

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, AUGUST 11, 2022, 11 A.M. OR IMMEDIATELY FOLLOWING
THE ALABAMA STATE BOARD OF EDUCATION MEETING
PLAZA 103 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101**

AGENDA

1. Superintendent Updates
 - a. FY 2024 Foundation Program Appropriation Request Updates
 - b. Alabama Career Development Model
 - c. Alabama Multi-Tier System of Supports
 - d. PowerSchool Updates
 - e. Elementary Mathematics Task Force
2. Board Questions
3. Alabama State Department of Education Fiscal Year 2023 Operating Budget
4. Resolution to Approve an Educator Preparation Program, University of Montevallo
5. Announce intent to Adopt Amended Alabama Administrative Code Rule 290-3-1-.02, Pertaining to Regulations Governing Public Schools
6. Resolution of Distinguished Recognition, 2021 Alabama School Counseling Program of Distinction, Amanda Blake and Sheniqua Roberson, School Counselors, Daphne Middle School, Baldwin County School System, State School Board District One
7. Resolution of Distinguished Recognition, 2021 Alabama School Counseling Program of Distinction, Summer Davis, Kristy Elderkin, and Katryna Kinn, School Counselors, E. R. Dickson Elementary School, Mobile County School System, State School Board District One
8. Resolution of Distinguished Recognition, 2021 Alabama School Counseling Program of Distinction, Carissa Davis and Janie Evans, School Counselors, J. Larry Newton Elementary School, Baldwin County School System, State School Board District One
9. Resolution of Distinguished Recognition, 2021 Alabama School Counseling Program of Distinction, Shannon Parker, School Counselor, Malachi Wilkerson Middle School, Birmingham City School System, State School Board District Four
10. Resolution of Distinguished Recognition, 2021 Alabama School Counseling Program of Distinction, Brandi Shanklin, Latonya Jemison, And Emily Woodroof, School Counselors, Hillcrest High School, Tuscaloosa County School System, State School Board District Four
11. Proclaiming October 2022 as Statewide Parent Engagement Month in Alabama
12. Resolution in Support of Military Families
13. Alabama Public Charter School Nominees

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.alabamaachievers.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.

FY 2024 FOUNDATION PROGRAM APPROPRIATION REQUEST UPDATES

Alabama State Department of Education
ETF Budget Request Worksheet - FY 2023 ENACTED

Line Item	FY 2022		FY 2023		FY 2023 Appropriation	Over (Under) FY 22 Appropriation
	Appropriation	ALSDE Request				
Administrative Services Program						
SDE Operations and Maintenance	\$ 27,816,618	\$ 27,816,618	\$ 30,650,156	\$ 2,833,538		
Children First Trust Fund	3,050,000	3,050,000	3,050,000	-		
ACCESS - Distance Learning	20,165,768	23,665,768	20,165,768	-		
Advanced Placement	9,421,179	11,421,179	11,421,179	2,000,000		
Alabama Holocaust Commission	95,000	95,000	95,000	-		
Alabama Math, Science, and Technology Initiative	30,299,318	33,299,318	33,299,318	3,000,000		
*Alabama Numeracy Act	-	-	\$ 15,000,000	15,000,000		
* Teachers in Residence (TIRs)	-	-		\$ -		
* Building Based Coaches for LS1 schools	-	8,500,000		\$ -		
Alabama Reading Initiative	80,239,601	85,239,601	\$ 94,239,601	14,000,000		
Certified Academic Language Therapist Stipend Program	600,000	600,000	\$ 600,000	-		
Arts Education	1,500,000	1,700,000	\$ 1,700,000	200,000		
Children's Eye Screening and Follow-Up Eye Care	2,946,460	2,946,460	\$ 2,896,460	(50,000)		
CLAS Certified Instructional Leader Program	548,000	548,000	\$ 548,000	-		
Computer Science For Alabama (CS4AL) Program	2,000,000	3,000,000	\$ 3,000,000	1,000,000		
Woolley Institute for Spoken Language Education (formerly Ear Institute	535,000	535,000	\$ 610,000	75,000		
Special Education Licensed Interpreters Deaf/Hard Hearing Teachers	8,500,000	8,500,000	\$ 8,500,000	-		
English Language Learners (ELL)	14,155,334	16,155,334	16,155,334	2,000,000		
High Needs Special Education Grant Program	17,400,000	17,400,000	\$ 17,400,000	-		
Juvenile Probation Officers	750,000	750,000	\$ 750,000	-		
Local School/System Improvement (At-Risk)	9,940,633	9,940,633	\$ 12,040,633	2,100,000		
Military Children Support Plan	800,000	800,000	\$ 800,000	-		
* Purple Star Schools	-	200,000		\$ -		
* Troops to Teachers	-	400,000		\$ -		
Online High-Speed Teacher Certification Portal	-	450,000	\$ 450,000	450,000		
School Safety, Security and Climate				\$ -		
* Regional Safety Training Specialists	800,000	800,000	\$ 800,000	-		
* Mental Health Collaborative (Training)	250,000	250,000	\$ 250,000	-		
* Mental Health Service Coordinator Program	4,530,000	6,030,000	\$ 6,190,000	1,660,000		
* Bullying Prevention Project	3,000,000	3,000,000	\$ 3,000,000	-		
State Charter School Commission	400,000	400,000	\$ 400,000	-		
New Schools for Alabama	400,000	400,000	\$ 400,000	-		
Student Assessment	19,405,117	30,864,276	\$ 19,405,117	-		
Tenure Personnel Hearings	200,000	200,000	\$ 200,000	-		
Total Administrative Services Program	259,748,028	298,957,187	304,016,566	44,268,538		
Financial Assistance Program				\$ -		
Alabama Baseball Coaches Association	75,000	75,000	\$ 100,000	25,000		

Alabama State Department of Education
ETF Budget Request Worksheet - FY 2023 ENACTED

Line Item	FY 2022	FY 2023	FY 2023	Over (Under) FY 22 Appropriation
	Appropriation	ALSDE Request	Appropriation	
Alabama Football Coaches Association	125,000	125,000	\$ 125,000	\$ -
Alabama Teacher Mentor Program	4,000,000	4,000,000	\$ 4,000,000	\$ -
Career Tech Initiative	19,292,239	19,292,239	\$ 25,167,239	\$ 5,875,000
Children's Hospital	703,546	703,546	\$ 703,546	\$ -
Coach Safely Initiative	700,000	700,000	\$ 700,000	\$ -
Early Childhood Classroom Assessment	2,750,000	2,750,000	\$ 2,750,000	\$ -
Remote Learning Hub Pilot	2,000,000	2,000,000	\$ 2,000,000	\$ -
Vaping Education Program	100,000	100,000	\$ 150,000	\$ 50,000
Healthy Eating, Active Living (HEAL, Inc.)	625,000	625,000	\$ 750,000	\$ 125,000
Helping Families Initiative	2,000,000	2,000,000	\$ 2,300,000	\$ 300,000
High Hopes for Alabama Students	8,680,287	8,680,287	\$ 9,980,287	\$ 1,300,000
Hudson Alpha Institute	1,000,000	1,000,000	\$ 1,000,000	\$ -
Jobs for Alabama's Graduates	1,550,742	4,550,742	\$ 2,550,742	\$ 1,000,000
Marketing Campaign for Teachers	-	1,000,000	\$ 800,000	\$ 200,000
Liberty Learning Foundation	325,000	325,000	\$ 600,000	\$ 275,000
National Board for Professional Teaching Standards	13,712,908	13,712,908		
National Board Certification of Teachers	750,000	1,500,000	\$ 1,500,000	\$ 750,000
Professional Development/Computer Training				
* Middle School Computer Programming Initiative	613,907	613,907	\$ 613,907	\$ -
* PD of Educators on SpEd	188,907	188,907	\$ 188,907	\$ -
* Principal Mentoring Program	438,907	438,907	\$ 438,907	\$ -
* Computer Science Professional Development	300,000	300,000	\$ 300,000	\$ -
* Technology In Motion Program	857,192	2,357,192	\$ 2,357,192	\$ 1,500,000
Robotics Grant Program	850,000	850,000	\$ 1,000,000	\$ 150,000
Alabama Scholars Bowl TV Show	65,000	65,000	\$ 100,000	\$ 35,000
Southern Research Institute	1,000,000	1,000,000	\$ 1,000,000	\$ -
Southwest School of Deaf and Blind	198,865	198,865	\$ 198,865	\$ -
Special Education Pre-School Program	17,623,062	37,623,062	\$ 27,623,062	\$ 10,000,000
Special Education Certified Behavior Analyst Program	-	8,500,000	\$ 8,500,000	\$ 8,500,000
Special Education Teacher Incentive Stipend	-	68,000,000		\$ -
Symphony in Education Program	100,000	100,000	\$ 100,000	\$ -
Teach for America	822,000	822,000	\$ 822,000	\$ -
Teacher-in-Service Centers	2,959,080	3,509,080	\$ 3,509,080	\$ 550,000
Technology Infrastructure	-	-		\$ -
Total Financial Assistance Program	84,406,642	187,706,642	115,641,642	\$ 31,235,000
Gifted Students Program	4,875,000	14,875,000	\$ 9,850,000	\$ 4,975,000
Reading is Fundamental Program	30,000	30,000	\$ 30,000	\$ -
American Village	375,000	375,000	\$ 1,275,000	\$ 900,000

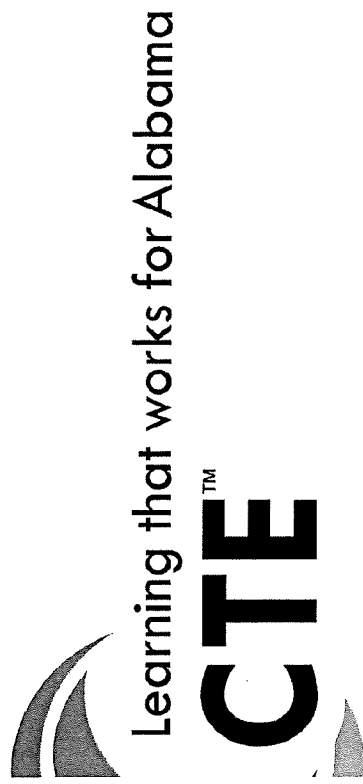
Alabama State Department of Education
ETF Budget Request Worksheet - FY 2023 ENACTED

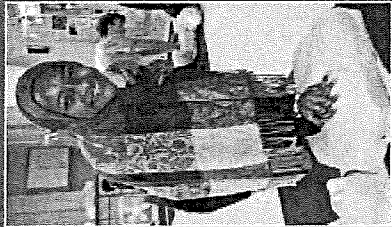
Kindervision	Line Item	FY 2022	FY 2023	FY 2023	Over (Under) FY 22 Apt.
		Appropriation	ALSDE Request	Appropriation	
Future Teachers of Alabama		100,000	100,000	\$ 200,000	\$ -
Liability Insurance Program		250,000	250,000	\$ 250,000	\$ -
Alabama Science in Motion Program		10,000,000	10,000,000	\$ 12,500,000	\$ 2,500,000
Local Education Agencies		1,583,796	2,583,796	\$ 2,583,796	\$ 1,000,000
Foundation Program					\$ -
Teacher Stabilization Program		4,012,727,454	4,347,760,685	\$ 4,235,029,022	\$ 222,301,568
Math and Science Teacher Salary Matrix		95,399,783	-		\$ (95,399,783)
Transportation - Fleet Renewal		50,000,000	125,000,000	\$ 80,000,000	\$ 30,000,000
Transportation - Operations		48,495,657	59,904,000	\$ 49,754,103	\$ 1,258,446
At-Risk		331,941,251	335,990,168	\$ 355,984,799	\$ 24,043,548
Current Units		19,567,734	19,567,734	\$ 20,967,734	\$ 1,400,000
Board of Adjustment		2,000,000	2,000,000	\$ 2,000,000	\$ -
School Nurses		750,800	750,800	\$ 750,800	\$ -
Career Tech Operations & Maintenance		40,672,957	100,672,957	\$ 49,579,875	\$ 8,906,918
Information Technology Services Program		7,000,000	8,000,000	\$ 8,000,000	\$ 1,000,000
		12,551,084	12,551,084	\$ 20,413,127	\$ 7,862,043
Total Local Education Agencies - ETF		4,621,106,720	5,012,197,428	4,822,479,460	201,372,740
Grand Total		\$ 4,982,475,186	\$ 5,527,075,053	\$ 5,268,826,464	\$ 286,351,278

ALABAMA CAREER DEVELOPMENT MODEL

Alabama Career Development Model

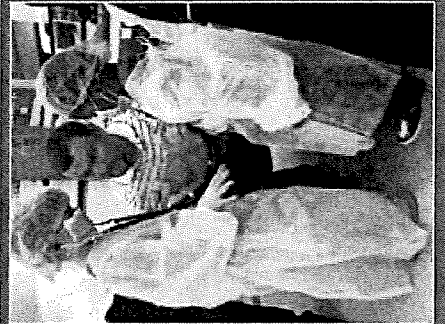
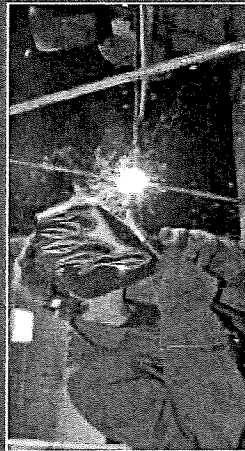
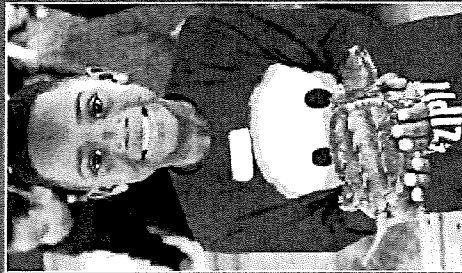
August 11, 2022





Alabama Career Development Model

Alabama Career and Technical Education / Workforce Development



Learning that works for Alabama
CTE



Alabama Career Development Model

Purpose:

- The Alabama Career Development Model is designed to provide all students enrolled in Grades K-12 in the Alabama educational system with the necessary knowledge, skills, and abilities to be engaged, employable citizens.



Alabama Career Development Model

Aligns with:

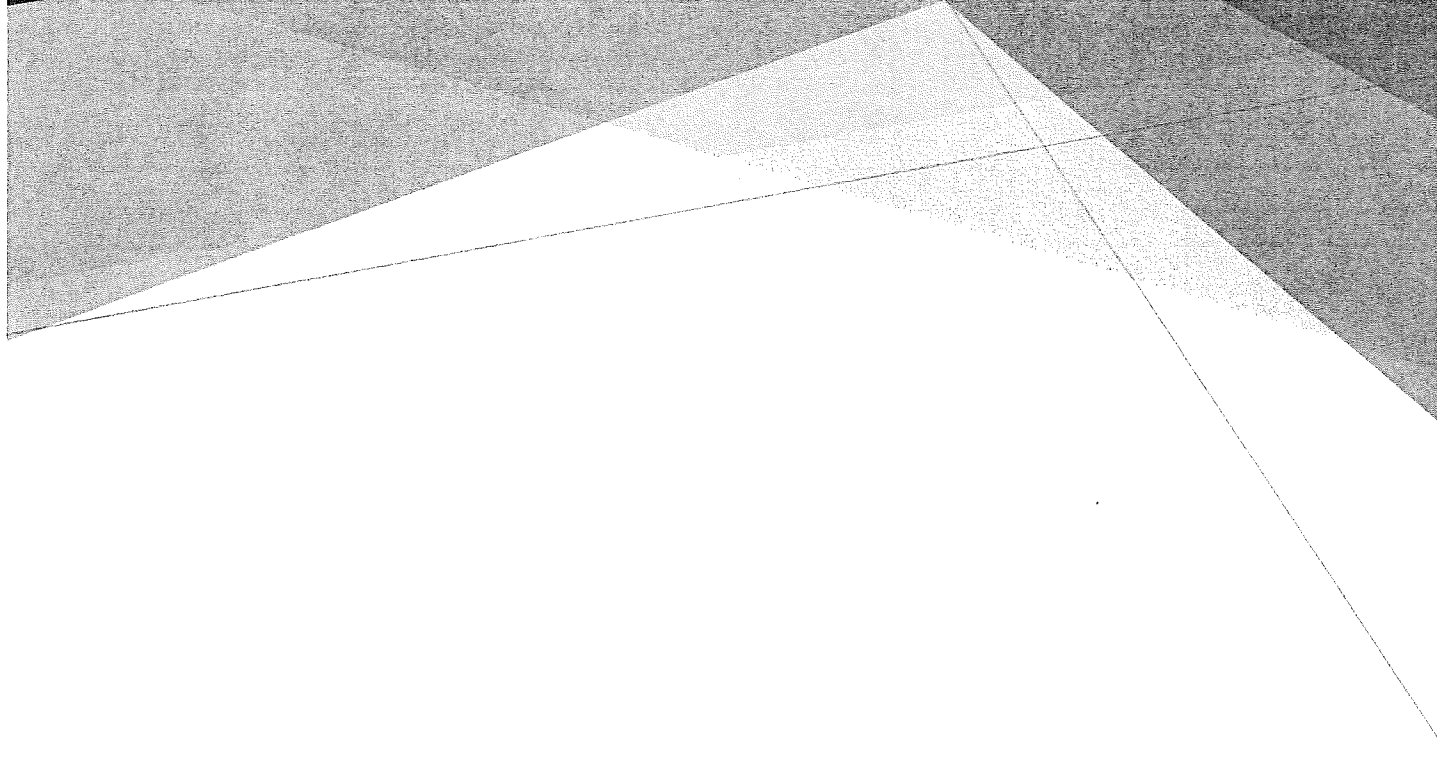
- Alabama Achieves Strategic Plan
 - Every Child. Every Chance.
Every Day.
- Comprehensive Counseling
and Guidance State Model for
Alabama Public Schools (2003)
- Alabama WIOA Combined Plan

