I. Implementation of State Leadership Activities

Secs. 124(b) and (c) of Perkins IV describe the required and permissible uses of state leadership funds, respectively.

Required Use of Funds: (Provide a summary of your state’s major initiatives and activities in each of the required areas)

Conducting an assessment of the career and technical education programs funded under Perkins IV

Alabama assesses secondary career & technical education (CTE) programs through the following monitoring systems:

1) ISO certified process for Business & Industry Certification of Programs (BIC) - Through this process each CTE program in the system is reviewed annually by the local administrator and on site every 5 years by a team consisting of business and industry representatives and program educators facilitated by a State Department of Education representative. Rational: Teachers are reviewed each year for continued compliance; SDE is reviewed each year by ISO process. Systems complete an annual continued compliance document.

2) Comprehensive Reviews of Secondary Local Education Agencies (LEA) CTE Programs - Through this process each Local Education Agency is reviewed every three years comprehensively by all sections of the Alabama Department of Education. Career & Technical Education Programs are monitored using a form that addresses multiple areas including compliance with Alabama Administrative Code, Federal Code, policies and procedures, achievement of core indicators of performance, and provides for correction of any deficiencies within these areas.

3) Alabama assesses postsecondary career and technical education programs through an annual desk audit of 100% of CTE programs. Included in this review is a fiscal audit in cooperation with the Alabama Department of Finance.

Developing, improving, or expanding the use of technology in career and technical education

State leadership funds were used to sponsor the multiple initiatives related to technology use in Career and Technical Education. Examples:

- 21st Century grants for Career Tech Centers - Ten LEAs with career tech centers were awarded grants of $85,000 to develop classrooms that support distance education.
- Technology Centers that Work sites were funded and supported under a partnership with the Southern Regional Education Board (SREB).
- Elluminate and WebEx seminars were offered in all program areas. (Records of attendance at the sessions are kept by the presenters with copies filed in a central documentation file.)
- Both the basic and Tech Prep grants provided funding to purchase equipment for use by programs and students in career and technical classrooms on the secondary and postsecondary level.
- Distance Learning was used for professional development for teachers and students through Alabama ACCESS, which is an infrastructure that delivers learning
opportunities such as online courses that provide Professional Learning Units (PLUs) to meet the requirements for certification & recertification, and online classes and virtual field trips for students. Access Labs are located in every high school in Alabama to ensure that CTE teachers and students have access to ACCESS, Alabama has provided 21st Century Classroom grants to outfit Career Tech Centers with the necessary equipment. For additional information: http://accessdl.state.al.us/

- Secondary CTE teachers are required to meet technical awareness hour requirements as part of the business and industry standards requirements.
- Postsecondary education provides an annual Perkins update webinar to colleges and technical schools. (Records of attendance at the sessions are kept by the presenters.)

**Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels**

Leadership funds are used to provide multiple professional development opportunities of teachers and administrators throughout the state. Some examples of these activities include:

- Alabama Association of Career & Technical Education (AACTE), using resources provided by the Alabama Department of education, provides an annual 3-day Summer Conference for CTE educators and administrators. General information and program specific information is provided through a series of informative sessions.
- New Teacher Institute, provided twice yearly, is a required week-long teacher education seminar provided by state leadership that focuses on issues related to career and technical as well as general teaching and procedures tips for new career and technical education teachers.
- New Administrator Institute, provided twice yearly, is a required 1 to 2 day seminar provided by state leadership that focuses on issues related to administering local career and technical education programs. Reports, program applications, electronic budgeting, monitoring processes and other issues related to program implementation are addressed.
- Career and Technical Education Administrator meetings are provided three times yearly to update local administrators on Perkins, state policy, legislation and other issues related to Alabama CTE.
- An annual Career Conference is provided every January for teachers, counselors and administrators.
- The Alabama SUCCESS Initiative, which includes distribution of career pathways materials to all high school counselors (over 18,500 career pathways kits were distributed to high schools as part of the Tech Prep initiative in 2010). Professional Development for teachers and counselors in using the kits was provided at 23 sites throughout the state.

