Welcome and Introduction

- Words from Dr. Bice
- The Future of Public Education Tour

Let’s Imagine!

- Walker County Schools – Mary Slaughter

College- and Career-Ready Standards

- 2014-2015 CCRS IT Meetings
- MDC and LDC Opportunity
- GRIT – Importance of Communication
- Aligned Instructional Materials Process Update

Assessment

- Assessment Results Schedule and Resources
- WorkKeys
- Online Prep for ACT and WorkKeys

Career Technical Education

- Career Ready Indicators Update
- Dual Enrollment Update
- Internships/Co-ops
- Four Year Plans Update

Other

- Next Meeting – Breakout Sessions!
- ASCD Memberships
# CCRS Implementation Team Meeting Dates

## 2014-2015

### Quarterly Meeting #1 – September 23-26, 2014

<table>
<thead>
<tr>
<th>Tuesday 9/23/14</th>
<th>Wednesday 9/24/14</th>
<th>Thursday 9/25/14</th>
<th>Friday 9/26/14</th>
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<tbody>
<tr>
<td>Region 1 - UNA</td>
<td>Region 3 – AAMU/UAH</td>
<td>Region 3 – AAMU/UAH</td>
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<td>Region 4 – UA/UWA</td>
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<td>Region 5 – UAB</td>
<td>Region 6 – JSU</td>
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<td>Region 1 - UNA</td>
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<td>Region 8 – ASU/WCCS</td>
<td>Region 10 - USA</td>
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### Quarterly Meeting #2 – November 4-7, 2014

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<tr>
<th>Tuesday 11/4/14</th>
<th>Wednesday 11/5/14</th>
<th>Thursday 11/6/14</th>
<th>Friday 11/7/14</th>
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### Quarterly Meeting #3 – February 10-13, 2015

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<tr>
<th>Tuesday 02/10/15</th>
<th>Wednesday 02/11/15</th>
<th>Thursday 02/12/15</th>
<th>Friday 02/13/15</th>
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### Quarterly Meeting #4 – April 14-17, 2015

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<tr>
<th>Tuesday 04/14/15</th>
<th>Wednesday 04/15/15</th>
<th>Thursday 04/16/15</th>
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<tr>
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<td>Region 1 - UNA</td>
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Effective Practices to Help Students Meet Standards

**Tasks and Questions of Powerful Teams**

**Co-creating Lessons**
- What learning experiences do our students need to reach this standard?

**Co-creating Assessments**
- How will we know if they have reached it?

**Looking at Student Work**
- What does their work suggest about what they do and don't understand and what we as teachers need to do next?
What do educators trained in the Mathematics Design Collaborative (MDC) say about their experience?

"(MDC training) really had a profound impact on me. I realize the student really knows the concept now, because she had to think through the problem and was not given the answer."

Rachel S., eighth-grade math teacher, Florida

"The Math Design Collaborative has been a good experience for both me and my students. It has enabled me to improve my questioning strategies, and my students have become more persistent in their problem solving."

Leena M., geometry teacher, Arkansas

"I realized that my students were capable of a much higher level of thinking than I was giving them credit. As I have turned into more of the facilitator in the classroom, my students are now reasoning in ways that I had never imagined."

Amanda C., geometry teacher, Arkansas

"My scores in the algebra class increased by 25 percent, and I had 100 percent proficiency in my regular Algebra class due to focusing on the individual needs of the students and clearing up their math misconceptions."

Rhonda L., algebra teacher, Arkansas

"I have implemented three FALs the first quarter of this school year. The pre/post FAL assessments indicate 60 percent of my students are showing improvement."

Susan R., algebra teacher, Florida

"Formative assessment lessons (FALs) have changed the way we teach, the way our students learn, and the way our classrooms look each day."

Jami W., Math I teacher, Georgia

"I have been implementing the formative assessment lessons, and I have found them beneficial and enlightening. I love the fact that students are forced into a productive struggle. I would say the Mathematics Design Collaborative provides a good tool for teachers to have in their toolbox."

Tony C., geometry teacher, Mississippi

Students work in pairs to make sense of problems and persevere in solving them (MP1), reason abstractly and quantitatively (MP2), and model with mathematics (MP4).

<table>
<thead>
<tr>
<th>Which Equations Describe the Story?</th>
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<tbody>
<tr>
<td>A pencil costs $2 less than a notebook.</td>
</tr>
<tr>
<td>A pen costs 3 times as much as a pencil.</td>
</tr>
<tr>
<td>The pen costs $9.</td>
</tr>
<tr>
<td>Which of the four equations opposite describe this story?</td>
</tr>
<tr>
<td>Let x represent the cost of a notebook.</td>
</tr>
<tr>
<td>A: 3x - 6 = 9</td>
</tr>
<tr>
<td>B: x + 9 = 9</td>
</tr>
<tr>
<td>C: 3x - 2 = 9</td>
</tr>
<tr>
<td>D: 3(x - 2) = 9</td>
</tr>
</tbody>
</table>

Standards for Mathematics Practice

The standards for math practice rest on important "processes and proficiencies" with longstanding importance in mathematics education.

MP1: Make sense of problems and persevere in solving them.
MP2: Reason abstractly and quantitatively.
MP3: Construct viable arguments and critique the reasoning of others.
MP4: Model with mathematics.

The Common Core State Standards (CCSS) for mathematics or other rigorous standards describe the various elements of what students should know and be able to do. The MDC formative assessment tasks show what the standards look like in performance terms. They enable teachers to assess student performance and move each student's reasoning forward. MDC helps teachers transform the vision of CCSS math standards into their own classrooms.

"The standards for mathematical practices capture the processes and proficiencies that we want students to have. Not just the knowledge and skills, but how they use the knowledge and skills. They capture the habits of mind or thinking skills that are specific to mathematics."

Professor William McCallum, a lead writer for the CCSS math standards

Contact Information:

Gene Bettens  
Senior Vice President  
gene.bettens@mdc.org

Steve Brown  
Director, State Development for High School and Middle Grades  
steve.brown@msstate.edu

Carol Ann Duke  
Lead Literacy Consultant  
candrew.duke@msstate.edu

Dan Melette  
Manager, Gates LEG/MD C  
dan.melette@gates.org

Rhonda Remnie  
Director, K-21 Contracted School Network  
rhonda.remmie@mdc.org

Scott Warren  
Director, State Initiatives  
scott.warren@msstate.edu

SREB and Bill & Melinda Gates Foundation

MATHMATIC SD DESIGN COLLABORATIVE

SREB Training Helps Teachers Implement the CCSS or Other Rigorous Standards for Mathematics

The Mathematics Design Collaborative (MDC) provides schools with instructional tools needed to help teachers understand and implement the Common Core State Standards (CCSS) or other rigorous standards effectively while allowing teachers the flexibility to select topics and adjust assignments to their specific instructional plans. MDC helps teachers embed the new standards into instruction and engage students in assignments that address math understanding.

MDC uses formative assessment lessons (FALs) to engage students in a productive struggle that builds fluency with their procedural skills, and deepen mathematical reasoning and understanding. Students participate in both individual and group learning as teachers use FALs and questions to check for students’ math understanding and correct common misunderstandings. Rather than following predetermined steps to find an answer (the "GPS" approach), students are supported to deepen their math reasoning to solve problems.

Formative Assessment Lessons

Central to MDC are sets of FALs. The FALs are aligned to the CCSS and other rigorous standards and are designed to be embedded within courses. The FALs represent a major innovation in teaching and learning math by:

- focusing on student understanding of math concepts
- allowing students to have a productive struggle and make sense of math concepts
- assigning teachers in determining what changes in content and instructional strategies are needed to allow students to master rigorous standards
- engaging students in reasoning and increasing their ability to think through math problems
How is the MDC Framework Different From Traditional Math Instruction?

Mathematics Design Collaborative

SREB's Mathematics Design Collaborative (MDC) professional development initiative provides mathematics teachers with ongoing, high-quality professional development that focuses on both content and process.

Content

The Bill & Melinda Gates Foundation funded efforts by the Shell Centre in England and the University of California at Berkeley to produce a series of formative assessment lessons (FALs) for grades seven to ten focused on advancing student mathematics understanding and problem-solving skills. The FALs are built around a set of rich learning tasks connected to math standards to be embedded within a teacher's curriculum. Formative assessment lessons strive to develop deep understanding of key math content. The FALs are designed to engage students in a productive struggle with their math learning.

Formative assessment lessons follow a common structure:

- **Students** are given an easily-administered initial assessment task. This provides teachers with a qualitative sense of their students' grasp of the targeted math standards.
- **Students** are immersed in the math assessment task through a set of collaborative activities. Students work in small groups, engage in discussion, take responsibility for their own learning and learn from each other, often by examining each other's work. Teachers provide feedback questions to move students' learning forward without giving away step-by-step procedures for solving the problem.
- **Students** are engaged in a whole-class discussion. Discussion pulls the lessons together and strengthens students' understanding of math concepts involved and allows teachers deeper insights into their students' learning gaps. Teachers provide the needed structure to allow students to discuss the mathematics, provide feedback and allow students to learn from one another.
- **Students** return to the initial task to redo the assessment. Students get an opportunity to apply what they have learned while providing teachers feedback on the effectiveness of their instruction. The strategy underlying the FALs is to enable students to understand math concepts and be able to put these into practice. Application of math is often last when the focus is on the development of discrete procedural skills.

MDC expects teachers to use FALs at least once a month that are aligned to key concepts being studied. Individual teachers or districts can decide exactly how each FAL will be used. Some teachers could use an FAL to introduce a math topic, others might use an FAL as a two-thirds of the way through their teaching of the topic to raise questions and check for understanding. Other teachers may use it weeks later to consolidate learning of multiple strands within the curriculum.

Changes in Classroom Experiences

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>MDC Classroom</th>
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</thead>
<tbody>
<tr>
<td>Teacher as lecturer</td>
<td>A balance between direct and facilitated instruction</td>
</tr>
<tr>
<td>Teacher as expert</td>
<td>Student as expert</td>
</tr>
<tr>
<td>Teaching focused</td>
<td>Learning focused</td>
</tr>
<tr>
<td>Students working individually</td>
<td>Students working in pairs or small teams</td>
</tr>
<tr>
<td>Step-by-step instruction</td>
<td>Instruction focused on key concepts with students identifying multiple solution pathways</td>
</tr>
<tr>
<td>Students completing work by completing pen-and-paper problems</td>
<td>Students completing lessons that allow for understanding through the use of technology and hands-on manipulation</td>
</tr>
<tr>
<td>Only the teacher discussing math or using math terminology</td>
<td>Students actively discussing math and using math terminology in both oral and written formats</td>
</tr>
<tr>
<td>Teachers guiding students through a series of steps to solve problems</td>
<td>Teachers assisting students by posing questions to develop their math and reasoning skills in problem solving</td>
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</table>

The MDC process equips teachers with research-based strategies and a process for analyzing learning in the mathematics classroom. To fully implement the MDC formative assessment lessons, teachers need direct support that begins with an understanding of the changes in classroom instruction that must be made and the ongoing help teachers need to make the change.

Process

SREB has learned that a single workshop has little impact on changing adult practices. For this reason, the MDC plan involves initial training lasting two to three days and three additional sessions each lasting two days, spread throughout the school year (approximately four to six weeks apart). Each session will engage participants using adult learning best practices and include both pre-work and follow-up expectations. Follow-up sessions for math teachers are designed to support their use of the FALs and their efforts to support other math teachers to use the FALs. (Certain considerations can be made for the training and support of teachers in an electronic format.)

In addition, a school may choose to provide extra support with days of job-embedded content coaching between sessions. A key lesson learned is that the change that schools must make to dramatically raise math achievement will not occur after a one-day “spray and pray” professional development session. There has to be a major change in the beliefs of teachers that students of all levels can be successful.

An integral part of MDC is building capacity within a school/district to grow the MDC effort. With that in mind, each school will have a team of math teacher facilitators participate in the training. Teacher facilitators are defined as outstanding teachers who, after a track record of getting students to achieve at higher levels, will take the information learned and implement it in their classrooms, and who have the ability to get other teachers to follow their lead. A school leader will also participate as a team member.

The ideal middle grades team will include at least one math teacher for each grade and one administrator. The ideal team for a high school will include the administrator, at least one Algebra I teacher and a geometry teacher. Extremely large schools may elect to include additional team members. These team members will implement MDC lessons and strategies in their classrooms, model lessons for other teachers, and assist the principal in rolling out MDC to other teams in their department.

The concept of teacher facilitator teams was recently recognized by the National Council for Staff Development as a promising practice, one that strives to build the capacity in a school to continue the process well after professional development ends.

The initial workshop will prepare the lead mathematics facilitators to use the MDC FALs to develop students’ abilities to reason, understand and apply mathematical concepts. This approach involves using formative assignments and assessments to determine students’ knowledge and skills and respond accordingly in developing students’ capacities to become more independent learners in math. Math teachers will become familiar with FALs that address the most essential standards for getting students ready for high school and ready for college and careers. During the workshop, teachers will work through several lessons and develop feedback questions. Teachers will leave with lessons and plans for the next weeks of the school year. Teachers must bring their textbooks and pacing guides to the training.

These math teacher facilitators will be trained to implement the FALs and also lead planning sessions with other math teachers in their school. The purpose of these planning sessions will be to share FALs, align other FALs to existing pacing guides, and instruct teachers on proven instructional strategies that give greater emphasis to understanding and reasoning. Facilitators will be expected to implement these practices in their own schools and classrooms, which can then serve as demonstration classrooms for others to visit and observe.

Students are working in a small group using white boards to make sense of problems and persevere in solving them (MP1), construct arguments and critique the reasoning of others (MP3), and look for and make use of structure (MP7).
What do educators trained in the Literacy Design Collaborative (LDC) say about their experience?

"I don't deny that LDC is hard work — some of the hardest work I have ever done. But when I completed my first module and saw the work my students did, I could not wait to develop another module and continue to transform my classroom. My first module wasn't even that good but the work my students produced convinced me to try again, and now I can't imagine teaching any other way."

Danielle S., CT teacher, Arkansas

"With the LDC model I have seen students giving me responses, and they are going beyond what I have taught them. They are giving me their own interpretation of the information."

Arnold V., History teacher, Texas

"It's almost like I've been given permission to teach the way I always wanted to teach."

William C., Biology teacher, Arkansas

"I see myself as a social studies teacher slowly shifting from a "content first" teacher to a "skills first" teacher. With LDC, content is incorporated into the literacy skill being taught, instead of the skill being thrown in with the content."

Regina C., Social studies teacher, Festus, Missouri

"LDC works for my students and me! Standardized test scores have improved greatly. In the spring semester of 2012, after implementing LDC, 91 percent of the students passed the end-of-course test, compared to 72 percent in the fall semester of 2011."

Maria G., Social studies teacher, Georgia

At Hope High School in Hope, Arkansas, teachers learned that social studies teacher Bill Haglund "gets it" and that he is happy to help them with ideas about their module. Bill exemplifies the "collaborative" part of LDC. Because of his leadership, the first teacher/facilitator group has been able to write and launch two modules in one semester. In addition, each one of them has chosen a "buddy" teacher and will be expanding the work on their campus.