Complements the work of the Alabama
Workforce Councils



Stakeholders

Amy Brabham, Ed.D.	City of Auburn, Economic Development
Antiqua Cleggett	Central Six AlabamaWorks! Alabama Workforce Council Region 4
Ashley Catrett	Crenshaw County Schools
Aubrey Carter	Alabama Power Company
Betty Weeden	Auburn City Schools
Beverly Price, Ed.D.	Alex City Schools
Chris Cox, Ph.D.	Alabama Community College System
Daniel Chesser	Auburn City Schools
David Wofford	Chickasaw City Schools
Debra Arnold	Montgomery Public Schools
Debra Wiggins	Pickens County Schools
Elizabeth Parkman	Lee County Schools
Keisha Matthews	Hale County Schools
Lynne Shelton	Hartselle City Schools
Nick Moore	Governor's Office of Education and Workforce Transformation
Mary Ila Ward	Horizon Point Consulting, Inc.
Sarah Mills	Alabama Department of Commerce
Tommy Coshatt	Alfa Insurance
Tiffany Yelder	Opelika City Schools
Tim McCartney	Alabama Workforce Council
Tyler Laye	Southern Union State Community College



- Uses the 16 career clusters as the basis of its career exploration approach
- Provides required targets and strategies organized by grade bands
 - Career Awareness: Grades K-5
 - Career Exploration: Grades 6-8
 - Career Preparation: Grades 9-12



Alabama Career Development Model

The Alabama Career Planning System provides:

- Reliable education and career planning resources for students and families
- Tools for educators
- Opportunities for business and industry to connect with the future workforce



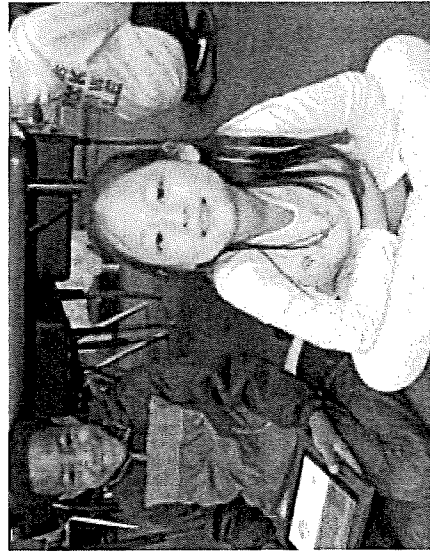
Alabama Career Development Model

CAREER AWARENESS ►► Elementary (Grades K-2 and 3-5)



During the early grades, students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies introduce students to various types of careers. At the elementary grades, it is important that student exposure includes a broad spectrum of career

ers, including careers that are nontraditional for underserved populations. The learning targets create opportunities that support academic rigor, knowledge, and skill development; social and emotional learning; and career readiness. Activities encourage students to stay on task, pay attention, and develop habits that will transfer to the world of work. The following career awareness section contains learning targets and strategies that can be utilized to assist schools in developing a career development plan that is aligned to the community and workforce needs.



Alabama Career Development Model

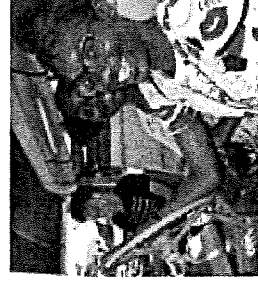
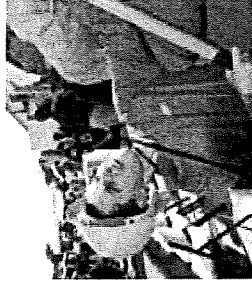
CAREER EXPLORATION ►► Middle (Grades 6-8)



With the help of their counselors and a career coach, students explore and investigate the 16 career clusters to discover which pathways and careers best align with their interests.

Through embedded classroom lessons and activities, students begin to develop personal education plans of study that will follow them each year. Career information and postsecondary education data are included in the planning

process. During this process, students take interest assessments, explore careers and available courses, and investigate multiple pathways. The goal is to create learning opportunities that support academic rigor, knowledge, and skill development; social and emotional learning; and career exploration. Career exploration activities are an integrated collection of assessments, skill sets, and services intended to define students' areas of interest which are aligned with core academic, technical, and employability skills. The following career exploration section contains learning targets and strategies that can be utilized to assist schools in developing a career development model that is aligned to the local community and workforce needs.



Alabama Career Development Model

CAREER PREPARATION ►► High School (Grades 9-12)



During career preparation, students refine their career goals and begin the necessary educational preparation needed to be productive citizens in a global economy. Various career preparation activities provide advanced, real-world experiences that help students link their career options and educational decisions. Students learn through coursework consistent with their career interest area, contextual learning, and career preparation while meeting academic standards. School counselors and career coaches help students and their families plan and prepare for postsecondary education and careers.

Alabama students are required to take a one-credit course titled, "Career Preparedness" during their academic experience. This course can be taken beginning in the eighth grade and must be successfully completed before graduation. The Career Preparedness course focuses on three integrated areas of instruction: academic planning and career development, financial literacy, and technology. Course content ranges from college and career preparation and computer literacy skills to ways to manage personal finances and reduce personal risk.

Individual academic advising sessions with parents, students, school counselors, and career coaches are held annually beginning in Grade 8. During these conferences, students and parents review the student's academic records and results from career assessments, discuss the student's education and career plans (including the high school four-year personal educational plan of study and the educational/career planning portfolio), and receive important educational and career planning information. These yearly advising sessions allow parents, students, and counselors to focus on identifying diploma options, selecting appropriate high school courses (including rigorous, higher-level courses), and helping students prepare for success in their lives after high school.

Career Preparation activities assist students in their academic readiness, connect students to a career cluster of interest, and better prepare them to seek a high-wage, high-skill, high-demand career. The goal of career preparation is to create learning opportunities that support academic rigor, knowledge, and skill development as well as social and emotional learning, while preparing students for success after graduation. Student coursework should be aligned with their academic, technical, and career preparation interests as they begin to develop employability skills. The following Career Preparation section contains learning targets and suggested strategies that can be utilized to assist schools in developing a local career development model.



Alabama Career Development Model Career Awareness (Grades K-5)

Elementary (Grades K-2)

Target 1: Career Fields
Introduce Students and Parents to the Career Clusters

Suggested Strategies:

- Compose a letter to parents introducing the career awareness process
- Communicate career planning initiatives to parents and families (brochures, newsletters, website, social media, open house, etc.)
- Invite parents and community members as career guest speakers (PTO/PTA)
- Explore career awareness through search engine results (Alabama Career Planning System- Kuder, My Next Move, etc.)

Target 2: Contextualized Academics
Introduce Career Clusters through Academic Subject Matter

Suggested Strategies:

- Embed career awareness activities in the core and elective curriculum through a career-focused education
- Social studies standards alignment examples:
 - Kindergarten: Describe roles of helpers and leaders
 - First Grade: Describe the role of money in everyday life
- Focus on each career cluster in a specific grade or subject
- Introduce community-based programs and/or organizations (PLTW, Code.org, 4-H, Chamber of Commerce, Economic Development)
- Explore work and service learning

Target 3: Career Awareness
Engage Students in Career Awareness Activities

Suggested Strategies:

- In classroom art projects which focus on careers
- Organize a "Visit Parents at Work" day
- Invite business and industry guest speakers to classrooms
- Identify personal traits and characteristics that may later link to career interests
- Produce employability skills
- Reduce awareness of nontraditional careers for under-represented populations
- Explore the career clusters
- Reduce and model leadership and character traits

Target 4: Out-of-School Time/Family Engagement
Engage Students and Families in Out-of-School Activities to Support Career Awareness

Suggested Strategies:

- Invite parents/family informational meetings and leadership classes
- Establish and/or utilize parent advisory councils, committees or parent organizations in after-school classes, clubs, or activities linked to school curriculum
- Create a school "hub" of activities for students, families, and community members
- Create family support groups and education classes to promote family learning, develop job skills, and address students' physical and mental health needs
- Develop local partners to cosponsor community and cultural events (health fair, heritage celebration, 4-H, 1 & Boy Scouts of America, Chamber of Commerce, Economic Development, etc.)
- Participate in family events and activities held at museums, libraries, zoos, state parks, etc.

Alabama Career Development Model Career Exploration (Grades 6-8)

Middle (Grades 6-8)

Target 1: Career Clusters/Career Pathways
Introduce Students and Parents to the 16 Career Clusters

Suggested Strategies:

- Communicate middle school 6-8 career exploration initiatives to parents and families (brochures, newsletters, social media, etc.)
- Plan college and career days
- Participate in career exploration through search engine tools (Alabama Career Planning System- Kuder, My Next Move, O-Net, etc.)
- Plan career-specific exploration days (Manufacturing Day, Health Occupation Day, Construction Day, etc.)
- Conduct student/parent workshops on course selection and registration
- Discuss current high-skill, high-wage, and high-demand jobs in Alabama

Target 2: Contextualized Academics
Deliver Core Academic Content through Subject Matter

Suggested Strategies:

- Embed career exploration activities in the core and elective curriculum through a career-focused education
- Focus on each career cluster in a specific grade or subject
- Incorporate a collaborative teaching model (core and elective content area)
- Promote involvement in community-based programs and/or organizations (Junior Achievement, Math Corps, Girls Who Code, Chamber of Commerce, etc.)
- Encourage participation in student competency-based activities (science fairs, Science Olympiad, robotics, etc.)

Target 3: Career Exploration
Continue to Acquire Knowledge about Careers, Postsecondary, and Employment Opportunities

Suggested Strategies:

- Take a field trip to a career discovery expo in your workforce region
- Visit the local CTE center or comprehensive high school (in person or virtually) to explore secondary course offerings
- Visit a local community college to explore and participate in hands-on learning related to career clusters
- Invite business and industry guest speakers, including nontraditional and under-represented populations, to discuss career options
- Conduct simplified mock interviews
- Plan job shadowing opportunities for students
- Encourage students to identify personal traits and characteristics that may later link to career interests
- Teach study skills and time management
- Incorporate employability skills and work ethics (teamwork skills, problem-solving skills, critical thinking skills, technological literacy, conflict resolution, etc.) into curriculum and lesson plans
- Explore and model leadership and character traits (study skills, time management, self-advocacy, public speaking)

Alabama Career Development Model Career Exploration (Grades 6-8)

Middle (Grades 6-8)

Target 4: Out-of-School Time/Family Engagement Engage Students and Families in Out-of-School Activities to Support Career Exploration

Suggested Strategies:

- Invite transitional events designed for students and families (activities held at feeder schools, tours at high schools, local community centers, and CTE centers, etc.)
- Plan and conduct parent workshops with families to identify and report back to school leadership
- Plan and conduct parent workshops for students and families to identify what high-level academic work looks like in each grade level, where to get help for students, discussion of Success Guides, homework help/tutoring, etc.)
- Plan and conduct parent workshops for parents and families that explain the college application process and financial aid
- Plan and conduct parent workshops on topics such as Career and Technical Education, Early College options, dual enrollment, concurrent enrollment, articulation, choosing a college, military career options, etc.
- Plan and conduct workshops that focus on standardized testing (PSAT, SAT, ACT, Work Keys) for parents and families
- Plan and conduct workshops for parents and families that explain the college application process and financial aid
- Encourage attendance at student-led leadership conferences/programs (National Honor Society, National Technical Honor Society, CTSD state and national leadership conferences)
- Encourage student involvement in college- and community-based programs and service learning opportunities

Target 5: Career Interest Inventories and Activities

Update and Utilize Career Planning Assessments to Finalize Post-Graduation Plans

Suggested Strategies:

- Assist students with identifying and solidifying their career interests and activities as aligned to their strengths and interests
- Administer and update career assessment inventories to students
- Interpret career assessment inventory results with students prior to the completion of the personal education plan of study (Alabama Career Planning System-Kuder, Career Matchmaker, etc.)
- Complete a career ability assessment
- Complete a work values inventory
- Plan and conduct a workshop on college applications and writing a college essay
- Orient students to apprenticeships and regional work-based learning options
- Discuss the importance of volunteer work (impact on the community, importance to employers; add to resume, etc.)
- Engage in real-life simulation activities (Monopoly, Life, Your Life, Your Money, etc.)

Target 5: Career Interest Inventories and Activities Utilize Career Planning Assessments

Suggested Strategies:

- Assist students with identifying career interests and activities that are aligned to academic strengths
- Administer career interest inventories and assessments using the Alabama Career Planning System
- Interpret career assessment inventory results with students and families prior to the completion of the four-year plan (Alabama Career Planning System (ACPS), Career Matchmaker, etc.)
- Complete a work values inventory

Target 7: Personal Education Plan of Study Develop a Personal Education Plan of Study

Suggested Strategies:

- Develop a personal education plan of study in Grade 8 under the supervision of the student's advisor, school counselor, or career coach
- Create student-driven career notebook/folder/portfolio
- The personal education plan of study should include the following components:
 - Personal Information
 - Career Goal(s)
 - Projected Job Openings
 - Education/Training Goal(s)
 - Assessment Results
 - Plan of Action
 - Career Awareness/Exploration
 - Work-based Learning
 - Course Selections
 - Career Options
 - Career Goals
 - Parent Consultation/Approval
- The plan will be revised/updated annually.

Alabama Career Development Model Career Preparation (Grades 11-12)

High School (Grades 11-12)

Target 4: Out-of-School Time/Family Engagement Engage Students and Families in Out-of-School Activities to Support Career Exploration

Suggested Strategies:

- Invite parent leaders to participate on college pathways and school leadership teams
- Invite parents and families to view student exhibits and presentations
- Plan academic focused workshops for families (postsecondary tests, applications, and timelines required for college; what high-level academic work looks like for postsecondary; post high school transition; homework help, etc.)
- Invite parents and families to postsecondary education fairs/open houses
- Plan and conduct parent workshops on topics such as Career and Technical Education, Early College options, dual enrollment, concurrent enrollment, articulation, choosing a college, military career options, etc.
- Plan and conduct workshops that focus on standardized testing (PSAT, SAT, ACT, Work Keys) for parents and families
- Plan and conduct workshops for parents and families that explain the college application process and financial aid
- Encourage attendance at student-led leadership conferences/programs (National Honor Society, National Technical Honor Society, CTSD state and national leadership conferences)
- Encourage student involvement in college- and community-based programs and service learning opportunities

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- Complete a career ability assessment
- Complete a work values inventory
- Plan and conduct a workshop on college applications and writing a college essay
- Orient students to apprenticeships and regional work-based learning options
- Discuss the importance of volunteer work (impact on the community, importance to employers; add to resume, etc.)
- Engage in real-life simulation activities (Monopoly, Life, Your Life, Your Money, etc.)

ources

The following are some resources to consider when developing your district's individual plan.

ALSDE Schoology Groups and Access Codes

Career Coaches CQ8T-P8ZF-3Q522
School Counselors JFT6-9RC2-JXFXJ
REACH Student Advisory 7BSD-X32J-D8GZW

ALSDE Work-Based Learning Manual

ADVANCE CTE State Leaders Connecting to Work

Expanding Middle School CTE to Promote Lifelong Learner Success
<https://careertech.org/resource/expanding-middle-school-cte>
Engage Parents and Learners – How to Promote Career and Technical Education
<https://careertech.org/recruitmentstrategies>
Resources to Engage Policymakers, Parents, and Stakeholders
<https://careertech.org/advocate>

Alabama Office of Apprenticeship (AOA)

[Alabama Office of Apprenticeship – "Linking Talent to Opportunity" \(alapprentice.org\)](https://alabamapartnership.org/)

Alabama Career Planning System (ACPS) Kuder Training Calendar

[Calendar - Kuder](#)

Alabama Community College System

[ACCS | Real. Life. Education.](#)

Alabama Workforce Council

AlabamaWorks!
<https://alabamaworks.com/resources/>

Association for Career & Technical Education (ACTE)

Career Exploration in Middle School: Setting Students on the Path to Success
<https://www.acteonline.org/career-exploration-in-middle-school-setting-students-on-the-path-to-success/>

Careeronestop

<https://www.careeronestop.org/Toolkit/toolkit.aspx>

College Board, SAT, PSAT, Scholarships

<https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/scholarships-and-recognition>

ining Plan

AASCD Curriculum and Instruction Bootcamps

Association for Career Technical Administration
(ACTA) Conference

MEGA Conference

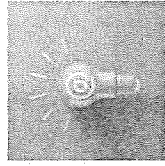
Alabama Association for Career and Technical
Educators (ALACTE) Conference

Career Coach Retreat

Next Steps



Finalize Document



Send to LEAs



Post to Website

Q & A



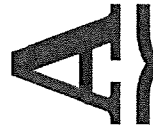
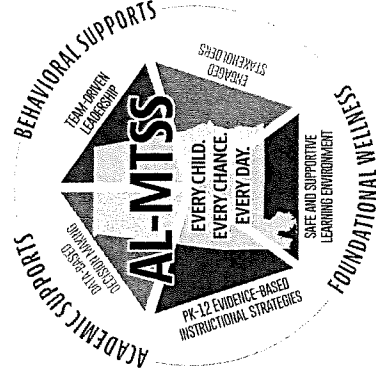
Contact Information

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cathy.lankford@alsde.edu

ALABAMA MULTI-TIER SYSTEM OF SUPPORTS

Alabama Multi-Tier System of Supports



ALABAMA STATE DEPARTMENT of EDUCATION

Why a Multi-Tier System of Supports

Alabama's Current Reality

**Statewide
Graduation Rate
2020-21**

90.63%

**Statewide
College & Career Readiness
2020-21**

75.78%

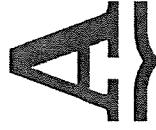
**Statewide
Mathematics Proficiency
2020-21**

21.99%

**Statewide
ELA Proficiency 2020-21**

45.39%

Source: [Alabama Department of Education \(Report Card \(2022\), Reporting Year 2020-21. \(2022\)](#)



ALABAMA STATE DEPARTMENT of EDUCATION

Why a Multi-Tier System of Supports

PRE-PANDEMIC/In-Person Instruction Prevalence of Behavioral Incidents, 2019-2020

Incident Description	Total Incidents
Fighting	16,715
Disobedience - Persistent, Willful	12,530
Defiance of Authority	12,529
Truancy/Unauthorized Absence	4,606

Source: Alabama Department of Education. (2021). Data Center: Discipline Reports, 2019-20.

