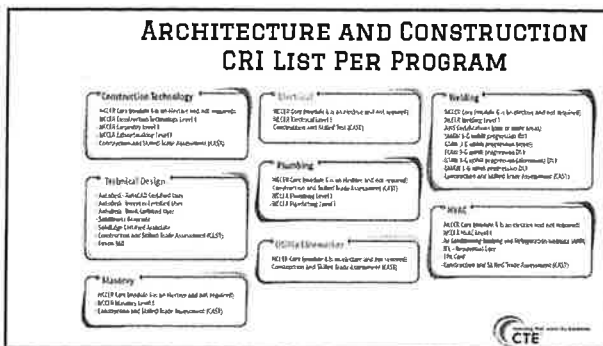
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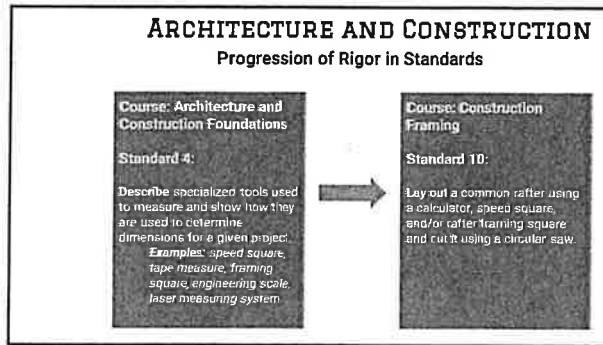
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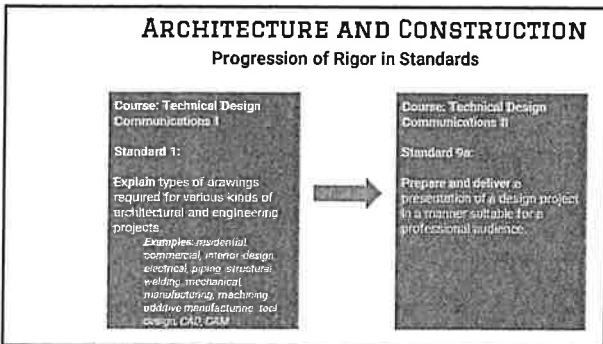
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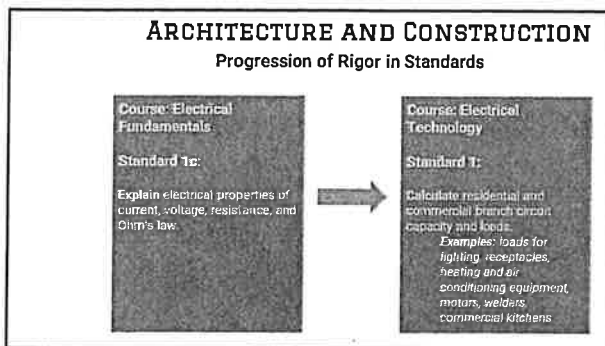
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## QUESTIONS FOR ARCHITECTURE AND CONSTRUCTION



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## INFORMATION TECHNOLOGY



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## INFORMATION TECHNOLOGY CLUSTER OVERVIEW

The Information Technology Cluster contains three career pathways:

- Cybersecurity and Infrastructure
- Computer Science
- Information Technology Support and Services.

Student entering chosen career pathway must complete one of the following foundation courses:

- Information Technology Fundamentals or
- Programming Foundations.

This cluster:

- Educates students on career opportunities that are available in every sector of business and industry.
- Cultivates personal skills such as problem-solving, critical thinking, organization, and the ability to practice ethical behavior.