Linda M., LDC Trainer, SREB

"We have seen teacher ownership grow and student ownership and level of engagement increase at least 40 percent throughout our campuses. Students are more interested in research processes and learning real-world application of information."

Marty M., Arkansas Administrator

All LDC tasks require students to:
1. Read, analyze and comprehend texts as specified by rigorous core state standards.
2. Write products as specified by rigorous core state standards (focusing on persuasion, informational/explanatory and narrative texts).
3. Apply rigorous core state literacy standards to content subjects (English/Language arts, social studies, science, technical and electives). The framework is designed to ensure that students receive literacy and content instruction through rigorous academic reading and writing tasks that prepare them for success in college and careers by the end of high school.

There are two main components of LDC:
1. **Template tasks** are the building blocks for formative assignments and classwork-level assessments. The tasks are "fill-in-the-blanks" models.
2. **Template modules** add instruction to a single template task. The module is designed for approximately two to three weeks of instruction using an "instructional ladder" to organize instruction. The instructional ladder details what literacy skills will be addressed, what student products are expected, how each product will be scored, and what instructional strategies will be used.

Each LDC template task includes the following components:
- **Template prompt**. This is a shell statement that allows teachers to fill in the blanks with content and type of product, and it charges students with a task — what students should do and what product they should produce.
- **Scoring rubric**. This describes and connects the demands and qualities established by the rigorous core state standards with the student product.
- **Student work**. As teachers begin to collect student responses to a prompt, they can accurately assess not only student performance, but also analyze their work. Schools and districts can use student work to open a dialogue on instruction as well as provide an opportunity to assess student and program performance. Examining student work clarifies expectations and calibrates the larger system.

**Contact Information:**

**Gene Billiotte**
Senior Vice President
gene.billiotte@srebo.org

**Steve Brown**
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steve.brown@srebo.org

**Carol Anne Duke**
Lead Literacy Consultant
ca duke@srebo.org

**Dan Nellie**
Manager, Gates LDC/ACE
dan.mollie@srebo.org

**Rheonda Rennie**
Director, MTSU Contracted School Network
rheonda.renne@srebo.org

**Scott Warren**
Director, State Initiatives
scott.warren@srebo.org

**SREB Training Helps Teachers Implement the CCSS or Other Rigorous Standards for Literacy**

The Literacy Design Collaborative (LDC) is an approach for incorporating rigorous literacy standards into middle grades and high school content areas. LDC provides a system for developing reading, writing, and thinking skills in a variety of academic disciplines, not just in English/language arts courses. LDC tools embed the Common Core State Standards or other rigorous standards for literacy into content-area instruction by providing template tasks and fill-in-the-blanks shifts that give teachers the flexibility to insert the texts to be read, content to be addressed, and writing to be produced. This will result in high-quality assignments, and it will provide students with the literacy skills they need to succeed in education and careers. The LDC tools were developed by the Bill & Melinda Gates Foundation.

**TRAINING PLAN**

SREB has learned that a single workshop has little impact on changing adult practices. The LDC implementation plan consists of a schoolwide program of at least eight days of training for teachers and administrators with four days of follow-up coaching support. These eight days include:

- An initial two-day workshop for a team from each school that must comprise an administrator and at least one teacher from each of the following disciplines: English, science, social studies, and career/technical education
- Follow-up training for school teams consisting of three additional, two-day sessions
- Coaching visits to each site after training (total of four days per site)

With principal support, teacher facilitators will work with a subject area team and with "buddy teachers" to implement LDC processes schoolwide.
How is the LDC Literacy Framework Different from Traditional Literacy Instruction?

<table>
<thead>
<tr>
<th>Instructional Approach</th>
<th>Traditional Classroom</th>
<th>LDC Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources for reading</td>
<td>Textbook</td>
<td>Complex international texts to include appropriate non-fiction at or above grade level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test diversity</td>
</tr>
<tr>
<td>Reading instruction</td>
<td>Limited to assigning text readings</td>
<td>Specific mini-tasks designed to teach the skills of text selection, active reading and note taking</td>
</tr>
<tr>
<td></td>
<td>Some examination of the structure of the text</td>
<td>Specific mini-tasks designed to teach the skills of text selection, active reading and note taking</td>
</tr>
<tr>
<td>Written products</td>
<td>Short responses</td>
<td>Focused written products that address literacy standards for prescribed types of writing: expository, informative, explanatory, and narrative</td>
</tr>
<tr>
<td></td>
<td>Limited essay experience</td>
<td>Written products that are content-specific</td>
</tr>
<tr>
<td></td>
<td>Limited-topic research paper</td>
<td>Written products that are content-specific</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written products that are content-specific</td>
</tr>
<tr>
<td>Writing instruction</td>
<td>Minimal, no content specificity</td>
<td>Content-specific writing models</td>
</tr>
<tr>
<td>Preparing students for reading and writing tasks</td>
<td>Limited task engagement</td>
<td>Specific mini-tasks designed to teach the skills of planning, development, revision, and editing</td>
</tr>
<tr>
<td>Assignment presented to students</td>
<td>Preparing students for reading and writing tasks</td>
<td>Specific mini-tasks designed to teach the skills of planning, development, revision, and editing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content-specific writing models</td>
</tr>
<tr>
<td>Preparing students for reading and writing tasks</td>
<td>Minimal or none</td>
<td>Minimal or none</td>
</tr>
<tr>
<td>Individual teacher choice</td>
<td>Preparing students for reading and writing tasks</td>
<td>Specified list of skills that every teacher must address during the unit</td>
</tr>
<tr>
<td>Lesson design</td>
<td>School/district-specific formal</td>
<td>Each unit will have a completed &quot;Instructional Module&quot; that addresses every literacy skill included in the instruction</td>
</tr>
<tr>
<td></td>
<td>No specific requirements to connect to literacy</td>
<td>Each unit will have a completed &quot;Instructional Module&quot; that addresses every literacy skill included in the instruction</td>
</tr>
<tr>
<td>Vocabulary development</td>
<td>Content-specific words</td>
<td>Specific mini-tasks designed to teach the skills of vocabulary with identified student products</td>
</tr>
<tr>
<td></td>
<td>No specific instruction for learning and using domain-specific vocabulary</td>
<td>&quot;Second Tier&quot; vocabulary expected in class discussion and to written tasks</td>
</tr>
<tr>
<td></td>
<td>&quot;Second Tier&quot; vocabulary not addressed</td>
<td>&quot;Second Tier&quot; vocabulary expected in class discussion and to written tasks</td>
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</table>

An LDC instructional module is a structure that allows teachers to address four critical questions for rigorous literacy instruction:

**Section 1: What task? What tasks set clear, rigorous goals for learning?**

A quality teaching task is the beginning point for quality instruction. Teaching tasks set the stage for learning challenging content and literacy skills necessary in academic coursework and in the world at large. A quality teaching task is worth teaching because it is relevant to the curriculum or discipline and aligned to learning goals. When you complete a teaching task, you "automatically" create alignment to the Common Core Standards’ learning goals. A quality teaching task is doable in that it is paced for two to three weeks focusing on one or more tasks that involve students in addressing an interesting question, issue, or topic as they read and write. Finally, a quality teaching task creates a literate environment for students to engage in critical thinking while employing a range of literacy practices and skills including discussion, speaking, and listening.

**Section 2: What skills? What skills do students need to succeed on the teaching task?**

For students to be successful on the teaching task, practitioners must be clear on the reading, writing, and other literacy skills students must develop. These skills are identified by "back-mapping" from the requirements of the teaching task. Module developers cluster these skills into groupings that make sense for the teaching task. All LDC modules must involve some form of reading and writing skills within clusters. Different lists of skills that emerge from various LDC partners will support researchers in identifying areas of agreement on essential skills.

**Section 3: What instruction? How will you teach students to succeed on the teaching task?**

Instruction is organized around teacher-ready “mini-tasks” or short classroom assignments that teach the skills necessary to complete the teaching task. These mini-tasks are scored and measurable, and can be used to support the teaching of skills. They can be used by teachers to create a formative engine for monitoring student understanding. The mini-tasks are designed to teach the skills necessary to successfully complete the task.

**Section 4: What results? How good is good enough?**

Measuring student results is a hallmark of good instruction. It also provides a way for teachers to calibrate rigor levels so that they have common understandings of expectations. By sharing classroom sets of student work, teachers can have robust professional learning opportunities to examine their own practices and how these practices contribute to student results.

Below are two sample template tasks and an example of how it looks when teachers input their content.

**Template Task 1:**

After researching informative texts on a topic, write an essay or substitute that defines and explains the topic. Support discussion with evidence from research. Level 2: What conclusions or implications can you draw? (Informational/Expository)

**Example:**

Science (Informational/Expository): After researching your textbook’s chapter on Newton’s Laws of Motion, the essay: “The Longest Run Home” and one of the other two articles provided on Newton’s laws and the effects on sports, write an article for Coaching Magazine that defines Newton’s three laws and explains the effects of the laws on sports. Support discussion with evidence from research. Level 2: What conclusions or implications can you draw?

**Template Task 2:**

Insert essential questions. After reading (literature or informational text), write an essay or substitute that addresses the question, and support your position with evidence from the text(s) you read. Level 2: Be sure to acknowledge competing views. Level 3: Give examples from past or current events or issues to illustrate and clarify your position. (Argumentative/ Analysis 1.1, 1.2, 1.3)

**Example:**

Social Studies (Argumentative/Analysis 1.1): Should the state raise the minimum wage? After reading informational texts on the minimum wage debate, write an essay that addresses the question, and support your position, pro or con. Level 2: Be sure to acknowledge competing views.
Who are the members of Alabama GRIT?

Alabama GRIT is as broad as the state of Alabama itself. Our team is comprised of leaders from the state's military community, state and local chambers of commerce, local educators, Parent Teacher Associations, and other civic and education groups. Founding members include:

- A+ Education Partnership
- Alabama Council of Teachers of Mathematics
- Alabama ASCD
- Alabama Association of School Boards
- Alabama Mathematics, Science, Technology Education Coalition (AMSTEC)
- Alabama National Board Certified Teachers Network
- Alabama PTA
- Alabama State Department of Education
- Birmingham Business Alliance
- Black Belt Education Coalition
- Business Council of Alabama
- Council for Leaders in a Schools
- Greater Birmingham Math Initiative
- Huntsville Council of PTAs
- Huntsville/Madison County Chamber of Commerce
- Military Child Education Coalition
- Mobile Area Education Foundation
- Montgomery Education Foundation
- School Superintendents of Alabama
- The Schools Foundation of Madison County
- VOICES for Alabama's Children

How can I get involved?

Ready to make a difference? So are we! We're looking for real voices to share the importance of being prepared for success in college and in a career. Together we can help our students achieve more and prepare for real life.

Visit alabamaGRIT.org or email jessica@alabamaGRIT.org to learn more.

These Alabama College and Career Standards, including Common Core, provide what we need as teachers in Alabama to guide valuable learning experiences in our classrooms. My students are thriving!

Suzanne Culbreth
2013 Alabama Teacher of the Year

The Common Core assures the Department of Defense, which has endorsed the standards, that soldiers entering the military out of high school have the basic education they need to protect and defend our great nation.

Lt. Gen. Jim Pillsbury (ret.)
former Redstone Arsenal Commander

Support for Alabama standards makes good business sense to the businesses in Alabama which create jobs and employ people. It's as simple as making available the best qualified students that businesses can hire.

Dr. Joe Morton
Chairman and President of the Business and Education Alliance

ALABAMA GRIT
GRADUATE READY. IMPACT TOMORROW.

SUCCESSFUL
SOLDIERS HAVE IT.
BUSINESS LEADERS HAVE IT.
PARENTS HAVE IT.
TEACHERS HAVE IT.
STUDENTS HAVE IT.
WE HAVE IT.
DO YOU?
GRIT noun

1. Firmness of mind or spirit: unyielding courage in the face of hardship or danger; indomitable spirit; pluck. She has a reputation for grit and common sense.

2. “Grit” helps people succeed. Studies show that students need grit — determination and perseverance in order to reach their goals.

Alabama GRIT is a team of Alabama parents, educators, business leaders, military personnel, and other civic leaders who work together to ensure all of Alabama’s children have an opportunity to graduate from any of Alabama’s schools prepared for life — whether they are beginning college or a career.

How does Alabama GRIT work?

WE ADVOCATE for higher academic standards.

WE PROMOTE policies and efforts that build on the gains our students are making.

WE FOSTER honest community conversations about what we want Alabama students to achieve.

Lifting up REAL VOICES, we are a window into what is really taking place inside Alabama’s classrooms.

I want to join TEAM GRIT.

I believe that every child should be able to attend a great school in Alabama that expects more of its students and ensures every graduate is prepared for life after graduation — whether one is starting college or a career.

The Alabama State Board of Education has a plan to meet that goal beginning with the implementation of Alabama’s College and Career Ready Standards — academic benchmarks designed to raise student expectations to higher levels, build upon the gains our students and teachers are making in the classroom, and keep our schools moving forward.

I pledge to stand with the many parents, military families, business leaders, educators, community advocates and others whose GRIT and perseverance are ensuring our students graduate with the life skills needed to succeed in their chosen career path.

Add my name to TEAM GRIT.

NAME ________________________________

ORGANIZATION __________________________

EMAIL _________________________________

CITY, STATE ___________ ___________

PARENT YES NO SCHOOL-AGED CHILD YES NO

Please fill out and leave this section with the event organizer.
The Updated Alabama Insight Tool is Coming to Alabama's Teachers on August 18, 2014!

The Alabama Insight Tool has an updated look, feel, and new functions. Everything you need to plan, map, filter, print, and share your curriculum, as well as find/create your own CCRS learning resources, is all right there on your computer or mobile device!

The CCRS (Math, ELA, Literacy, and Social Studies) are unpacked to help teachers identify specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard.

New and Expanded Functions/Features

- Curriculum Mapping
  - At the district level by District Wide Committees
  - At the school level through the export function (Excel)
  - At the teacher level through the export function (Excel)
- Unique Logins for each Teacher
- Logins for Curriculum Mapping Committee Members
- Export Standards with Unpacked Information to Excel
- Simplified Print Functions
- Unlimited Resource Custom Columns
- Mobile Device Friendly

Who Has Access & What Can They Do?

Each Technology and Curriculum Coordinator was sent directions to activate their District’s Insight Account on July 25, 2014. **This District Insight Account enables districts to create Curriculum Committees for their districts if desired.**

Once the District Insight Account is activated, each District can set up three (3) Administrative Logins. These people with Administrative Logins can then add up to three (3) editors who can move rows, delete or add columns, and add resources for the District Curriculum Committees. **(Those with Administrative Logins can do this too.)**

If the District chooses not to create a District Curriculum, then Individual School and Teacher Curriculum Maps may be created by signing up for an ALEX Personal Workspace and exporting the Insight Tool through Excel. If the District does choose to create a District Curriculum, then teachers at each school will be able to access it, and still export it through Excel. **(In all cases, teachers will need to create an ALEX Personal Workspace Account. See below.)**

Sign Up for a Unique Login & See the Updated Insight Tool

1.) Create an ALEX Personal Workspace account. *(Not needed if you already have one.)*
   - Access ALEX: [http://alex.state.al.us](http://alex.state.al.us).
   - Select Personal Workspace.
   - Select Create New Account, and complete the information.

