

Alabama Career and Technical Education/ Workforce Development



**ALABAMA
CAREER
DEVELOPMENT
MODEL**

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ALABAMA CAREER DEVELOPMENT MODEL

Alabama Career and Technical Education/ Workforce Development

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**ALABAMA
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PURPOSE



The Alabama Career Development Model is designed to provide all students enrolled in Grades K-12 in the Alabama educational system with the necessary knowledge, skills, and abilities to be college and career ready and prepared to enter postsecondary education or the workforce.

The ever-changing workforce presents new challenges to those seeking productive careers. The impact of rapidly evolving technology and an expanding global economy is being felt across all career areas and at all levels of education. Employers expect prepared, motivated, highly skilled workers who are literate, numerate, and who have mastered employability skills like teamwork, initiative, and communication. Students graduating from one of Alabama's high schools, colleges, or universities cannot be assured of employment without the necessary training and skills to meet an employer's needs.

The state of Alabama is working diligently to bridge the gaps between industry and education through several key initiatives. The [Alabama Workforce Council](#), formed in 2015, has been instrumental in opening the doors of communication between public and private entities so that businesses and the education sector are no longer working in isolation. In 2019, Governor Ivey tasked the [Alabama Commission on Credentialing and Career Pathways](#), a subcommittee of the Alabama Workforce Council, to develop a statewide goal for postsecondary attainment to ensure that Alabamians have access to in-demand career pathways leading to valuable, portable post-secondary degrees, certificates, and credentials. The on-going work of this committee complements the Alabama Career Development Model in preparing students for high-wage, in-demand career in Alabama.

The Alabama Career Development Model builds on tenets of the Alabama Comprehensive Guidance Plan so that counselors, career coaches, educators, community stakeholders, and families are all working together at every level of a student’s education to prepare students for success after graduation. Through intentional, carefully-planned activities and interactions, the Alabama Career Development Model provides the following benefits:

ADVOCACY

Advocates for student academics, career, and personal development

EQUITY

Supports equity and access for every student

COLLABORATION

Supports active partnerships for student learning and career planning

This document is designed to provide each local education agency with the objectives and appropriate targets for implementing the Alabama Career Development Model to develop a local plan. The Alabama State Department of Education recommends that districts include educators, counselors, career coaches, and stakeholders to implement this model effectively.

To assist schools in developing a local program, the Alabama Career Development Model provides required targets and suggested instructional strategies to meet them, organized by grade bands. The school district is expected to deliver career development at each grade level. The grade bands are designed to allow flexibility in delivery, not to omit instruction in a particular grade level.

THE GRADE BANDS ARE:

- Career Awareness: Grades K-2 (page 8)
- Career Awareness: Grades 3-5 (page 9)
- Career Exploration: Grades 6-8 (pages 12-13)
- Career Preparation: Grades 9-10 (pages 16-18)
- Career Preparation: Grades 11-12 (pages 19-21)

The [Alabama State Department of Education](#) is committed to providing quality educators, state-of-the-art facilities and equipment, and resources and partnerships with business and industry that expose students to careers and industries that impact Alabama’s economy. Elementary school counselors, teachers, and career coaches introduce younger students to careers in their communities. In the middle grades, students learn about the numerous career and educational opportunities in their region by attending annual career discovery events hosted by the seven Regional Workforce Councils. These events are the catalyst that excite Alabama students about the world of work and the many educational opportunities that exist upon graduation. Students begin to identify areas of interest by developing personal education plans of study and completing interest inventory assessments. In high school, school counselors, CTE teachers, and career coaches work with students to complete coursework that focuses on a specific program of study where they can obtain an industry-recognized credential and graduate from high school prepared for college and a career.

Alabama Career Planning System

The Alabama Career Planning System, powered by Kuder®, provides all the reliable education and career planning resources students and their families need to visualize their futures and make the plans to get there. The system also gives educators tools to measure success and helps local businesses get involved to connect with and shape their future workforce.

Students can unlock a world of possibilities with the Alabama Career Planning System. They can explore careers, find college matches, build education plans, create shareable portfolios, and more – all guided by personalized career interests, skills confidence, and work values. Parents can use the Alabama Career Planning System to support their child’s dreams. The system offers resources and tips for the important role parents play in a child’s journey, including a free account where parents can review their child’s progress, plus personal career portfolio, assessment results, and more. Educators can use the Alabama Career Planning System to access real-time data, generate reports, and help students discover and plan their future.