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### EMPLOYMENT AND SALARY DATA FOR INFORMATION TECHNOLOGY

- Total Statewide Employment - 3,795
- 12 Total Occupations
- 9 High Demand / High Wage Occupations (75%)
  - Computer Network Architects
  - Software Developers, Applications
  - Software Developers, Systems Software
- Average Entry Salary - \$47,965
- Average Salary - \$79,363
- Average Experienced Salary - \$127,005
- Top 10 Occupation Mean Earnings - \$84,608
- Annual Openings - 3,725

\*Data obtained from Alabama Department of Labor - Labor Market Information Division

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### INFORMATION TECHNOLOGY

#### Middle School Course Offerings

- Exploring Information Technology Careers
- Introduction to Cybersecurity
- Introduction to Programming

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INFORMATION TECHNOLOGY		
<b>CYBERSECURITY AND NETWORKS</b> FOUNDATION Information Technology Fundamentals Programming Fundamentals  QUALIFICATION Cybersecurity I Cybersecurity II Fundamentals of Operating Systems Basic Networking Network Fundamentals Network Security Fundamentals	<b>INFORMATION TECHNOLOGY SUPPORT &amp; SERVICES</b> FOUNDATION Information Technology Fundamentals Programming Fundamentals  QUALIFICATION User and Helpdesk Computer Hardware and Troubleshooting Fundamentals of Operating Systems User Customization Software Fundamentals Software Support and Services	<b>COMPUTER SCIENCE</b> FOUNDATION Information Technology Fundamentals Programming Fundamentals  QUALIFICATION Virtual Machines Computer Architecture and Organization Object-Oriented Programming Object-Oriented Programming II Programming Design and Development Basic Systems
<b>Lower Pathway Report in Information Technology</b> IT I & II in Information Technology Basic Security	<b>Lower Pathway Report in Information Technology</b> IT I & II in Information Technology Basic Security	<b>Lower Pathway Report in Information Technology</b> IT I & II in Information Technology Basic Security

\*Course content is based on the State Student Course Number (SCN) and is subject to change. For more information, visit the Alabama Department of Education website at [www.aed.net](http://www.aed.net).  
 Source: Alabama Department of Education, 2020-2021 School Year. All rights reserved. All other trademarks are the property of their respective owners.

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INFORMATION TECHNOLOGY CAREER READINESS INDICATORS		
Cybersecurity and Infrastructure	Information Technology Support & Services	Computer Science
<ul style="list-style-type: none"> <li>Onix-Certified Network Associate (CCNA)               <ul style="list-style-type: none"> <li>Routing and Switching</li> </ul> </li> <li>CompTIA IT Fundamentals</li> <li>CompTIA Linux+</li> <li>CompTIA Network+</li> <li>CompTIA Security+</li> <li>ITS 00104-Cloud Computing 602P</li> <li>ITS 00101-Networking</li> <li>TestOut Network Pro</li> <li>TestOut Security Pro</li> </ul>	<ul style="list-style-type: none"> <li>Cable Copper Network Cabling Specialist</li> <li>Cable Fiber Network Cabling Specialist</li> <li>Certified Electronics Technician (CETe)</li> <li>Certified Network Computer Technician</li> <li>CompTIA A+</li> <li>ITS 00101-Device Configuration and Management</li> <li>ITS 00102-Network Security</li> <li>TestOut PC Pro</li> <li>TestOut Linux Pro</li> <li>TestOut Routing and Switching Pro</li> </ul>	<ul style="list-style-type: none"> <li>Certified Internet Web (CIW) - Associate Specialist</li> <li>ITS 00105-Software Development</li> <li>ITS 00106-Java</li> <li>ITS 00102-JavaScript</li> <li>ITS 00103-Python</li> <li>ITS 00106-HTML5 Application Development</li> <li>Microsoft Office-Excel Expert 2019/365</li> <li>Microsoft Office-Access Expert 2019/365</li> <li>Oracle Certified Associate (OCA) - Java Programmer</li> </ul>