2.) You will receive a confirmation email with a link; Click on it.

3.) Update your Profile, and Click on “Update Account.”

4.) Click on your Personal Workspace link.

5.) Click on the Alabama Insight Tool button. You will now have access to the Alabama Insight Tool.
   *(Required: Agreement to Terms of Use.)*

Support

Your District Technology or Curriculum Coordinator will have direct access to the Insight Development Team for help and support. Insight Help Podcasts will also be available on Insight after September 1, 2014.
PILOT: Instructional Materials Review Process

- Materials are submitted by publishers (ELA and math for the pilot).
- Reviewers will be selected through an application process enabling teachers from across the state to participate.
- Reviewers will be trained on use of an instructional materials rating rubric.
- Reviews will be conducted virtually through an online platform that enables reviewers to dialogue and discuss without having to travel to a central location.
- Results from the reviewers are submitted to the SDE.
- SDE staff will consolidate the reviews into one report.
- Reports will be available for public review, publisher review, and SBE review.
- The SDE will publish the resulting reviews on the ALSDE website.
## Curriculum & Instruction Meeting
### August and September 2014

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>An invitation to bid textbooks for adoption is sent to all publishers by the state.</td>
<td>Vendors submit materials electronically to SDE for review.</td>
<td></td>
</tr>
<tr>
<td>Face to Face Publisher Hearings with a Publisher Caravan</td>
<td>Virtual Publisher Hearing with no Publisher Caravan</td>
<td></td>
</tr>
<tr>
<td>A 23-members State Textbook Committee is appointed by the BOE to review textbooks and make recommendations for adoption and rejection.</td>
<td>Reviewers from across the state provide initial evaluation using an instructional materials rating rubric.</td>
<td></td>
</tr>
<tr>
<td>Normally, textbooks are adopted every 6 years</td>
<td>Instructional materials are reviewed throughout the year.</td>
<td></td>
</tr>
<tr>
<td>Local school systems form local textbook committees and may adopt textbooks from the state-adopted list or they select textbooks off the state list.</td>
<td>SDE will consolidate the reviews and publish for all LEAs. Local systems may form committees.</td>
<td></td>
</tr>
<tr>
<td>A list of approved and rejected textbooks is published every 6 years.</td>
<td>The state will publish the resulting reviews on the ALSDE website throughout the year.</td>
<td></td>
</tr>
</tbody>
</table>

### Additional comments:

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Alabama Links to College and Career Ready Assessment Information

ACT Aspire Summative Reporting Categories
- Log on to www.act.org/aap/alabama
- Click on ACT Aspire
- Select “Score Reporting”
- Choose “ACT Aspire Summative Reporting Categories”

Prototypes of ACT Aspire Reports
- Log on to www.act.org/aap/alabama
- Click on ACT Aspire
- Select “Score Reporting”
- Choose “ACT Aspire Prototype Reports—Grade 5” NOTE: These may not be the most up-to-date samples.

Resource List: Policy Papers and Research
- Log on to www.act.org/aap/alabama
- Click on The ACT
- Select “Score Reporting”
- Choose “What ACT Test Data Are Telling You About Your Students—Resource List”

Interpreting ACT Reports (Video)
- Log on to www.act.org/aap/alabama
- Click on The ACT
- Select “Training”
- Choose “What ACT Data Can Tell You About Your Students”

Interpreting ACT QualityCore Reports (Video)
- Log on to www.act.org/aap/alabama
- Click on ACT QualityCore
- Select “Score Reporting”
- Choose “Understanding and Interpreting QualityCore Reports”

Introduction to ACT WorkKeys
- Log on to www.act.org/aap/alabama
- Click on ACT WorkKeys
- Select “Score Reporting”
- Choose “Understanding ACT WorkKeys Scores”
Score Reporting for 2013-2014 State Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade(s)</th>
<th>Reporting Dates</th>
<th>Format</th>
<th>ALSDE Contact</th>
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</thead>
<tbody>
<tr>
<td>ACCESS for ELLs/Alternate ACCESS for ELLs</td>
<td>K-12</td>
<td>July 9, 2014</td>
<td>Paper Reports, Electronic Option, and CD</td>
<td>Susan Beard</td>
</tr>
<tr>
<td>ACT Aspire</td>
<td>3-8</td>
<td>September 12, 2014</td>
<td>On Line Reports</td>
<td>Kanetra Germany</td>
</tr>
<tr>
<td>ACT Explore</td>
<td>8</td>
<td>December 2013</td>
<td>CD</td>
<td>Maggie Hicks</td>
</tr>
<tr>
<td>ACT Plan</td>
<td>10</td>
<td>December 2013</td>
<td>CD</td>
<td>Maggie Hicks</td>
</tr>
<tr>
<td>ACT Plus Writing</td>
<td>11</td>
<td>By June 18, 2014**</td>
<td>Individual Reports and Student Labels</td>
<td>Maggie Hicks</td>
</tr>
<tr>
<td>ACT Quality Core—English 10</td>
<td>10*</td>
<td>June 18, 2014***</td>
<td>Online Reports</td>
<td>Maggie Hicks</td>
</tr>
<tr>
<td>ACT Quality Core—Algebra 1</td>
<td>*</td>
<td>August 8, 2014</td>
<td>Paper Reports</td>
<td>Nannette Pence</td>
</tr>
<tr>
<td>Alabama Alternate Assessment</td>
<td>3-8, 11</td>
<td>August 8, 2014</td>
<td>eDirect</td>
<td>Maggie Hicks</td>
</tr>
<tr>
<td>Alabama High School Graduation Exam</td>
<td>13-14</td>
<td>August 4, 2014</td>
<td>Paper Reports and Labels</td>
<td>Maggie Hicks</td>
</tr>
<tr>
<td>Alabama Science Assessment</td>
<td>5 and 7</td>
<td>August 22, 2014</td>
<td>Paper Reports and eDirect Access</td>
<td>Kanetra Germany</td>
</tr>
</tbody>
</table>

*ACT Quality Core End-of-Course Assessments are administered to each student enrolled in the class (English 10 or Algebra 1), regardless of the student’s grade level in school.

**Individual score reports, student labels, and school lists for ACT Plus Writing are delivered once scoring is complete, generally within 6 weeks after the test date.

***ACT Quality Core reports are available on line within one week of ACT’s receipt of answer documents. Score reports for students testing via computer-based format are available within 24 hours of submission.

Contact Student Assessment at 334-242-8038 for more information.
Why do our students need ACT WorkKeys?

Look familiar?

What is WorkKeys?

- WorkKeys® is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce.
What is Job Profiling?

- Uses a focus group process to gather job task and WorkKeys skill information from job incumbents.

- Provides a report with a customized task list and skill levels related to specific work examples.

- Each Job Title can require different skills for each Company
  - For Example: RN

What are Career Readiness Certificates?

- An assessment-based credential based on ACT’s WorkKeys© that gives employers and job seekers a uniform measure of key workplace skills.

- The Career Readiness Certificate is a portable credential, allowing employers and employees to use it anywhere in the nation.

- It is based on three assessments: Applied Mathematics, Locating Information, and Reading for Information.
Alabama ACT WorkKeys Assessments

- Locating information measures the skill people use when they work with graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics. The skill people use when they locate, synthesize, and use information from workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges is a basic skill required by 96% of jobs in today's workforce.

- Reading for information measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. (Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.) 89% of jobs profiled require a level of proficiency in Reading for Information.

- Applied Mathematics measures the skill people use when they apply mathematical reasoning, critical thinking, and problem solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. While individual may use calculators and conversion tables to help with the problems, they will need to use math skills to think them through. 84% of the jobs profiled require a level of proficiency in Applied Mathematics.

Applied Mathematics Level 3

In your job as a cashier, a customer gives you a $20 bill to pay for a can of coffee that costs $3.84. How much change should you give back?

A. $15.26
B. $16.16
C. $16.26
D. $16.84
E. $17.16

Answer: B

Why is this a Level 3?
- Examinees must perform a single subtraction operation.
- Numbers are presented in the logical order ($20 - $3.84)
- Number of dollars must be converted to a decimal (dollars and cents: $20.00).
Applied Mathematics Level 4

Over the last 5 days, you made the following numbers of sales calls: 8, 7, 9, 5, and 7. On the average, how many calls did you make each day?

A. 5.8  
B. 7.0  
C. 7.2  
D. 9.0  
E. 36.0  

Answer: C

Why is this a Level 4?
- There is more than one step of logic and calculation.
- Examinees must divide using positive numbers.
- Examinees must figure out averages.

Applied Mathematics Level 5

Quick Call charges 18¢ per minute for long-distance calls. Econo Phone totals your phone usage each month and rounds the number of minutes up to the nearest 15 minutes. It then charges $7.90 per hour of phone usage, dividing this charge into 15-minute segments if you used less than a full hour. If your office makes 5 hours 3 minutes worth of calls this month using the company with the lower price, how much will these calls cost?

A. $39.50  
B. $41.48  
C. $41.87  
D. $54.00  
E. $54.54  

Answer: B

Why is this a Level 5?
- There are several steps of logic and calculation.
- Examinees must perform calculations using mixed numbers.
- Examinees must compare their answers with two sets of calculations and choose the "best deal."
Applied Mathematics Level 6

You are preparing to tile the floor of a rectangular room that is 15½ feet by 18½ feet in size. The tiles you plan to use are square, measuring 12 inches on each side, and are sold in boxes that contain enough tile to cover 25 square feet. How many boxes of tiles must you order to complete the job?

A. 11
B. 12
C. 34
D. 59
E. 287

Answer: B

Why is this a Level 6?
• Examinees must do multiple steps of logic, calculations, or conversion.
• Examinees must use mixed numbers.
• Examinees must eliminate unnecessary information.
• Examinees must find the area of a basic shape and use the result in further calculations.

Applied Mathematics Level 7

The farm where you just started working has a vertical cylindrical oil tank that is 2.5 feet across on the inside. The depth of the oil in the tank is 2 feet. If 1 cubic foot of space holds 7.48 gallons, about how many gallons of oil are left in the tank?

A. 37
B. 59
C. 73
D. 230
E. 294

Answer: B 59

Why is this a Level 7?
• There are multiple steps of calculation.
• Examinees must look up and use the formula for the volume of a cylinder.
• Examinees must convert from cubic feet to gallons.
ATTENTION CASHIERS:
All store employees will now get 20% off the price of clothes they buy here.
Please follow the new directions listed below.

Selling clothes to employees
Ask to see the employee's store identification card.
Enter the employee's department code number into the cash register.
Use the cash register to take 20% off the price. Then push the sales tax button.
Write your initials on the sales receipt.
Sell clothes to employees during store hours only.

Accepting clothing returns from employees
Employees receive a store credit certificate for clothes they return to the store.
Store credit certificates are next to the gift certificates.
Employees may not get a cash refund for clothes they return to the store.

---

You are a cashier. According to the notice shown, what should you write on a store employee's receipt?

A. The employee's identification number
B. The employee's department number
C. The amount of sales tax
D. The 20% discount price
E. Your initials

Answer: E

Why is this a Level 3?
- The sentences are simple and direct. Most put the subject first and the verb last.
- There are short paragraphs and short sentences.
- There are direct instructions for simple tasks.
- The vocabulary includes common everyday words.
- Individuals have to pick out a clearly stated detail. They do not need to draw any conclusions.
Locating Information Level 3

You regularly check the pressure gauge on a large tank. According to the gauge shown, what is the current pressure (in PSI)?

A. 30  
B. 35  
C. 40  
D. 45  
E. 100

Answer: B

Why is this a Level 3?
• The problem contains an elementary workplace graphic.
• Examinees find one piece of information.

Alabama Career Readiness Certificate

STATE OF ALABAMA
CAREER READINESS CERTIFICATE

This is to Certify That
James Flowers

having achieved WorkKeys® scores of Five or greater
in the essential employability skills of Reading for Information,
Applied Mathematics, and Business Information
is awarded the
Gold Career Readiness Certificate No. 1

In witness whereof our names are hereunto affixed this
the 15th day of February, 2007

[Signature]

[Signature]
Career Readiness Certificate Levels & Employability Skills

- Alabama's Career Readiness Certificate (CRC) is an assessment-based credential built on ACT's WorkKeys that gives employers and job seekers a uniform measure of key workplace skills. The Career Readiness Certificate is a portable credential, allowing employers and employees to use it anywhere in the nation. Free training to increase skill levels is available.
- 96% of jobs profiled require Locating Information as a skill area.
- 89% of jobs profiled require Reading for Information as a skill area.
- 84% of jobs profiled require Applied Mathematics as a skill area.