PANDEMIC/Virtual or Hybrid Instruction Prevalence of Behavioral Incidents, 2020-2021*

Incident Description	Total Incidents
Fighting	5,539
Disobedience - Persistent/Willful	2,868
Defiance of Authority	3,110
Truancy/Unauthorized Absence	942

Source: Alabama Department of Education. (2021). Data Center: Discipline Reports, 2020-21.

Why a Multi-Tier System of Supports

Lost Instructional Time Due to Disciplinary Outcomes, 2020-21

Out-of-School Suspensions

73,734 days

Out-of-School Suspensions

479,271 hours

In-School Suspensions

59,713 days

In-School Suspensions

388,134 hours

Source: Alabama Department of Education. (2022). AIM Portal: Incident Count, 2020-21.

Why a Multi-Tier System of Support

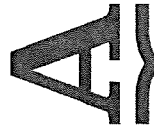
Chronic Absenteeism



8.27%

Source: Alabama Department of Education (Report Card). (2022). Reporting Year 2020-21.

Chronic Absenteeism, 2020-21		
Subgroup		Percent
Black/African American		8.96%
White		7.95%
Students with Disabilities		11.06%
Economically Disadvantaged		11.19%
English Learners		7.01%



ALABAMA STATE DEPARTMENT of EDUCATION

Consider the Following...

Report: Alabama failing to address 'churning' school teacher turnover

Published: Jul. 12, 2022, 6:15 p.m.

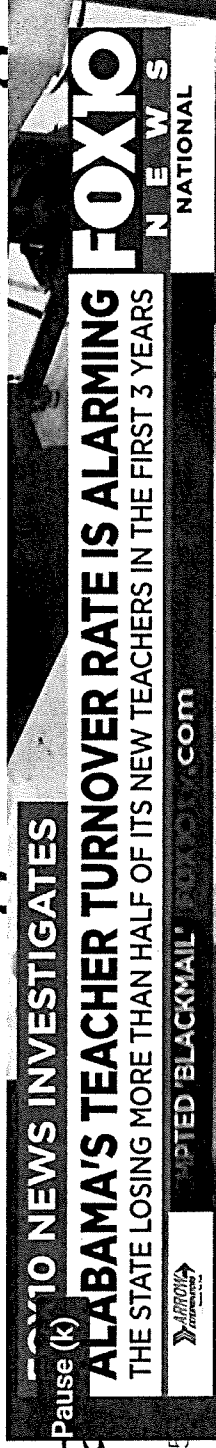
Half of Alabama school teachers are thinking about leaving jobs as shortages worsen

Updated: Dec. 13, 2021, 10:34 a.m.

Recent report details Alabama teacher shortage

Published: Jun. 1, 2022

Updated: Dec. 13, 2021, 10:34 a.m.



WHNT News 19
11.3K subscribers

SUBSCRIBE

After persevering through the hardest year in memory due to COVID-19, a recent survey says that

Report: Half of Alabama school staff, teachers are thinking about leaving jobs as shortages worsen

Updated: Dec. 13, 2021, 10:34 a.m. | Published: Dec. 13, 2021, 9:41 a.m.

AL-MTSS Impact on LEAs and School Leaders

**EVERY CHILD.
EVERY CHANCE.
EVERY DAY.**

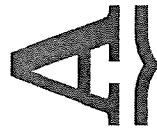
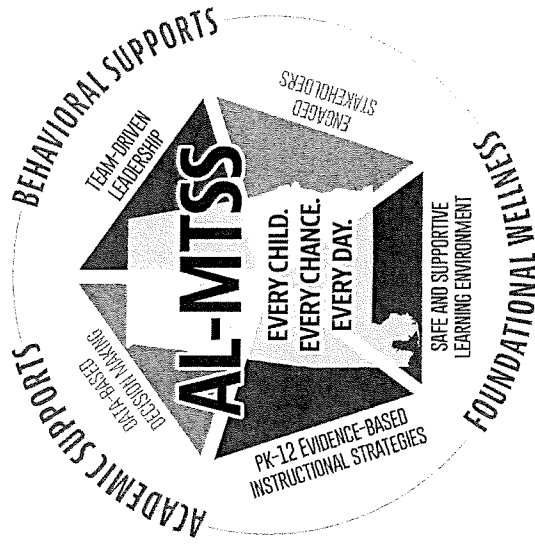
Academic Growth & Achievement.

**College, Career, & Workforce
Ready**

**Safe & Supportive Learning
Environment**

Highly Effective Educators

Customer-Friendly Services

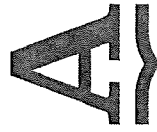
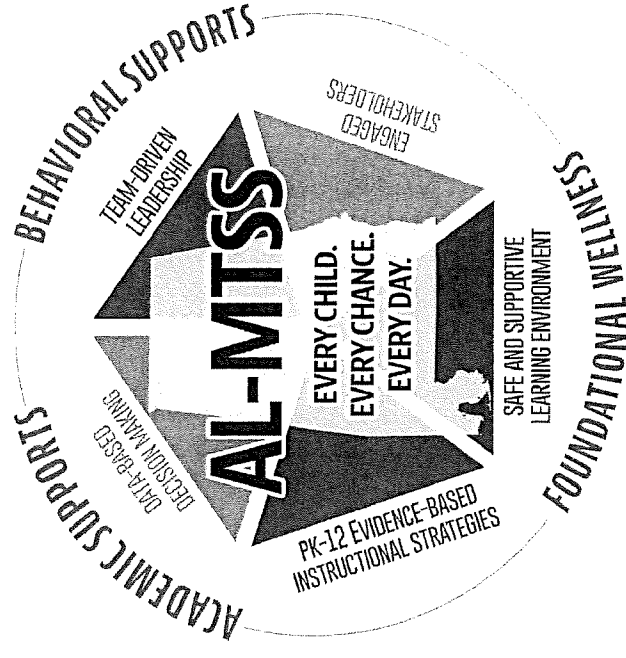


ALABAMA STATE DEPARTMENT of EDUCATION

Definition of a Multi-Tier System of Supports

“MTSS is a comprehensive continuum of evidence-based, systemic practices to support all students’ strengths and needs, with regular observation to facilitate data-based decision-making.”

- *Every Student Succeeds Act (ESSA)*



ALABAMA STATE DEPARTMENT of EDUCATION

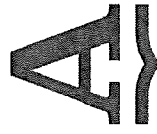
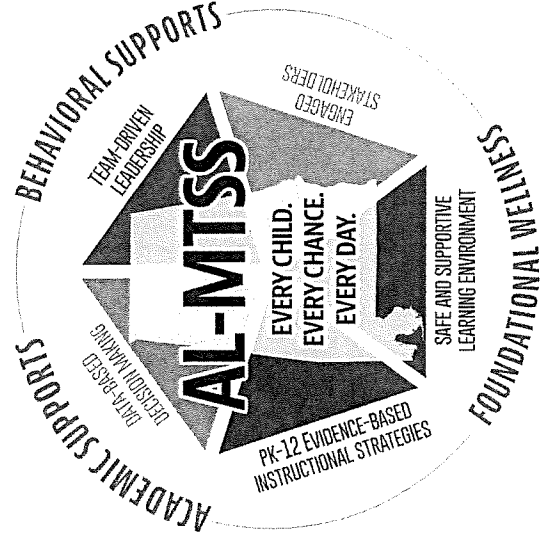
State-Level Strategic Alignment

ALABAMA TEACHER GROWTH PROGRAM (ATGP)

- Culture and Climate Dimension
- Learning Dimension
- Essentials Dimension
- Agency Dimension
- Relationship Dimension

ARI/ALA CIRCLES OF INFLUENCE

- Shared Leadership
- Data-Based Problem Solving
- Layered Continuum of Supports
- Family, School, and Community Involvement
- Evidence-Based Instruction, Interventions, and Assessments
- Universal Screening and Progress Monitoring



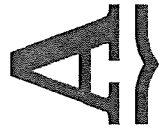
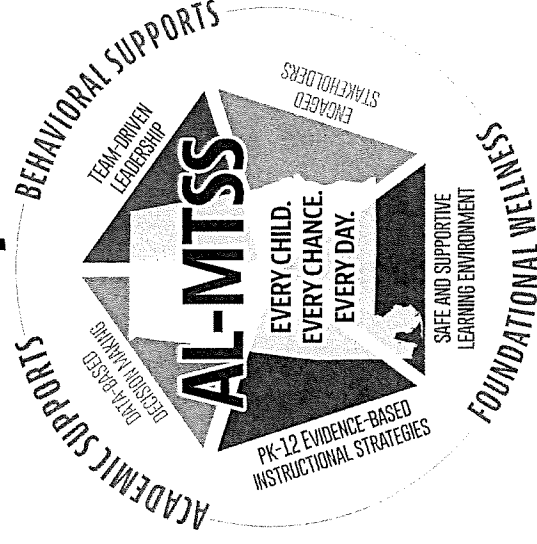
ALABAMA STATE DEPARTMENT of EDUCATION

Impacts of Alignment

Alabama Multi-Tier System of Support Pilot Implementation

Representatives from:

- Calhoun County Schools
- Crenshaw County Schools
- Pike County Schools
- Scottsboro City Schools



ALABAMA STATE DEPARTMENT of EDUCATION



Alabama Multi-Tier System of Supports

Problem-Solving Team

ALL Students

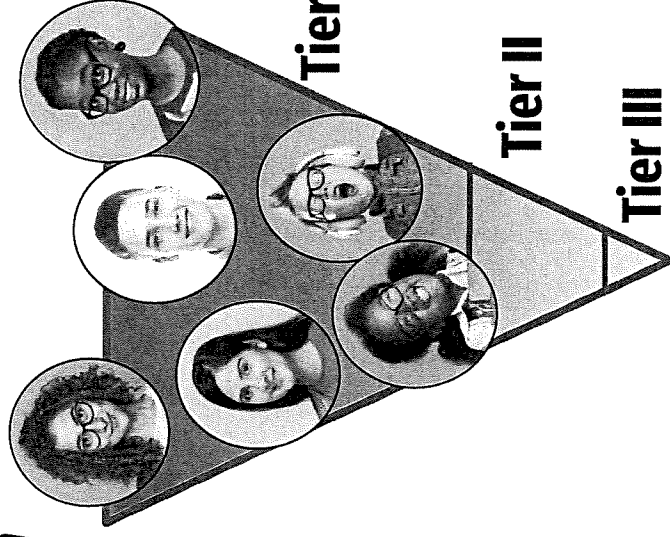
***Response to Instruction
(RtI) Model***

Academic Supports

***Positive Behavior
Supports Model***

Foundational Wellness Supports

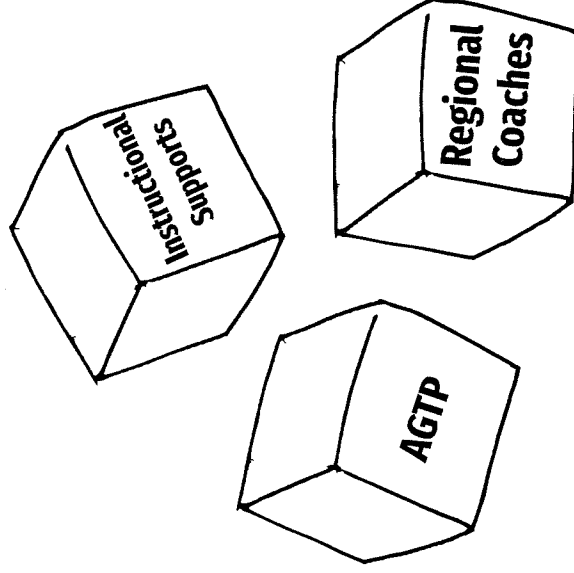
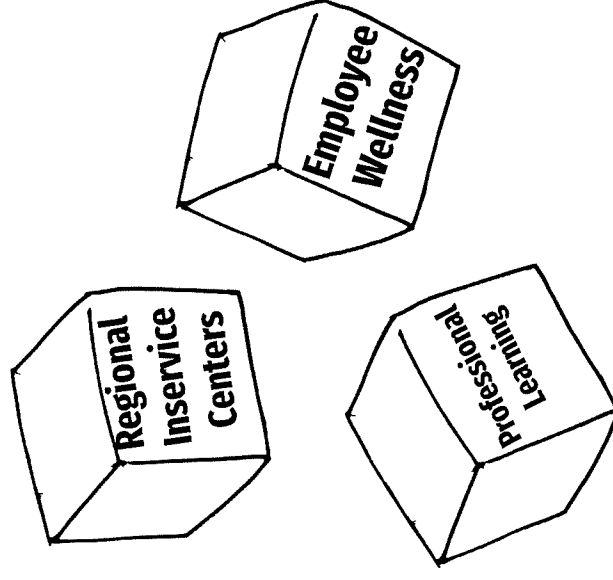
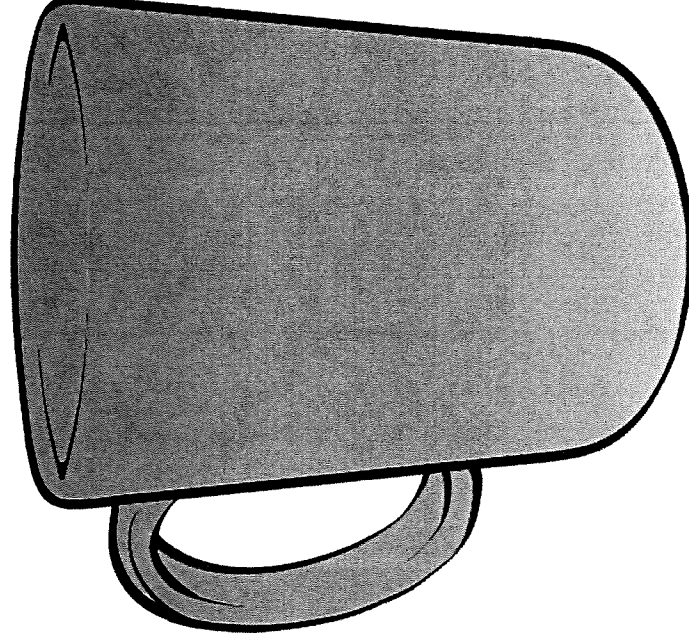
Behavior Supports



Alabama Multi-Tier System of Supports

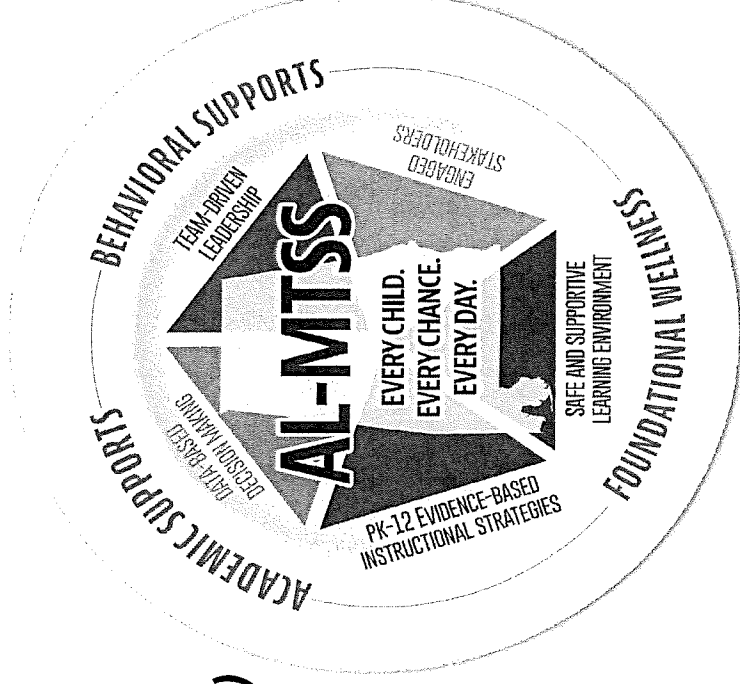


Leadership Team



Alabama Multi-Tier System of Supports

AL-MTSS is the plate!