Additional professional development offered by the department included Career Forward Training, which is an online career assessment program provided to all counselors, including CTE counselors and teachers in Alabama; CORD Career Pathways Training for counselors in the state; a year-long WebEx professional development for IT and Commerce teachers; Alabama’s Mentor Project.
Postsecondary education provided professional development through the Perkins Update webinars held two times a year. Additional professional development was provided through the Strategic Analysis Team Meetings, which meet with stakeholders at each college to serve as advisory committees on performance indicators, budget requests, and high wage/high skill programs.

**Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education**

Alabama supports multiple initiatives to ensure the integration of academics with career and technical education.

- Extensive work has been completed to ensure that students receive embedded and substitute academic credit for courses in the state curriculum. Alabama supports a mandated course of study for CTE.
- The Plans of Instruction (POI) that were developed for each content standard in collaboration with teachers throughout the state and included academic content in career and technical courses.
- COS content standards were reviewed to ensure rigor through the use of Blooms and DoK taxonomies.
- CTE has sponsored the development of lesson plans for all teachers that are posted on Alabama’s ALEX – a web-based lesson plan resource center.
- Family & Consumer Sciences and Financial Literacy and Financial Aid course have been crosswalked with math and CTE content standards.
- Under Alabama’s First Choice Diploma Initiative the State Board of Education endorsed Work Keys as an assessment for all high school seniors beginning in 2014. The Governor’s Workforce Development credit will be awarded to students based on test results.
- As a part of Alabama’s Courses of Study a Career Pathways Senior Project that integrates academic skills and job readiness and career and technical education courses has been designed.
- Career and Technical Education supports a High Schools That Work initiative, and continues to provide professional development and support to sites statewide.
- Tech Prep programs throughout the state focus on the integration of academics with CTE.

Postsecondary plans of instruction are developed with an integrated approach to math and English within the career and technical courses. College faculty are encouraged to work closely with academic teachers in an integrated approach to curriculum.

**Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations**

Alabama awards annually a grant of up to $60,000 to support non-traditional programs. In 2008-2009, the grant was awarded to Hewitt Trussville High School and Middle School located in Trussville, Alabama, to increase knowledge and awareness of engineering occupational opportunities for females. Follow-up for this program will be provided in the 2010-2011 report.
Several colleges operated programs serving at-risk postsecondary students, including displaced homemakers and non-traditional (gender) students. These programs promote transition from economic dependency to self-sufficiency in large part by facilitating student enrollment and retention in programs leading to non-traditional employment. Colleges produced publications depicting students and employees in non-traditional roles.

**Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study**

Alabama’s CTE Leadership has a Business and Industry Advisory Council that includes individuals serving as Career & Technical Education Administrators and representatives from Businesses and Industries throughout the state. The role of this committee is to advise the Director and ultimately the State Superintendent of Education about current trends and needs throughout the state. Additionally, each Local Education Agency in Alabama, and each CTE program, has an advisory council consisting of business representatives that provides guidance relating to local issues.

In Alabama, Secondary and Postsecondary (the two year community and technical college system in Alabama) partner to create articulated courses statewide in addition to local articulation agreements. In 2009-2010 there were 93 signed statewide articulation agreements. Secondary and Postsecondary also partner through Tech Prep to create and promote Alabama SUCCESS career pathways materials.

**Serving individuals in state institutions**

ALSDE provides services to the Department of Youth Services (DYS) grades 7-12 through an annual appropriation of funds and by a supplemental continuation grant. Additional secondary funds are provided to the Alabama Institute for the Deaf and Blind. Five Postsecondary prison programs are supported with CTE funds: Ingram State Technical College, Gadsden State Community College, Calhoun State Community College, Jefferson Davis Community College, Lawson State Community College, and Wallace Community College-Dothan provided career and technical education programs for prison inmates.