Bronze

- Core employability skills for approximately 30% of the jobs

Silver

- Core employability skills for approximately 65% of the jobs

Gold

- Core employability skills for approximately 90% of the jobs
- Core employability skills for nearly 100% of the jobs

Certificate Needs – Information Technology

<table>
<thead>
<tr>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programmers</td>
<td>Computer Operators</td>
<td>Computer Systems Analysts</td>
</tr>
<tr>
<td>Computer Software Engineers, Systems Software</td>
<td>Computer Systems Analysts</td>
<td>Data Entry Keyers</td>
</tr>
<tr>
<td>Computer Specialists, All Other</td>
<td>Database Administrators</td>
<td></td>
</tr>
<tr>
<td>Computer Support Specialists</td>
<td>Network Systems &amp; Data Communications Analysis</td>
<td></td>
</tr>
</tbody>
</table>
### Certificate Needs - Hospitality

<table>
<thead>
<tr>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
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</thead>
<tbody>
<tr>
<td>Chefs &amp; Head Cooks</td>
<td>Cooks, Institution &amp; Cafeteria</td>
<td>Cooks, Institution &amp; Cafeteria</td>
</tr>
<tr>
<td>Chefs, Restaurant</td>
<td>Dishwashers</td>
<td>Dishwashers</td>
</tr>
<tr>
<td>First-Line Supervisors/Managers of Food</td>
<td>Gaming Cage Workers</td>
<td>Gaming Cage Workers</td>
</tr>
<tr>
<td>Preparation &amp; Serving Workers</td>
<td>Hosts &amp; Hostesses</td>
<td>Hosts &amp; Hostesses</td>
</tr>
<tr>
<td>Food Service Managers</td>
<td>Restaurant, Lounge &amp; Coffee Shops</td>
<td>Restaurant, Lounge &amp; Coffee Shops</td>
</tr>
<tr>
<td>Hotel, Motel, &amp; Resort Desk Clerks</td>
<td>Housekeeping Supervisors</td>
<td>Housekeeping Supervisors</td>
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<tr>
<td>Landscaping &amp; Groundskeeping Workers</td>
<td>Janitorial Supervisors</td>
<td>Janitorial Supervisors</td>
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<tr>
<td></td>
<td>Maids &amp; Housekeeping Cleaners</td>
<td>Maids &amp; Housekeeping Cleaners</td>
</tr>
<tr>
<td></td>
<td>Waiters &amp; Waitresses</td>
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### Certificate Needs - Healthcare

<table>
<thead>
<tr>
<th>Gold</th>
<th>Silver</th>
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<tbody>
<tr>
<td>Diagnostic Medical Sonographers</td>
<td>Dental Assistants</td>
<td>Cooks, Institutional &amp; Cafeteria</td>
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<tr>
<td>EMTs &amp; Paramedics</td>
<td>Dental Hygienists</td>
<td>Dental Laboratory Technicians</td>
</tr>
<tr>
<td>Health Technologists &amp; Technicians, All Other</td>
<td>Health Support Workers, All Other</td>
<td>Dishwashers</td>
</tr>
<tr>
<td>Medical &amp; Clinical Laboratory Technicians</td>
<td>Licensed Practical &amp; Licensed Vocational Nurses</td>
<td>Home Health Aides</td>
</tr>
<tr>
<td>Medical &amp; Health Services Managers</td>
<td>Medical Assistants</td>
<td>Housekeeping Supervisors</td>
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<tr>
<td>Pharmacy Technicians</td>
<td>Medical Equipment Repairers</td>
<td>Janitorial Supervisors</td>
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<tr>
<td>Physical Therapist Assistants</td>
<td>Medical Records &amp; Health Information Technicians</td>
<td>Maids &amp; Housekeeping Cleaners</td>
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<tr>
<td>Psychiatric Technicians</td>
<td>Medical Secretaries</td>
<td>Social &amp; Human Services Assistants</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>Nursing Aides, Orderlies, &amp; Attendants</td>
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<tr>
<td>Respiratory Therapists</td>
<td>Psychiatric Aides</td>
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<tr>
<td></td>
<td>Radiological Technologists</td>
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<td></td>
<td>Reception &amp; Information Clerks</td>
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Certificate Needs – Advanced Manufacturing

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<tbody>
<tr>
<td>Aircraft Structure Assemblers, Precision</td>
<td>Chemical Equipment Controllers &amp; Operators</td>
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<tr>
<td>Calibration &amp; Instrumentation Technicians</td>
<td>Combination Machine Tool Operators &amp; Tenders, Metal &amp; Plastic</td>
<td></td>
</tr>
<tr>
<td>Electric Motor &amp; Switch Assemblers &amp; Repairers</td>
<td>Electrochemical Equipment Assemblers</td>
<td></td>
</tr>
<tr>
<td>Electrical &amp; Electronic Inspectors &amp; Testers</td>
<td>Engineering Technicians, Except Drafters, All Other</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering Technicians</td>
<td>Industrial Engineering Technicians</td>
<td></td>
</tr>
<tr>
<td>Electro-Mechanical Technicians</td>
<td>Machinists</td>
<td></td>
</tr>
<tr>
<td>Electronics Engineering Technicians</td>
<td>Maintenance Workers, Machinery</td>
<td></td>
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<tr>
<td>Environmental Engineering Technicians</td>
<td>Materials Inspectors</td>
<td></td>
</tr>
<tr>
<td>Industrial Production Managers</td>
<td>Milwrights</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering Technicians</td>
<td>Numerical Control machine Tool Operators &amp; Tenders, Metal &amp; Plastic</td>
<td></td>
</tr>
<tr>
<td>Semiconductor Processors</td>
<td>Numerical Tool &amp; Process Control Programmers</td>
<td></td>
</tr>
<tr>
<td>Tool &amp; Die Makers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Businesses Using WorkKeys and/or CRC

- 3M
- Kohler
- Union Foundry
- Toray Carbon Fibers America
- Phifer, Inc.
- Sizemore Staffing
- Steelcase
- Auburn Police Dept.
- Tate & Lyle
- Kelly Temporary Services
- Union Foundry
- Hunt Refining
- Steelscape
- Lockheed Martin
- Southern Heat Exchange Corporation
- OCI Chemical
- Alpha Pet
- Nypro Kanaak

- Boards of Education
- BP
- Masland Carpets
- Vulcan Materials
- HL-A Co., Inc.
- Neptune Technology Group
- Solutia
- Austal USA
- Nucor Steel
- Federal Mogul
- NACCO
- International Paper
- Siemens
- First National Trust & Bank
- Steelcase
- Mando America
- Altec Industries
- Regitair USA
- Farley Nuclear Plant
ACT® improve yourself  SOLUTIONS  PRODUCTS  RESEARCH & POLICY  ABOUT US

Alabama State Testing

ACT WorkKeys

Test Dates
- Coming soon

Checklist of Dates
- Email Communications
- Materials and Documents
- Scoring Reporting
- Understanding ACT WorkKeys Scores
- Training

Contact Us

General Inquiries
- 800-367-9578 (Mon. - Fri., 8:30 am - 5:00 pm Central Time, Monday - Friday; 8:30 am to 2:00 pm Central Time, Saturday except holidays)

ACT WorkKeys®

Sample Questions

The National Career Readiness Certificate Assessments
The National Career Readiness Certificate program is comprised of three WorkKeys assessments:

- Applied Mathematics
- Reading for Information
- Locating Information

Other Foundational Skills Assessments
- Applied Technology
- Written Expression
- Listening for Understanding
- Teamwork
- Workplace Orientation

Soft Skills Assessments
- IT
- Performance
- Teamwork
Sample Score Reports

A wide range of WorkKeys skills reports provide data to help document progress according to core indicators.

**WorkKeys Internet Version**
- Individual Score Report (PDF, 1 page): provides information to examinees about their scores and what it means to be at that skill level.
- Individual Score vs. Baseline Report (PDF, 1 page): used to show a comparison of a respondent's skill level with the job's benchmark profile and it compares the level required for a specific skill area. This report will print with the skill level required and the skill level of the applicant.
- Group vs. Baseline Report (PDF, 2 pages): displays the scores for a group of examinees achieved compared to a score that is required for a job.
- Resume Score Report (PDF, 1 page): a list of examinees, their scores, and the tasks they took.
- Soft Skills Assessments Exit Report (PDF, 1 page):
  - WorkKeys Data Export Report (PDF, 2 pages): provides a way of exporting all examinee and test results to information systems.
  - Performance Assessment Exit Report (PDF, 1 page):
    - WorkKeys Internet Version.

**Paper and Pencil**
- Memo to Examiner Report (PDF, 1 page): documents the examinee's skill level for each assessment taken, describes tasks associated with each skill level, and suggests general strategies for improvement.
- Summary Report (PDF, 3 pages): includes the examinee's score, along with a brief description of the acquired skill level for each assessment administered. The format of the report makes it suitable for the examinee to copy and attach to a job application.
- Examinee Report (PDF, 1 page): includes assessment scores, demographic data, and job-related data for each examinee.

In all exams, examinees should retain Memo and Summary Reports for paper and pencil and the individual Score Report for WorkKeys Internet Version.

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Alaska State Department of Education

Contacts for ACT WorkKeys
Student Assessment
Rebecca Mims ★ Maggie Hicks ★ Susan Beard
334-242-8038
studentassessment@alsde.edu
## Dual Enrollment Programs
### Eligible for Workforce Development Dual Enrollment Funding
#### 2014-15

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Technology</td>
<td>Graphics and Printing</td>
</tr>
<tr>
<td>Air Conditioning/Refrigeration Technology</td>
<td>Hazardous Materials Technology</td>
</tr>
<tr>
<td>Architectural Engineering Technology</td>
<td>Health Information Technology</td>
</tr>
<tr>
<td>Automated Manufacturing</td>
<td>Heating and Air Conditioning</td>
</tr>
<tr>
<td>Automotive Manufacturing Tech (CARCAM)</td>
<td>Heavy Equipment Operation</td>
</tr>
<tr>
<td>Automotive Body Repair</td>
<td>Highway Construction Technology</td>
</tr>
<tr>
<td>Automotive Mechanics</td>
<td>Hospitality Services Management</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Hotel and Motel Management</td>
</tr>
<tr>
<td>Aviation Maintenance – Airframe</td>
<td>Industrial Electronics Technology</td>
</tr>
<tr>
<td>Aviation Maintenance – Power Plant</td>
<td>Industrial Engineering Technology</td>
</tr>
<tr>
<td>Aviation Systems/Avionics Technology</td>
<td>Industrial Maintenance Technology</td>
</tr>
<tr>
<td>Aviation Technology (Aircraft Pilot – Private)</td>
<td>Instrumentation Technology</td>
</tr>
<tr>
<td>Biomedical Equipment Technology</td>
<td>Machine Shop Technology</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>Machine Tool Technology</td>
</tr>
<tr>
<td>Building Construction</td>
<td>Masonry</td>
</tr>
<tr>
<td>Carpentry</td>
<td>Mechanical Engineering Technology</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>Mechanical Design Technology</td>
</tr>
<tr>
<td>Child Development</td>
<td>Medical Assistant</td>
</tr>
<tr>
<td>Civil Design Technology</td>
<td>Medical Transcription</td>
</tr>
<tr>
<td>Clinical Laboratory Technology</td>
<td>Mental Health Technology</td>
</tr>
<tr>
<td>Communication Electronics</td>
<td>Mine Maintenance Technology</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>Mining Technology</td>
</tr>
<tr>
<td>Computer Numerical Control</td>
<td>Non-Destructive Testing Technology</td>
</tr>
<tr>
<td>Computer Maintenance Technology</td>
<td>Nuclear Power Operations Technology</td>
</tr>
<tr>
<td>Construction Management Technology</td>
<td>Nursing Assistant</td>
</tr>
<tr>
<td>Consumer Electronics</td>
<td>Occupational Health Safety</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Office Administration</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Optical Technology</td>
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<tr>
<td>Diesel Mechanics</td>
<td>Paralegal</td>
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<tr>
<td>Drafting and Design Technology</td>
<td>Phlebotomy</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>Physical Therapy Assistant</td>
</tr>
<tr>
<td>Electro Optics</td>
<td>Plastics Technician</td>
</tr>
<tr>
<td>Electromechanical Technology</td>
<td>Plumbing</td>
</tr>
<tr>
<td>Electromechanical/Instrumentation Technology</td>
<td>Practical Nursing (LPN) – ECEP Only</td>
</tr>
<tr>
<td>Electronic Machine Repair</td>
<td>Quality Control Safety</td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>Quality Control Technology</td>
</tr>
<tr>
<td>Electronics Core</td>
<td>Realtime Reporting</td>
</tr>
<tr>
<td>Emergency Medication Services (Basic I)</td>
<td>Sheet Metal Technology</td>
</tr>
<tr>
<td>Engineering Technology Technician</td>
<td>Veterinary Technology</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>Visual Communications</td>
</tr>
<tr>
<td>Fire Science</td>
<td>Water and Wastewater Linkage</td>
</tr>
<tr>
<td>Flight Technology (commercial)</td>
<td>Welding</td>
</tr>
<tr>
<td>Geographic Information Systems Technology</td>
<td></td>
</tr>
</tbody>
</table>
DUAL ENROLLMENT APPLICATION
TO BE COMPLETED BY THE STUDENT

<table>
<thead>
<tr>
<th>Legal Name:</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Date of Birth</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>/ /</td>
<td>( )</td>
</tr>
</tbody>
</table>

| Street Address | |

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of High School:</th>
<th>EMAIL:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term: Fall ◦ Spring ◦ Summer ◦ Year:</th>
<th>Current Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10th ◦ 11th ◦ 12th ◦</td>
</tr>
</tbody>
</table>

ENROLLMENT AUTHORIZATION

I, the student, understand the course(s) I am enrolling in is/are a college level class, and that the grade earned will appear on my permanent college transcript. I authorize __________________________ College to enroll me in the course(s) listed below. I also understand and accept the high school equivalency listed.

<table>
<thead>
<tr>
<th>College Course Number and Section</th>
<th>Course Name</th>
<th>High School Course Equivalent</th>
<th>Unit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Agreement: I have read, understand and agree to the above statements and authorize (High School) to release my grades/transcripts to the college named above.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
</table>

PARENTAL AUTHORIZATION

I, the parent/legal guardian of this student, grant permission for my son/daughter to enroll in the course(s) listed. I understand the unique character and rigorous requirements of the course(s). I authorize __________________________ High School to release my child’s grades/transcripts to the college and to enroll my son/daughter into the course(s).

<table>
<thead>
<tr>
<th>Parent/Guardian Signature</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
</table>

PRINCIPAL/SUPPERINTENDENT CONSENT

The above student is authorized and recommended to enroll in the course(s) listed for the semester noted. By signing the consent form I/designee have assessed the student’s preparedness to undertake college level studies in this subject and are recommending the student for attendance in the Dual Enrollment/Dual Credit program.

<table>
<thead>
<tr>
<th>Principal Signature</th>
<th>Date</th>
<th>Superintendent Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
HIGH SCHOOL DUAL ENROLLMENT
POLICIES AND REQUIREMENTS

Dual Enrollment permits eligible high school students the opportunity to enroll in college courses concurrently with high school courses. Students successfully completing dual enrollment courses receive both high school and college credit.

Policies and Requirements for Students enrolled in Dual Credit:

1. High School Students must pay normal tuition, fees per credit hour, textbooks and materials as required by the college unless other resources are available. Full payment of tuition and fees must be completed by the first day of class. Students will be notified of any unpaid tuition and fees prior to the start of classes.
2. High School Students must meet the entrance requirement, with the exception of the high school diploma/GED, as established by the Alabama Community College System institution (Policy 801.01: Admission: General).
3. High School Students must have a minimum cumulative grade point average of 3.0 in completed high school courses to enroll in career technical dual enrollment courses.
4. High School Students must submit a copy of their high school transcript along with the Dual Enrollment Application, prior to enrollment in each semester he/she wishes to participate. Transcripts for college coursework should also be provided.
5. High School Students must have completed the 9th grade prior to the beginning of the semester or term they plan to participate in the program.
6. High School Students must obtain the written approval of the principal and the local superintendent of education on the Dual Enrollment Application. Student access to Dual Enrollment is dependent upon both academic readiness and social maturity. Approval from the principal and superintendent indicates that the student has demonstrated both.
7. High School Students must take the College Assessment and meet all pre-requisites for approved courses. Students may be waived from this requirement if courses do not have specific pre-requisites.
8. High School Students must have the signature of a parent or guardian authorizing the student’s participation in the program.
9. High School Students may enroll in academic, career and technical or health courses. Courses numbered below 100 and physical education courses are not eligible for dual enrollment. Equivalent high school units will be listed on the Dual Enrollment Application.
10. Student records are protected under the Family Educational Rights and Privacy Act (FERPA). Therefore, colleges will not discuss or release student information to anyone, including parents, without the student’s signed written consent.
11. Credit courses are COLLEGE courses and will remain on the student’s permanent record (transcript) even if the secondary school uses the coursework as High School Credit.
12. Courses offered are at the college level and instructors will teach at that level. Students may be exposed to and be involved in discussions of mature subjects. Course curriculum will not be modified.
13. The College is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. At times, classes may be dismissed early.
14. High School Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. The College reserves the right to refuse re-admission to any student who is found to be in violation of college policies. See college catalog or schedule of classes for policies.
15. High School Students are permitted to enroll in College courses conducted during school hours, after school hours and during summer terms. The College reserves the right to cancel course offerings when courses do not meet minimum enrollment requirements.
16. Transportation for any student receiving instruction at any facility other than a school campus of the local educational agency shall be the responsibility of the parents/guardian of such students unless otherwise negotiated between the college and the local educational agency.
17. These policies and requirements apply to students who are not attending public school, but who are enrolled in private or church school pursuant to 16-28-1 of the Code of Alabama, or who are receiving instruction from a private tutor pursuant to 16-28-5 of the Code of Alabama. Student eligibility should be certified by the appropriate official at the private or church school or private tutor and signed by a parent/guardian.
COOPERATIVE EDUCATION

(Changes to the 2012 CIT Work-Based Learning Manual)  (Revised July 2014)

**Changes are highlighted in Yellow**

**Definition**
Cooperative Education is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, work-based experiences/apprenticeships (Paid) and internships (Unpaid), related to students’ career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning.