Americans with Disabilities Act (ADA)

Alabama Numeracy Act

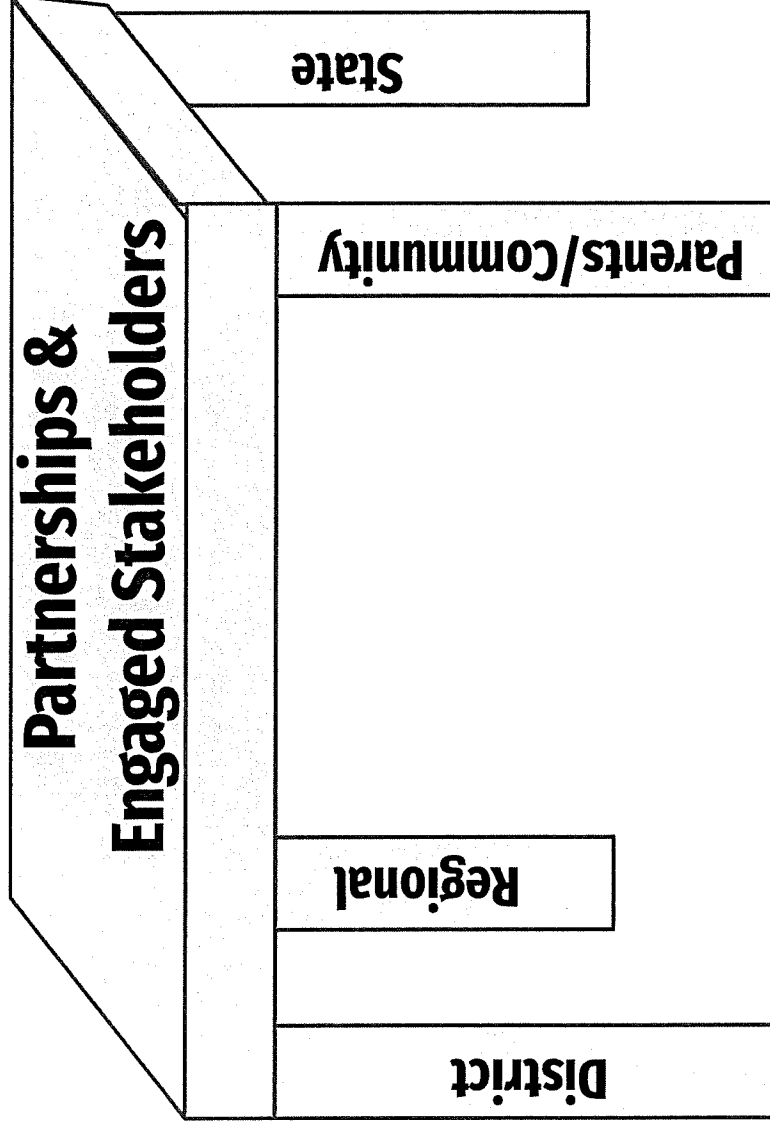
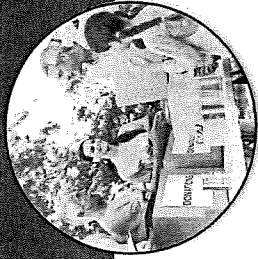
Alabama Literacy Act

Every Student Succeeds Act (ESSA)

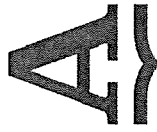
Alabama Administrative Code

Code of Alabama

Alabama Multi-Tier System of Supports

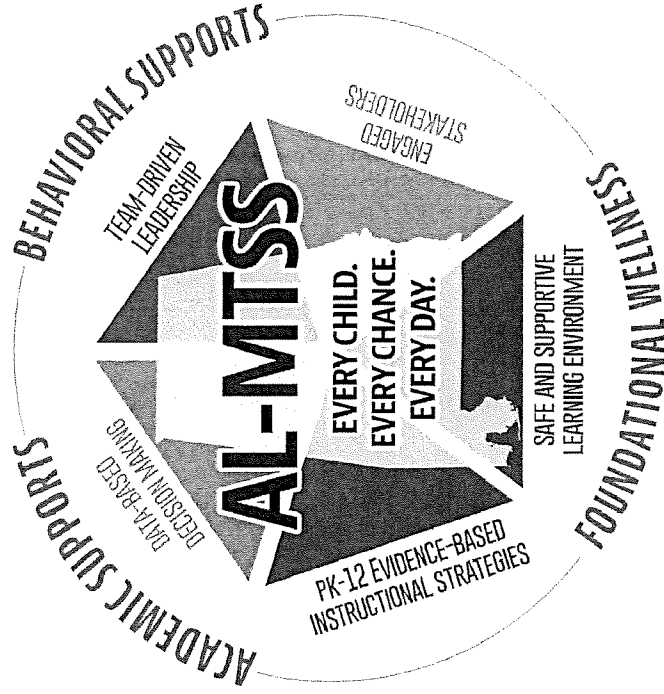


What's Next: **AL-MTSS Implementation**



ALABAMA STATE DEPARTMENT *of* EDUCATION

Alabama Multi-Tier System of Supports



Contact Information

Office of Student Learning

Dr. Elisabeth Davis
Assistant State Superintendent

Instructional Services Section

Sean J. Stevens
Program Coordinator

Cristin Dillard
Education Administrator

Kristie Shankles
Education Specialist

POWERSCHOOL UPDATES

BOARD QUESTIONS

**ALABAMA STATE DEPARTMENT OF EDUCATION FY2023
OPERATING BUDGET**

Alabama State Department of Education
FY23 Operating Budget

General Operating Fund Group*

Personnel Costs
Travel, In-State
Travel, Out-of-State
Repairs and Maintenance
Rentals and Leases
Utilities and Communication
Services
Supplies, Materials, and Operating
Transportation Equipment Operation
Grants and Benefits
Capital Outlay
Transportation Equipment
Other Equipment Purchases

FY2022	FY2023
Beginning Budget	Beginning Budget
\$ 25,372,975	\$ 27,230,804
750,000	1,000,000
100,000	150,000
70,000	85,000
2,275,000	2,450,000
175,000	175,000
5,475,000	5,775,000
1,800,000	2,000,000
25,000	25,000
3,000,000	3,000,000
-	-
25,000	25,000
160,000	180,000
\$ 39,227,975	\$ 42,095,804

Beginning Budgeted Positions By Fund Source:

General Operating Fund	237.63	240.43
Non-General Operating Fund Sources:		
AMSTI	21.00	21.00
Educator Certificates	7.50	7.50
Career Tech Initiative	10.65	10.65
Distance Learning	11.22	11.22
ARI	13.00	13.00
Federal	177.30	179.80
Office Math Improvement		10.50
Other Miscellaneous	26.45	25.45
	504.75	519.55

* Excludes interfund transactions

**RESOLUTION TO APPROVE AN EDUCATOR PREPARATION
PROGRAM, UNIVERSITY OF MONTEVALLO**

**RESOLUTION TO APPROVE
AN EDUCATOR PREPARATION PROGRAM
University of Montevallo**

WHEREAS, *Alabama Administrative Code*, Rule No. 290-3-3-.59(2)(a)1, requires that approval by the Alabama State Board of Education shall be secured before a proposal for a new program is reviewed by the Office of Teaching and Leading of the Alabama State Department of Education; and

WHEREAS, the Alabama State Board of Education authorized a review of a proposed Class B Early Childhood Education (P-3) program to be provided for the University of Montevallo; and

WHEREAS, a review of the proposed program determined that the program was met with conditions; and

WHEREAS, the Alabama State Superintendent of Education recommends continued approval with conditions:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education hereby grants approval of the following program with conditions to be addressed as noted on the attached pages, until June 30, 2023:

Class B Early Childhood Education (P-3)

Done this 8th day of September 2022

University of Montevallo
Approval of Proposed Class B Early Childhood Education (P-3) Program
September 8, 2022

The University of Montevallo submitted their proposed program to approve a Class B Early Childhood Education (P-3) program. The program is recommended for approval with conditions through June 30, 2023, when all the University of Montevallo's programs expire.

**ANNOUNCE INTENT TO ADOPT AMENDED ALABAMA ADMINISTRATION CODE
RULE 290-31-1-.02, PERTAINING TO REGULATIONS GOVERNING PUBLIC
SCHOOLS**

This copy of the administrative code only shows subsection (8) Diploma Requirements of the full chapter on Rules Governing Public Schools. Since the full chapter is approximately 31 pages, we only listed unchanging subsections' titles rather than full text to make reading the proposed changed easier. Proposed changes appear as underlined text.

290-3-1-.02. Regulations Governing Public Schools.

- (1) Safe School Equipment and Facilities, Laboratories, and Policies.
- (2) Length of School Day and School Term.
- (3) Student Records from Nonexisting Schools.
- (4) Student Records from Existing Schools.
- (5) Federal Laws on Protection of Student Privacy. All schools must observe the Federal Educational Rights and Privacy Act (FERPA) as set forth in 20 U.S.C. 1239, 34 CFR, Part 99.
- (6) Summer School.
- (7) Student Personnel -- Admission.

(8) **Diploma Requirements.** Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.

(a) Alabama High School Diploma.

	Credits
English Language Arts	4
Four credits to include:	
English 9	1
English 10	1
English 11	1
English 12	1
Equivalent options may include:	
Advanced Placement/International Baccalaureate/postsecondary Mathematics	4
Three credits to include:	
Algebra I, or its equivalent	1
Geometry, or its equivalent	1
Algebra II w/Trigonometry or Algebra II, or its equivalent	1
One credit from:	
<i>Alabama Course of Study: Mathematics</i> or Career and Technical Education/Advanced Placement/International Baccalaureate/ postsecondary mathematics-credit eligible course	1
Science	4
Two credits to include:	
Biology	1
A physical science	1
Two credits from:	
<i>Alabama Course of Study: Science</i> or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary science-credit eligible courses	2

Social Studies	4
Four credits to include:	
World History	1
United States History I	1
United States History II	1
United States Government	0.5
Economics	0.5
Equivalent options may include:	
Advanced Placement/International Baccalaureate/postsecondary Physical Education	1
Beginning Kinesiology	1
Health Education	0.5
Career Preparedness	1
Career and Technical Education and/or Foreign Language and/or Arts Education	3
Electives	2.5
Local boards shall offer foreign languages, arts education, physical education, wellness education, career and technical education, and driver education as electives.	
TOTAL	24

(b) Credit Restrictions.

1. A student shall not earn credit toward graduation for a course that duplicates course content for which credit has already been awarded.
2. Embedded Credit. Career and Technical Education programs, with a strong emphasis on academic content, can offer instruction giving students experience with high levels of mathematics and science and the application of mathematics and science concepts to solve problems.
 - (i) Academic credit may be awarded upon completion of qualifying Career and Technical programs.
 - (ii) The State Superintendent shall determine eligibility of Career and Technical programs that qualify for award of embedded credit.
 - (iii) A total of two embedded credits may be earned by a completer of a Career and Technical program, one in mathematics and one in science.

3. Distance Learning. Effective for students entering the ninth grade in the 2009-2010 school year, Alabama students will be required to complete one on-line/technology enhanced course or experience prior to graduation. Exceptions through Individualized Education Plans will be allowed.

(c) **Substitution Subjects for Physical Education in Grades 9-12.** Until funding is obtained for K-8 physical education teachers, there will be no exception to the one required unit of physical education in Grades 9-12. Any Alabama public school system that has adequate certified physical education teachers in Grades K-8 may request of the State Superintendent of Education that the exemptions of the one credit of physical education in Grades 9-12 be applied as listed below:

1. May substitute physical activity-based subjects (e.g., marching band, and athletics) and other subject areas under exceptional circumstances for physical education under the following conditions:

(i) A detailed plan (except JROTC) which reflects collaboration with the physical education teacher at the school must be developed and submitted to the State Superintendent of Education to ensure that students will master the required content standards and benchmarks as outlined in the *Alabama Course of Study: Physical Education*.

(ii) The Alabama Physical Fitness Assessment must be administered to Grade 2-12 students, including students who receive exemptions from the State Superintendent of Education. Fitness data must be reported to the State Department of Education (SDE).

(iii) Such other conditions as prescribed by local boards of education. This subsection (c) becomes effective with the class entering the ninth grade in the fall of 2006.

2. No other substitutions are authorized unless written authorization for such substitutions is secured from the State Superintendent of Education.

(d) Conditions Pertaining to Issuance of Diploma

1. High school diplomas shall be issued only upon the authority of the county or city board of education and shall be on forms prescribed or approved by the local board. Diplomas shall bear the signature of the local superintendent of education and the principal of the school. It is recommended that the signature of the chairman of the city or county board of education be included also.

2. All state public secondary schools shall have the "Great Seal of Alabama" on the face of the diploma issued by the school.

3. High schools are not authorized to issue the Alabama High School Diploma as a result of any assessment other than assessments required through the Alabama Assessment Program.

4. High schools, with local education agency approval, are authorized to issue the Alabama High School Diploma to any student with a disability(s) as defined by the *Individuals with Disabilities Education Act* and/or *Section 504 of the Rehabilitation Act of 1973*, who has met all of the graduation requirements.

5. Local boards of education shall ensure that all courses required for the Alabama High School Diploma are made available to every high school student ~~who begins the ninth grade in the 2013-14 school year and thereafter.~~

6. The International Baccalaureate (IB) Diploma Programme academic course requirements may be substituted for the Alabama High School Diploma core curricula and arts education requirements when administered through an approved International Baccalaureate (IB) Diploma Programme and all academic assessment requirements are met by the participating student(s).

7. Except in case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he has been in continuous attendance therein during the entire high school year immediately preceding the date of graduation. If so desired, a local board of education may require students residing within its attendance zone and transferring from a non-accredited school/school setting to attend its school(s) for two (2) entire high school years immediately preceding the date of graduation. In the event of the transfer from one school to another of a twelfth-grade student who wishes to become a candidate for graduation at the end of the year, the school receiving the student should require approval in writing of the transfer and the student's candidacy for graduation from the principal of the school from which the student has withdrawn. The letter of approval together with any necessary memoranda should be filed with the transcript of the student's record from the discharging school. In case of doubt as to procedure or appropriate action in such case, either or both of the principals of the schools concerned should discuss the matter with the State Department of Education.

(e) **Conditions of Issuance of Graduation Certificates.** (Refer to Graduation Activities and Diplomas of Special Education Services AAC Rule 290-8-9-.10(9)(c) through 290-8-9-.10(9)(g).

(f) **College and Career Readiness.** (a) Effective with the 2023-2024 school year and commencing with the cohort of public school students who will graduate during the 2027-2028 school year, all public school students shall demonstrate postsecondary education and workforce readiness by earning one or more of the following college or career readiness indicators before graduation:

1. Earning a benchmark score in any subject area on the ACT college entrance exam.
2. Earning a qualifying score of three or higher on an advanced placement exam.
3. Earning a qualifying score of four or higher on an international baccalaureate exam.
4. Earning college credit while in high school.
5. Earning a silver or gold level on the ACT WorkKeys Exam.
6. Completing an in-school youth apprenticeship program.
7. Earning a career technical industry credential listed on the compendium of valuable credentials of the Alabama Committee on Credentialing and Career Pathways.
8. Being accepted into the military before graduation.
9. Attaining career and technical education completer status.
10. Any additional college and career readiness indicator approved by the State Board of Education.

(b) Except for diplomas issued under Special Education Services rules, no student shall receive a diploma without earning one or more of the college or career readiness indicators.

(c) Any student not receiving a diploma pursuant to this section, who later becomes in compliance, may only receive a diploma if the remedy occurs within the two years of their initial failure to graduate.

(9) Time Allotment and Credit Requirements for Secondary Schools.

(10) Credit Recovery.

(11) Dual Enrollment -- Postsecondary Institutions.

(12) Correspondence Courses.

(13) Online Courses.

(14) Tutorial Study.

(15) Physical Education.

(16) Drug Education.

(17) Driver Education.

(18) Extracurricular Activity Participation-- Academics First.

(19) Problem Solving Teams (PST).

(20) Dyslexia.

(21) The Free Application for Federal Student Aid (FAFSA) -- Access to Federal Student Aid.

Author: Dr. Eric G. Mackey

Statutory Authority: Constitution of Alabama 1901, Amendment No. 284, Code of Ala. 1975, §§ 16-1-1, 16-2-2, 16-3-11 through 12, 16-3-14, 16-4-14, 16-8-35 through 36, 16-12-8, 16-26-1 through 3, 1982 Acts of Ala. No. 82-482.

History: Revised March 27, 1975, Repromulgated February 19, 1982, June 22, 1982; March 14, 1985 adopted 290-3-1-.06(9)(b) effective April 20, 1985; April 11, 1985 adopted new Rule No. 290-3-1-.06(11.1) and 290-3-1-.06(11.2) effective May 31, 1985; May 9, 1985 adopted 290-3-1-.06(11)-.12ER, 290-3-1-.06(11.1)-.13ER, and 290-3-1-.06(11.2)-.14ER, effective May 24, 1985; June 27, 1985 adopted 290-3-1-.06(11.1)(a-1)-.27ER and 290-3-1-.06(11.2)(a-2)-.28ER, effective 07-10-85; 09-12-85 adopted 290-3-1-.06(11.1)(a-1)-.27ER, and 290-3-1-.06(11.2)(a-2)-.28ER, effective October 28, 1985; September 21, 1985 Rule No. 290-3-1-.06(11)-.12ER and Rule No. 290-3-1-.06(11.1)-.13ER expired; March 13, 1986 adopted 290-3-1-.06(11.1)(a-1), 290-3-1-.06(11.1)(h-1), 290-3-1-.06(11.2)(a-2), 290-3-1-.06(11.1)(h-2) and 290-3-1-.06(12) effective April 23, 1986; August 14, 1986 adopted 290-3-1-.06(11.2)(a-2) and (k-2) effective September 24, 1986; August 14, 1986 adopted 290-3-1-.06(12) effective September 24, 1986; April 9, 1987 amended 290-3-1-.06(12)(a) and repealed 290-3-1-.06(12)(f) effective May 22, 1987; August 13, 1987 adopted 290-3-1-.06(11.1)(a-1) and 290-3-1-.06(11.2)(a-2) effective September 25, 1987; April 28, 1988 adopted new 290-3-1-.06(11.3) effective June 6, 1988; October 13, 1988 amended 290-3-1-.06(11.1)(a-1) and .06(11.2)(a-2), removing completion of the Home and Personal Management course as a requirement for graduation from high school, effective November 28, 1988; December 8, 1988 amended 290-3-1-.06(6) and 290-3-1-.06(10) [to include Social Security Numbers for each child enrolling and effective dates] effective January 18, 1989; 290-3-1-.06(10)(b)(1) adopted as emergency rule August 12, 1993, adopted as permanent rule October 14, 1993. **Amended:** Filed May 12, 1995; effective June 16, 1995. **Amended:** Filed April 12, 1996; effective May 17, 1996. **Amended:** Filed May 20, 1997; effective June 24, 1997. **Amended:** Filed July 21, 1997; effective August 25, 1997. **Amended:** Filed August 20, 1997; effective September 24, 1997. **Amended:** Filed August 14, 1998; effective September 18, 1998. **Amended:** Filed April 12, 1999; effective May 17, 1999. **Amended:** Filed June 15, 1999; effective July 26, 1999. **Amended:** Filed November 9, 2000; effective December 14, 2000. **Amended:** Filed December 14, 2000; effective January 18, 2001. **Amended:** Filed August 8, 2002; effective September 12, 2002. **Amended:** Filed May 8, 2003; effective June 12, 2003. **Amended:** Filed March 11, 2004; effective April 15, 2004. **Amended:** Filed May 13, 2004; effective June 17, 2004. **Amended:** Filed August 12, 2004; effective September 16, 2004. **Amended:** Filed September 9, 2004; effective October 14, 2004. **Amended:** Filed November 18, 2004; effective December 23, 2004. **Amended:** Filed November 10, 2005; effective December 15, 2005. **Amended:** Filed December 8, 2005; effective January 12, 2006. **Amended:** Filed May 11, 2006; effective June 15, 2006. **Amended:** Filed August 7, 2006; effective September 11, 2006. **Amended:** Filed September 14, 2007; effective October 19, 2007. **Amended:** Filed May 8, 2008; effective June 12, 2008. **Amended:** Filed August 5, 2008; effective September 9, 2008. **Amended:** Filed February 12, 2009; effective March 19, 2009. **Amended:** Filed June 11, 2009; effective July 16, 2009. **Amended:** Filed April 14, 2011; effective May 19, 2011. **Amended:** Filed November 14, 2011; effective December 19, 2011. **Amended:** Filed October 10, 2013; effective November 15, 2013. **Amended:** Filed April 9, 2014; effective May 14, 2014. **Amended:** Filed March 11, 2015; effective April 15, 2015. **Amended:** Filed October 8, 2015; effective November 12, 2015. **Amended:** Filed September 8, 2016; effective October 23, 2016. **Amended:** Filed September 13, 2018; effective October 28, 2018. **Amended:** Published April 30, 2021; effective June 14, 2021. **Amended:** Published June 30, 2021; effective August 14, 2021; Amended Filed ____; Effective ____; .