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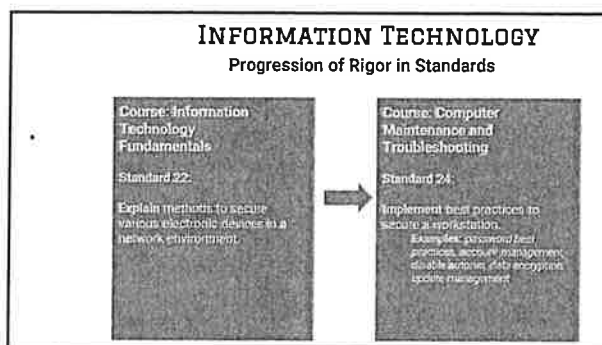
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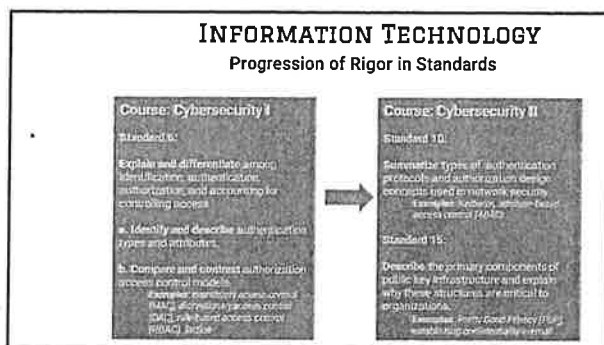
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## Slide 22

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- 2      @amanda.dykes@alex.state.al.us Should the text be in bold? The text in the middle may be hard to read on the PowerPoint.  
Lee Ann Pessoney, 10/19/2021
- 2      Lee Ann's suggestion would help.  
Cathie Wilbourne, 10/19/2021
- 1      Again, this is NOT a slide. This is from the program guide/CRI document. There is not updating it in a slide show. You need to get with @ndean@alex.state.al.us and Charles.  
Amanda Dykes, 10/25/2021
- 1      I'm afraid this slide will not be legible to viewers. Perhaps choose one pathway as an example? Or if it's in board member packet -- refer to that?  
Cathie Wilbourne, 12/1/2021
- 1      @ndean@alex.state.al.us  
Lee Ann Pessoney, 12/1/2021



**INFORMATION TECHNOLOGY**  
Progression of Rigor in Standards

**Course: Programming Foundations**

**Standard 6:**  
Explain how data is represented, manipulated and stored in a computer.

**Standard 15:**  
Evaluate algorithms based on given designs to discuss their efficiency, correctness, and clarity.  
*Examples: analyzing and comparing recursive and iterative methods; making inputs to data and analyzing complexity.*

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**Course: Artificial Intelligence**

**Standard 3:**  
Describe and write computer code using algorithmic and heuristic processes for artificial intelligence programs.  
*Examples: speech recognition, medical diagnostic algorithms, image classification and control systems.*

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**QUESTIONS  
FOR  
INFORMATION  
TECHNOLOGY**



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**TRANSPORTATION, DISTRIBUTION  
AND LOGISTICS**



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## TRANSPORTATION, DISTRIBUTION AND LOGISTICS

In the Transportation, Distribution and Logistics cluster, students choose one of six programs:

- Automotive Service Repair
- Diesel Equipment Technology
- Collision Repair Technology
- Aviation Technology
- Flight Technology (new)
- Distribution and Logistics

Hands-on training is especially important in the Transportation, Distribution and Logistics (TDL) cluster.

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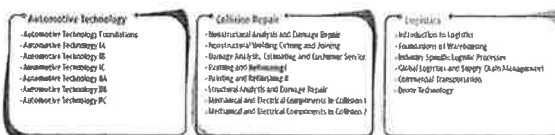
## EMPLOYMENT AND SALARY DATA FOR TRANSPORTATION, DISTRIBUTION AND LOGISTICS

- Total Statewide Employment – 179,100
- 62 Total Occupations
- 19 High Demand / High Wage Occupations (30.6%)
  - Transportation, Storage, and Distribution Managers
  - Air Traffic Controllers
  - Logisticians
- Average Entry Salary - \$30,180
- Average Salary - \$44,946
- Average Experienced Salary - \$66,696
- Top 10 Occupation Mean Earnings - \$74,792
- Annual Openings – 23,920

\*Data obtained from Alabama Department of Labor - Labor Market Information Division