Cooperative Education Seminar is *not* a required component, but can be continued as a local education agency (LEA) decision under the current regulations requiring a once per week meeting for the Cooperative Education work-based experiences/apprenticeships or internships. Students enrolled in Cooperative Education programs are *not* required to participate in the seminar. However, they must report weekly hours worked or hours acquired through internships. Cooperative education is supervised by a teacher who holds a Class B or higher certificate in CTE, has taken the *Functions of the Coordinator* or *Principles of Coordination* coursework, and who completes two hours of Child Labor Law training annually.

**Purpose/Objective**
The purpose of Cooperative Education is to provide work-based experiences/apprenticeships (Paid) or internships (Unpaid) in licensed enterprises that typically cannot be obtained in the classroom.

**Prerequisites**
It is recommended, **but not required**, that a student obtain concentrator status, (two courses within a CTE program, prior to enrollment in cooperative education. Students who have not obtained concentrator status must have successfully completed a minimum of one CTE credit. The Career Preparedness course will count as a Career Technical course regardless of the instructor’s teacher certification.

**Related Instruction**
Students participating in Cooperative Education work-based experiences are no longer required to participate in Cooperative Education Seminar equivalent to one full class period per week except at the LEA’s discretion. This one-credit course provides students with the opportunity to review their Kuder portfolio, which is accessible online or discuss workplace issues, submit required reports, and create/maintain a career portfolio. Students will develop additional skills in employability, ethics, personal finance, leadership, teamwork, and technical foundations in preparation for future employment or continuing education. All required reports and/or documentation may be submitted online, in person to the coordinator during regularly scheduled job visits, or in another manner deemed appropriate by the Coordinator and LEA.

**State Department of Education Requirements**
The following are essential components of on the job training (OJT) that must be in place in order for the work-based learning experiences/apprenticeships or internships to be recognized by the Alabama State Department of Education (herein referred to as the Department):

- Administrative support that ensures that instructional activities promote a quality, work-based learning experience.

- Qualified, certified Work-Force Development Teacher-Coordinator (herein referred to as the Coordinator) who manages work-based learning experiences/apprenticeships or internships, in compliance with the *Alabama Administrative Code, Career and Technical Education*
Methods of Administration Manual, the General Business/Industry Certification Standard, and all federal and state Child Labor Laws.

- Student-learners that meet student selection criteria.
- Cooperative Education Seminar course offering per LEA discretion or local plan of action preferred.
- Selected training stations/agencies in fields related to students’ career objectives.
- Training agreements that stipulate the essential responsibilities and conditions of student employment.
- Training plans that list processes, knowledge, and skills that the student is expected to learn in the work-based experiences/apprenticeships and/or internships.
- Continually supervise work-based experiences/apprenticeships or internships performed in a licensed enterprise under the supervision of a work-place mentor and the Coordinator.
- Student evaluations by the Coordinator and employer/mentor.
- Monthly training station visits for each student.
- Students should participate in Career and Technical Student Organizations (CTSO) that relates to career objective.

Local Education Agency (LEA) Responsibilities

It is the role of the LEA administration to ensure that instructional activities support and promote quality, work-based learning experiences/apprenticeships or internships. Positive administrative support is vital to the success of cooperative education and should be demonstrated in the following ways:

- Develop written policies regarding cooperative education at least every three years in cooperation with the Coordinator to be adopted by the local board of education for use in decision-making situations and to provide guidance in achieving program goals (see School Regulations/Policies, page 21).
- Assure compliance with written state and local boards of education policies.
- Provide facilities and up-to-date equipment to meet Business/Industry Certification standards.
- Facilitate the procurement of instructional materials.
- Schedule students into a regular school schedule until they are placed in work-based experiences.
- Provide opportunities for recruitment of students through assembly programs, meetings, school visits, and other venues to create awareness of cooperative education.
- Ensure the review of student transcripts to verify eligibility for participation in cooperative education.
- Cooperate with the Coordinator and/or career and technical education teachers in the selection of prospective students and in making school records available.
- Require orientation for students and parents.
- Visit training stations.
- Attend the employer-mentor orientation (recommended).
- Review student and teacher files for required forms: Training Agreement, Training Plan, Application for Enrollment, Teacher Recommendations, Weekly Wage and Hour Sheet, R-1, Training Station/Agency Visit Coordinator Summary and Student Evaluations.
- Require and facilitate a monthly meeting of all personnel who supervise cooperative education to discuss programs, placements, successes, and problems.
- Ensure that the student selection is equitable and addresses the needs of each student.
- Ensure that students accepted shall have met the application/selection criteria for cooperative education and shall have been approved for participation by the Coordinator.
Ensure that the Coordinator has a coordination period as identified in the table below:

<table>
<thead>
<tr>
<th>Cooperative Education Teacher-Coordinator</th>
<th>Four-Period Day (Block Schedule)</th>
<th>One period for planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Three periods</td>
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<tr>
<td></td>
<td>Five-Period Day</td>
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<tr>
<td></td>
<td></td>
<td>Four periods</td>
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<tr>
<td></td>
<td>Six-Period Day</td>
<td>One period for planning</td>
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<tr>
<td></td>
<td></td>
<td>Five periods</td>
</tr>
<tr>
<td></td>
<td>Seven-Period Day</td>
<td>One period for planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Six periods</td>
</tr>
</tbody>
</table>

Provide the following financial support in order to support cooperative education:

- **Access to Computer Lab and Facilities when needed**, classroom space, furniture, and equipment required for Business/Industry Certification.
- Local Maintenance Funds based on state standards (not less than $300 per teacher, plus not less than $3 per student based on enrollment).
- Travel funds for the Coordinator’s work-based training supervision.

Place, when possible, the Coordinator on an extended contract that provides the time to plan and carry out required activities needed to manage the experience. This also allows for the possibility of summer work-based learning experiences/apprenticeships or internships, if desired by the LEA. The Coordinator must be on an extended contract if the student is enrolled in summer school and credit is awarded for summer work-based experience.

**Roles and Responsibilities**

Cooperative education requires time, commitment, and collaboration of the following partners:

- **Students** may, at the LEA discretion, meet with the Coordinator one class period per week (Cooperative Education Seminar) to maintain all required documentation and coursework to accommodate student and/or employer needs based on individual circumstances. The LEA may use the online Kuder Portfolio for updating records and/or regularly scheduled visits by the Coordinator to meet with students. They must adhere to all policies of the program and training station/agency. Student drivers must have a valid Alabama Driver’s License and must furnish proof of their liability coverage for the automobile. Students must maintain transportation to continue with this work-based experience.

- **Parents/Guardians** should provide ongoing support to the student. They should support the goals and policies of cooperative education and assume responsibility for the conduct of the student. Parents/guardians should attend the required orientation and must sign all required forms. Parents/guardians must provide transportation for the student to and from the training station.

- **Business and community partners** agree to serve as training stations/agencies providing placements for students to complete work-based learning experiences. Training mentors are responsible for evaluating student performance, ensuring that students are scheduled to meet the minimum work hours as participants in an apprenticeship or internship, as defined in the Training Agreement, and for providing rigorous and progressive employment experiences.

- **Coordinators** will provide ongoing supervision to the student and integrate the student's work-site experience with learning at school. They will manage all requirements of cooperative
education and may teach Cooperative Education Seminar, per LEA decision. This includes, but is not limited to, collaboration with partners, selection of students, selection of training stations, placement of students, coordination of cooperative education components, documentation and submission of required reports.

**Coordination of Cooperative Education Components**
Coordination is the process of aligning administrative, organizational, and instructional activities to accomplish the objectives of Cooperative Education that requires time released from school as detailed in this manual. The Coordinator must be constantly aware of the student’s performance on the job and instructional activities for optimum results. The Coordinator ensures that normal progression takes place and that a complete series of manipulative skills is acquired. These skills are supplemented by technical and general information that will make the student a competent and well-rounded employee.

During the coordination period(s), the Coordinator performs the necessary out-of-school activities including visiting training stations, observing students at work, and consulting business individuals responsible for training the student.

Coordination functions ensure that certain essential objectives are attained:
- Prevent any possible exploitation of students.
- Determine progress of students’ performance on the job and in instructional activities.
- Help resolve problems that occur on the job.
- Increase the Coordinator’s understanding of the employer’s viewpoint.
- Check on student’s work performance, progress, habits, and attitudes.
- Evaluate the employer’s and the employee’s satisfaction with the job placement.
- Promote enforcement of the school’s policies and procedures by the employer.
- Collaborate with the employer to determine the student’s job performance.
- Make school instruction relevant to the student.

**Coordinator Responsibilities**
The Coordinator will:
- **Create a Training Plan** for each cooperative education participant, scan, and upload to the student’s Kuder Portfolio.
- Complete training agreement with required signatures. It is through this training agreement that the essential functions are outlined and agreed to by the training mentor, student, coordinator, parent, and school administrator (see Training Agreement, page 23).
- Explain to the employer prior to the first written evaluation, the Work-Based Experiences/Apprenticeships or Internships Evaluation Report that rates the student on personal qualities and job tasks as defined in the Training Plan. Then secure through face-to-face contact an evaluation at least once per grading period, at the end of the semester/term, and at other times deemed appropriate.
- Encourage students to become active in a CTSO related to their career objectives, career pathways, and career clusters.
- Prepare students for Work-Based Experiences/Apprenticeships or Internships expectations.
- Make all students aware of the cooperative education opportunity.
- Conduct an annual follow-up with employers.
- Conduct an annual self-evaluation to facilitate continuous improvement.
- Visit the training station of each student a minimum of once per month. (More frequent visits may be required to monitor students experiencing difficulties.)

- Validate that all students complete all components of the coursework required for the Cooperative Education Credit Seminar, if LEA required. **The student should have a**
minimum 140 hours of paid apprenticeship hours or 140 hours of unpaid internship hours. The 140 clock hours represents the required hours for a Carnegie Unit. The student will be awarded one credit each semester for successful completion of the career experience. A majority of these hours should be worked Monday through Friday. (Cooperative education students may earn one credit for the completion of a work-based experience apprenticeship or internship in the summer if they are enrolled in a formal summer school program provided the Coordinator is on a 12-month contract).

- Complete and submit reports as required by the Department and LEA, (including the R-1 report that is due October 1 and March 1).

The Coordinator needs adequate time prior to the opening of school to make business/community contacts in order to facilitate the implementation of work-based learning experiences. Making contacts in the community is critical to the success of the work-based learning experience. The Coordinator will:

- Visit the business and industry leaders in the community to explain the opportunities available, as well as benefits of the work-based learning experiences to the employer.
- Conduct community surveys to determine appropriate types of work-based learning sites.
- Develop a work-based learning brochure/handbook to distribute to business, industry, the school community, and other stakeholders.
- Promote work-based learning experiences within the school utilizing technology, brochures, displays, and articles in the school newspaper.
- Develop a communication plan to keep the community informed regularly of work-based learning experiences. Suggested forms of media include, but are not limited to, presentations, articles, television programs, billboards, radio spots, etc.
- Conduct a business/community survey to begin the development of partnerships (see Business/Community Survey, page 36). The optimal delivery of the survey is through person-to-person contact. The completed survey should be kept on file by the LEA. The business/community survey results serve the following useful purposes:
  - Identify employment potential in the community.
  - Locate suitable training stations for work-based learning students.
  - Identify the knowledge and skills needed by the responding business/industry.
- Plan an employer/employee event with students during the school year to honor employers who offered work-based learning experiences for students.
- Secure employment for participating students.

Required Documentation
Each step in the cooperative education process has documentation that must be completed. This documentation must be kept on file a minimum of three years or as directed by LEA policy. Required documents must be on file in the Coordinator’s office and must include the following:

- Individual Student Record:
  - Application for Enrollment
  - Resume
  - Interview Evaluation form
  - Training Plan
  - Training Agreement
  - Work-based Learning Evaluation Reports (one per grading period)
  - Training Station/Agency Visit Coordinator Summary
  - Wage and Hour Reports, apprenticeships and/or internships

  - School Regulations and Policies (signed)
Teacher Recommendation forms (3) including a recommendation from the cluster course
teacher related to the student’s career objective
Interest/Aptitude Inventory, Kuder results required.
Safety Training Documentation
Proof of Insurance and Emergency Contact Form
Potential Training Station Evaluation
Student Evaluation of Training Station/Agency (at conclusion of work-based experience)
Other forms as required by the LEA or training station

Other required documents:
Business/Community Survey
Travel Reports (see Cooperative Education Teacher-Coordinator’s Monthly Travel Log, page 49.)
Record of Business Contacts (see Cooperative Education Teacher-Coordinator’s Monthly Travel Log, page 49).
Sequenced Lesson Plans, Course Outline, and Course Syllabus if required to teach Seminar per LEA decision.
Follow-up Records (see Student Follow-up, page 51).
R-1 Reports (see Cooperative Education WBL Report, pages 27-28).
Extended Contract Program of Work (if applicable)
Advisory Committee Meeting Minutes

All coordination visits must be documented. A written summary is required for each visit. Each
coordination visit must include documentation of a discussion with the supervisor to ensure
implementation of the Training Plan and Training Agreement. When making the monthly
coordination visit, the Coordinator’s records must document:
Duties and tasks relative to the Training Plan.
Student’s performance on assigned responsibilities and work habits including dress, grooming,
and general appearance.
Quality and quantity of work expected and performed.
Student’s attitude toward the job, employer, co-workers, etc.
Student’s reaction to rewards, criticism, and disciplinary action.
Safety conditions.
Validation of the student’s work hours for work-based experiences/apprenticeships or
internships, including punctuality and regularity of attendance.
Student’s rotation through different job experiences ensuring that they are diverse, rigorous,
and progressive.
Student’s preparation for position/job change or advancement.
Additional opportunities for involvement in work-based learning experiences.