**Providing support for programs for special populations that lead to high skill, high wage and high demand occupations**

Each LEA provides documentation to demonstrate support to special populations as a part of the Comprehensive Monitoring process.

Jobs for Alabama Graduates (JAG) is a program designed to assist 11th and 12th grade at risk CTE students to overcome academic, personal and environmental barriers that hinder their progress. Alabama’s JAG program is aligned with the national Jobs for America’s Graduates (JAG). JAG continues to surpass the performance goals set by national JAG and receive recognition for its success.

Each college or consortium within the Alabama Community College System (ACCS) has, as part of their individual plans, specific actions and budget items to encourage enrollment and
completion by special populations in career and technical programs. Additionally, ACCS works closely with the Americans with Disabilities (ADA) compliance officers to conduct site visits to validate ADA compliance at member colleges. Activities (including those specific to special populations) in the college action plans were identified by the Strategic Analysis Teams (SATs), which included advocates for special populations. Activities were identified based on priorities determined by the SATs after analyzing demographic, labor market, and program performance data.

In October 2010 colleges submitted annual performance reports in which the colleges identified activities that addressed the required uses of Perkins basic grant funds. Following are examples of those activities that pertain to special populations.

- Displaced homemaker, sex bias elimination scholarships and related activities
- Flexible scheduling of classes
- Books, tools, and supplies loan program
- Activities provided through Student Support Services Programs
- Seminars for special needs students
- Special populations coordinators
- Counseling and tutoring services
- Academic assessments and provision of developmental courses and targeted instruction
- Faculty in-service activities regarding ADA and serving special needs students
- Mentoring for special needs students
- Provision of services for Workforce Investment Act clients
- Targeted recruitment and counseling of nontraditional (gender) students
- Publications free of gender bias
- Non-discrimination practices
- Support aides for physically disabled students
- Consultation with Alabama Department of Rehabilitation
- “Early Alert” warning system and provision of early intervention
- Compliance with the Americans with Disabilities Act
- Career/technical education for incarcerated individuals
- Articulation agreements with local high schools allowing for seamless transition of secondary students, including partner agency clients, into postsecondary workforce development programs
- Partnerships with local school districts to provide career development activities for youth

**Offering technical assistance for eligible recipients**

Alabama CTE Specialists and Administrators offer technical assistance in many ways. Examples:

- Visits to all Local Education Agencies (LEA) Superintendents annually to discuss CTE issues
- Contacts and visits LEAs to provide CTE Administrators with assistance with local issues
- Technical assistance for monitoring issues
- Technical assistance for Business and Industry Certification issues
• Online professional development sessions
• Summer professional development conference
• New Teachers Institute (bi-annually)
• New Administrator Academy
• Director’s Meetings

**Permissible Activities Include:** *(Provide a summary of your state's major initiatives and activities in any of the permissible areas that your state has chosen to undertake during the program year)*

**Improving career guidance and academic counseling programs**
In the secondary level, Alabama has partnered with Go-Alliance, through the Southern Regional Education Board, to create an online counselor education course. Alabama is the fiscal agent in the College Challenge Access Grant, and has provided workshops for counselors of disadvantaged youth that provide information on financial aid and other funding opportunities. Through this grant a web portal has been developed to provide information on financial aid and other funding opportunities to students, parents, and school personnel. Alabama’s SUCCESS Initiative provides information to students, parents and counselors on career pathways.
On the postsecondary level, many two year colleges have hired “career coaches” who serve as assistance in career information sharing with the secondary counselors.

**Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students**
In addition to local articulation agreements, Alabama currently has 93 statewide articulation agreements in Career and Technical Education Courses. In addition, Alabama continues in the implementation of dual enrollment and the Early College Enrollment Program.

**Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs**
The Alabama STARS program on the postsecondary side provides a smooth transition between two-year college programs and baccalaureate programs by providing program transfers. They also provides the “Plus 4” program that links two year colleges with Higher Education to provide easy access to information.