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## TRANSPORTATION, DISTRIBUTION AND LOGISTICS PROGRAMS

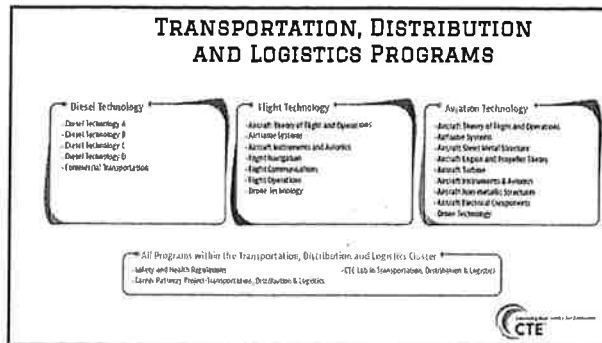


\* All Programs within the Transportation, Distribution and Logistics Cluster  
Safety and Health Requirements  
Career Pathway Program: Transportation, Distribution & Logistics  
CTE Lab in Transportation, Distribution & Logistics



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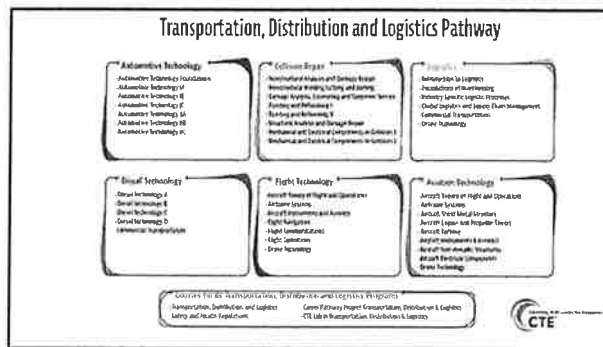
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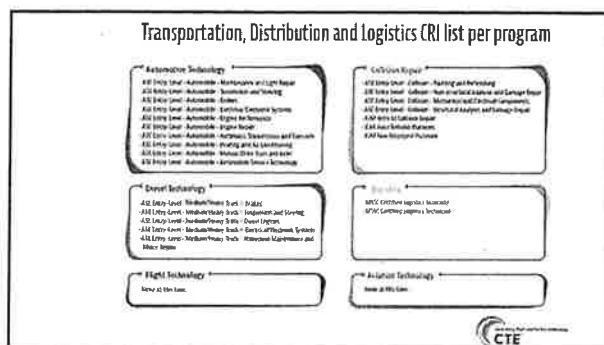
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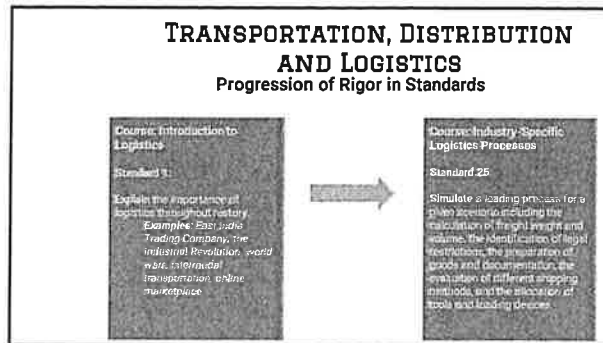
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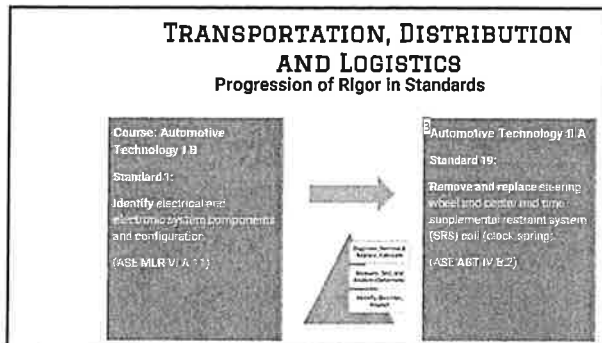
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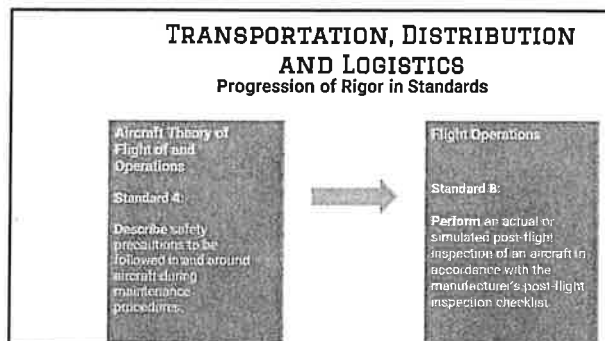
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## Slide 35