**RESOLUTION OF D R, 2021 AL SCH COUNSELING POD, AMANDA
BLAKE AND SHENIQUA ROBERSON, DAPHNE M S, BALDWIN CO SCH
SYS**

**RESOLUTION OF DISTINGUISHED RECOGNITION
2021 ALABAMA SCHOOL COUNSELING PROGRAM OF DISTINCTION
AMANDA BLAKE AND SHENIQUA ROBERSON
SCHOOL COUNSELORS
DAPHNE MIDDLE SCHOOL
BALDWIN COUNTY SCHOOL SYSTEM**

WHEREAS, the Alabama School Counseling Program of Distinction recognizes school counseling programs that demonstrate an exemplary level of implementation of a comprehensive, data-driven school counseling program; and

WHEREAS, the program components align with the Comprehensive Counseling and Guidance Model for Alabama Public Schools and the American School Counselor Association National Model; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school; and

WHEREAS, the Alabama School Counselor Association recognizes Daphne Middle School, Baldwin County School System, as a 2021 Alabama School Counseling Program of Distinction; and

WHEREAS, the American School Counselor Association (ASCA) recognizes Daphne Middle School, Baldwin County School System, as a 2021 Recognized ASCA Model Program (RAMP) School of Distinction:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend Amanda Blake and Sheniqua Roberson, the professional school counselors of Daphne Middle School, Baldwin County School System, on achieving the status of an Alabama School Counseling Program of Distinction in 2021.

Done this 8th day of September 2022

**RESOLUTION OF D R, 2021 AL SCH COUNSELING POD, SUMMER
DAVIS, KRISTY ELDERKIN, AND KATRYNA KINN, E. R. DICKSON E S,
MOBILE CO SCH SYS**

**RESOLUTION OF DISTINGUISHED RECOGNITION
2021 ALABAMA SCHOOL COUNSELING PROGRAM OF DISTINCTION
SUMMER DAVIS, KRISTY ELDERKIN, AND KATRYNA KINN
SCHOOL COUNSELORS
E. R. DICKSON ELEMENTARY SCHOOL
MOBILE COUNTY SCHOOL SYSTEM**

WHEREAS, the Alabama School Counseling Program of Distinction recognizes school counseling programs that demonstrate an exemplary level of implementation of a comprehensive, data-driven school counseling program; and

WHEREAS, the program components align with the Comprehensive Counseling and Guidance Model for Alabama Public Schools and the American School Counselor Association National Model; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school; and

WHEREAS, the Alabama School Counselor Association recognizes E. R. Dickson Elementary School, Mobile County School System, as a 2021 Alabama School Counseling Program of Distinction; and

WHEREAS, the American School Counselor Association (ASCA) recognizes E. R. Dickson Elementary School, Mobile County School System, as a 2021 Recognized ASCA Model Program (RAMP) School of Distinction:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend Summer Davis, Kristy Elderkin, and Katryna Kinn, the professional school counselors of E. R. Dickson Elementary School, Mobile County School System, on achieving the status of an Alabama School Counseling Program of Distinction in 2021.

Done this 8th day of September 2022

**RESOLUTION OF D R, 2021 AL SCH COUNSELING POD, CARISSA
DAVIS AND JANIE EVANS, J. LARRY NEWTON E S, BALDWIN CO
SCH SYS**

**RESOLUTION OF DISTINGUISHED RECOGNITION
2021 ALABAMA SCHOOL COUNSELING PROGRAM OF DISTINCTION
CARISSA DAVIS AND JANIE EVANS
SCHOOL COUNSELORS
J. LARRY NEWTON ELEMENTARY SCHOOL
BALDWIN COUNTY SCHOOL SYSTEM**

WHEREAS, the Alabama School Counseling Program of Distinction recognizes school counseling programs that demonstrate an exemplary level of implementation of a comprehensive, data-driven school counseling program; and

WHEREAS, the program components align with the Comprehensive Counseling and Guidance Model for Alabama Public Schools and the American School Counselor Association National Model; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school; and

WHEREAS, the Alabama School Counselor Association recognizes J. Larry Newton Elementary School, Baldwin County School System, as a 2021 Alabama School Counseling Program of Distinction; and

WHEREAS, the American School Counselor Association (ASCA) recognizes J. Larry Newton Elementary School, Baldwin County School System, as a 2021 Alabama School Counseling Program of Distinction:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend Carissa Davis and Janie Evans, the professional school counselors of J. Larry Newton Elementary School, Baldwin County School System, on achieving the status of an Alabama School Counseling Program of Distinction in 2021.

Done this 8th day of September 2022

**RESOLUTION OF D R, 2021 AL SCH COUNSELING POD, SHANNON
PARKER, MALACHI WILKERSON M S, BIRMINGHAM CITY SCH SYS**

**RESOLUTION OF DISTINGUISHED RECOGNITION
2021 ALABAMA SCHOOL COUNSELING PROGRAM OF DISTINCTION
SHANNON PARKER, SCHOOL COUNSELOR
MALACHI WILKERSON MIDDLE SCHOOL
BIRMINGHAM CITY SCHOOL SYSTEM**

WHEREAS, the Alabama School Counseling Program of Distinction recognizes school counseling programs that demonstrate an exemplary level of implementation of a comprehensive, data-driven school counseling program; and

WHEREAS, the program components align with the Comprehensive Counseling and Guidance Model for Alabama Public Schools and the American School Counselor Association National Model; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school; and

WHEREAS, the Alabama School Counselor Association recognizes Malachi Wilkerson Middle School, Birmingham City School System, as a 2021 Alabama School Counseling Program of Distinction; and

WHEREAS, the American School Counselor Association (ASCA) recognizes Malachi Wilkerson Middle School, Birmingham City School System, as a 2021 Recognized ASCA Model Program (RAMP) School of Distinction:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend Shannon Parker, the professional school counselor of Malachi Wilkerson Middle School, Birmingham City School System, on achieving the status of an Alabama School Counseling Program of Distinction in 2021.

Done this 8th day of September 2022

**RESOLUTION OF D R, 2021 AL SCH COUNSELING POD, BRANDI
SHANKLIN, LATONYA JEMISON, AND EMILY WOODROOF,
HILLCREST H S, TUSCALOOSA CO SCH SYS**

**RESOLUTION OF DISTINGUISHED RECOGNITION
2021 ALABAMA SCHOOL COUNSELING PROGRAM OF DISTINCTION
BRANDI SHANKLIN, LATONYA JEMISON, AND EMILY WOODROOF
SCHOOL COUNSELORS
HILLCREST HIGH SCHOOL
TUSCALOOSA COUNTY SCHOOL SYSTEM**

WHEREAS, the Alabama School Counseling Program of Distinction recognizes school counseling programs that demonstrate an exemplary level of implementation of a comprehensive, data-driven school counseling program; and

WHEREAS, the program components align with the Comprehensive Counseling and Guidance Model for Alabama Public Schools and the American School Counselor Association National Model; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school; and

WHEREAS, the Alabama School Counselor Association recognizes Hillcrest High School, Tuscaloosa County School System, as a 2021 Alabama School Counseling Program of Distinction; and

WHEREAS, the American School Counselor Association (ASCA) recognizes Hillcrest High School, Tuscaloosa County School System, as a 2021 Recognized ASCA Model Program (RAMP) School of Distinction:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend Brandi Shanklin, LaTonya Jemison, and Emily Woodroof, the professional school counselors of Hillcrest High School, Tuscaloosa County School System, on achieving the status of an Alabama School Counseling Program of Distinction in 2021.

Done this 8th day of September 2022

**RESOLUTION PROCLAIMING OCTOBER 2022 AS STATEWIDE
PARENT ENGAGEMENT MONTH IN ALABAMA**

RESOLUTION PROCLAIMING OCTOBER 2022 AS STATEWIDE PARENT ENGAGEMENT MONTH IN ALABAMA

WHEREAS, the Alabama State Board of Education and the State Superintendent of Education strongly support parent and family engagement in the education of Alabama students, and parent engagement is critical to student and school success; and

WHEREAS, the Alabama State Board of Education is committed to parent and family engagement in our schools as it strives to provide all public school children with an opportunity for a quality education with high academic standards that offer every student an opportunity to graduate and to obtain the necessary skills to be prepared for the 21st century; and

WHEREAS, more than 30 years of research identify parental engagement as a key component in ensuring a child's academic achievement, and a successful partnership between educators and parents is one of the most crucial factors influencing the success of students in school; and

WHEREAS, Statewide Parent Engagement Month provides parents the opportunity to learn how they can become more actively engaged in their children's education by visiting their children's school, learning about the curriculum, consulting with their children's teachers, and participating in school activities; and

WHEREAS, Statewide Parent Engagement Month is an excellent opportunity for Alabama's public schools to emphasize and increase parent engagement, to partner with communities to raise awareness, and increase support for public education; and

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education proclaims October 2022 as Statewide Parent Engagement Month in Alabama; declares this year's theme as **Home and School Partnerships: One Voice for Students** that encourages educators, communities, parents, and families to participate in this observance; and challenges educators to solicit sustained, year-round parent and family engagement.

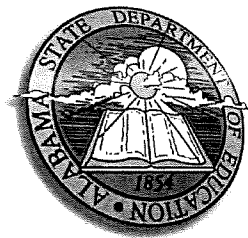
Done this 8th day of September 2022

ALABAMA'S STATEWIDE PARENT ENGAGEMENT MONTH

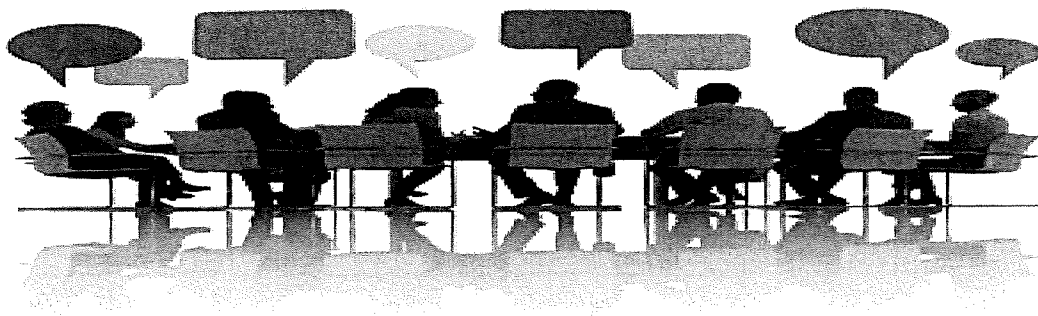
HOME AND SCHOOL PARTNERSHIPS
ONE VOICE FOR STUDENTS



GUIDE FOR STUDENTS



October 2022

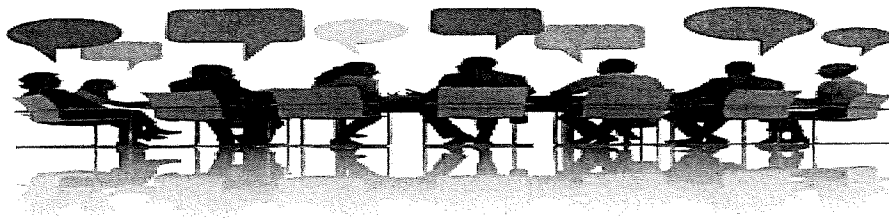


STATEWIDE PARENT ENGAGEMENT MONTH GUIDE FOR SCHOOLS

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This document and other resources for Alabama's Statewide Parent Engagement Month are available online at www.alabamaachieves.org.



OVERVIEW

Rationale:

Because parent engagement—now more than ever—is such a critical factor in determining the success or failure of students and schools, the Alabama State Department of Education (ALSDE) recognizes the need for ongoing, meaningful parent engagement. The Department is promoting Statewide Parent Engagement Month in October. It is intended as a community effort—a time for schools, businesses, community agencies, churches, and government to turn their attention to the important role of parents in the education of their children. We extend an invitation for all schools and school systems to become a part of this important statewide event.

Date: October is Alabama's Statewide Parent Engagement Month in Alabama public schools.

Suggested Times: With the combined use of virtual and face-to-face communication, specific dates and times will vary with each school/community.

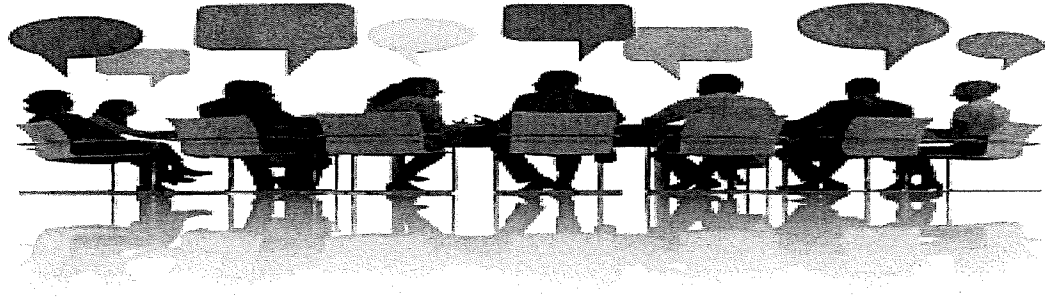
Suggested Meeting Topics: Some topics are appropriate for all grade levels.

- **Elementary** - School/System Report Cards, and the *Every Student Succeeds Act* (ESSA) (www.alabamaachieves.org); Alabama Reading Initiative; Alabama Math, Science, and Technology Initiative; Response to Instruction (RtI); Getting Involved with Homework; Discipline Techniques; Continuous Improvement Plan (Including the Parental Engagement Section); School-Parent Compacts; School Safety Issues; Health and Nutrition Tips; After-school Programs (Lights on After School October 20, 2022, www.afterschoolalliance.org); and Internet Safety.
- **Middle/Junior High** - School/System Report Cards, and the *Every Student Succeeds Act* (ESSA) (www.alabamaachieves.org); Alabama Reading Initiative; Alabama Math, Science, and Technology Initiative; Laying the Foundation; Response to Instruction (RtI); Preparing for Graduation; Continuous Improvement Plan (Including the Parental Engagement Section); School-Parent Compacts; Parenting of Adolescents; Drug-Free Awareness; Health and Nutrition Tips; School Calendars and Menus; and Internet Safety.

- High School - School/System Report Cards, and Alabama Plan, and the *Every Student Succeeds Act* (ESSA) (www.alabamaachieve.org); Alabama Reading Initiative; Alabama Math, Science, and Technology Initiative; High Schools That Work; A+ Advanced Placement Initiative; Graduation Requirements; Parenting of Teens; How Parent Engagement Impacts Academic Achievement; School-Parent Compacts; Drug-Free Awareness; Health and Nutrition Tips; School Policies; and Internet Safety.

Remember, these topics are just a starting point. You will have many creative ideas of your own. After all, you know the needs of your school and community. Also, consider contacting other schools for ideas.





POINTS TO CONSIDER

Why is parent engagement important?

Over 30 years of research have proven parent engagement is one of the largest determining factors related to school success. Research has demonstrated when parents are engaged in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education.

What are the benefits of parent engagement?

The most important benefit of parent engagement is better educated, more informed parents who have a direct impact on children and their success in school. Other benefits include greater community awareness, appreciation for a job well done, increased interest, and meaningful engagement from parents.

- Student success hinges on parent/family engagement.
- School quality depends on parent/family engagement.

(Source: National PTA's National Standards for Parent/Family Involvement Programs, www.pta.org)

Why should we participate in Alabama's Statewide Parent Engagement Month?

Your school system will benefit from the collective efforts of a statewide event. These events provide opportunities for teachers and administrators to become familiar with students' parents and to solicit sustained, year-round parental and family engagement. Community members can prove to be a valuable resource for the classroom and the school. Furthermore, the school will receive positive news coverage and business support while offering community outreach.

Who should be involved in the community?

The more that people are involved and feel ownership of the event, the greater the chance of success. Business leaders, church leaders, the media, parents, transportation services, and childcare centers are among many services you can include in your planning.

How long should the event last?

Event schedules and formats will vary. Assess your community's needs to determine the best time to schedule events relative to occupations in the community, businesses and their hours of operation, etc. Invite parents and others to visit their child's school. This may have to be a virtual visit due to the pandemic. Offer some form of informational format and/or interesting activities to promote participation.

What are some activities that can be offered?