Extended Contract Responsibilities
It is recommended that the Coordinator should be on an extended contract that provides the time to
plan and carry out required activities needed to manage the experience. Listed below are a number
of activities that must be completed in preparation for the next school year if the student and
community needs are to be met:
Establish relationships with Industry Partners for the LEA.
Schedule meetings with parents.
Coordinate summer work-based learning experience.
Conduct business community surveys.
Locate and secure prospective training stations.
Conduct training for workplace supervisors/mentors.
• Provide summer coordination.
• Plan the instructional program.
• Assess and counsel students.
• Participate in professional development through job shadowing to meet the technical awareness hours required per BIC quality factor 2.2.

Supervision of the extended-contract period is the responsibility of the LEA. The minimum standards for an extended contract for the Coordinator beyond the regular school term require the submission for LEA approval of a written Program of Work for the extended time period. The LEA shall have on file documentation of appropriate CTE activities with measurable goals and objectives and timelines for each teacher with an extended contract. The Coordinator must file a weekly itinerary in advance with the local CTE administrator or principal to account for time both on and off campus.

SELECTION OF STUDENTS

The student is the most important component in work-based learning. In all cases, the Coordinator must ensure that the student has a clearly defined career objective. Students must have the ability, aptitude, and attitude for successful employment.

In situations where students have an IEP, it is required that the Coordinator participate in the development of the Individual Education Program (IEP) prior to placement in work-based experiences such as apprenticeships or internships. It is also strongly recommended that a CTE teacher representing the cluster related to the student’s occupational objective also be included in the IEP development process.

Determination of Student Eligibility
The Coordinator will ensure that all requirements for cooperative education are met. The Coordinator ensures that the student:
• Has a clearly defined career objective.
• Possesses the knowledge, skills, behavioral qualities, and abilities required for successful employment.
• Is at least 16 years of age.
• Is physically and mentally capable of performing the essential functions of the desired work-based experience. Essential functions are responsibilities that must be performed by the position.
• Has successfully completed the required prerequisite course Career Preparedness.
• Is classified as an 11th or 12th grader.
• Is on track for graduation.
• Has an acceptable attendance, grade, and discipline record as validated by the Coordinator.
• Has completed an Application for Enrollment.
• Has provided the names of a minimum of three educators that know and are not related to the student who will complete recommendation forms including the teacher of the career cluster course, if applicable.
• Has participated in a student interview to review information on the application, discuss parental/guardian support of participation, and discuss possible training stations.
• Has the ability to provide transportation to and from the training station.

• Has provided proof of current health or accidental insurance coverage and, if driving to and from the training station, proof of automobile liability insurance.
The steps for selection are:

- Recruiting
  A planned recruitment campaign is appropriate and necessary. Support is needed from teachers, counselors, administrators, parents, and students. Activities should be planned well in advance to articulate with overall school calendars and to have adequate time to visit feeder schools. Publicity should include purposes, career opportunities, and enrollment procedures. Designate a specific time frame for recruitment activities. The following are suggested recruitment activities:
  - Classroom Visits
  - Posters/Flyers/Brochures
  - Awareness Presentations
  - CTSO Presentations
  - Assembly Programs
  - Advisory Committee Presentations for all CT Program areas
  - Distribution of Enrollment Information and Applications
  - Personal and Parental Contact

- Applying
  To be considered for acceptance in cooperative education, the student must submit a completed application. The application provides information relative to the student’s interests, abilities, and adaptability in relation to the chosen career objective (see Application for Enrollment, pages 32-33).

- Recommending
  A minimum of three completed recommendation forms must be submitted to the Coordinator. These forms must be submitted by the current course teachers. Additional forms may be submitted by other teachers, counselors, or administrators (see Teacher Recommendation Form, page 30).

- Reviewing
  The Coordinator will review the:
  - Completed application.
  - Prerequisite courses.
  - Completed recommendation forms.
  - Attendance record.
  - Discipline record.
  - Academic record.
  - Eligibility criteria.
  - Results of career interests, aptitudes, and skills test.

- Interviewing
  The Coordinator and applicant will:
  - Review the information on the application.
  - Discuss parental/guardian support of work-based learning participation.
  - Discuss possible training stations.
  (See Questions for Student Interview and Interview Evaluation Form, pages 34-35.)

- Evaluating
  The Coordinator will reject an application based on:
• Documentation and record review.
• Student interview.
• **No specified** career objective.
• Lack of interest in learning the skills for a chosen career.
• **Incomplete** recommendation forms.

**PLACEMENT OF STUDENTS**

The Coordinator will ensure that all placements *enhance* the student’s career objective and adhere to all state and federal Child Labor Laws.

The Coordinator should place all students participating in Cooperative Education Seminar [if required by the LEA], in a work-based experience (apprenticeship) or internship. The Coordinator must have each unplaced student register for and begin a full academic or career and technical education schedule.

Students may be employed at businesses or industries where immediate family members will be acting as their supervisor. A student may not be employed in any hazardous occupation, as defined by federal and Alabama Child Labor Laws.

The Coordinator should send the training mentor more than one applicant or trainee, if appropriate. If an employer wants to train a specific student, they must agree to abide by the work-based learning policies; the student’s career objective should align with the training placement; and it must be approved by the Coordinator.

**Selection of Training Stations**

Appropriate training stations meet the following criteria:

• Complies with Office for Civil Rights regulations.
• Provides worker compensation insurance when applicable.
• Provides *on the job experiences*.
• Understands the goals and objectives of work-based learning.
• Collaborates with the Coordinator to identify the student’s additional training and teaching needs.
• Provides rigorous and progressive occupational training and educational opportunities in keeping with the student’s career objective.
• Participates in the development of the student’s training plan (see *Work-Based Learning Training Plan*, page 25). The following are components of a minimum training plan:
  • A list of the processes, knowledge, and skills the student is expected to learn.
  • A charting of student progress.
  • A description of duties and responsibilities of tasks for the student.
  • An employer’s rating of the student’s tasks, duties, and responsibilities.
• Allocates time to work with the Coordinator to monitor the implementation of the training plan and evaluate the progress of the student in meeting the goals and objectives of the work-based experiences.
• Provides the required hours of work-based experiences/apprenticeships or internships
• Provides compensation information.

• Ensures a safe work environment and complies with local, state, and federal labor regulations related to minors.
• Assigns a mentor who is willing and able to:
  o Assist the student in establishing goals relative to career development.
  o Provide training to develop skills for the immediate task and future opportunities.
  o Reinforce the value and relevance of academic skills.
  o Advise the student in terms of job performance, growth opportunities, and networking.
  o Coach the student on specific job skills.
  o Reinforce the health and safety requirements in the workplace.
• Conducts a formal orientation with the student before they are placed for training (see Orientation to Business, page 44). Orientation should include specific information regarding the training placement, including policies, rules, and regulations.
• Exemplifies high ethical standards.
• Meets geographic requirements as defined by the LEA.

STUDENT INFORMATION AND REPORTING

Student Grading
The Coordinator must set high standards for students and expect high-quality work. A complete record of all grades earned must be maintained. Grades for work-based experiences/apprenticeship or internship are determined by the Coordinator through utilization of written evaluations of the students job performance and consultation with the employment supervisor. Written employment evaluations are given at least once per grading period, at the end of the semester/term, and at other times deemed appropriate. It is the responsibility of the Coordinator to secure ratings from the employer on the student’s personal qualities and job performance and incorporate this information into the final grades for each student. Evaluations must be reflective of progress on skills, knowledge, and processes identified in the Training Plan. Reports are to be included in the student’s Kuder portfolio or as outlined in the Cooperative Education Seminar course in the Alabama Course of Study: Career and Technical Education.

Student Attendance
The Coordinator keeps a daily record of the student’s attendance at school and on the job. Students who are absent from school are not allowed to work on the same day. If it is necessary for a student to be absent from the job, the employer and the Coordinator must be contacted prior to the absence to provide notification and/or secure permission.

Weekly Wage and Hour Report
Compliance with all state and federal child labor and minimum wage laws is required. Students may not work in a training station that would pay a lower training wage for hours worked. Each student must keep a record of hours worked each day and wages earned in a paid apprenticeship or unpaid internship experience hours. These records are checked weekly by the Coordinator and verified with the training station. (See Weekly Wage and Hour Report, pages 41-43).
CAREER READINESS INDICATORS (Credentials/Certifications)

Career Readiness Indicators (CRI) are credentials/certifications made available to all students enrolled in a program where career and technical skill proficiencies are aligned with industry-recognized standards. CRIs are not available for all programs at this time. The credential provides proof that the student possesses the minimum skills required for entry-level employment. CRIs will be recorded on the student's high school transcript and testing can occur at the discretion of the career and technical education LEA depending on student readiness, pre-assessments required.

Career Readiness Indicators are made available and offered to any career and technical education student who:

- is enrolled in a career and technical education program with sequenced courses that is aligned with a local, state, or national third-party credentialing agency to earn a program credential, certification, or license.

The Program Teacher, Career and Technical Administrator, and local program Advisory Committee should:

- review the Alabama State Department of Education (ALSDE) Career Readiness Indicators list to determine if there is an appropriate third-party credential or license available for the respective career and technical education program.
- select the CRI credential(s) that is best suited for the program, the students, and local industry needs.
  or
- recommend an alternative third-party Career Readiness Indicator for approval if it is determined, based on local labor market demands, that the students and local industry will benefit from the alternate credential.*

*Recommendations for new CRIs must be submitted by the local Career and Technical Administrator to Dr. Philip C. Cleveland, Director of Career and Technical Education/Workforce Development, Alabama State Department of Education. Approved new CRIs will be added and published quarterly.

See CLUSTERS below for State-Approved Career Readiness Indicators that are currently available by program.
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<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
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| 7th/8th Grade Agriscience          | Alabama Junior Master Gardener  
  Hazardous Occupations Safety Training in Agriculture  
  Hunter Education  
  NCCER – All Modules  
  OSHA 10 hour | None Identified  
  Equipment & Engine Training Council (EETC)-Four Stroke Certification  
  Landscape Management Technician  
  NCCER Core  
  Urban Forestry Technician  
  Youth Beef Quality Assurance  
  Youth Pork Quality Assurance Plus |
| General Agriscience                | Alabama Junior Master Gardener  
  Artificial Insemination Technician  
  Hazardous Occupations Safety Training in Agriculture  
  Hunter Education  
  NCCER – All Modules  
  OSHA 10 hour | NCCER Core  
  NCCER Carpentry Level 1  
  NCCER Welding Level 1 |
| AgriConstruction                   | Alabama Junior Master Gardener  
  Hazardous Occupations Safety Training in Agriculture  
  Hunter Education  
  NCCER – All Modules  
  OSHA 10 hour | Briggs and Stratton Master Service Technician  
  Equipment & Engine Training Council (EETC)-Four Stroke Certification  
  Equipment & Engine Training Council (EETC)-Two Stroke Certification  
  NCCER Core |
| Power Mechanics                    | Alabama Junior Master Gardener  
  Hazardous Occupations Safety Training in Agriculture  
  Hunter Education  
  NCCER – All Modules  
  OSHA 10 hour | NCCER Core  
  Youth Beef Quality Assurance  
  Youth Pork Quality Assurance Plus  
  Youth Humane Equine Management |
| Animal Systems                     | Artificial Insemination Technician  
  Alabama Junior Master Gardener  
  Canine Care and Training Program  
  Hazardous Occupations Safety Training in Agriculture  
  Hunter Education  
  NCCER – All Modules  
  OSHA 10 hour | |
| Plant Systems                      | Alabama Junior Master Gardener  
  Hazardous Occupations Safety Training in Agriculture  
  Hunter Education  
  NCCER – All Modules  
  OSHA 10 hour | Landscape Design (LD) Permit  
  Landscape Management Technician  
  NCCER Core  
  Setting of Landscape Plants (SLP) Permit  
  Tree Surgery (TS) Permit  
  Urban Forestry Technician |
| Floral Design                      | NCCER – All Modules and OSHA 10 hour | NCCER Core |
| Agribusiness Systems               | Alabama Junior Master Gardener  
  Hazardous Occupations Safety Training in Agriculture  
  Hunter Education  
  Internet Computing Core Certification (IC³)  
  NCCER – All Modules  
  OSHA 10 hour | NCCER Core  
  Tree Surgery (TS) Permit  
  Urban Forestry Technician |
| Environmental and Natural Resources Systems | Alabama Junior Master Gardener  
  Alabama Water Watch Credential  
  Hazardous Occupations Safety Training in Agriculture  
  Hunter Education  
  NCCER – All Modules  
  OSHA 10 hour | NCCER Core  
  Tree Surgery (TS) Permit  
  Urban Forestry Technician |
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</tr>
<tr>
<td>Commercial Photography</td>
<td>Workforce Ready - Photography</td>
<td>Adobe-InDesign Certified Associate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adobe-Illustrator Certified Associate</td>
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<tr>
<td></td>
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<td>Adobe-Photoshop Certified Associate</td>
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<tr>
<td></td>
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<td>Adobe-Premiere Pro Certified Associate</td>
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</table>
### CLUSTER: BUSINESS MANAGEMENT & ADMINISTRATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
</tr>
</thead>
</table>
| Business Management & Administration | Brainbench – Computer Literacy  
Brainbench – MS Excel Fundamentals  
Brainbench – MS Office Fundamentals  
Brainbench – MS PowerPoint Fundamentals  
Brainbench – MS Word Fundamentals  
CATI  
Degree (Higher Education) | Adobe Certified Associate (ACA)  
ASK Institute – Concepts of Entrepreneurship and Management  
ASK Institute – Fundamental Business Concepts  
IC³  
Microsoft Office Specialist (MOS) |
<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
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<tbody>
<tr>
<td>Air Force JROTC</td>
<td>None Identified</td>
<td>Air Force JROTC Certificate</td>
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<tr>
<td>Army JROTC</td>
<td>None Identified</td>
<td>Army JROTC Certificate</td>
</tr>
<tr>
<td>Marine Corp JROTC</td>
<td>None Identified</td>
<td>Marine Corp JROTC Certificate</td>
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<tr>
<td>Naval JROTC</td>
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### CLUSTER: HEALTH SCIENCE

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
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</thead>
<tbody>
<tr>
<td>Health Explorations</td>
<td>AED (ARC or AHA) CERT CPR (ARC or AHA) First Aid (ARC or AHA) OSHA 10 hour Pet First Aid (ARC) Preventing Disease Transmission-Bloodborne Pathogens (ARC or AHA) Sports Safety (ARC)</td>
<td>None Identified</td>
</tr>
<tr>
<td>Health Science</td>
<td>AED (ARC or AHA) CERT Certified Personal Trainer (ACSM, NSCA, or NASM) CPR (ARC or AHA) First Aid (ARC or AHA) OSHA 10 hour Pet First Aid (ARC) Preventing Disease Transmission-Bloodborne Pathogens (ARC or AHA) Sports Safety (ARC)</td>
<td>BLS Instructor with Healthcare Provider Certified Coding Associate (CCA) Certified Billing and Coding Specialist (CBS) Certified Patient Care Technician (CPCT) Certified Nursing Assistant (CNA) Certified Electronic Health Records Specialist (CEHRS) Certified Medical Administrative Assistant (CMAAA) Certified EKG Technician (CET) Certified Pharmacy Technician (CPHT) National Emergency Medical Responder (EMR) National Emergency Medical Technician (EMT)</td>
</tr>
<tr>
<td>Project Lead The Way-Biomedical</td>
<td>AED (ARC or AHA) CERT CPR (ARC or AHA) First Aid (ARC or AHA) OSHA 10 hour Preventing Disease Transmission-Bloodborne Pathogens (ARC or AHA)</td>
<td>Certified EKG Technician (CET)</td>
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</table>