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- 3 I took out the second standard. The ASE number is correct for the standard you're discussing. I'm putting a reminder in your comment box, at the beginning, so you can explain ASE whenever you think it fits. Thanks so much for your help!
- Cathie Wilbourne, 12/3/2021



**TRANSPORTATION, DISTRIBUTION  
AND LOGISTICS**  
Progression of Rigor in Standards

<p><b>Non-Structural Analysis and Damage Repair</b></p> <p><b>Standard 15:</b></p> <p>Prepare a panel for body filler by abrading or removing the coatings. (ASE III.D.1 HP-4)</p>		<p><b>Painting and Refinishing I</b></p> <p><b>Standard 13:</b></p> <p>Apply primer sealer to the area being refinished. (ASE II.B.19 HP-4)</p>
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**QUESTIONS  
FOR  
TRANSPORTATION,  
DISTRIBUTION  
AND LOGISTICS**



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**THANK YOU**

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**RESOLUTION TO APPROVE NOMINATIONS FOR TWO OPEN  
POSITIONS ON THE AL SCH OF FINE ARTS BOARD OF TRUSTEES**



**RESOLUTION TO APPROVE NOMINATIONS FOR  
TWO OPEN POSITIONS ON THE  
ALABAMA SCHOOL OF FINE ARTS BOARD OF TRUSTEES**

**WHEREAS**, the *Code of Alabama (1975)*, Section 16-26B-4, states that as terms of board members of the Alabama School of Fine Arts Board of Trustees expire that the school shall recommend to the State Superintendent of Education and the Alabama State Board of Education qualified persons for appointment to the Board; and

**WHEREAS**, said statute also requires the Alabama School of Fine Arts to submit the names of qualified persons for appointment to the board in order of preference; and

**WHEREAS**, the Alabama School of Fine Arts has submitted for consideration and approval via the attached information the names of individuals nominated for two open positions on its Board of Trustees in order of preference with biographical information on the top nominee for each open position:

**NOW, THEREFORE, BE IT RESOLVED**, That the Alabama State Board of Education does hereby approve the recommendations submitted for the two open positions on the Alabama School of Fine Arts Board of Trustees.

Done this the 13th day of January 2022





PUBLIC EDUCATION WITH PASSION

DATE: November 18, 2021

TO: Dr. Eric Mackey, State Superintendent  
AL State Department of Education  
Superintendent's Office  
Gordon Persons Building  
Montgomery, Alabama 36104

FROM: Dr. Tim Mitchell, President 

RE: Nominations for Vacancies  
Alabama School of Fine Arts Board of Trustees

Attachments: 2

On behalf of the Alabama School of Fine Arts Board of Trustees, I hereby submit the below list of individuals nominated for two open positions on the board with terms to commence as soon as the nominations are approved.

As required by Code of Alabama, Sec. 16-26B-4, we have provided three names in order of our preference for each position. As has been approved prior practice, please also find the attached listing of the names of our strongly preferred candidates for each position along with biographical information. The Board has determined that these individuals are qualified, able and willing to serve.

Alabama School of Fine Arts Board of Trustees recommends the following candidates for the openings:

Open Position I:

1. Nelvin Short
2. Lori Lein
3. Lisa Paden Gaines

Open Position II:

1. Lori Lein
2. Nelvin Short
3. Lisa Paden Gaines

Thank you for your time and consideration in this request. We look forward to your final decisions. If I can be of further assistance in this process, please do not hesitate to contact me at below address, phone number, or by email: [tmitchell@asfa.k12.al.us](mailto:tmitchell@asfa.k12.al.us).