**Supporting career and technical student organizations**
Alabama provides strong support to student organization initiatives, and provides leadership opportunities through the Joint Leadership Development Conference, an annual event that provides professional development to student leaders throughout the state, and through Blast Off, which is an annual training provided to newly elected student officers.

**Supporting public charter schools operating career and technical education programs**
Alabama does not have charter schools at this time.
Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter

All aspects of the industry components are required on lesson plans and reviewed on BIC on-site reviews. FCCLA, Skills USA, FBLA, DECA, FFA, HOSA, & TSA provide national, state, and local projects, programs, and competitive events which incorporate all aspects of industry.

Project-based modules were developed for the “CTE Core Elements” for all foundation courses included in each career cluster. The “Core Elements” include the all aspects of industry components. All aspects of industry components are discussed at NTI.

Supporting family and consumer sciences programs

Two Hospitality and Tourism Grants were awarded (2009-2010) and are being implemented this academic year (2010-2011).

Support was provided for “Grow Our Own” Week (Education and Training Cluster)

Resources have been used to provide professional development activities for FACS teachers through Eliminate/Web Ex.

Funding was provided to print and distribute flyers on the Human Services, Hospitality and Tourism, Education and Training Clusters.

Funds were provided to create, develop, and distribute new FACS logo.

Funds were provided for a writing team to develop project-based modules on careers for each of the three clusters.

Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels

On the secondary level, Alabama has an active State Advisory Council that meets quarterly. All program areas have Advisory Committees. State Department Personnel presents at the Alabama Workforce Development Conference, and the SDE Mega Conference, as well as at numerous other state and national conferences. Representatives from both secondary and postsecondary serve on national boards representing the cluster areas. Secondary and Postsecondary education partner in the development of the Alabama Career Pathways guidance materials developed by the Tech Prep Leadership Consortia – Alabama SUCCESS. College enrollment information is provided by the College Access Grant. Secondary teachers serve as instructors at the postsecondary level through dual enrollment.

On the postsecondary side every discipline has a Discipline Advisory Committee (DAC)

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education

In the past year Alabama has supported the development of the following initiatives:

- Project Lead the Way
- Biomedical Engineering
- National Finance Academy
- Program certification through National Certification Agencies
Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV
In 2010 Alabama awarded incentive grants to three programs that competed for Program of the Year, and plans to continue this initiative in 2011. Additionally, Alabama awarded the following grants:

- program planning grants of $10,000
- program implementation grants of $50,000
- Career Academy grants of $15,000
- High Schools That Work grants of $6,000
- Technology Centers that Work grants of $6,000

Providing activities to support entrepreneurship education and training
Entrepreneurship is promoted through activities that highlight Entrepreneurship Week. Career Tech teachers receive information on activities that can be used by students, the school, and community. The University of Alabama, Center for Community-Based Partnerships and the Department of Management and Marketing, partnered with the Alabama Department of Education, Career and Technical Education, to provide an entrepreneurship Webcast for university students and career tech teachers. Teachers also receive information from the University for special scheduled entrepreneurship events. Proclamations are signed by the State Board of Education and by the Governor to proclaim the designated national entrepreneurial dates as Alabama Entrepreneurship Week. High School students are provided the opportunity to take an Entrepreneurship course as part of the approved Course of Study. Entrepreneurship competitive events are offered at select student organization state conferences.

Providing career and technical education programs for adults and school dropouts to complete their secondary school education
N/A

Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs
N/A

Developing valid and reliable assessments of technical skills
Alabama continues to identify technical skill assessments that can be used to validate student progress. See full explanation in Section II – Technical Skills Assessments.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes.
Alabama has applied for but not been awarded a longitudinal data grant. The SDE is currently working with the Alabama Commission on Higher Education (ACHE) to provide regional and statewide data.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business
Teachers, faculty, administrators, and career counselors were provided assistance in
recruitment and retention of CTE teachers through the New Teacher Institute, through a formal Mentoring Program, through New Administrator’s Academy, and through Webinars designed for individual disciplines.

