

## **Alabama Narrative Performance Information for the 2008 Consolidated Annual Report**

As required by the U.S. Department of Education, Office of Vocational and Adult Education (OMB No. 1830): Consolidated Annual Report (CAR) for the Carl D. Perkins Career and Technical Education Act of 2006 the following information addresses the required items.

### **Implementation of State Leadership Activities**

Provide a summary of major initiatives and activities in each of the required areas, as well as any of the permissible areas that were chosen to undertake during the program year.

a. **Required Uses of Funds:**

- At the secondary level state leadership funds are used to conduct assessments of all programs through the ISO certified process for Business/Industry Certification.

In addition, funds are also use to

- provide web-based professional development activities and services through the use of Elluminate.
- conduct a New Teacher Institute and New Administrator Academy
- co-host a Summer Conference which offers intensive professional development for teachers, administrators, counselors, and other career tech personnel
- provide a Career Development Conference which focuses on the integration of academics with career and technical education
- provide preparation for training in non-traditional occupations through an RFP which addresses the increasing of females in the engineering fields
- target the improvement of services for career tech students in the juvenile institutions
- provide requested technical assistance to local school systems and colleges
- provide for quarterly meetings of the State Advisory Council with representatives of local education agencies, postsecondary institutions, institutions of higher education, employers, and others with interest in promoting student achievement in academic and technical skills and in completing their programs of study
- conduct meetings with national and industry recognized organizations to determine process to validate student attainment of technical competencies
- Increase interaction with business and industry representatives to identify career opportunities for nontraditional students
- Conduct workshops on nontraditional student recruitment and retention
- Increase activities to promote student knowledge and skills to business and industry in college service area
- Enhance professional development for the technical faculty at the colleges

b. Permissible Activities Include:

- The development of plans of instruction and project-based learning activities to assist in the teaching of the content standards included in the new career and technical education courses;
- Partnering with the Alabama Commission on Higher Education (ACHE) in an effort to improve the development/enhancement of our data systems used to collect on secondary and postsecondary student outcomes;
- Continuation of the development and implementation of statewide articulation agreements, dual enrollment, and the Early College Enrollment Program;
- Providing leadership opportunities through support given to CTSOs in the Joint Leadership Development Conference (JLDC) and Blast Off (a training offered to newly elected student officers);
- Assisting teachers and students in gaining opportunities to participate in on-line course work.

## **Progress in Developing and Implementing Technical Skill Assessments**

The state does not have at this time technical skill assessments in place for any of its recognized career and technical education programs. There are a few programs at the local system level in which some students have had an opportunity to participate in a skill assessment. There are also programs at the postsecondary level that have students who participate in an assessment in order to obtain a license, etc. As this has not been a requirement from the state level, there is not data on the estimated percentage of students who would be reported as having taken assessments.

The Alabama State Board of Education approved a new Career and Technical Education Course of Study (COS) which is required to be implemented beginning in the school year 2009-2010. The new COS, based on the 16 national clusters and 51 pathways, contains over 300 courses. Using this document as a resource, the Career and Technical Education Section of the Alabama State Department of Education (SDE) will

- compile data from a survey to identify industry-recognized assessments that are currently available and can be used in local systems.
- by April 2009, identify SDE approved business and industry-recognized assessments for each cluster and selected pathways.
- partner with business and industry to provide ways to assess the technical skills of students at minimal cost.

Meanwhile, in order to provide the measure of performance for core indicator 2S1: Technical Skill Attainment, the SDE will continue to report the end-of-course grade for those students who are in a program (cluster) area having a technical skill assessment that is aligned with industry standards.

The Department of Postsecondary Education will

- continue to track student attainment of professional licensure in programs where available. Examples include health sciences, automotive, machine tool, and manufacturing.
- by March 2009, identify disciplines where industry-based competency assessments are not available
- survey all programs of study to identify third party or industry assessments that are available or in use. Those without third party or industry performance assessments will be flagged for further action
- seek performance assessments for programs not currently supported by third part or industry assessments with a target of completion in December 2010.

As a member of the VTECS consortium of states, by July 2009, Alabama will assess the availability of performance assessments that are available through credentialing.

## Implementation of State Program Improvement Plans

Alabama’s negotiated NCLB performance levels were adopted for the levels of performance for career and technical education students. Utilizing Alabama’s growth model for improvement negotiations will be based on meeting performance levels by showing improvement.

During the 2007-2008 program year Alabama failed to meet the targeted state adjusted level of performance on core indicator 4S1 Graduation Rate. The 90 percent threshold for the adjusted level of performance of 87 percent would be 78 percent. Table 1 shows the actual performance of each disaggregated student population.