The Alabama Career Planning System offers:

- The most valid assessments in the industry
- Customized education plans that are specific to Alabama
- Responsive designs that are mobile/tablet ready
- A goal-setting tool
- Financial literacy training (Finance 101)
- Spanish translation
- Single sign-on for educators and students
- Parent account access
- Ability for business and industry to include opportunities and post business profiles
- Test prep materials for all students
- Enhanced college search called “College Match” which allows users to know if a college/university is a financial fit, academic fit, and an overall fit
- Resume builder
- Access to a dedicated trainer (See [Kuder Training Calendar](#))
- Real time data for schools, districts, and state officials
- Lifelong access to the system

Career Clusters

The Alabama Career Development Model uses the 16 career clusters as the basis of its career exploration approach. These 16 career clusters and 79 program pathways are designed to cover all career opportunities and to reflect the following critical characteristics:

- **Include** the entire spectrum of career options available to students
- **Share** common characteristics for careers within each field
- **Provide** opportunities for all students and all ability levels
- **Offer** significant potential for knowledge and skill transferability within the field
- **Incorporate** the full range of work requirements within each field from basic entry level to advanced



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Elementary (Grades K-2 and 3-5)



CAREER AWARENESS

CAREER AWARENESS

During the early grades, students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies introduce students to various types of careers. At the elementary grades, it is important that student exposure includes a broad spectrum of career clusters, including careers that are nontraditional for under-represented populations. The learning targets create opportunities that support academic rigor, knowledge, and skill development; social and emotional learning; and career awareness. Activities encourage students to stay on task, pay attention, and develop habits that will transfer to the world of work. The following career awareness section contains learning targets and strategies that can be utilized to assist schools in developing a career development plan that is aligned to the local community and workforce needs.



Target 1: Career Fields

Introduce Students and Parents to the 16 Career Clusters

Suggested Strategies:

- Communicate career awareness initiatives to parents and families (brochures, newsletters, websites, social media, etc.)
- Communicate career planning initiatives to parents and families (brochures, newsletters, website, social media, open house, etc.)
- Utilize parents and community members as career guest speakers
- Explore career awareness through search engine tools ([Alabama Career Planning System](#)- Kuder Galaxy, [My Next Move](#), etc.)

Target 2: Contextualized Academics

Introduce Career Clusters through Academic Subject Matter

Suggested Strategies:

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

Target 3: Career Awareness

Engage Students in Career Awareness Activities

Suggested Strategies:

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

Target 4: Out-of-School Time/Family Engagement

Engage Students and Families in Out-of-School Activities to Support Career Awareness

Suggested Strategies:

- Plan parent/family informational meetings and leadership classes
- Establish and/or utilize parent advisory councils, committees or parent organizations
- Plan after-school classes, clubs, or activities linked to school curriculum
- Create a school “hub” of activities for students, families, and community members
- Create family support groups and education classes to promote family learning, develop job skills, and address students’ physical and mental health needs
- Plan a career-focused summer camp (STEM, health, technology, etc.)
- Participate in family events and activities held at museums, libraries, zoos, state parks, etc.

Target 1: Career Fields

Continue to Introduce Students and Parents to the 16 Career Clusters

Suggested Strategies:

- Communicate career awareness initiatives to parents and families (brochures, newsletters, websites, social media, etc.)
- Plan career awareness field trips (in person and/or virtual)
- Assign career awareness library assignments/book reports/web activities
- Plan family STEM, engineering, health, or public safety nights
- Target activities for a deeper awareness of the 16 career clusters
- Explore career awareness through search engine tools ([Alabama Career Planning System](#)- Kuder Galaxy, [My Next Move](#), etc.)

Target 2: Contextualized Academics

Continue to Introduce Career Clusters through Academic Subject Matter

Suggested Strategies:

- Introduce community-based programs and/or organizations (4-H, Boy and Girl Scouts of America, Chamber of Commerce, Economic Development, etc.)
- Encourage participation in science fairs, Science Olympiad, robotics competition, etc.
- Embed career awareness activities in the core curriculum through a career-focused education
- Focus on each career cluster in a specific grade or subject
- Begin to link core academics to career clusters

Target 3: Career Awareness

Engage Students in Career Awareness Activities

Suggested Strategies:

- Identify jobs in a career cluster, including nontraditional jobs
- Plan college and career apparel/team days
- Plan a career awareness expo
- Conduct career interest inventories
- Plan career-specific awareness days (Manufacturing Day, Health Occupations Day, Construction Day, etc.)
- Take a workplace virtual tour
- Assign a career interest interview of a community or family member followed by a classroom project
- Assign a research paper on the top three career interest areas
- Invite business and industry guest speakers
- Discuss basic employability skills and work ethic
- Incorporate character-building activities into the curriculum (*Who am I? What are my values, strengths, weaknesses? etc.*)
- Introduce and model leadership and character traits

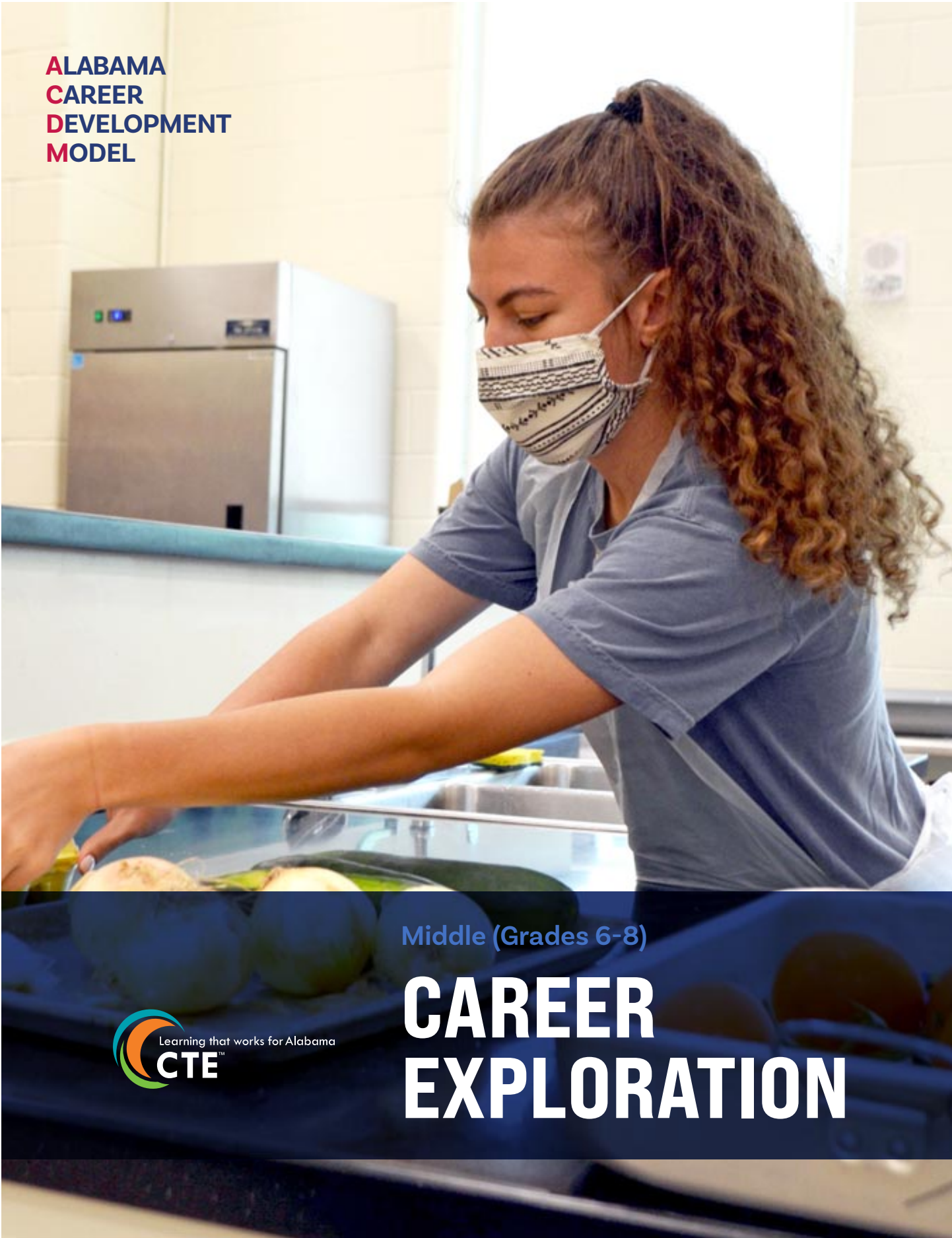
Target 4: Out-of-School Time/Family Engagement

Engage Students and Families in Out-of-School Activities to Support Career Awareness

Suggested Strategies:

- Plan a “Back to School” Night that includes class meetings where families and teachers share learning strategies, review home learning tips, and develop a communication plan
- Have student-led conferences to showcase portfolios of student work, followed by 1:1 conversation about learning and goal setting
- Conduct school tours
- Conduct after-school classes, clubs, and activities linked to school curriculum
- Create a school “hub” of activities for students, families, and community members
- Develop family support groups and education classes to promote family learning, develop job skills, and address health needs
- Hold career-focused summer camps (STEM, health, technology, etc.)
- Encourage attendance at school and community-based programs (Junior Achievement, Math Corps, Girls Who Code, 4-H, Girls & Boy Scouts of America, Chamber of Commerce, etc.)
- Identify and provide community resources that support family engagement in career awareness (museums, libraries, zoos, state parks, etc.)

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Middle (Grades 6-8)

CAREER EXPLORATION



CAREER EXPLORATION

With the help of their counselor(s) and a career coach, students explore and investigate the 16 career clusters to discover which pathways and careers best align with their interests. Through embedded classroom lessons and activities, students begin to develop personal education plans of study that will follow them each year. Career information and postsecondary education data are included in the planning process. During this process, students take interest assessments, explore careers and available courses, and investigate multiple pathways. The goal is to create learning opportunities that support academic rigor, knowledge, and skill development; social and personal learning; and career exploration. Career exploration activities are an integrated collection of assessments, skill sets, and services intended to define students' areas of interest which are aligned with core academic, technical, and employability skills. The following career exploration section contains learning targets and strategies that can be utilized to assist schools in developing a career development plan that is aligned to the local community and workforce needs.



Alabama Career Development Model

Career Exploration (Grades 6-8)

Middle School (Grades 6-8)

Target 1: Career Clusters/Career Pathways

Introduce Students and Parents to the 16 Career Clusters

Suggested Strategies:

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

Target 2: Contextualized Academics

Deliver Core Academic Content through Subject Matter

Suggested Strategies:

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

Target 3: Career Exploration

Continue to Acquire Knowledge about Careers, Postsecondary, and Employment Opportunities

Suggested Strategies:

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

Target 4: Out-of-School Time/Family Engagement

Engage Students and Families in Activities to Support Career Exploration

Suggested Strategies:

- Promote transitional events designed for students and families (activities held at feeder schools, tours at high schools, local community colleges, and CTE centers, etc.)
- Organize focus groups with families to identify issues and report back to the school leadership team
- Conduct academic focused workshops for families (what high-level academic work looks like at each grade level, where to get help for students, discussion of Success Guides, homework help/tutoring, etc.)
- Plan parent college and career readiness workshops (including Career and Technical Education, Early College options, dual enrollment, concurrent enrollment, choosing a college, military career options, etc.)
- Develop family support groups and education opportunities to promote family learning, develop job skills, and address student physical/mental health and wellness
- Develop local partners to cosponsor community and cultural events (health fair, heritage celebration, job fair, summer camps, etc.)
- Plan career-focused summer camps (STEM, health, technology, etc.)

Target 5: Career Interest Inventories and Activities

Utilize Career Planning Assessments

Suggested Strategies:

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

Target 6: Career Planning

Engage Students in Course Planning and Career Focus

Suggested Strategies:

- Work with high school counselor to plan high school courses and a career focus
- Advise students of all elective opportunities, including CTE pathways
- Plan formal visit to the Career and Technical Education Center or comprehensive high school
- Discuss earning college credit in high school (dual enrollment, articulated credit, concurrent enrollment, advanced placement, and Early College opportunities)
- Teach SMART goal setting (Specific, Measurable, Attainable, Relevant/Realistic, Time-Bound)
- Prepare students to transition to high school

Target 7: Personal Education Plan of Study

Develop a Personal Education Plan of Study

Suggested Strategies:

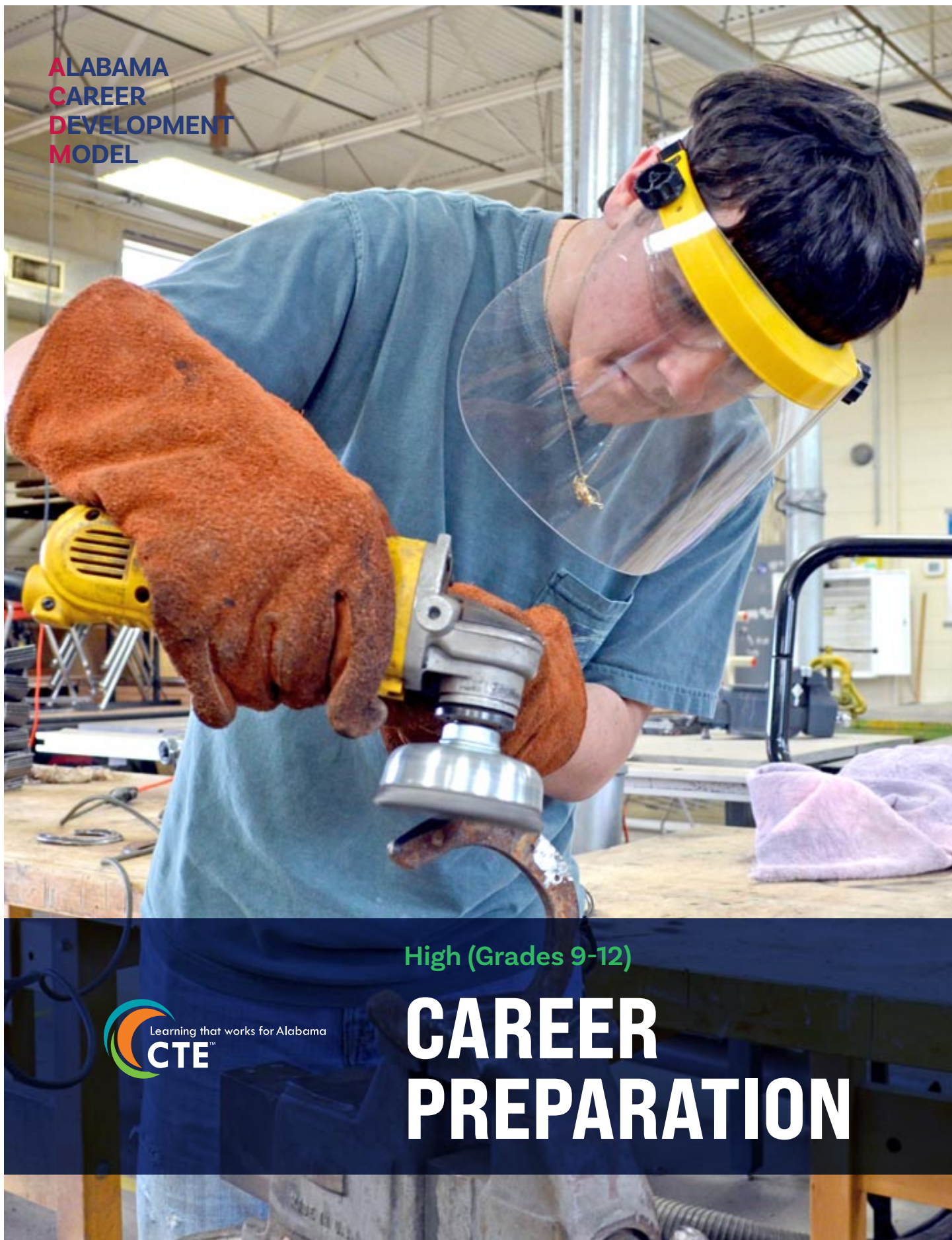
- Develop a personal education plan of study in Grade 8 under the supervision of the student's advisor, school counselor, or career coach
- Create student-driven career notebook/folder/portfolio

The personal education plan of study should include the following components:

- | | |
|---|--------------------------------|
| • Personal Information | • Career Goal(s) |
| • Interest Inventory Assessment Results | • Education/Training Goal(s) |
| • Career Awareness/Exploration | • Plan of Action |
| • Projected Job Openings | • Course Selections |
| • Career Options | • Parent Consultation/Approval |

The plan will be revised/updated annually.

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High (Grades 9-12)



CAREER PREPARATION

CAREER PREPARATION

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



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

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

To engage, challenge, and support every student in relevant, impactful instruction that equips him or her with the knowledge and skills necessary to successfully enter college, career, or the workforce, the Alabama State Department of Education provides ways for students to demonstrate their college and career readiness.

In April 2021, the Alabama State Board of Education approved a resolution amending the Alabama Administrative Code to assist graduating seniors in their transition to postsecondary education, training, or the workforce. With the support and assistance of local school district staff members, seniors must complete one of the following prior to graduation:



1. Submit to the United States Department of Education a Free Application for Federal Student Aid (FAFSA); or
2. Certify a non-participation waiver, in writing, to the superintendent of the local education agency if the graduating senior chooses not to complete and submit the FAFSA.