This event is an opportunity to share the programs offered in your school with your community and to emphasize a shared responsibility for student success. Highlight your successes but do not hide your problems. Seek input from parents, grandparents, and the community on needs and solutions. Use this opportunity to expose parents to the benefits of the Alabama Reading Initiative (ARI); Alabama Math, Science, and Technology Initiative (AMSTI); career technical education; arts education; and technology. Open your classrooms, labs, and libraries for parents to visit virtually this year. Involve students and showcase their work to increase participation.

This occasion also affords the school an opportunity to provide beneficial virtual workshops, such as increasing awareness on health issues or parenting tips, discipline strategies, or helping children with homework. Incentives that are donated by local merchants can be used to encourage parent participation.

How can we ensure that parents will participate?

Utilize all community resources, such as the media and local businesses, to help ensure success. Ask the local media to advertise the event to parents and businesses. Suggest that businesses allow employees time off to participate with their child's activities or extend the activities into the evening for those parents who work late. Request support from local leadership, such as the mayor and city council. Perhaps they might adopt a resolution endorsing the local parenting activities and encourage parent participation.

Make your event as convenient as possible for all parents (i.e., working, non-working, non-English speaking, those without transportation and childcare, and those with disabilities). Make your event fun and informative. Keep information sessions brief and interactive. Consider a carnival-type arrangement through a virtual platform that allows visitors to move from station to station at their own pace and according to their particular interests.

What does the research say about parent engagement?

The most accurate predictor of a student's achievement in school is not family income or social status, but the extent to which the student's family is able to: (1) create a home environment that encourages learning; (2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and (3) become involved in their children's education at school and in their community.

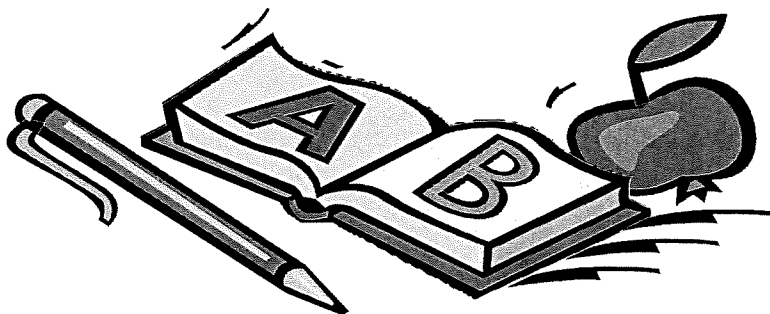
Students whose parents are actively involved in their education:

- 🍏 Achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' educational level.
- 🍏 Reach higher levels of achievement, receive higher grades and test scores, have better attendance, and complete homework assignments more consistently.
- 🍏 Exhibit more positive attitudes and behavior.
- 🍏 Have higher graduation rates and greater enrollment rates in postsecondary education.

(Source: National PTA's National Standards for Parent/Family Involvement Programs, www.pta.org)

What are the goals of Alabama's Statewide Parent Engagement Month?

- 🍏 To have a unified/coordinated event.
- 🍏 To serve as a catalyst for year-round parental and family engagement.
- 🍏 To seek parental input at the school level.
- 🍏 To raise awareness of state initiatives such as the Statewide Accountability System, the Alabama Student Assessment Program, ARI, AMSTI, and the *Every Student Succeeds Act* (ESSA) (www.alabamaachieves.org).
- 🍏 To allow local schools and school systems to highlight their own successful programs and initiatives such as technology and career tech opportunities, arts in the schools, reading and math achievement, after-school programs, etc.
- 🍏 To assist local schools and school systems with the media and business support.
- 🍏 To have parents visit schools, feel welcome while there, witness firsthand what schools offer their children, and leave feeling that they have contributed to the school as well as gained from their experience.



PLANNING TIPS

This guide is designed to assist you in planning activities for ***Home and School Partnerships: One Voice for Students*** through Alabama's Statewide Parent Engagement Month. We hope you will review the suggestions/guidelines and use them to design an event that fits the needs of your school and community. This planning guide also includes the letterhead template, samples (correspondence, invitation, news release, etc.), and parent and school/school system evaluation forms. Use the theme in publicizing your event. Customize the template and samples to suit your needs. Further modification may be needed for virtual use.

Keep in mind that the suggestions offered in this guide are merely examples of topics, activities, or handouts that you can share with parents. You will know of others that apply to your school, but may not be mentioned here. For example, a useful session for your school might be "How to Conduct a Successful IEP meeting" or other special education issues. Any of the suggested handouts can be shared virtually with parents. You can implement other creative ideas and sessions to engage parents. Adapt these guidelines specific to your school and community. You may decide to hold a one-day event, a week or weekend of open house, or a series of events throughout the month of October. Keep in mind you may need to make modifications for virtual use.

This is an occasion to seek input and support from parents, community leaders, partners in education, PTAs, PTOs, and other volunteers. Everyone can share in the planning of your event. Remember to include parents AND grandparents, guardians, older siblings, and other relatives.

Have students create welcome banners with the 2022 theme for Statewide Parent Engagement Month: ***Home and School Partnerships: One Voice for Students***. Create "I Have Visited My Child's School Today" recognition certificates, stickers, pencils, etc., for parents. These items make parents feel important and special. In addition, parents become "walking advertisements" for your school!

Good luck with your event. Again, we remind you that the activities should be representative of your community and your school. What's important is what works for your school and community. ***Be creative and have fun!***

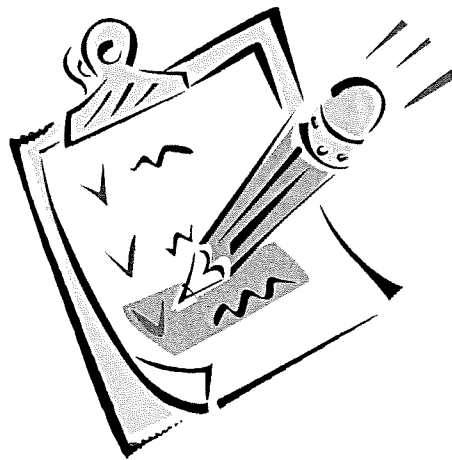
Your Notes for Alabama's Statewide Parent Engagement Month:



CHECKLIST

- 🍏 **Form a planning committee.**
Include everyone—faculty, support staff, parents, students, public information officers, parent engagement coordinators, community members, etc. Partner with PTAs, PTOs, businesses, civic groups, higher education, etc.
- 🍏 **Assess the needs of your parents by asking students and parents for their input.**
Survey parents on programs they would like to see and other needs they may have. Are they concerned about violence in schools? Do they need transportation or childcare? Would they be willing to serve on the planning committee?
- 🍏 **Design format(s) and choose convenient time(s) that fit the needs of your parents.**
Decide what works best for parents in your community. Vary activities, formats, and schedules. You may choose to have a general session that leads into concurrent sessions, or you may want to give parents a choice of ongoing activities. Some schools have had successful results with morning and late afternoon sessions that last two hours each.
- 🍏 **Send "Save the Date" announcements early.**
- 🍏 **Call on community members.**
Ask for speaker suggestions, volunteers, refreshments, and incentive prizes.
- 🍏 **Give parents a reason to participate-add an element of fun.**
Distribute incentives. Involve children in the activities. Combine Alabama's Statewide Parent Engagement Month events with previously scheduled activities, such as fall festivals, homecoming, *Red Ribbon Week*, or Open House.
- 🍏 **Keep parent-teacher conferences positive if planning them during this month.**
- 🍏 **Provide transportation and childcare.**
Work with your system's transportation and community education coordinators or contact community organizations.
- 🍏 **Provide services for non-English speaking parents and those with disabilities.**
Federal Programs and Special Education staff can assist you.
- 🍏 **Showcase student art and school work with displays, exhibits, and performances.**

- 🍏 Distribute Parent Month Evaluation Forms.
- 🍏 Have a specific way to collect forms. Compile forms and use them to design next year's format.
- 🍏 Keep the media informed before, during, and after the events.
- 🍏 Publicize school events at local malls, supermarkets, restaurants, doctors' offices, etc.
- 🍏 Mail your School/School System Evaluation Form following your event but no later than November 18, 2022, to Dr. Carolyn A. Jones, Alabama State Department of Education, Gordon Persons Building, Room 3345, P. O. Box 302101, Montgomery, AL 36130-2101.
- 🍏 Thank all of those who helped make your event a success and start planning now for next year's Alabama's Statewide Parent Engagement Month!



SAMPLE ACTIVITIES

- 🍏 Schedule parent-teacher conferences.
- 🍏 Showcase student art, work samples, science projects, writing portfolios, etc.
- 🍏 Incorporate other events such as fall festivals, open house, homecoming, etc.
- 🍏 Celebrate school anniversaries/milestones.
- 🍏 Celebrate *Lights on After School* on October 20, 2022, (www.afterschoolalliance.org).
- 🍏 Celebrate National Community Education Day.
- 🍏 Hold a systemwide open house.
- 🍏 Open the school library after school hours for students and their families.
- 🍏 Feature school successes and advertise future events.
- 🍏 Distribute school information packets and student handbooks.
- 🍏 Set up a carnival-type event in the gym so parents can rotate through stations.
- 🍏 Create newsletter/calendar to send home that advertises October schedule of events.
- 🍏 Take events to other venues outside of school, such as malls and community centers.
- 🍏 Serve refreshments and give door prizes.
- 🍏 Give class reunion-type awards: parent or grandparent of the day, parent with most children attending your school, parent who came the farthest distance from work, etc.
- 🍏 Ask for mayor's proclamation for Alabama's Statewide Parent Engagement Month.
- 🍏 Host a variety of sessions to appeal to a wide range of interests and academic levels: CPR training, adult basic education/GED, community education class schedules, etc.
- 🍏 Invite local dignitaries, former students, local celebrities, etc.
- 🍏 Feature a faculty art show, in addition to student work.
- 🍏 Publicize student and faculty honor rolls for awards, grants, scholarships, etc.
- 🍏 Display banners made by the students.
- 🍏 Recruit student volunteers to register attendees, serve refreshments, act as guides, babysit younger students, etc.
- 🍏 Have a "Make-and-Take" art station for parents and children.
- 🍏 Feature a story-telling time for younger children.
- 🍏 Make Alabama's Statewide Parent Engagement Month a class project for a certain grade or discipline (English, drama, journalism, art, music, photography, graphic design, technology, etc.).

Your Ideas for Alabama's Statewide Parent Engagement Month:



OTHER SUGGESTIONS

- 🍏 Remember transportation and childcare needs to enable more parents to attend events.
- 🍏 Collaborate with other agencies such as the county extension service and churches to provide transportation, parenting workshops, childcare, etc.
- 🍏 Make provisions for non-English speaking parents and parents with disabilities.
- 🍏 Contact county public health departments for health and nutrition handouts.
- 🍏 Remember that many agencies and websites offer free, low-cost, and bilingual services (see **Internet Resources** on page 26).
- 🍏 Contact other schools for ideas.
- 🍏 Recruit ideas from students. Students can help with planning, publicity, registration, and technology demonstrations. Older students might babysit younger students.
- 🍏 Vary hours of school events to accommodate schedules of working parents.
- 🍏 Contact local businesses to donate refreshments and door prizes.
- 🍏 Ask businesses to give employees time off from work to attend this event.
- 🍏 Follow up with parents as appropriate.
- 🍏 Work with your local PTA or PTO.
- 🍏 Be prepared to create signs or add name tags for last-minute visitors.

MAKE THE NEWS

- 🍏 Notify local news media about Alabama's Statewide Parent Engagement Month as soon as possible (see **Sample News Release** on page 24).
- 🍏 The *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month logo is included in this guide for use on all printing and presentations.
- 🍏 Keep the media informed of key developments including:
 - Schools participating.
 - Employers agreeing to cooperate.
 - Programs and activities being planned.
 - Invitations being sent to parents.
 - Companies that are supporting the event.
- 🍏 Use media to keep parents informed about Alabama's Statewide Parent Engagement Month developments, speakers, schedule changes, etc.
- 🍏 Publish *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month schedule of local events in your area newspaper.
- 🍏 Post notices throughout your community (malls, restaurants, supermarkets, other businesses, etc.).
- 🍏 Write an editorial about what your school has done, is doing, or could be doing with more parent engagement.

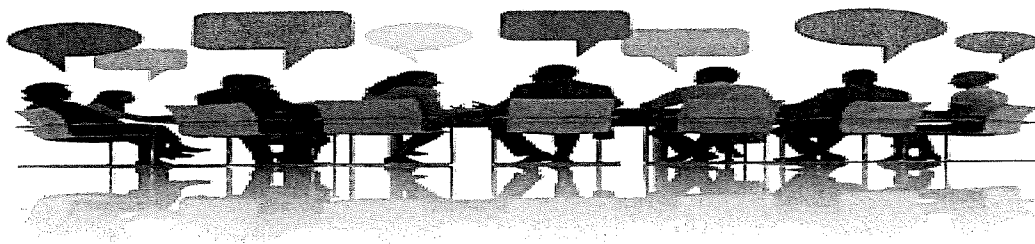


FOLLOW-UP

- 🍏 Not only will evaluations and follow-up with parents contribute to the future success of Alabama's Statewide Parent Engagement Month, but they are very important aspects of continual parent engagement.
- 🍏 A sample **Parent Evaluation Form** is provided on the next page to copy and distribute to parents.
- 🍏 The **School/School System Evaluation Form** on page 17 may be mailed following your event but **no later than November 18, 2022**, to Dr. Carolyn A. Jones, Alabama State Department of Education, Gordon Persons Building, Room 3345, P. O. Box 302101, Montgomery, AL 36130-2101. Submit **only one copy per school/system**.
- 🍏 Say "THANK YOU!" to all of those who helped in making your event a success and start planning for next year's event.

Your Notes for Alabama's Statewide Parent Engagement Month:





ALABAMA'S STATEWIDE PARENT ENGAGEMENT MONTH

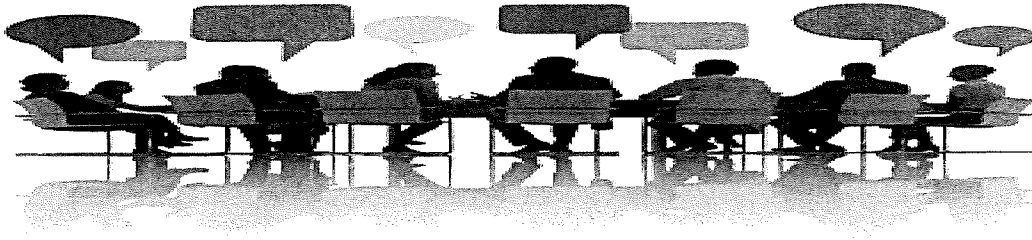
A Program Sponsored by Your School and the Alabama State Department of Education

PARENT EVALUATION FORM

Thank you for visiting today. Please take a few minutes to complete this evaluation of your experience today with *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month's events. We hope to have this event again next year and would like your comments to help us with our future planning.

1. What did you expect from the *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month event?
2. Did our program meet your expectations? Why or why not?
3. What did you like most about the event?
4. What was your least favorite part of the event?
5. Did the event help you understand what your child has learned and will be learning during this school year?
6. What element or session would you like added to next year's program?
7. We want to keep you involved in the school's effort to educate your child. Do you have any suggestions on how we can keep working together?
8. Other general comments, feedback, or suggestions?

Thank you for your feedback. Together we can provide your child with the best education possible. Please return this form before you leave to (GIVE LOCATION).



ALABAMA'S STATEWIDE PARENT ENGAGEMENT MONTH

A Program Sponsored by Your School and the Alabama State Department of Education

SCHOOL/SCHOOL SYSTEM EVALUATION FORM

Thank you for participating in *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month. Please take a few minutes to complete this evaluation form to reflect your experience. We plan to continue this event and your comments will help the ALSDE in future planning. Please submit ONE per school/system.

1. If you did not participate in Statewide Parent Engagement Month, please give reason(s) and answer Questions 3 and 9 through 12.
2. How many schools/parents participated in your system's Statewide Parent Engagement Month event?
3. Please give us the name and contact information of your Parent Engagement Coordinator.

Parent Engagement Coordinator

School/School System

Telephone

Fax

Email

4. Please give an overview of the kinds of activities that took place in your community during Statewide Parent Visitation Month. Please check all that apply.

a. ☐ General Assemblies

d. ☐ Speakers

b. ☐ Concurrent Sessions

e. ☐ Student Engagement

c. ☐ Refreshments

f. ☐ Parent/Teacher Conferences

d. ☐ Drawings/Giveaways

g. ☐ Other (please describe) _____

5. Did your schools receive support from local businesses? ☐ Yes ☐ No
If yes, please describe what type of help was received.

SCHOOL/SCHOOL SYSTEM EVALUATION FORM (Continued)

6. What resources did you use to assist in the planning process?

- a. ☐ Banner
- b. ☐ Video
- c. ☐ Stickers
- d. ☐ Local business and community leaders
- e. ☐ PTA/PTO
- f. ☐ Local education foundation
- g. ☐ Handouts
- h. ☐ Other (please describe) _____

7. How did you advertise Statewide Parent Engagement Month?

- a. ☐ Radio
- b. ☐ Television
- c. ☐ Newspapers
- d. ☐ Letters/Fliers to Parents
- e. ☐ Billboards
- f. ☐ Banners
- g. ☐ Other (please describe) _____

8. We would like to compile success stories and photos to share statewide. Please email your Statewide Parent Engagement Month success stories and photos to Dr. Jones at cajones@alsde.edu.