Table 1

<b>Population</b>	<b>Actual Level of Performance</b>
Male	72.95%
Female	75.68%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	81.48%
Asian or Pacific Islander	79.64%
Black (not Hispanic)	66.84%
Hispanic	68.26%
White	78.62%
<b>Special Populations and Other Student Categories</b>	
Individuals with Disabilities	57.62%
Economically Disadvantaged	66.20%
Single Parents	71.58%
Limited English Proficient	59.45%
Migrant Status	77.97%
Nontraditional enrollees	60.94%
Tech Prep	75.80%

By having an overall performance level of 74.22 percent on core indicator 4S1, the state will develop and implement an improvement plan during the 2008-2009 program year.

Listed below are action steps to be implemented during the current program year.

- By January 2009, the state director will assign a staff member to conduct a comparative study of those students who were measured in the career and technical education population reported during the submission of the State Plan with the students that are reported in this Consolidate Annual Report.
- The assigned staff member will rerun data using a student by student match to students who were also counted in the state’s reported population for the NCLB negotiated growth model graduation rate in order to be sure that there are no inconsistencies in reporting.

- By February 2009, an education administrator and/or an education specialist will make a presentation to the Accountability Roundtable/Taskforce on the results of the comparative study. The Accountability Roundtable/Taskforce will be asked for recommendations for how to affect changes needed.
- By March 2009, the Standards/Accountability/Compliance unit will distribute system-program-level data reports to local administrators and data contacts and conduct technical assistance workshops to assist locals in the understanding of the reports and the development of plans of action to be implemented.
- By August 2009, Alabama will implement First Choice, career and technical education and advanced career and technical education diploma endorsements for the entering 9<sup>th</sup> grade class.

Table 2 shows the additional steps which will be implemented to improve the performance of all students on all core indicators.

Table 2

<b>Steps to be Taken</b>	<b>Starting Date</b>	<b>Completion Date</b>	<b>Staff Member Assigned</b>
Review State Plan	*	Ongoing	Sarah Ray
Revise/Update Plan	*	April 2009	Sarah Ray
Revise/Update Data Reports and crosswalk Criteria Table to new Course of Study	January 2009	March 2009	Russell Phaturos
Conduct HSTW and TCTW Data Meetings	*	Ongoing	Dawn Morrison
Present a plan to incorporate tech prep activities into all programs	January 2009	April 2009	Mary Simon
Provide workshops on research- and project-based instructional strategies	*	Ongoing	Cluster Specialists
Assist in implementation of new Course of Study	July 2009	Ongoing	Cluster Specialists
Share/present topics on program improvement	*	Ongoing	TBD
Provide technical assistance to teachers, counselors, and administrators	*	Ongoing	TBD

**\*Starting Date** – these steps have already begun and will be revisited monthly at the Accountability Roundtable/Taskforce meetings.

## **Implementation of Local Program Improvement Plans**

Each year local recipients are required to submit data that are used in the evaluation of programs. This data becomes a part of the documentation for the business/industry certification of career and technical education programs.

Core indicator reports are prepared and distributed to local educational agencies to be used in the preparation of system- and program-level Improvement Plans. The state adjusted NCLB levels of performance are used as the basis for the requirement of preparing and submitting a Plan.

Any local that is required to submit an Improvement Plan because of failure to meet at least 90 percent of the state adjusted NCLB level of performance may request to negotiate a new level of performance for the succeeding program year.

Seventy-two percent of the total number of local eligible recipients failed to meet the 90 percent threshold of the state adjusted level of performance on one or more of the 2007-2008 core indicators. This means that 95 of the locals are required to submit a Career Technical Education Improvement Plan. In this Improvement Plan the recipient gives reasons for not having met the targeted performance level. This Improvement Plan must also state the strategies to be implemented in order to increase performance.

It is noted that a contributing factor in the failure to meet the targeted performance level(s) may be due to the change in the method of identifying and verifying students enrolled in career and technical education courses and the inability to include career and technical education students as a cohort group when collecting data for NCLB AYP reports. Also, frequent changes in local administrators always impact the accuracy and thoroughness of data from the local level.

At the postsecondary level, each college or consortium has an action plan to address requirements of the Perkins legislation and the direction established by *Workforce 21* strategic plan for career and technical education. Activities in the college action plans were identified by the Strategic Analysis Teams (SATs). Activities were identified based on priorities determined by the SATs after analyzing demographic, labor market, and program performance data.

Using the CAR review check sheet as a guide, Alabama will revise its current monitoring instrument to insure inclusion of items to document implementation of the local improvement plans.

## **Tech Prep Grant Award Information**

Three-fourths of the tech prep allotment was consolidated with the Title I funds and was distributed through the formula allocation used for the distribution of the Basic Grant funds. Each sub recipient is required to expend a minimum of 10 percent of its total allocation on activities supporting the 8 essential elements of tech prep.

The other 25 percent of the tech prep allotment is awarded through competitive applications to

- provide professional development for counselors, teachers, and administrators,
- review and update articulation agreements,
- purchase equipment to facilitate articulation, and
- begin the development of career counseling materials for statewide distribution.

The state tech prep coordinator is working with the consortia receiving funds through the competitive process to complete performance data requirements.

Secondary tech prep students are included in the accountability forms that are required to be reported.