Supporting occupational and employment information resources
As part of Alabama CTE Business & Industry review, local education agencies are required to use current Labor Market Information to determine program needs (www.alalabor.state.al.us). This is monitored on a three year cycle through Compliance Monitoring.

II. Progress in Developing and Implementing Technical Skills Assessments

Secondary Technical Skills Assessment:
The Career and Technical Education (CTE) section of the Alabama State Department of Education (SDE) is continuing the work of identifying technical skill assessments that can be used for the approved courses of study. All LEAs are required to identify a minimum of one cluster area for which coursework resulting in the awarding of a credential is available. The State Professional Development Summer Conference focused on credentialing in the summer of 2010. During the reporting year students took assessments in 14 of the 16 cluster areas recognized in Alabama. Those areas are:

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V, Technology, & Communication
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, & Engineering
- Transportation, Distribution, & Logistics

<table>
<thead>
<tr>
<th>Technical Skills Assessment Results*</th>
<th>2009-2010</th>
<th>2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAs Responding</td>
<td>56 (42%)</td>
<td>15 (11%)</td>
</tr>
<tr>
<td>Technical Skills Assessments Taken</td>
<td>3706</td>
<td>633</td>
</tr>
<tr>
<td>Technical Skills Assessments Passed</td>
<td>2921</td>
<td>484</td>
</tr>
</tbody>
</table>

*LEA Reported
During the 2009-2010 school year, secondary school systems continued to use the State Board approved Courses of Study for which end-of-course grades were the measure of CTE skill attainment. Therefore, the data to provide the measure of performance for core indicator 2S1: Technical Skill Attainment continued to be the end-of-course grade for concentrators who are in a program identified as occupational. The CTE Section of the SDE is working with local school systems to identify and approve third-party technical assessments that are aligned with the approved Alabama Courses of Study that do not have an appropriate industry based credential for CTE. Significant progress has been made in this area as shown by the table above. Additionally, Alabama piloted the Workforce Ready Assessment at the 2010 state SKILLSUSA Conference & Championship with assessments developed by industry and for industry at a national level. Out of the 1,457 students, 835 passed. LEAs have been required to fully implement a minimum of 1 cluster since 2008. An amendment to the program application for 2011-2012 will require reporting of technical skills assessment in the implemented cluster.

Postsecondary Technical Skills Assessment:
Department of Postsecondary DPE takes a blended approach to determining student’s attainment of technical skills. This approach includes assessment of knowledge and skills documented through grade point average, attainment of professional licensing and credentialing, and business and industry based competency skills assessments. The following actions will be taken in response to developing and implementing technical skills performance assessments:

- Continue with gathering data relative to student attaining a 2.0 GPA on technical skills course work. (Status: November 2011)
  DPE continues to develop standardized curricula for all areas of career/technical education taught at its ACCS colleges. A goal was set to have this tasking accomplished no later than 2012. Currently, the initiative has achieved approximately 70% completion. Assessments in support of these programs of study include knowledge and skills performance instruments based on industry recognized competencies. These competencies are continually validated by discipline advisory committees made up of subject matter specialists in related business and industries for a specific discipline. These committees meet regularly to advise and review curricula content. Where possible, instructors use third party measurement instruments to assess student attainment of knowledge and skills.

- Determine student attainment of licensure and credentials. (Status: November 2011)
  DPE continues to track student attainment of professional licensure in programs where available. Examples include health sciences, automotive, machine tool, cosmetology, and manufacturing.

- Identify disciplines where industry based competency assessments are not available. (Status: November 2010)
  DPE will continue to survey programs of study to identify third party or industry assessments are available or in use as appropriate. Those without third party or industry performance assessments will be flagged for further action. Personnel assigned to the Curriculum and Instruction Unit of DPE regularly attend meetings and conferences to discuss competency needs.

- DPE will seek performance assessments for programs not currently supported by third party or industry assessments. (Status: November 2011)
Colleges are encouraged to direct students to industry recognized, third party assessments where appropriate in order to obtain recognized credentials. Programs without such support will use locally developed and validated performance measurement instruments. The plan is ongoing with targeted completion to coincide with completion of standardized curriculum in 2012.