9. How can the Alabama State Department of Education help you in your planning process?

10. What suggestions do you have for next year's Statewide Parent Engagement Month?

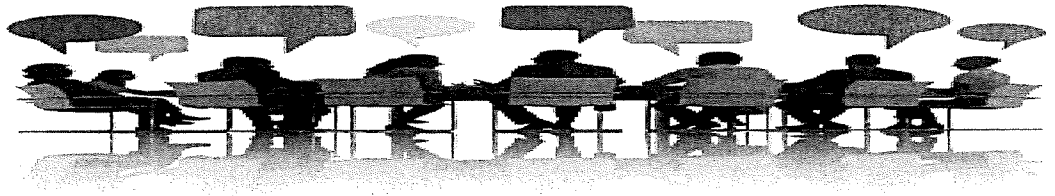


11. Please give suggestions for next year's theme for Statewide Parent Engagement Month.

12. Other general comments, feedback, or suggestions?

Thank you for your feedback. The success of Alabama's Statewide Parent Engagement Month depends on you. Please mail your School/School System Evaluation form following your event but no later than November 22, 2022, to Dr. Carolyn A. Jones, Alabama State Department of Education, Gordon Persons Building, Room 3345, P. O. Box 302101, Montgomery, AL 36130-2101

(Sample Memo from Superintendent to Principals)



ALABAMA STATEWIDE PARENT ENGAGEMENT MONTH

A Program Sponsored by Your School and the Alabama State Department of Education

M E M O R A N D U M

September_____, 2022

TO: Principals

FROM: Superintendent

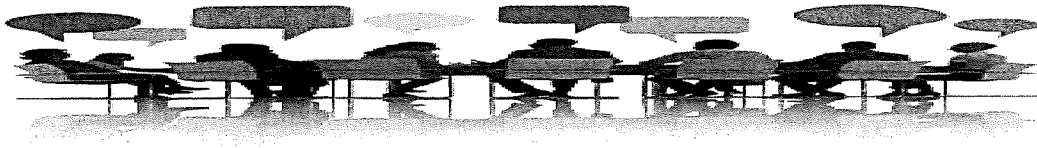
RE: *Home and School Partnerships: One Voice for Students*
through Alabama's Statewide Parent Engagement Month

October is Statewide Parent Engagement Month. Our school district has an opportunity to take a leadership role in encouraging and enhancing parent engagement in their children's education by participating in *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month. This is a time when employers are encouraged to give working parents time off to participate in partnership programs for parents developed by each of our schools. This month is an opportunity for parents and the community to show their support for public education—our schools, teachers, students, and learning.

It is an opportunity to build partnerships with parents and new ways to work together throughout the school year. It underscores the fact that it takes more than our schools to educate our students—it takes parents, families, and communities. There is no better way to involve the community than to invite them into our schools.

We all know parent engagement in children's education means children learn more, and that is what we all want. In fact, we have worked for years to get greater parental engagement in their children's education. Alabama's Statewide Parent Engagement Month is an opportunity to make this happen!

It is critical that you and our teachers be actively involved in this program to make it a success. Please advise your teachers of this program and work with them in ensuring that we make it happen at our schools. Thank you for your anticipated support and participation in this statewide initiative!



ALABAMA STATEWIDE PARENT ENGAGEMENT MONTH

A Program Sponsored by Your School and the Alabama State Department of Education

MEMORANDUM

September _____, 2022

TO: Teachers

FROM: Principal

RE: *Home and School Partnerships: One Voice for Students*
through Alabama's Statewide Parent Engagement Month

You may have already heard about *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month and that it is scheduled for October 2022. This event is an opportunity for schools to take leadership roles in building, reinforcing, and improving relationships among parents, teachers, and students.

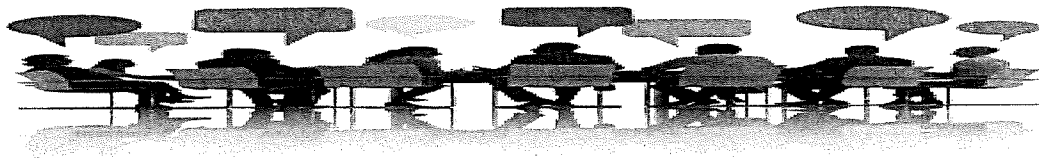
For years, we have held parent-teacher conferences and have attempted to involve parents in the learning process. However, those meetings usually occur later in the school year when the environment may not be as comfortable for a first meeting. We also know there are some parents who are uneasy about school meetings and choose not to attend.

Home and School Partnerships: One Voice for Students through Alabama's Statewide Parent Engagement Month is an opportunity for us to open our doors to parents early in the school year. It's a chance to change for the better the ways in which teachers, parents, and students communicate and work together. It has been stated before—it takes more than schools to teach today's students—it takes parents, families, and communities.

This event also encourages the community to show support for our school system and provides teachers and parents with the opportunity to build the basis for a positive relationship throughout the school year. I'd like (*name of school*) to take a leadership role in bringing *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month to our community. The success of this program depends on all of us—especially you, our teachers. I hope that you will sign up to participate and show your support for our school.

Please join me at a planning meeting on (*date, time, and location*) so we can discuss how we will make this happen in our school to the benefit of us all. Thank you for your support and cooperation in this matter.

(Sample Invitation to Parents)



PARENTS AND FAMILIES—YOU ARE INVITED!!!!

October is Alabama's Statewide Parent Engagement Month, and you are cordially invited to join teachers, administrators, and other parents at (*name of school*) for *Home and School Partnerships: One Voice for Students* events. This statewide celebration is planned especially for you and will give you an opportunity to see what your child is learning and to meet your child's teachers. Additionally, you will have fun!

You will enjoy art displays and science projects created by your children, demonstrations in our computer lab, and a skit by our drama club. We will have door prizes from (*give credit to sponsors*) and refreshments. Mark your calendar!

Date: October____, 2022

Time: _____

Place: _____

Please complete and return the following reply form to let us know if you will be attending. We are looking forward to seeing you!

Student's Name and Grade

Name of Student's Teacher

____ Yes, I will take part in *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Visitation Month by visiting my child's/grandchild's school event on October____, 2022.

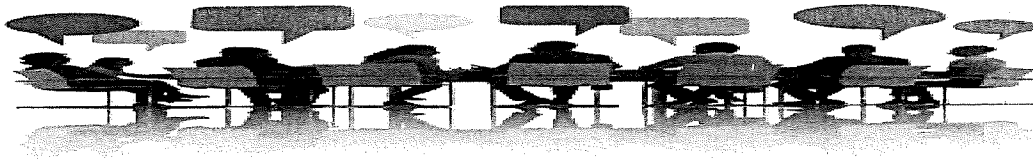
____ I would like to help. Please contact me at _____
(Telephone Number/Email)

Signature

Date

(Sample Letter from Schools to Employee)
ALABAMA STATEWIDE PARENT ENGAGEMENT MONTH

A Program Sponsored by Your School and the Alabama State Department of Education



September_____, 2022

Mr. John Doe
XYZ Company
123 Maplenut Drive
Happyville, AL 00000

Dear Mr. Doe:

October is *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month. This special event is being planned for parents to strengthen the home/school connection. Schools across the state are inviting parents to join as partners with teachers to strengthen student learning. Parents will visit their child's school to become more aware of Alabama's educational standards as well as innovative programs taking place in (*name of school*).

You, as an employer, also have an opportunity to get involved. It is no secret that today more parents work outside of the home than ever before. Due to their work schedule, many parents may not have an opportunity to participate in *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month unless their employers support it.

That is where your company comes in! Supporting through *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month is an opportunity for your company to take a leadership role in the community as well as to demonstrate the value of employee responsibility outside of the workplace. I am sure you will agree that investing in the education of today's students means a more highly educated workforce for tomorrow.

I hope this means your company will allow parent-employees time off from work to attend *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month at (*name of school*) on October_____at (time).

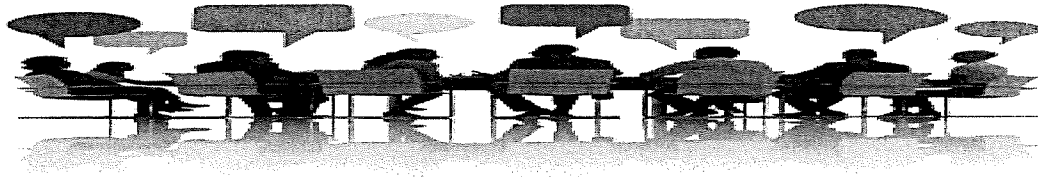
Thank you for considering your company's role in *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month. Please contact me at (phone number/email). I will be happy to answer any questions you may have about this exciting opportunity.

Sincerely,
Jane Smith, Principal Thomas
Jefferson High School

(Sample Vendor Letter from Schools)

ALABAMA STATEWIDE PARENT ENGAGEMENT MONTH

A Program Sponsored by Your School and the Alabama State Department of Education



September_____, 2022

Ms. Freeda Charity
Super Tom's Discount Store
100 Giveaway Drive
Pleasantville, AL 00000

Dear Ms. Charity:

October is *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month. Schools across the state are inviting parents to join as partners with teachers to strengthen the home/school connection. Parents will use this event to visit their child's school and become more aware of Alabama's challenging educational standards and innovative programs taking place at (*name of school*).

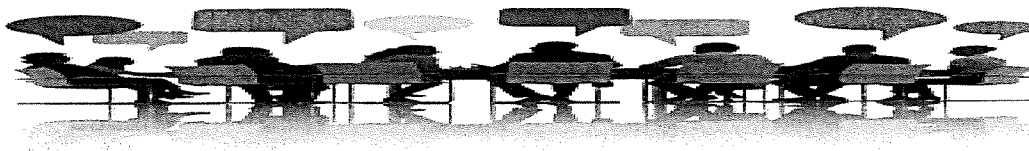
We would like (*Super Tom's*) to join us in sponsoring this event. We want to encourage parents to participate by offering door prizes and refreshments. We are asking (*Super Tom's*) to help support this event by donating_____for *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month. In addition, every parent who attends will receive a bag filled with parenting tips and other information.

(*Super Tom's*) will be listed as an event sponsor in our *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month publicity. If you have any items such as notepads, pencils, mints, etc., we can include these in the parent bags. I will be calling you within the next week to see how we could better strengthen our partnership between (*name of school*) and (*Super Tom's*). Thank you for your continued support of our school. We look forward to working with you on this exciting event.

Sincerely,

John Smith, Principal
Jamestown Elementary School

(Sample News Release)



ALABAMA STATEWIDE PARENT ENGAGEMENT MONTH

A Program Sponsored by Your School and the Alabama State Department of Education

FOR IMMEDIATE RELEASE
DATE

CONTACT: (insert name)
(give contact's phone number/email)

OCTOBER IS ALABAMA'S STATEWIDE PARENT ENGAGEMENT MONTH

Home and School Partnerships: One Voice for Students (Name of School/System)

City of Origin, Alabama. - October is Statewide Parent Engagement Month in Alabama and (*name of school/system*) is inviting parents and others *Home and School Partnerships: One Voice for Students* by attending a special school event on October _____.

With research that shows students achieve more when parents are involved in their education, (*name of school/system*) will participate in the Alabama State Department of Education's Statewide Parent Engagement Month on October _____. While the event is referred to as "Parent" Month, anyone responsible for raising school-aged children is welcome to attend. The theme for the event is *Home and School Partnerships: One Voice for Students*.

(Insert quote from local superintendent, principal, or other school official here.)

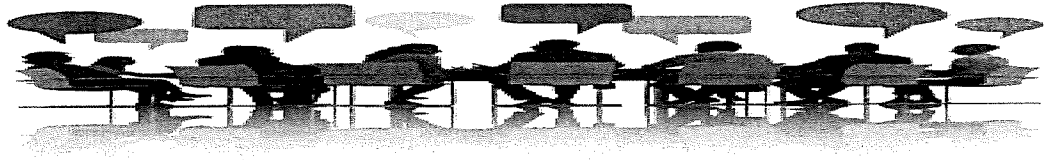
(*Name of school/system*) has planned special events as a way of informing adults of the importance of their engagement in their school-aged children's education. October has been set aside for special activities aimed at getting parents and others to invest in their children's education and to learn more about what goes on in their children's lives while they are at school.

(*Name of school/system*) will join with Alabama public schools/systems across the state in hosting *Home and School Partnerships: One Voice for Students* Statewide Parent Engagement Month events. The goal is to connect home and school better. Parent engagement—now more than ever—is a key factor to student success in school year-round. By setting aside a specific month, public schools can focus on the importance of parent engagement and investment in their children's education.

Scheduled sessions include local and state initiatives such as the Alabama Reading Initiative; Alabama Math, Science, and Technology Initiative; school policies; and safety issues.

To learn more about *Home and School Partnerships: One Voice for Students* parent engagement opportunities throughout the school year, contact your local school or school system (*include school/system website address, if available*).

(Sample Public Service Announcement)



ALABAMA STATEWIDE PARENT ENGAGEMENT MONTH

A Program Sponsored by Your School and the Alabama State Department of Education

For Broadcast at Football Games, Schoolwide Assemblies, etc.

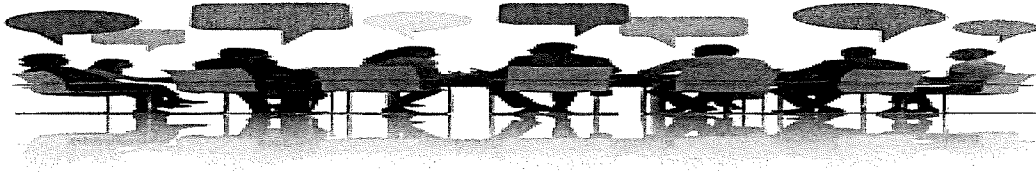
Ask Local Radio & TV to Use PSA.

Tailor PSA to Reflect Individual System/School Plans.

Target Audience: Parents

Visit your child's school on October _____ and be part of *Home and School Partnerships: One Voice for Students* through Alabama's Statewide Parent Engagement Month. Join thousands of other parents visiting schools across the state during October to participate in fun activities, learn more about state and local education programs, and find out how you can help your child succeed in school. Call your child's school for more information.

Disclaimer of Endorsement: INTERNET RESOURCES



The appearance of external hyperlinks does not constitute endorsement by the ALSDE of the linked websites, or the information, products, or services contained therein. The ALSDE does not exercise any editorial control over the information you may find at these locations. Furthermore, the ALSDE bears no responsibility for the accuracy, legality, or content of the external sites or for that of subsequent links. All links are provided consistent with the educational mission of the website.

ENGLISH AVAILABLE

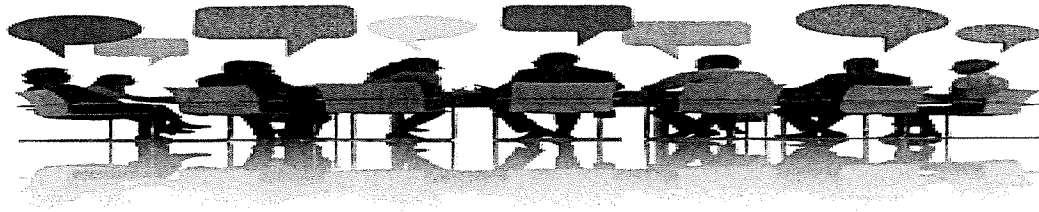
- A+ Education Foundation: <http://www.aplusala.org/index.asp>.
- After School Alliance Lights on After School, October 19, 2021: www.afterschoolalliance.org.
- Alabama Arise: www.alarise.org.
- Alabama Department of Children's Affairs: www.dca.state.al.us.
- Alabama State Department of Education: www.alabamaachieves.org.
- Alabama Department of Public Health: www.adph.org.
- Alabama Education Association (AEA) Web Resources: www.myaea.org.
- Alabama Learning Exchange (ALEX): www.alex.state.al.us.
- Alabama Official State website: **Error! Hyperlink reference not valid.**
- Alabama Parent Information and Resource Center: www.AlabamaParentCenter.com.
- Alabama PTA: www.alabamapta.org.
- Alabama Public Television: www.aptv.org.
- Alabama Scholarships/Financial Aid: <http://www.college-scholarships.com/alabama.htm>.
- Alabama Virtual Library: www.avl.lib.al.us.
- American Association of School Administrators (AASA): www.aasa.org.
- American Federation of Teachers (AFT): **Error! Hyperlink reference not valid.**
- "A Parent's Guide to Good Schools": www.sedl.org/pubs/family31/welcome.html.

Internet Resources for Alabama's Statewide Parent Visitation Month (continued)

- 🍏 Association for Supervision and Curriculum Development (ASCD): www.ascd.org, 1-800-933-2723.
- 🍏 Center on School, Family, and Community Partnerships: www.csos.jhu.edu/p2000/center.htm.
- 🍏 Children's Trust Fund: www.ctf.state.al.us.
- 🍏 Communities in Schools: www.cisnet.org, 1-888-371-3606.
- 🍏 Connect for Kids: www.connectforkids.org.
- 🍏 Council for Leaders in Alabama Schools (CLAS): <http://www.clasleaders.org>.
- 🍏 Council of Chief State School Officers (CCSSO): www.ccsso.org.
- 🍏 Education Commission of the States: www.ecs.org.
- 🍏 Family Education Network: www.familyeducation.com.
- 🍏 Family Friendly Schools: www.familyfriendlyschools.org, 1-800-658-6082.
- 🍏 Families and Work Institute: www.familiesandwork.org.
- 🍏 "Family Engagement in Children's Education: Successful Approaches, An Idea Book": www.ed.gov/pubs/FamInvolve.
- 🍏 Foundation for Excellent Schools: www.fesnet.org.
- 🍏 George Lucas Educational Foundation: www.gleff.org.
- 🍏 Governor's Office: www.governor.state.al.us.
- 🍏 Learning First Alliance: <http://www.learningfirst.org>.
- 🍏 National Coalition for Parent Involvement in Education: www.ncpie.org.
- 🍏 National School Safety Center: <http://www.nssc1.org>.
- 🍏 National School Public Relations Association (NSPRA): www.nspr.org.

SPANISH AVAILABLE

- 🍏 Alabama Cooperative Extension System: www.aces.edu.
- 🍏 ASPIRA Association Inc.: www.aspira.org.
- 🍏 FirstGov (U.S. Government's Official Web Portal) for Parents: www.firstgov.gov/Topics/Parents.shtml.
- 🍏 *Every Student Succeeds Act* (ESSA): www.ed.gov/essa.
- 🍏 Security Online for Kids and Families: www.ssa.gov/kids.
- 🍏 U. S. Department of Education (USDE): www.ed.gov.