### CLUSTER: HOSPITALITY AND TOURISM

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality &amp; Tourism (NAF)</td>
<td>None Identified</td>
<td>None Identified</td>
</tr>
<tr>
<td>Restaurant and Food and Beverage Services</td>
<td>AAFCS Pre-Professional Assessment Culinary Arts ACF - Certified Junior Culinaryian NOCTI - Commercial Foods NOCTI - Culinary Arts Prep Cook Level 1 NOCTI - Culinary Arts Prep Cook Level 2 NOCTI - Hospitality Management, Food and Beverage NOCTI - Restaurant, Food and Beverage Services NOCTI - Retail Commercial Baking Certification or Degree (Postsecondary/Higher Education)</td>
<td>ProStart National Certificate of Achievement - COA (must pass the final exam for Level 1 &amp; Level 2 and complete 400 hours of mentored work experience and then apply for credential) ServSafe</td>
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### CLUSTER: HOSPITALITY AND TOURISM (continued)

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
</tr>
</thead>
</table>
| Lodging                                    | NOCTI – Commercial Foods  
NOCTI – Hospitality Management, Food and Beverage  
NOCTI – Lodging  
NOCTI – Restaurant, Food and Beverage Services  
Certification or Degree (Postsecondary/Higher Education) | Certified Hospitality & Tourism Professional (must pass the final exam for Year 1 and Year 2, complete 100 hours of work experience, and then apply for credential)  
Certified Guest Service Professional  
Certified Front Desk Representative  
ServSafe |
| Recreation, Travel, and Tourism            | NOCTI – Hospitality Management-Food and Beverage  
NOCTI – Hospitality Management-Lodging  
NOCTI – Lodging  
NOCTI – Recreation, Amusements & Attractions  
NOCTI – Travel & Tourism  
Certification or Degree (Postsecondary/Higher Education) | Certified Hospitality and Tourism Professional (must pass the final exam for Year 1 and Year 2, complete 100 hours of work experience, and then apply for credential)  
ServSafe |

### CLUSTER: HUMAN SERVICES

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
</tr>
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</table>
| Food, Wellness, and Dietetics              | AAFCS Pre-Professional Assessment Broad Field Family and Consumer Sciences  
AAFCS Pre-Professional Assessment Food Science Fundamentals  
AAFCS Pre-Professional Assessment Nutrition, Food, and Wellness Degree (Higher Education) | ServSafe  
ASK Institute – Concepts of Entrepreneurship and Management |
| Early Childhood Development and Services   | AAFCS Pre-Professional Assessment Broad Field Family and Consumer Sciences  
AAFCS Pre-Professional Assessment, Early Childhood Education  
CPR  
NOCTI – Early Childhood Care & Education Basic  
NOCTI – Early Childhood Care & Education Advanced  
NOCTI – Early Child Development & Services  
Certification or Degree (Postsecondary/Higher Education) | Child Development Associate – CDA  
ServSafe  
ASK Institute – Concepts of Entrepreneurship and Management |
| Family Studies and Community Services      | AAFCS Pre-Professional Assessment Broad Field Family and Consumer Sciences  
AAFCS Pre-Professional Assessment Personal and Family Finance  
NOCTI – Family & Community Services  
CPR  
Degree (Higher Education) | ServSafe  
ASK Institute – Concepts of Entrepreneurship and Management |
| Consumer Services                          | AAFCS Pre-Professional Assessment Broad Field Family and Consumer Sciences  
AAFCS Pre-Professional Assessment Personal and Family Finance  
NOCTI – Family & Community Services  
NOCTI – Financial & Investment Planning Degree (Higher Education) | National Retail Federation – National Professional Certification in Customer Service  
National Retail Federation – National Professional Certification in Sales  
ASK Institute – Concepts of Entrepreneurship and Management |
| Fashion                                    | AAFCS Pre-Professional Assessment Broad Field Family and Consumer Sciences  
AAFCS Pre-Professional Assessment Fashion, Textiles, and Apparel  
NOCTI – Apparel & Textile Production and Merchandising  
NOCTI – Retail Merchandising Certification or Degree (Postsecondary/Higher Education) | National Retail Federation – National Professional Certification in Customer Service  
National Retail Federation – National Professional Certification in Sales  
ASK Institute – Concepts of Entrepreneurship and Management |
## CLUSTER: HUMAN SERVICES (continued)

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior Design</td>
<td>AAFCS Pre-Professional Assessment Broad Field Family and Consumer Sciences</td>
<td>National Retail Federation – National Professional Certification in Customer Service</td>
</tr>
<tr>
<td></td>
<td>AAFCS Pre-Professional Assessment Housing and Furnishings</td>
<td>National Retail Federation – National Professional Certification in Sales</td>
</tr>
<tr>
<td></td>
<td>AAFCS Pre-Professional Assessment Interior Design Fundamentals</td>
<td>ASK Institute – Concepts of Entrepreneurship and Management</td>
</tr>
<tr>
<td></td>
<td>NOCTI – Interior Decorating &amp; Design Certification or Degree (Postsecondary/Higher Education)</td>
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<tr>
<td>Cosmetology</td>
<td>NOCTI – Cosmetology</td>
<td>Barbersing Licensure</td>
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<tr>
<td></td>
<td>NOCTI – Nail Specialty</td>
<td>Barbecue: Infection Control Certification</td>
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<td></td>
<td>Workforce Ready – Cosmetology</td>
<td>Cosmetology Licensure</td>
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<tr>
<td></td>
<td>Workforce Ready – Nail Care</td>
<td>Natural Hair Styling Licensure</td>
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<td></td>
<td>Certification or Degree (Postsecondary)</td>
<td>Nail Care Licensure</td>
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<td>Esthetics Licensure</td>
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## CLUSTER: INFORMATION TECHNOLOGY

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<th>Program</th>
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<tbody>
<tr>
<td>Network Systems and Computer Services</td>
<td>Electronic Technicians Association (ETA)</td>
<td>C-Tech Network Cabling</td>
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<td>HTI+ Home Technology integration</td>
<td>Certified Network Computer Technician</td>
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<tr>
<td></td>
<td>1-Net+</td>
<td>Cisco Certified Network Associate (CCNA)</td>
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<tr>
<td></td>
<td>Microsoft Certified Systems Engineer (MCSE)</td>
<td>CompTIA A+</td>
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<tr>
<td></td>
<td>Microsoft Certified Technician Specialist (MCTS)</td>
<td>CompTIA Network+</td>
</tr>
<tr>
<td></td>
<td>Unix (SUN or SOLARIS)</td>
<td>CompTIA Security+</td>
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<td></td>
<td>Workforce Ready Internet ____________________________________________________________</td>
<td>CompTIA Strata IT Fundamentals</td>
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<td>CompTIA Linux+ Powered by LPI</td>
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<td></td>
<td></td>
<td>Microsoft Technology Associate (MTA) - Networking Fundamentals</td>
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<td>Microsoft Technology Associate (MTA) - Security Fundamentals</td>
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<tr>
<td></td>
<td></td>
<td>Microsoft Technology Associate (MTA) - Windows Development Fundamentals</td>
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<tr>
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<td>Microsoft Technology Associate (MTA) - Windows Operating System Fundamentals</td>
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<td>Microsoft Technology Associate (MTA) - Windows Server Admin Fundamentals</td>
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<tr>
<td>Database Design</td>
<td>Microsoft Certified Database Administrator (MCDBA)</td>
<td>Certified Internet Web (CIW) - Database Design Specialist</td>
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<td>Microsoft.NET</td>
<td>Microsoft Technology Associate (MTA) - Database Administration Fundamentals</td>
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<td>MySQL</td>
<td>Oracle Certified Associate, MySQL</td>
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<tr>
<td>Programming and Software Development</td>
<td>Adobe Certified Associate</td>
<td>Certified Internet Web (CIW) - JavaScript Specialist</td>
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<td>Adobe Certified Expert (ACE)</td>
<td>Microsoft Certified Systems Engineer, Applications Developer, Solutions Developer</td>
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<td>Adobe InDesign Certification</td>
<td>Microsoft Technology Associate (MTA) - Gaming Development Fundamentals</td>
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<td>Adobe Photoshop CS5</td>
<td>Microsoft Technology Associate (MTA) - HTML5 Application Development Fundamentals</td>
</tr>
<tr>
<td></td>
<td>Architect for JAVA Technology – JAVA 2 Platform Developer for JAVA Platform</td>
<td>Microsoft Technology Associate (MTA) - Mobile Development Fundamentals</td>
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<td></td>
<td>JAVA 2</td>
<td>Microsoft Technology Associate (MTA) - .Net Fundamentals</td>
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<td>JAVA Fundamentals</td>
<td>Microsoft Technology Associate (MTA) - Software Development Fundamentals</td>
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<td>JAVA Programmer Certification</td>
<td>Microsoft Technology Associate (MTA) - Web Development Fundamentals</td>
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<td>JAVA Script</td>
<td>Oracle Certified Associate (OCA) - Java Programmer</td>
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<td>JAVA-EJB 3.0</td>
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<tr>
<td></td>
<td>Workforce Ready Computer Programming</td>
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</table>
## CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>AED&lt;br&gt;Backflow Prevention Assembly Tester&lt;br&gt;Basic Wild and Firefighter Training&lt;br&gt;Certified Fire Protection Specialist&lt;br&gt;Community Emergency Response Team&lt;br&gt;CPR&lt;br&gt;First Aid&lt;br&gt;Inspection and Testing of Water-Based Systems I&lt;br&gt;National Incident Management System (NIMS)&lt;br&gt;NOCTI – Emergency and Fire Management Services&lt;br&gt;NOCTI – Protective Services&lt;br&gt;NOCTI – Security and Protective Services&lt;br&gt;OSHA 10 hour&lt;br&gt;Wilderness and Remote First Aid</td>
<td>Emergency Medical Responder (EMR)&lt;br&gt;Certified EKG Technician (CET)&lt;br&gt;*National Fire Protection Agency – Standard NFPA 1001&lt;br&gt;*Note:&lt;br&gt;- Standard NFPA 1001 is a pre-requisite to entrance into the 5 week bridge course at the Alabama Fire College to earn: Standard – NFPA 1001 and 1002 (Alabama standard for a paid fire fighter)&lt;br&gt;- Standard NFPA 1001 will allow a person to be hired up to a period of one year as a paid Fire Fighter; however, the 5 week bridge course must be successfully completed (NFPA 1001 and 1002) to remain employed&lt;br&gt;- 160 hour course embedded into the Fire and Emergency Services curriculum&lt;br&gt;- Written examination and practical examination (must be 18 to take practical examination)&lt;br&gt;Minimal training standard for a structured fire fighter</td>
</tr>
<tr>
<td>Emergency and Fire Management Services</td>
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<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>NOCTI – Criminal Justice&lt;br&gt;NOCTI – Security and Protective Services</td>
<td>None Identified</td>
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<tr>
<td>Legal Services</td>
<td>NOCTI – Criminal Justice&lt;br&gt;NOCTI – Legal Services</td>
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## CLUSTER: MANUFACTURING

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Maintenance – E&amp;I</td>
<td>NCCER – All Modules&lt;br&gt;OSHA 10 hour&lt;br&gt;Workforce Ready – Mechatronics&lt;br&gt;Workforce Ready – Automated Manufacturing Technology&lt;br&gt;Certification or Degree (Postsecondary)</td>
<td>NCCER Core&lt;br&gt;NCCER Industrial Maintenance – E &amp; I Level 1&lt;br&gt;NCCER Industrial Maintenance – E &amp; I Level 1+</td>
</tr>
<tr>
<td>Industrial Maintenance – Mechanical</td>
<td>NCCER – All Modules&lt;br&gt;OSHA 10 hour&lt;br&gt;Workforce Ready – Mechatronics&lt;br&gt;Workforce Ready – Automated Manufacturing Technology&lt;br&gt;Certification or Degree (Postsecondary)</td>
<td>NCCER Core&lt;br&gt;NCCER Industrial Maintenance - Mechanic Level&lt;br&gt;NCCER Industrial Maintenance - Mechanic Level 1+</td>
</tr>
<tr>
<td>Industrial Systems and Maintenance</td>
<td>NCCER – All Modules&lt;br&gt;OSHA 10 hour&lt;br&gt;Workforce Ready – Mechatronics&lt;br&gt;Workforce Ready – Automated Manufacturing Technology&lt;br&gt;Certification or Degree (Postsecondary)</td>
<td>NCCER Core&lt;br&gt;NCCER Industrial Maintenance – E &amp; I Level 1&lt;br&gt;NCCER Industrial Maintenance - Mechanic Level&lt;br&gt;NCCER Industrial Maintenance – E &amp; I Level 1+&lt;br&gt;NCCER Industrial Maintenance - Mechanic Level 1+</td>
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<tr>
<td>Manufacturing</td>
<td>MSSC Modules (Manufacturing Skills Standards Council)</td>
<td>NCCER Core&lt;br&gt;MSSC – Certified Manufacturing Technician</td>
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</table>
### CLUSTER: MANUFACTURING (continued)

<table>
<thead>
<tr>
<th>Program</th>
<th>Stackable Credentials</th>
<th>Career Readiness Indicators</th>
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<tbody>
<tr>
<td>Precision Machining</td>
<td>OSHA 10 hour</td>
<td>NIMS Level 1 Registration</td>
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<tr>
<td></td>
<td>Workforce Ready – CNC Milling and Turning Technology</td>
<td>NIMS Level 1 Measurement, Materials &amp; Safety</td>
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<td>Certification or Degree (Postsecondary)</td>
<td>NIMS Level 1 Job Planning, Benchwork &amp; Layout</td>
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<tr>
<td></td>
<td></td>
<td>NIMS Level 1 Manual Milling Skills I</td>
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<tr>
<td></td>
<td></td>
<td>NIMS Level 1 Turning Operations: Turning Between Centers</td>
</tr>
<tr>
<td></td>
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<td>NIMS Level 1 Turning Operations: Turning Chucking Skills</td>
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<tr>
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<td></td>
<td>NIMS Level 1 Grinding Skills I</td>
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<tr>
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<td>NIMS Level 1 Drill Press Skills I</td>
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<td>NIMS Level 1 CNC Turning: Programming Setup &amp; Operations</td>
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<tr>
<td></td>
<td></td>
<td>NIMS Level 1 CNC Milling: Programming Setup &amp; Operations</td>
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<td>NIMS Level 1 CNC Turning: Operations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NIMS Level 1 CNC Milling: Operations</td>
</tr>
<tr>
<td>Electronics</td>
<td>OSHA 10 hour</td>
<td>Electronics Technicians Association - Student Electronics Technician</td>
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<td>Workforce Ready – Electronics Application &amp; Technology</td>
<td>Electronics Technicians Association - Basic DC</td>
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<tr>
<td></td>
<td>Workforce Ready – Robotics</td>
<td>Electronics Technicians Association - Basic AC</td>
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<td>Certification or Degree (Postsecondary)</td>
<td>Electronics Technicians Association - Basic Analog</td>
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<td>Electronics Technicians Association - Basic Digital</td>
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<td></td>
<td></td>
<td>Electronics Technicians Association - Comprehensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NCCER Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NCCER Electronic Systems Technician, Electronics</td>
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### CLUSTER: MARKETING, SALES & SERVICE