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

To be considered college or career ready, a high school student must meet one (1) of the following criteria:

- Make a qualifying score on an AP or IB Exam
 - AP Scores: 3, 4, or 5
 - IB Scores: 4, 5, 6, or 7
- Make a benchmark score in at least one area of the ACT with Writing Exam
 - English: 18
 - Mathematics: 22
 - Reading: 22
 - Science: 23
- Receive transcribed college or post-secondary credit (Dual Enrollment)
- Enlist in the Military
- Make a benchmark score on the Work Keys Exam
 - Silver Level or above
- Receive a CTE Career Readiness Indicator Credential
- Complete an in-school youth apprenticeship program
- Attain Career and Technical Education completer status

Alabama Career Development Model

Career Preparation (Grades 9-10)

High
(Grades 9-10)

Target 1: Career Clusters/Career Pathways

Engage Students and Parents in the 16 Career Clusters

Suggested Strategies:

- Communicate Grades 9-10 career preparation initiatives to parents and families (brochures, newsletters, websites, social media, etc.)
- Review and update the personal education plan of study with students
- Explore career preparation through search engine tools ([Alabama Career Planning System](#)- Kuder Galaxy, [My Next Move](#), etc.)
- Communicate to parents and students how career clusters relate to industry job titles
- Conduct Career and Technical Education program visits and tours
- Plan parent and student information forums (including CTE, Early College options, dual enrollment, concurrent enrollment, college admissions, financial aid, scholarships, NCAA eligibility, work-based learning, and military career options, etc.)

Target 2: Contextualized Academics

Continue to Build Career Pathways Through Academic Subject Matter and Leadership Experiences

Suggested Strategies:

- Participate in student activities (science fairs, Science Olympiad, FIRST Robotics, Career and Technical Student Organizations, etc.)
- Embed career preparation activities in the core and elective curriculum through a career focused education
- Focus on each career cluster in a specific grade or course
- Participate in student clubs, leadership activities, and career and technical student organizations (National Honor Society, student government, athletics, National Technical Honor Society, etc.)
- Conduct PSAT testing in Grade 10 (to qualify for National Merit Scholarships)
- Conduct ACT/SAT test preparation class in Grades 9-10 to prepare for college admissions testing administration (Peterson's Test Prep)

Target 3: Career Preparation

Engage Students and Parents in the 16 Career Clusters

Suggested Strategies:

- Plan field trip to a [community college](#) or university for exploration
- Plan Career and Technical Education program visits/tours at local community colleges
- Conduct employability preparation workshops that include resume writing, mock interviews, leadership training, etc.
- Provide opportunities for students to interact with business partners and professionals for extended periods of time
- Plan entrepreneurial projects in the classroom with business professionals
- Teach employability skills and work ethics (teamwork skills, problem-solving skills, critical thinking, technological literacy, conflict resolution, etc.)
- Invite local employers to visit students to discuss top employability skills
- Explore and model leadership and character traits (study skills, time management, self-advocacy, public speaking)

Target 4: Out-of-School Time/Family Engagement

Engage Students and Families in Out of School Activities to Support Career Preparation

Suggested Strategies:

- Encourage parent leaders to participate in college and/or pathway activities and school leadership teams
- Invite parents and families to attend postsecondary education fairs
- Hold parent career preparation workshops on topics such as Career and Technical Education, Early College options, dual enrollment, concurrent enrollment, choosing a college, military career options, etc.
- Invite parents and families to view student exhibits/presentations
- Conduct academic focused workshops for families on topics such as what high-level academic work looks like for high school; where to find help for students; discussion of student growth; homework helps; basic college terminology; etc.
- Educate students and parents on the different college degree types (names, required credit hours, course transferability, STARS Guide, etc.)
- Educate and empower students to communicate, document, and self-advocate in a college and/or work environment
- Encourage student involvement in college- and community-based programs
- Encourage student and family attendance at student-led leadership conferences/programs (National Honor Society, National Technical Honor Society, Career and Technical Student Organizations' state and national leadership conferences)
- Participate in career-focused summer camps and employment fairs

Target 5: Career Interest Inventories and Activities

Utilize Career Planning Assessments

Suggested Strategies:

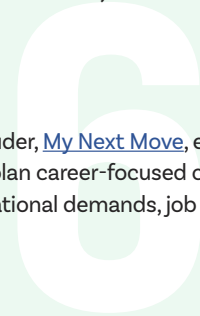
- Assist students with identifying their career interests and selecting career activities that align to their strengths and interests
- Administer Career Assessment inventories to students
- Interpret Career Assessment inventory results with students prior to the completion of the Education Development Plan ([Alabama Career Planning System-Kuder](#))
- Investigate and discuss career educational requirements and salary projections for future careers
- Complete a career ability assessment
- Complete a work values inventory
- Explore apprenticeships and work-based learning opportunities (What is it? Why is it important? What are the options in their area?)
- Discuss the importance of service-learning work (impact on the community, importance to employers, resume builder, etc.)
- Engage in real-life simulation activities (Monopoly, Life, Your Money, Your Life, etc.)

Target 6: Career Planning

Engage Students in Course Planning and Continuing to Acquire Knowledge about Careers, Education, and Employment Opportunities

Suggested Strategies:

- Update career exploration profiles through search engine tools ([Alabama Career Planning System](#)-Kuder, [My Next Move](#), etc.)
- Conduct grade level/small group/individual advisement with school counselor and career coach to plan career-focused courses
- Conduct grade level/small group/individual exploration with career coach on career demands, educational demands, job requirements (hours, salary vs. hourly), regional cost of living, and resulting lifestyles
- Explore personal finance in relation to future college and/or career plans
- Update student's four-year personal education plan of study to reflect career goals



Target 7: Personal Education Plan of Study

Review and Revise the Personal Education Plan of Study to Meet Students' Current Career and Educational Goals/Interests*

Suggested Strategies:

- Review, revise, and complete the personal education plan of study to identify career development goals as they relate to academic requirements for high school

The Personal Education Plan of Study should include the following components:

- | | |
|---|--------------------------------|
| • Personal Information | • Education/Training Goal(s) |
| • Interest Inventory Assessment Results | • Plan of Action |
| • Career Awareness/Exploration | • Course Selections |
| • Projected Job Openings | • Work-Based Learning |
| • Career Options | • Parent Consultation/Approval |
| • Career Goal(s) | |

The plan will be revised/updated annually.



Alabama Career Development Model

Career Preparation (Grades 11-12)

High
(Grades 11-12)

Target 1: Career Clusters/Career Pathways

Continue to Engage Students and Parents in the 16 Career Clusters

Suggested Strategies:

- Communicate career preparation initiatives to parents and families (brochures, newsletters, websites, social media, etc.)
- Update career preparation through search engine tools (Alabama Career Planning System-Kuder, My Next Move, etc.)
- Communicate to parents and students how career clusters relate to industry sectors
- Conduct Career and Technical Education program visits and tours
- Hold parent information forums (including Career and Technical Education, Early College options, dual enrollment, concurrent enrollment, choosing a college, FAFSA, scholarship submissions, college finance options, NCAA eligibility, college application timeline and submissions, military career options, etc.)

Target 3: Career Preparation

Continue to Build Knowledge about Careers, Education, and Employment Opportunities

Suggested Strategies:

- Plan and conduct college, career, and job fairs
- Plan and conduct business tours, postsecondary campus tours, etc.
- Celebrate Alabama College Application Week
- Plan job shadow day and industry-related field trips
- Explore apprenticeship and internship options for students ([Alabama Office of Apprenticeship](#))
- Conduct employability preparation workshops on topics such as resume writing, cover letters, mock interviews, thank-you letters/emails, business writing skills, email/social media etiquette, etc.
- Teach students how to conduct a job search
- Invite a human resources director to discuss hiring practices and required documents (identification/citizenship documents, drug screening, physicals, etc.)
- Teach employability skills and work ethics (teamwork skills, problem-solving skills, critical thinking, technological literacy, conflict resolution, etc.)
- Invite local employers to visit students to discuss top employability skills
- Explore and model leadership and character traits (study skills, time management, self-advocacy, public speaking)

Target 2: Contextualized Academics

Continue to Build Career Pathways Through Academic Subject Matter and Leadership Experiences

Suggested Strategies:

- Encourage involvement in college and community-based programs (Junior Achievement, Math Corps, Girls Who Code, etc.)
- Participate in student activities (science fairs, Science Olympiad, FIRST Robotics, etc.)
- Embed career preparation activities in the core and elective curriculum through a career-focused education
- Focus on each career pathway in a specific grade or subject matter
- Participate in student clubs and leadership activities (National Honor Society, student government, athletics, robotics, Science Olympiad, etc.)
- Participate in student organizations, including Career and Technical Student Organizations
- Educate students on early college credit through AP/IB, dual enrollment, concurrent enrollment, Early College, Career and Technical Education courses
- Take the [ASVAB](#) (Armed Services Vocational Aptitude Battery)
- Schedule ACT/SAT testing in Grade 11 (admission criteria for college/university)

Target 4: Out-of-School Time/Family Engagement

Engage Students and Families in Out-of-School Activities to Support Career Preparation

Suggested Strategies:

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

Target 5: Career Interest Inventories and Activities

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

Suggested Strategies:

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

Target 6: Career Planning

Assist Students in Course Planning and Continuing to Acquire Knowledge About Careers, Education, and Employment Opportunities

Suggested Strategies:

- Update career exploration profiles through search engine tools ([Alabama Career Planning System](#)-Kuder, [My Next Move](#), etc.)
- Conduct grade level/small group/individual advisement with counselor to plan career focus and appropriate coursework
- Conduct grade level/small group/individual exploration with career coach on career geographic demands, educational demands, job requirements (hours, salary versus hourly), regional cost of living, and resulting lifestyles
- Update student's personal education plan of study to reflect career goals
- Have college admissions representatives present information on the ideal incoming freshman candidate and great admissions essays
- Each student to build professional references by participating in networking opportunities
- Discuss the transition from high school to employment or advanced training

Target 7: Personal Education Plan of Study

Final Review and Updates to the Personal Education Plan of Study to Meet the Student's Current Career and Educational Goals/Interests*

Suggested Strategies:

- Review, revise, and complete the personal education plan of study to identify career development goals as they relate to academic requirements for high school and entering postsecondary education and the workforce

The Personal Education Plan of Study should include the following components:

- | | |
|---|--------------------------------|
| • Personal Information | • Education/Training Goal(s) |
| • Interest Inventory Assessment Results | • Plan of Action |
| • Career Awareness/Exploration | • Course Selections |
| • Projected Job Openings | • Work-Based Learning |
| • Career Options | • Parent Consultation/Approval |
| • Career Goal(s) | |

The plan will be revised/updated annually.

Alabama Career Development Model Resources

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

ALSDE Schoology Groups and Access Codes

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

ALSDE Work-Based Learning Manual

ADVANCE CTE State Leaders Connecting to Work

Expanding Middle School CTE to Promote Lifelong Learner Success

<https://careertech.org/resource/expanding-middle-school-cte>

Engage Parents and Learners – How to Promote Career and Technical Education

<https://careertech.org/recruitmentstrategies>

Resources to Engage Policymakers, Parents, and Stakeholders

<https://careertech.org/advocate>

Alabama Achieves Strategic Plan

[ALSDE® \(alabamaachieves.org\)](https://alabamaachieves.org)

Alabama Commission on Higher Education

[Alabama Commission on Higher Education \(ache.edu\)](https://ache.edu)

Alabama Committee on Credentialing and Career Pathways

[ACCCP - AlabamaWorks](https://alabamaworks.com)

Alabama Career Planning System (ACPS) Kuder

[Alabama Career Planning System \(kuder.com\)](https://kuder.com)

Alabama Career Planning System (ACPS) Kuder Training Calendar

[Calendar - Kuder](https://kuder.com)

Alabama Community College System

[ACCS | Real. Life. Education.](https://accs.edu)

Alabama Office of Apprenticeship (AOA)

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

Alabama Possible

[Home Page - Alabama Possible](https://alabamapossible.org)

Alabama Power

[Community Projects & Programs | Alabama Power](https://alabamapower.com)

Alabama Workforce Council

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

Association for Career & Technical Education (ACTE)

Career Exploration in Middle School: Setting Students on the Path to Success

<https://www.acteonline.org/career-exploration-in-middle-school-setting-students-on-the-path-to-success/>

GoBuild Alabama

[Home Page - Go Build Alabama](https://gobuildalabama.com)

Careeronestop

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

College Board, SAT, PSAT, Scholarships

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

Federal Student Aid (FAFSA)

[FAFSA® Application | Federal Student Aid](https://fafsa.gov)

Federal Student Aid (FASFA) ALSDE Memo

[Alabama Free Application for Federal Student Aid \(FAFSA\) Completion Project](https://alabamaworks.com)

U.S. Department of Labor

<https://www.dol.gov/>



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

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