## NELVIN L. SHORT

204 Ledge Circle · Birmingham, Alabama 35242  
205.602.6322 · [Nelvin.Short@birminghamal.gov](mailto:Nelvin.Short@birminghamal.gov)

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### Professional Summary

Accomplished hands-on information technology professional with over 20 years of extensive Telecommunications and Computer/Data Networking experience. Excellent relationship management, collaboration, presentation and communication skills across all business levels. Results driven with strong aptitude for identifying and resolving business and technical challenges. Accomplished in creating solutions that meet the needs of the business and budget requirements.

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### ADDITIONAL SKILLS AND STRENGTHS

Team Leadership and Management Experience	Technical, Product, Sales and Service Training
Cross Functional Team Building/Leadership	Customer Service and Retention Management
Highly Diverse, Industry-Technical Knowledge	Total Account Relationship Management

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### Education

Bachelor of Arts, History  
*University of Alabama at Birmingham*

April 1993

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### Professional Experience

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#### DEPUTY DIRECTOR OF IMS – OPERATIONAL TECHNOLOGY

May 2016 - Present

City of Birmingham · Information Management Services · Birmingham, AL

- Provide leadership, and direction to a team of 13 telecommunications, networking, audio, video and public safety professionals
- Manage \$5 million budget
- Direct the daily management of fiber based wide area network Ethernet services that include speeds up to 10Gbps.
- Direct the daily management and support of over 1100 mobile devices inclusive of mobile device management application Air Watch.
- Ensure our telecommunication services are secure, reliable, and adequate to support the needs of all City of Birmingham employees
- Support over 2500 end users of legacy voice and cisco VOIP system
- Manage two-way radio system which supports 900 end users
- Manage private Motorola radio network with over 2000 subscriber units
- Manage entertainment TV services provided by several different vendors
- Write technical requirements for request for proposals, review and evaluate proposals, negotiate contracts

#### TECHNICAL ACCOUNT MANAGER

Aug 1996 – May 2016

BellSouth Telecommunications/AT&T · Birmingham, AL

- Managed a team of professionals that supported the account management processes for AT&T services, Inclusive of IP Services, Security Services, and next generation emerging technologies



- Designed, sold and implemented legacy data networks such as CDS, X25, Point to Point and Multipoint Synchronet (19.2kb) and Point to Point and multipoint Megalink (T-1, 1.544Mbps)
- Designed, sold and implemented fiber based Ethernet wide area networks
- Providing training for, sold and implemented Nortel key systems and PBX systems
- Completed Cisco CCNA technical and sales training
- Certified to provide wholesale services to CLEC's and IXC's which sold services directly to end users
- Skilled on frame relay, ISDN and incremental legacy data services
- Expert on Centrex, PRL, and incremental legacy voice services
- Highly knowledgeable in multiple next generation network solutions:
  - Cloud Technologies,
  - Internet of Things Technologies,
  - Security Technologies,
  - Hosting Technologies,
  - Cellular Mobile Technologies.

#### **FIELD REPRESENTATIVE**

**December 1992 - 1996**

Nabisco · Birmingham, Alabama

- Account Management of Nabisco Products for Retail Clients

#### **CLIENT SUPPORT SPECIALIST**

**December 1988 - 1992**

United Parcel Service · Birmingham, Alabama

- Provided Support for Field Representatives.

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#### **COMMUNITY INVOLVEMENT**

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2005 Graduate Leadership Shelby County  
 2004 Project Corporate Leadership Graduate  
 Alpha Phi Alpha Fraternity, Incorporated



## Lorelei (Lori) Lein

### General Counsel



#### **Email Lori**

Lori joined the League's legal department in 2001, bringing with her a solid background in local government issues after practicing law in Montgomery, Alabama, where her primary clients were county officials. In addition, she gained in-depth experience working with the state legislature while serving as a legislative analyst for the Alabama Legislative Reference Service for two years. Lori presently serves as the League's General Counsel and is responsible for advising municipal officials and employees from over 400 member cities and towns. She also works closely with the League's state and federal legislative agenda and is a frequent speaker on issues relating to municipal law in Alabama.

Originally from Las Cruces, New Mexico, Lori received a bachelor of science degree from Auburn University's College of Engineering in Textile Management and Technology in 1992 and then returned to New Mexico and earned her law degree from the University of New Mexico School of Law in 1996. She is licensed to practice law in Alabama, New Mexico and Colorado. Additionally, she is a member of the International Municipal Lawyers Association (IMLA), the Alabama Association of Municipal Attorneys (AAMA) and the American Bar Association.