ALABAMA STATE DEPARTMENT OF EDUCATION CONTACTS

(This document and other resources for Alabama's Statewide Parent Engagement Month are available at www.alabamaachieves.org).

- 🍏 **Alabama's Statewide Parent Engagement Month, 334-694-4768:**
Dr. Carolyn A. Jones, cajones@alsde.edu
- 🍏 **Federal Programs, 1-888-725-9321 or 334-694-4516:** Parental
Engagement: Ms. Jennifer Connell, jennifer.connell@alsde.edu.
- 🍏 **Career/Technical Education, 334-694-4747**
- 🍏 **Child Nutrition, 334-694-4656**
- 🍏 **Instructional Services, 334-694-4768**
- 🍏 **Safe and Drug-Free Schools and Communities, 334-694-4717:**
 - At-Risk Programs
 - Safe and Drug-Free Schools
 - School Safety
- 🍏 **Special Education, 1-800-392-8020 or 334-694-4782**
- 🍏 **Educator Certification, 1-800-723-6841 or 334-694-4557**
- 🍏 **Educator Preparation, 1-800-723-6841 or 334-694-4594**
- 🍏 **Educational Technology, 334-694-4641**

Alabama State Department of Education, Eric G. Mackey, State Superintendent of Education

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in its programs, activities, or employment and provide equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P. O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 694-4717.

RESOLUTION IN SUPPORT OF MILITARY FAMILIES

Resolution in Support of Military Families

WHEREAS, today over one million Americans are bravely serving in the United States Armed Services. More than 300,000 Alabamians served their nation at home and abroad; and

WHEREAS, over 40,000 children in the State of Alabama are members of military families; and

WHEREAS, students who have parents in the military may experience unique challenges as a result of their family's military service including attending multiple schools; and

WHEREAS, frequent moves, family separations through deployments, and reintegration which can cause academic difficulties for youth; and

WHEREAS, the *School District Name* is committed to meeting the unique needs of all students, especially those of military youth:

NOW, THEREFORE, BE IT RESOLVED, That the *School District Name* offers our gratitude and support for all military personnel, their families, and veterans; and

BE IT FURTHER RESOLVED, That the *School District Name* will establish a trained point of contact at each building to support military families; and

BE IT FURTHER RESOLVED, That the *School District Name* will make every effort to connect military families with the resources they need.

Done this 8th day of September 2022

ALABAMA PUBLIC CHARTER SCHOOL NOMINEES





Mac McCutcheon
Speaker of the House
District 25

ALABAMA
HOUSE OF REPRESENTATIVES

11 South Union Street
Montgomery, Alabama 36103
334-261-0505

August 8, 2022

To: Alabama State School Board
Attention: Mrs. Logan Searcy

Pursuant to Act No. 2015-3, I am submitting my nominees to the Alabama Public Charter School Commission for your consideration.

1. Luis J. Ferrer--- Madison, Alabama
2. Debbie Alvis---Houston, Alabama

Serving you,

A handwritten signature in black ink that reads "Mac McCutcheon". The signature is written in a cursive, flowing style.

Mac McCutcheon

MM/hk

Luis J. Ferrer
111 Grand Oaks BLVD
Madison, AL 35758 United States
Mobile: (256) 6421016
Email: luis.j.ferrer@me.mil

Availability:

Job Type: Permanent

Work Schedule: Full-Time

Summary of Qualifications:

Madison City Schools:

After serving on the MCS Board of Education, I have firsthand knowledge and experience of the school system's current challenges, past and current successes.

Responsible for governance of over 12,000 students, over 2,000 employees, and a budget of over \$169M during the COVID pandemic

During the past five years, I have performed/participated/developed/reviewed, and approved the following:

Multiple Elementary/Middle/High Schools rezoning.

6th Grade transition to the Middle Schools.

5 Annual Budget Cycles ranging from 100-170 Million.

5 Annual Capital Planning sessions

2 Schools planning and construction planning

2 Tax campaigns and Tax lawsuit settlement

Superintendent and CSFO Search/Interview and Hire

Central Office reorganization

Growth Analysis and Strategic Planning

Use of data in monitoring student achievement and system performance

Written policies that align with current law and best practices

Criteria, assessment tools, and methods used to measure student achievement.

Utilizing knowledge from data to adjust resources to close achievement gaps

Review of all legal actions pertaining to Board matters

Contracting Officer:

ACAT 1 Major Weapon System Contracting Officer (PCO)

Served as the contracts focal point for planning, developing, and executing complex "cradle to grave" contractual strategies such as contract negotiations, contract administration, in-depth research of acquisition and technical requirements, policy, and regulations to provide contractual advice to management, product managers, engineers, budget analyst and project managers regarding unique situations.

Negotiated, awarded and administered sole source and competitive contracts utilizing various contract types including, Definitive and Indefinite Delivery/Indefinite Quantity (IDIQ), Firm, Fixed Price (FFP), Fixed Price Level of Effort (LOE) Fixed Price Incentive (Firm Target) (FPIF), Labor Hours (LH), Time and Material (TM), Cost, Cost-Plus-Fixed Fee (CPFF) Cost-Plus- Incentive Fee (CPIF) and Cost-Plus-Award Fee (CPAF), Undefined Contract Actions (UCA) and Undefined Change Orders (UCO) in support of ACAT 1 Major Weapon System, FMS, Commercial, Simplified Acquisition, R&D, GSA Schedules, Engineering Services, Direct Sales, Supply, Production and BAA/SBIR contracts ranging from \$100k to \$5.4 billion.

Developed, conducted, drafted and reviewed, Cost and Price Analysis for contract and subcontract requirements in support of new requirements or contract change orders, UCA and UCO, ranging from \$750k to \$5.4 Billion (1 Prime, 47 Subcontractors) for ACAT 1 Major Weapon System, FMS, R&D Missile Production, Engineering Services, Production, M&O and BAA/SBIR.

Drafted and reviewed Competitive Range Determination (CRM), Pre-Objective Memorandum (POM)/ Price Negotiation Memorandum (PNM), Price Justification Memorandum (PJM) requirements ranging from \$100k to

\$5.4 Billion and approval levels ranging from the Contracting Officer to the Secretary of Defense (OSD) Defense Pricing and Contracting (DPC) levels.

Provide proactive, efficient, and effective customer support. Plan, organize and prioritize workload for up to seven (7) CS grades ranging from General Schedule (GS) 7 interns to GS 13 Lead CS and one (2) GS 13 PCO, to deliver the objective in a timely and effective manner, adjusting respond to changing situations and anticipating and overcoming difficult obstacles, as necessary. Ensured that workload and associated personnel are leveraged appropriately throughout the division to meet maximum efficiencies.

Team Lead:

Work Experience:

Army Contracting Command-Redstone Arsenal/PEO Missiles and Space

Team Lead ACAT 1 Major Weapon System Contracting Officer

Team Lead PCO for PEO Missiles and Space, Tactical Missiles Division to support of the Air-to-Ground Missile System (AGMS) HELLFIRE II Missiles and Joint Air-to-Ground Missiles (JAGM). ACAT 1 Program in support the Army, Navy, Air Force, FMS and Special Operations rotary and fixed-wing platforms. Program Value of \$10 billion.

NAVAIR HQ F/A-18 & EA-18G Program Office (PMA-265)

PCO for PEO F/A-18A-D Hornet, F/A-18E/F Super Hornet and EA-18G Growler weapons systems production contract. ACAT 1 Program in support the Navy F/A-18A-D Hornet, F/A-18E/F Super Hornet and EA-18G Growler obsolescence, upgrades, changes, engineering services and production. \$7 Billion BOA

Army Contracting Command-Redstone Arsenal/PEO Missiles and Space

Contracting Officer

As an ACAT 1 Major Weapon System PCO:

PCO for PEO Missiles and Space, Tactical Missiles Division to support of the JAMS Hydra-70 Rocket System, a 2.75 ACAT 1 Program in support the Army, Navy, Air Force, FMS and Special Operations rotary. Max Value of \$4.3 billion.

Missile Defense Agency Target and Countermeasures

Lead Contract Specialist

CS for a Major System R&D contract that consists of various types of contracts, which include Cost-Plus-Fixed Fee CPFF and CPIF, FPIF, and FFP in support of the Targets and Countermeasures (TC) program supporting the Ballistic Missile Defense (BMD) system testing. \$350 million effort

Army Contracting Command-Redstone Arsenal/Aviation Logistics

Team Lead Contracting Officer

PCO Team Lead , Lead Procurement Contracting Officer (PCO) and Title 10 Public Partnerships (P3) Direct Sales PCO for 26 pre-awards, 7 post-awards and 5 Direct Sales contracts ranging \$150K to \$80 Million from Sole Source and Competitive IDIQ, CPFF and FFP contract. Definite FFP contracts, GSA, and CHEST for the acquisition of

services, supplies, and build and design of production support test equipment and services for the Depot Reach Back Division to support CCAD Production Facility.

Army Contracting Command-Redstone Arsenal/Aviation Logistics

Lead Contracting Specialist

Lead CS and Lead Negotiator of M&O for Indefinite Delivery Indefinite Quantity (IDIQ), CPFF, FFP, and Commercial contracts UH-60 Blackhawk, CH-47 Chinook, OH-58 Kiowa, and AH-64 Apache helicopter systems. \$10 million program efforts

Army Contracting Command-Redstone Arsenal/Contracting and Acquisition Management Office

Lead Contracting Specialist

CS for four (4) ongoing SSEBs that consist of various types of contracts, which include: CPFF and CPIF, FPIF, and FFP. These SSEBs will award 4 MAIDIQ contracts collectively estimated at \$1.5 billion and consist of functional areas such as Operations, Logistics & Minor Construction, Command, Communications, Information, Detection, and Monitoring, Training, Program Support.

Military:

Army Veteran, Honorable Discharge 1997

Education:

Inter-American University San German, San German, PR United States Master's Degree 12/2010

GPA: 3.75 of a maximum 4.00 Credits Earned: 42 Semester hours

Major: MBA Accounting

Inter-American University San German, PR United States Bachelor's Degree 06/2007

GPA: 3.42 of a maximum 4.00 Credits Earned: 150 Semester hours

Major: Electronic Engineering Technology Minor: Accounting Honors: Cum Laude

Awards:

ACC Redstone Contracting Officer of the Quarter, 10/2020

Performance-based Pay Increase, 08/2020

Performance Award, 07/2020, 01/2019, 09/2018, 01/2016, 09/2015, 08/2014, 06/2014, 05/2014, 09/2011

Patriotic Service Award, 03/2013

Job-Related Training:

Certificate of Appointment Contracting Officer Warrant 08/29/2016

DAWIA Certified Contracting Professional Level 3, 03/18/2016

Lean Six Sigma Black Belt May 2015

Lean Six Sigma Yellow Belt 06/09/2011

Avenger Missile System Repair Course October 1995

Language Spoken Written Read

Spanish Advanced Advanced Advanced

Other Leadership Positions:

State of Alabama:

Madison City:

Madison City Schools- 12,000+, Students, 1,200+ Employees.

Madison Board of Education – Former Vice-president

Madison Board of Education Former Policy Committee - Committee Chair.

Madison Board of Education Former Strategic Committee - Steering Committee Champion

Madison Board of Education Former Advocacy Committee - Voting Committee Member

Madison City Former Strategic Transportation Committee - Committee Member

Madison Board of Education Former Finance Committee - Voting Committee Member

Madison Board of Education Former Security and Safety Committee - Voting Committee Member

Town of Triana:

Town of Triana – Former Town Council Councilman, Place Four. Represented 2,500 Residents, 1,000+ Houses

Town of Triana - Former Town Council, Streets and Cemetery Committee Chair, Town Planning Committee.

Town of Triana - Former Park and Recreation - Town Council Committee Member.

Town of Triana – Former Water Board Voting Committee Member

Madison County – Former Triana Council Liaison

Huntsville Metropolitan Planning Organization Citizens' Advisory Committee - Committee Member.

References:

Steve Haraway, Madison County Commissioner District 2.

Email: sharaway@knology.net

Tim Holcamp, Madison City Schools Board President

Email: tholtcamp@madisoncity.k12.al.us

Thomas W. Butler, Senator Senate District 2

Phone: Email: senbutler@aol.com

DEBORAH ALVIS RN, BSN, MSHL, CPHRM

1129 County Road 64
Houston, Al 35572
Cell: 205.387.5852
deborahalvis@gmail.com

EDUCATION

07/2010 – 7/2014
Masters of Health Law
Summa Cum Laude

Nova Southeastern University
Ft. Lauderdale, Florida

10/2008
Certified Legal Nurse Consultant

Vicki Milazzo Institute

08/1995 – 05/2000
Bachelors of Science in Nursing (BSN)

University of Alabama Huntsville

STRENGTHS

Self-Motivated
Goal Oriented
Excellent Communication Skills
Self-Disciplined

EXPERIENCE

02/2021 – Present
Senior Account Manager

Becton Dickinson (BD)
256-272-0625

- Responsible for support across the portfolio of HealthSight application services and medication management products.
- Manages existing service, expansion, and protection of revenue in existing clientele base in facilities across the Southeastern and Southwestern United States.
- Serves as the subject matter expert and conducts best practice assessment to ensure optimization of solutions for clientele.
- Directly responsible for strategic planning and providing expertise in implementing, educating, and driving adoption of solutions that deliver value to hospitals and patients
- Develop, manage and maintain executive relationships through annual outcomes presentations and delivering unique clinical insights and consulting.
- Call Points include: C-Suite, VP of Quality, VP of Pharmacy, Chief Nursing Officer, Nursing Leadership, Infectious Disease Physician Leadership, Infection Prevention, Clinical Pharmacy, Microbiology Lab, Medication

03/2012 – 02/2021

Director of Quality and Risk management

Crestwood Medical Center

256-429-4789

- Responsible for coordinating, implementing, and directing the Risk Management and Patient Safety Program to maintain an environment conducive to patient safety, to prevent and/or minimize losses associated with identifiable risks, and to minimize and prevent claims of general and professional liability against the hospital.
- Directs, implements and oversees an annual hospital wide, comprehensive Corporate Risk Premium Incentive Program. Over \$150,000 returned to the hospital each year since 2012.
- Identify emerging needs as part of the Enterprise Risk Management Model. Develop a strategic plan to combat any safety concerns as they may arise.
- Serves as the Patient Safety Officer and directs the Patient Safety Program, including: facilitating systems analysis to promote & improve patient safety, conducting and facilitating educational programs based upon identified needs, and compliance with regulatory, State and Federal laws and regulations and the TJC standards.
- Responsible for assisting the CQO in the planning and execution of the Performance Improvement Program for the hospital. Ensure that data collection and analysis occurs, which drive the organization's Performance Improvement Program. Works with all customers in the development of Performance Improvement strategies including Performance Improvement Teams, hospital and departmental initiatives/ goals and medical staff activities. Assist the CQO in achieving and maintaining regulatory compliance regarding TJC, CMS, State and other regulatory requirements as necessary, assist in departmental supervision and functioning oversight of Infection Control, Risk Management and Quality.
- Work directly with the students and professors at the University of Alabama Huntsville, providing education and training consistent with best practice, legal requirements governing licensure, as well as regulatory standards
- Present quarterly to the Board of Directors and Medical Executive Committee the Process Improvement Data as well as the Enterprise Risk Management Strategic outcomes.

10 / 2008 – Present

Owner

Clarity Consulting

205.489.2919

- Providing over thirty medical / legal services to attorney clients.
- Expert trial witness
- Medical Records/Data Review Analyst
- Collaborate with the legal team to provide clinical expertise as well as strategic planning

- Tailored presentations to assist the legal team in trial and deposition preparations

06/2001 – 07/2012

Cullman Regional Medical Center
256-737-2619

Employee Patient Safety Coordinator

- Employee workers compensation
- Facilitate, manage and present all Root Cause Analysis
- New employee orientation instructor
- Report to the Board of Directors regarding quality analysis and outcomes.
- Investigating all Quality Assurance reports from every area of the hospital and then working with all departments to implement process improvements
- Updating and maintaining OSHA log
- Reporting hospital data to the Department of Industrial Relations
- Environment of Care Safety Team
- The Joint Commission Team
- Chairperson “Code E” Focus Group - charged with planning, coordinating, conducting, and critiquing required drills.
- Patient Safety Officer
- Policy and Procedure Committee member
- Risk management role- providing the hospital/visitors/staff with quality improvement reviews as well as process improvements when warranted.
- Investigate and follow up regarding patient/visitor complaints.
- Develop and implement hospital wide education for process improvements
- Assist litigation team: chart reviews, staff preparation for deposition and trial, research and data analysis.
- Quality Management Committee
- Nurse council committee

Critical Care Nurse

- Serving on the Policy and Procedures Committee to represent the Critical Care Unit. The Policy and Procedure Committee is responsible for developing and maintaining the policy and procedures of the hospital to comply national standards of care.
- Critical Care Unit Weekend Charge Nurse. My responsibilities include but are not limited to: Critical Care Unit staffing, patient bed assignment, Critical Care Unit admits and discharges, relief monitor tech, floating to the step-down unit when needed, and to care for patient family needs.
- Transferred to the Critical Care Unit.
- Registered nurse on third floor providing post surgery care to patients.

10/2002 – 05/2004
Charge Nurse

University of Alabama Birmingham Hospital
205.934.4322

- Promoted to charge nurse.
- Worked a part time schedule with a highly motivated health care team.

CERTIFICATIONS, MEMBERSHIPS, & SPECIALIZED TRAINING

- Alabama Society for Healthcare Risk Management member (AlaSHRM)
- American Society for Healthcare Risk Management (ASHRM)
- Certified Professional in Healthcare Risk Management (CPHRM)
- Certified Legal Nurse Consultant (CLNC)
- Foundation for Moral Law Board of Directors
- ALGOP Executive Committee Member

REFERENCES

Available upon request