III. Implementation of State Program Improvement Plans

During the 2009-2010 program year Alabama failed to meet the targeted state adjusted level of performance on only one core indicator, 4P1 – Student Placement. See below the possible reasons the negotiated level was not achieved.

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</th>
<th>The action steps which will be implemented</th>
<th>Staff member responsible for each action step</th>
<th>Timeline for completing each action step</th>
</tr>
</thead>
<tbody>
<tr>
<td>4P1</td>
<td>Using the Unemployment Index provided by the Department of Labor colleges reported a significant drop in student placement apparently due to overall economic issues within Alabama. The overall unemployment rate for Alabama is currently at seasonally adjusted rate of 8.9 %*. Although this is slightly lower than the national average, unemployment continues to be an issue with students attending and graduating from our programs of study. The range of unemployment in Alabama counties is from a low of 6.8 (Shelby County) to a high of 21% (Wilcox County).</td>
<td>Continue to ensure colleges prepare students with knowledge, skills, and abilities desired by employers throughout business, industry, and government within Alabama. This is tracked closely with student placement services and The Governor’s Office of Workforce Development. Support for these initiatives includes close attendance in planning activities from the individual discipline advisory committees and college strategic analysis teams. Evaluate college’s performance. Report results to colleges and OVAE.</td>
<td>College placement personnel College Perkins reporting officials Department of Postsecondary Education Curriculum and Instruction Unit</td>
<td>August, 31, 2011 October, 31, 2011 November 15, 2011</td>
</tr>
</tbody>
</table>

*Source: Alabama Department of Labor Relations
NOTE: Special populations achieved at or above the entire student population on many performance measures. Examples of common barriers include transportation, quality and timely day care, unawareness of student’s needs based on possible disability, and diagnosis of learning inhibitors. Continual special attention is provided to these and other situations by colleges in order to make every effort to remove barriers to success for all students, including special populations.

Improvement Strategies for Program Year 2009-2010

Secondary 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. LEAs are required to submit a Improvement Plan if they fail to meet at least 90 percent of the state adjusted NCLB level of performance, or one or more of the state negotiated CTE Performance Indicators. In 2009-2010, out of a total of 132 LEAs, 73 (55%) LEAs missed the 90% threshold on one or more indicators and are required to submit an improvement plan.

The table that follows shows an overall improvement on LEA Indicators between 2008-2009 and 2009-2010.

<table>
<thead>
<tr>
<th>LEA Core Indicator 2008-2009 to 2009-2010 Comparison Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator Number</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>1S1</td>
</tr>
<tr>
<td>1S2</td>
</tr>
<tr>
<td>2S1</td>
</tr>
<tr>
<td>3S1</td>
</tr>
<tr>
<td>5S1</td>
</tr>
<tr>
<td>6S1</td>
</tr>
<tr>
<td>6S2</td>
</tr>
</tbody>
</table>

Postsecondary Improvement Strategies for Program Year 2009-2010
A workshop is planned for mid January to discuss improvement of data collection issues. Representatives from each college responsible for collecting data and tracking performance issues will attend. Additionally, a series of workshops are planned with administration and faculty over the next year to focus on process improvement of all areas of career and technical education to include data gathering, faculty presentation skills, recruitment, and placement.
Specific activities for Core Indicators

1P1 - Technical Competency Attainment
- Expand competency-based curricula initiative
- Enhance professional development for technical faculty
- Conduct meetings with national and industry recognized organizations to determine process to validate student attainment of technical competencies

2P1 – Credential, Certificate, or Degree
- Expand credential options as appropriate
- Continue to emphasize to students the importance of obtaining industry recognized credentials
- Ensure awareness of college faculty and administration

3P1 – Student Retention or Transfer
- Improve student tracking procedures
- Continue to emphasize multi-craft curricula and apprenticeship options
- Continue to emphasize student's awareness of the value of attaining full certificate or degree
- Continue to evaluate program offerings in comparison with occupational demand projections
- Monitor college plans and offer technical assistance as required