Lori and her husband, Greg, Director of Alabama State Parks, are the proud parents of Brennan Lein. They reside in Montgomery but spend as much time as possible hiking, camping, canoeing and enjoying the outdoors.





Lisa Paden Gaines

Lisa has to look no further than the Virginia Samford Theatre to recall when her lifelong love and support of the arts began.

After all, it was at the Southside theater where her career as an actor started when she was just 15 years old.

"I was raised here," she said, referring to the Virginia Samford Theatre, which will celebrate its 10-year anniversary after major renovations this month. "It was here that I got hooked on theater."

The Virginia Samford Theatre, where she remains active today, is where she met her husband, Rad, and discovered her love not just for theater but for the arts in general.

"I've met some of the coolest people," she said of her involvement in the Birmingham arts scene. "I've made great friends. It's really just a bonding experience."

One person she'll never forget, nor will most supporters of the Virginia Samford Theatre, is the late James F. Hatcher. He was director of the theater for many years.

"Like most girls, I was into ballet," she said. "I studied with Hatcher, and he needed dancers for the production of 'Kismet.'"

Lisa was one of six cast for the production of the musical. The experience gave her a lifelong attachment to the theatre and the start of her career in the arts.

She went on to study ballet at the Alabama School of Fine Arts. At the time, the school didn't even have a campus. Thanks to Hatcher, the school used the Virginia Samford Theatre.

Lisa later went to the University of Alabama in a new program where she studied theatre and dance. The program took her to New York and beyond, but in the end, she was back in Birmingham working with mentor Hatcher at the Virginia Samford Theatre.

Though she hasn't performed in two years, Lisa isn't retired, and she's certainly still active in the arts scene. In addition to her work with the Virginia Samford Theatre, she's also involved with the Red Mountain Theatre Company, the Alabama School of Fine Arts and the NALL Foundation, to name a few.



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**RESOLUTION IN RECOGNITION OF JANUARY 2022 AS GIFTED  
EDUCATION MONTH IN ALABAMA SCHOOLS**



## **RESOLUTION IN RECOGNITION OF JANUARY 2022 AS “GIFTED EDUCATION MONTH” IN ALABAMA SCHOOLS**

**WHEREAS**, the Alabama State Board of Education and the Alabama State Department of Education recognize and support the special needs of students in gifted education; and

**WHEREAS**, the Alabama Association for Gifted Children has designated January as Gifted Education Month; and

**WHEREAS**, gifted children can be found in all ethnic, socioeconomic, and cultural groups, as well as provide our state with a vast resource for potential leadership and innovation in all areas of society; and

**WHEREAS**, gifted students have special needs in the following areas: intellectual, academic, and creativity; and

**WHEREAS**, providing rigor, challenge, and acceleration in the classroom for Alabama’s gifted students is vital to ensuring their intellectual, social-emotional, and academic development for college and career readiness:

**NOW, THEREFORE, BE IT RESOLVED**, That gifted programs are an essential component of K-12 public education in Alabama; and

**BE IT FURTHER RESOLVED**, That the Alabama State Board of Education does hereby express its appreciation to gifted coordinators, gifted specialists, classroom teachers, and administrators for their efforts to support gifted education programs in Alabama public schools; and

**BE IT FURTHER RESOLVED**, That the Alabama State Board of Education does hereby designate January 2022 as Gifted Education Month and declares this year’s theme as Launching New Directions in Gifted Education in Alabama public schools.