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<thead>
<tr>
<th>Program</th>
<th>Stackable Credential</th>
<th>Career Readiness Indicators</th>
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</thead>
<tbody>
<tr>
<td>Marketing, Sales &amp; Service</td>
<td>Brainbench – Business Communication</td>
<td>Adobe Certified Associate (ACA)</td>
</tr>
<tr>
<td></td>
<td>Brainbench – Computer Literacy</td>
<td>ASK Institute – Concepts of Entrepreneurship and Management</td>
</tr>
<tr>
<td></td>
<td>Brainbench – Marketing Concepts</td>
<td>ASK Institute – Fundamental Marketing Concepts</td>
</tr>
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<td>Brainbench – MS Excel Fundamentals</td>
<td>IC³</td>
</tr>
<tr>
<td></td>
<td>Brainbench – Marketing Concepts</td>
<td>Microsoft Office Specialist (MOS)</td>
</tr>
<tr>
<td></td>
<td>Brainbench – MS Office Fundamentals</td>
<td>National Retail Federation – National Professional Certification in Customer Service</td>
</tr>
<tr>
<td></td>
<td>Brainbench – MS PowerPoint Fundamentals</td>
<td>National Retail Federation – National Professional Certification in Sales</td>
</tr>
<tr>
<td></td>
<td>Brainbench – MS Word Fundamentals</td>
<td>CATI</td>
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<tr>
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<td>Degree (Higher Education)</td>
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### CLUSTER: STEM

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<th>Stackable Credential</th>
<th>Career Readiness Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>NOCTI – Pre-Engineering, Engineering Technology</td>
<td>Autodesk-AutoCAD Certified User</td>
</tr>
<tr>
<td></td>
<td>Workforce Ready – Engineering Technology</td>
<td>Autodesk-Inventor Certified User</td>
</tr>
<tr>
<td></td>
<td>Certification or Degree (Postsecondary/Higher Education)</td>
<td>Autodesk-Revit Certified User</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SolidWorks Associate</td>
</tr>
<tr>
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<td></td>
<td>SolidEdge Certified Associate</td>
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<tr>
<td>Aerospace Engineering</td>
<td>None Identified</td>
<td>Autodesk-AutoCAD Certified User</td>
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<td>Autodesk-Inventor Certified User</td>
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<tr>
<td></td>
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<td>Autodesk-Revit Certified User</td>
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<tr>
<td></td>
<td></td>
<td>SolidWorks Associate</td>
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### CLUSTER: STEM (continued)

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<tbody>
<tr>
<td>Career Cluster Technologies</td>
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<td>Project Lead the Way-Engineering</td>
<td>None Identified</td>
<td>Autodesk-AutoCAD Certified User</td>
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<td>Autodesk-Inventor Certified User</td>
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<td>Autodesk-Revit Certified User</td>
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<tr>
<td></td>
<td></td>
<td>SolidWorks Associate</td>
</tr>
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<td></td>
<td></td>
<td>SolidEdge Certified Associate</td>
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<tr>
<td>Project Lead The Way-Middle School Engineering</td>
<td>None Identified</td>
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### CLUSTER: TRANSPORTATION, DISTRIBUTION AND LOGISTICS

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<td>ASE Student Maintenance and Light Repair</td>
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August 19, 2014

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Thomas R. Bice
State Superintendent of Education

RE: Dual Enrollment for College and Career Readiness

PLAN 2020 includes a number of key measures that will be used to gauge the annual progress of education in Alabama through 2020. One of the key measures is the College and Career Readiness of our graduates. Students in Alabama will be classified as College and Career Ready if they achieve any of the five benchmarks listed below:

- Benchmark score on any section of the ACT test.
- Qualifying score on an AP or IB exam.
- Approved transcripted college or postsecondary credit while in high school.
- Benchmark level on the ACT WorkKeys.
- Approved industry credential.

From a logistics standpoint, the Alabama State Department of Education (ALSDE) will record student achievement of ACT benchmarks, qualifying scores on an AP or IB exam, and ACT WorkKeys. However, local education agencies will be responsible for noting in iNow when a student receives an industry approved credential, or an approved transcripted college or postsecondary credit while in high school (dual enrollment).

Attached to this memorandum is a screen shot of the “Custom” tab in iNow that contains the “College- and Career-Ready Standards (CCRS)” check boxes. Further guidance regarding the “Career Tech Credential Attainment” box will be provided after the STI winter release. This means only the “College Credit Attainment” box requires your attention at this time. It is imperative that the ALSDE receive accurate numbers regarding the number of students that receive a dual enrollment credit. For that reason, I am attaching the definition of dual enrollment taken from the Alabama Administrative Code that will be utilized for College and Career Readiness purposes. Please ensure that all personnel tasked with determining or entering dual enrollment credit are familiar with the attached definition.

TRB:TT:RH

Attachments

cc: K-12 Principals

FY14-3070
(10) Dual Enrollment - Postsecondary Institutions. Local boards of
education may establish dual enrollment programs allowing certain high
school students to enroll in postsecondary institutions in order to dually earn
credits for a high school diploma and/or a postsecondary degree at both the
high school and participating postsecondary levels. The dual enrollment
program is open to all students meeting the following requirements:

(a) Eligible Students. Students participating in a dual
enrollment program shall pay normal tuition as required by the
postsecondary institution and shall meet the following requirements:

1. Have a "B" average, as defined by local board of education
   policy, in completed high school courses;

2. Have written approval of the student's principal and
   superintendent; and

3. Be in Grade 10, 11, or 12 or have an exception granted by
   the participating postsecondary institution upon the recommendation of
   the student's principal and superintendent and in accordance with AAC Rule
   290-8-9-.17 regarding gifted and talented students.

4. Students enrolled in Grade 10, 11, or 12 who do not have a
   "B" average in completed high school courses may be deemed eligible to
   participate in dual enrollment courses pending demonstrated ability to
   benefit as documented by successful completion and placement
   identification on assessments approved by the Department of Postsecondary
   Education. Students eligible under this section will be restricted to pursuing
career/technical and health-related courses. Students enrolled under this
 provision must have earned a "B" average in high school courses related to
 the occupational/technical studies, if applicable, which the student intends
to pursue at the postsecondary level and have maintained an overall grade
point average of 2.50. Students enrolled under this provision must have
written approval of the students' principal and superintendent.

(b) Course offerings.

1. Courses shall be postsecondary/college level.
   Postsecondary/college level remedial courses shall not meet the
   requirements of this program.

2. Students enrolled in courses offered during the normal high
   school day on or off the high school campus shall have prior permission of
the students' principal, superintendent, and the participating postsecondary institution president.

3. Local boards of education shall adopt policies addressing parental permission and travel for courses offered off the high school campus during the normal school day.

   (c) Credits. Ten quarter/six semester credit hours at the postsecondary level shall equal one credit at the high school level in the same or related subject. Partial credit agreements shall be developed between the local board of education and participating postsecondary institutions.

   (d) Articulation. Four year colleges/universities are encouraged to participate in this program utilizing the same guidelines.
Module Content: Strategies in College and Career Counseling

The modules incorporate a learning community approach, which has proven effective for delivering online professional development for educators. Under this approach, school counselors participate in the online courses as a cohort and in structured online discussions with their colleagues and the instructor during each of the online module sessions.

Each module includes:
- goals for learning
- online readings
- explorations of online resources for students, such as test preparation, scholarships and interactive college-choice websites
- practical online or offline activities, including building a bank of resources to assist students with career or college choices
- focused online discussion prompts to guide each session’s discussions with other counselors
- short videos of actual counselors demonstrating effective practices
- a culminating project that enables counselors to demonstrate what they have learned during the module
- resources counselors can incorporate into their work with students immediately

All modules require discussion and participation, and each includes a pre- and post-assessment to gauge what counselors have learned. In addition, when the modules are taught as an academic course, they may culminate in a final project.

Module One: Building a College-Going Culture for All Students

Session 1: Role of the Counselor in Promoting Career and Academic Planning emphasizes the role of the counselor in assessing postsecondary career and academic options, as well as the importance of postsecondary advice, and guides counselors to understand the diverse school populations with whom they work.

Session 2: Creating a College-Going Mission discusses the importance of the school counselor as an advocate for improving student achievement and creating a college-going mission in the school.

Session 3: Understanding and Working with Diverse Populations builds self-awareness and cultural understanding by helping counselors develop approaches for working with diverse groups of students to attain educational and post-secondary goals.

Session 4: Communicating a College-Going Mission increases skills in communicating with diverse populations to develop students’ belief that they can succeed in post-secondary education.
Module Two: College, Career and Academic Planning
Session 1: Engaging Students In Early Career Awareness and Planning examines students' early career awareness and planning, as well as strategies counselors can use to engage students during the middle grades or earlier. Participants will review the 16 National Career Clusters and read about how to organize a career fair in their schools.

Session 2: Using Data to Guide Academic Planning: Part I explores the importance of using data to guide students and parents in course selections and to align courses with career interests and planning. It also stresses the importance of encouraging the selection of rigorous courses.

Session 3: Academic Planning: Part II focuses on how to use data to monitor the progress of struggling students and to plan interventions. Participants practice strategies to help students and parents understand the impact of each course grade on the GPA.

Session 4: College/Postsecondary Choice trains counselors to help students and parents make choices for postsecondary education and find the right fit among many options in academics, school size, cost, location, culture/ atmosphere and diversity.

Module Three: Financial Aid and College Applications
Session 1: Guiding Parents and Students Through the Complexities of Financial Aid unravels the complexities of financial aid, including terminology, and strategies to help parents and students understand the total cost of postsecondary education. The session also covers best sources of financial assistance, including grants, loans and scholarships.

Session 2: Assisting with the Financial Aid Process teaches participants the process parents and students need to follow to complete the FAFSA, what information is needed, what financial aid terminology means and what types of aid can be received based on the FAFSA.

Session 3: Preparing for College Admissions Tests helps participants plan ways to help students prepare for college admissions tests. This session also addresses fees and waivers, test-taking strategies, practice tests, and helping parents and students understand what scores mean.

Session 4:
College Admissions: Application Process trains counselors to assist students in completing the application process for the postsecondary schools they have selected.

Module Four: Creating a College-Going Culture in the Middle Grades
Session 1: Developing a College-Going Culture In Your School focuses on the importance of developing a college-going culture in the middle grades and the barriers to postsecondary access and success many students face. Counselors learn strategies for establishing a college-going culture, informing students about postsecondary options, identifying postsecondary barriers, and helping students overcome them.

Session 2: Career Planning provides an overview of employment area forecasts, state-adopted career clusters, and tools and strategies to help students connect their career aspirations with academic planning. Each counselor learns the difference between types of postsecondary institutions and training options, as well how to use state-level career planning resources in his/her state.

Session 3: Academic Planning and Transitions examines how academic planning for future careers can influence student engagement and motivation for learning. Counselors also learn how to support students in their transitions from elementary to middle grades to high school.

Session 4: Engaging Middle Grades Students identifies strategies for student engagement and goalsetting. Counselors will learn schoolwide strategies to improve students' resilience and academic engagement.
Alabama ASCD (AASCD) is a diverse community of educators, forging covenants in teaching and learning for the success of all learners.

The purpose of AASCD shall be the improvement of supervision, curriculum development and instruction:

- AASCD provides support curriculum and instruction implementation at the highest levels of engagement for students and teachers. Its focus on in-depth professional development on timely topics has distinguished it among educators as a “go to” organization.
- AASCD is currently focused on supporting curriculum leaders as they implement Common Core Standards in Alabama Schools.
- AASCD believes in exerting concerted efforts for the improvement of education in Alabama through influencing those persons, organizations, and institutions that have decision-making responsibilities in the areas of legislation and policy development.

AN AFFILIATE OF Council for Leaders in Alabama Schools (CLAS) – Please consider joining AASCD when renewing (or joining) CLAS this year. AASCD dues are only $40.00.
Alabama Superintendent Tommy Bice kicking off 'Future of Public Education' tour Aug. 26

Crystal Bonvillian | cbonvillian@al.com By Crystal Bonvillian | cbonvillian@al.com
Email the author | Follow on Twitter
on August 11, 2014 at 12:38 PM

HUNTSVILLE, Alabama -- Huntsville's Lee High School will, in two weeks, be the kickoff site for a six-week, statewide tour designed to promote education and answer questions about public school in Alabama.

The "Future of Public Education" tour includes 12 stops, including locations in each of the state school board's eight districts, between Aug. 26 and Oct. 7. Each stop on the tour will include discussion on important education topics, including PLAN 2020, the Alabama College and Career Ready Standards, student testing, accountability and the importance of parental and community involvement, according to a news release from the Alabama State Department of Education.

State Superintendent Tommy Bice will host each event, which will begin at 6 p.m. at each location. Bice will give an hour-long presentation, followed by a 30-minute question and answer period.

The superintendent will be joined by local business and industry officials, representatives of the area's community colleges and other education stakeholders from each community.

"PLAN 2020 is transforming our classrooms into learning environments where instruction is individualized and personalized in order to better prepare our students to be college or career ready when they graduate from high school," Bice said in the news release. "We are no longer preparing children to take a test; rather, we are teaching them how to think and solve problems using real world application. In essence, we are redefining the high school graduate."

Click here to read the entire news release.


8/11/2014
The tour starts on Aug. 26 at Lee High School, located at 2500 Meridian St. in Huntsville. The remainder of the tour is as follows:

- Aug. 28: Demopolis High School, 701 U.S. 80, Demopolis
- Sept. 2: Opelika Middle School, 1206 Denson Drive, Opelika
- Sept. 4: George Washington Carver High School, 3900 24th St. N, Birmingham
- Sept. 9: Carver High School, 2001 W. Fairview Ave., Montgomery
- Sept. 16: Florence High School, 1201 Bradshaw Drive, Florence
- Sept. 18: Dothan High School, 1236 S. Oates St., Dothan
- Sept. 23: Tuscaloosa Career & Technology Academy, 2800 Martin Luther King Jr. Blvd., Tuscaloosa
- Sept. 25: Helena High School, 1310 Hillsboro Parkway, Helena
- Sept. 30: Selma High School, 2180 Broad St., Selma
- Oct. 2: Baker High School, 8901 Airport Blvd., Mobile
- Oct. 7: Jacksonville High School, 1000 George Douthit Drive SW, Jacksonville

Click on a location on the map below to see details of that stop on the tour.

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