4P1 – Student Placement
- Continued emphasis on quality skill attainment and documentation of skill attainment
- Increase activities to promote student knowledge and skills to business and industry in college service areas

5P1 – Nontraditional Student Participation
- Continue emphasizing local colleges recruiting efforts
- Continue interaction with business and industry representatives with potential nontraditional students
- Continue to encourage greater use of methods to obtain college credit for competencies obtained through tech-prep activities such as articulation, early college enrollment, and dual enrollment programs.

5P2 – Nontraditional Completion
- Continue emphasis on nontraditional student recruitment and retention practices
- Continue a variety of credential options
- Continue to place emphasis on value of obtaining credentialing levels
- Continue to encourage greater use of methods to obtain college credit for competencies obtained through tech-prep activities such as articulation, early college enrollment, and dual enrollment programs.
- Work closely with business and industry to identify career opportunities for nontraditional students

IV. Tech Prep Grant Award Information

In 2009-2010, seventy percent of the Tech Prep allotment ($1,394,293) 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 was required to expend a minimum of 10 percent of its total allocation on activities supporting the Eight Essential Elements of Tech Prep. All Alabama school districts submitted, through an electronic grant application process (eGAP) a plan for expending the 10% of funds designated for Tech Prep activities.
Funds became available upon approval of the plan. School districts provided professional development for counselors, teachers, and administrators, reviewed and renewed articulation agreements, sponsored career days, and purchased equipment to facilitate articulation.

The other 30% ($600,000) of the Tech Prep allotment was awarded through competitive applications to provide a statewide leadership grant and 8 regional consortia grants and was used for Tech Prep administration. The 8 regional consortia serve local education agencies and also serve as members of the Statewide Leadership Consortium. As members of the Leadership Consortium, their role was to assist in developing and implementing agreed upon activities that support the Eight Essential Elements of Tech Prep.

The 8 regional consortia:
- Provided professional development for counselors, teachers, and administrators,
- Continued with the development of career counseling materials for statewide distribution,
- Sponsored career days,
- Reviewed and renewed articulation agreements, and
- Purchased equipment to facilitate articulation.

<table>
<thead>
<tr>
<th>Consortia (Regional)</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest Shoals Community College</td>
<td>$50,000</td>
</tr>
<tr>
<td>Calhoun State Community College</td>
<td>$50,000</td>
</tr>
<tr>
<td>Wallace State Community College Hanceville</td>
<td>$50,000</td>
</tr>
<tr>
<td>Drake State Community College</td>
<td>$50,000</td>
</tr>
<tr>
<td>Gadsden State Community College</td>
<td>$50,000</td>
</tr>
<tr>
<td>Central Alabama Community College</td>
<td>$50,000</td>
</tr>
<tr>
<td>Lurleen B Wallace State Community College</td>
<td>$50,000</td>
</tr>
<tr>
<td>Bishop State Community College</td>
<td>$50,000</td>
</tr>
<tr>
<td>State Leadership Consortia</td>
<td>$125,000</td>
</tr>
<tr>
<td>Wallace State Community College Hanceville</td>
<td></td>
</tr>
</tbody>
</table>

During the 2009-2010 school year, an agreed upon minimum level of performance was negotiated with the consortia (see chart below). The performance indicator levels were based upon last year’s performance. The primary emphasis this year was on the process of developing an accurate tracking system from secondary to postsecondary education since, due to legal interpretation of FERPA in Alabama, tracking students from secondary education to postsecondary education is difficult. Student Social Security numbers cannot be shared between secondary and postsecondary in Alabama, and there is not a student identifier number for this process, though progress has been made in creating an identifier through the State Department and through the Alabama Commission on Higher Education (ACHE). Alabama has applied for, but has not been awarded, a longitudinal data grant.