Done this 13th day of January 2022



**RESOLUTION TO APPROVE RECOMMENDATIONS OF THE STATE  
TEXTBOOK COMM FOR ADOPTION OF CTE CLUSTERS-BUS  
MANAGE AND ADMIN, FINANCE, MARKET, MANUFACT, AND  
W-B LEARNING**



**RESOLUTION TO APPROVE RECOMMENDATIONS OF THE STATE  
TEXTBOOK COMMITTEE FOR ADOPTION OF TEXTBOOKS FOR  
CAREER AND TECHNICAL EDUCATION CLUSTERS: BUSINESS  
MANAGEMENT AND ADMINISTRATION, FINANCE, MARKETING,  
MANUFACTURING, AND WORK-BASED LEARNING**

**WHEREAS**, the Alabama State Textbook Law provides for the adoption of textbooks by the Alabama State Board of Education, the same to be adopted from recommendations made by the State Textbook Committee; and

**WHEREAS**, the State Textbook Committee has made its recommendations in keeping with said law; and

**WHEREAS**, the State Textbook Committee has worked long and hard hours in making such recommendations; and

**WHEREAS**, in accordance with said law, the Alabama State Board of Education received the recommendations at its December 9, 2021, meeting and 30 days prior notice of the date of consideration by the Alabama State Board of Education was given to news media:

**NOW, THEREFORE, BE IT RESOLVED**, That the Alabama State Board of Education extends thanks to the State Textbook Committee and to all those who have worked to prepare the attached recommendations; and

**BE IT FURTHER RESOLVED**, That the attached recommendations for the adoption of textbooks for Career and Technical Education are approved.

Done this 13th day of January 2022



**RESOLUTION TO APPROVE RECOMMENDATIONS OF THE  
STATE TEXTBOOK COMM FOR ADOPTION OF TEXTBOOKS FOR  
ENGLISH LANGUAGE ARTS**



**RESOLUTION TO APPROVE RECOMMENDATIONS OF THE STATE  
TEXTBOOK COMMITTEE FOR ADOPTION OF TEXTBOOKS FOR  
ENGLISH LANGUAGE ARTS**

**WHEREAS**, the Alabama State Textbook Law provides for the adoption of textbooks by the Alabama State Board of Education, the same to be adopted from recommendations made by the State Textbook Committee; and

**WHEREAS**, the State Textbook Committee has made its recommendations in keeping with said law; and

**WHEREAS**, the State Textbook Committee has worked long and hard hours in making such recommendations; and

**WHEREAS**, in accordance with said law, the Alabama State Board of Education received the recommendations at its December 9, 2021, meeting and 30 days prior notice of the date of consideration by the Alabama State Board of Education was given to news media:

**NOW, THEREFORE, BE IT RESOLVED**, That the Alabama State Board of Education extends thanks to the State Textbook Committee and to all those who have worked to prepare the attached recommendations; and

**BE IT FURTHER RESOLVED**, That the attached recommendations for the adoption of textbooks for English Language Arts are approved.

Done this 13th day of January 2022



**RESOLUTION PROCLAIMING FEBRUARY 1-28, 2022, AS  
ALABAMA CTE MONTH**



**RESOLUTION PROCLAIMING FEBRUARY 1-28, 2022  
AS ALABAMA CAREER AND TECHNICAL EDUCATION MONTH**

**WHEREAS**, Alabama's career and technical education programs have become a rigorous and vital part of the total educational system, which is committed to providing students with rewarding opportunities to gain valuable academic, career, and life skills; and

**WHEREAS**, Alabama's career and technical education builds collaborative connections among education and workforce development in support of a healthy Alabama economy; and

**WHEREAS**, Alabama's career and technical education programs are successfully partnering with international business and industry to ensure students are equipped with communication and leadership skills required for college and career success; and

**WHEREAS**, Alabama's career and technical education programs are continually providing students with opportunities to gain valuable hands-on experience through apprenticeships and internship programs; and

**WHEREAS**, Alabama's career and technical education programs are preparing students for "a lifetime of success" by providing them opportunities to earn industry recognized credentials, workplace experience, and college credit while still enrolled in high school; and

**WHEREAS**, the State Superintendent of Education recommends approval:

**NOW, THEREFORE, BE IT RESOLVED**, That the Alabama State Board of Education does hereby proclaim February 1-28, 2022, as Alabama Career and Technical Education Month and encourages local boards of education, schools, business professionals, and community organizations to participate in this celebration through activities that demonstrate the importance of Alabama's career and technical education programs and their positive impact on student achievement.

Done this 13th day of January 2022