All Tech Prep Consortia have postsecondary institutions serving as the consortia fiscal agent. In January 2010, a meeting with all postsecondary representatives was held in order to address the Tech Prep data collection process. The goal was to develop a plan to collect
Tech Prep data for the postsecondary indicators statewide rather than just through the consortia. The success of the meeting is demonstrated by the data collected and reported for Tech Prep in this CAR.

The number of secondary education Tech Prep students served during the 2009-2010 school year was 9666 in the 8 funded consortia. This number was determined by pulling all students who met the secondary definition of a CTE Tech Prep student from within the LEAs that were members of one of the 8 funded consortia (51 LEAs out of 132 LEAs). Funded Tech Prep consortia represent 41% (51) of the LEAs and 41% (10) of the technical and community colleges throughout the state. All Secondary Tech Prep students (funded and unfunded consortia) are included in the accountability forms that are required to be reported.

The State Tech Prep coordinator, working with the 8 regional consortia receiving funds through the competitive process, collected the following data. The denominator is the number of secondary students identified by the SDE as having been enrolled in a course that has been articulated with postsecondary. The numerators for 1STP1, 1STP2, 1STP3, 1STP4, and 1STP5, 1PTP1, 1PTP2, 1PTP3, 1PTP4, & 1PTP5 are the number of students that were tracked by the consortia.

<table>
<thead>
<tr>
<th>Consolidated Data from 8 Alabama Regional Tech Prep Consortium</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator Number</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>1STP1</td>
</tr>
<tr>
<td>1STP2</td>
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<tr>
<td>1STP3</td>
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<tr>
<td>1STP4</td>
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<tr>
<td>1STP5</td>
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<tr>
<td>1PTP2</td>
</tr>
</tbody>
</table>
### Employment

Employment not later than 12 months after graduation from the tech prep program

| 1PTP3 | Complete a State or industry-recognized certification or licensure | 128 | 208 | 61.54 | 45% | Yes |

| 1PTP4 | Complete a 2-year degree or certificate program within the normal time for completion of such program | 158 | 277 | 57.04 | 45% | Yes |

| 1PTP5 | Complete a baccalaureate degree program within the normal time* for completion of such program | N/A** | N/A** | N/A** | N/A** | N/A** |

*High School Diploma  **Students have not reached normal time limit

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### NATPL Tech Prep Evaluation Plan (Sec. 205)

Rating Scale: Implementation Stage:
1 – Not begun – Tech Prep has done no work in this area
2 – Planning – Tech Prep is beginning to do some work in this area
3 – Development – Tech Prep has made significant progress in this area
4 – Implementation – Tech Prep has achieved a high level of proficiency with data reporting elements in place

### CONSOLIDATED SCORES (Rankings submitted by 8 Alabama Regional Consortia)

<table>
<thead>
<tr>
<th>Criterion*</th>
<th>Implementation Stage Secondary</th>
<th>Implementation Stage Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remediation – Tech Prep students possess the professional technical and academic skills required to enter</td>
<td></td>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
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<tr>
<td>postsecondary education remediation free and/or enter the employment market. <strong>1STP5</strong></td>
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<tr>
<td>2. Related Employment – Tech Prep students obtain employment within their program related career cluster within 12 months of graduation. <strong>1PTP1</strong></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Persistence (Completion) – Tech Prep students complete a certificate program or a 2-year degree, or a baccalaureate degree within the normal time frame. <strong>Definitions, 1STP1, 1PTP3, 1PTP4</strong></td>
<td></td>
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</tr>
<tr>
<td>4. Return on Investment – (Articulation/Concurrent Enrollment Credit) Tech Prep students are enrolled in postsecondary Tech Prep programs which enable them to apply credits earned at the secondary level to their postsecondary program of study. <strong>1STP1, 1STP4</strong></td>
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<tr>
<td>5. Credential Attainment – Tech Prep students complete a coherent sequence of courses leading to recognized state or national credentials. <strong>1STP2, 1STP3, 1PTP2</strong></td>
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<tr>
<td>6. Education Relevance – The curriculum incorporates rigorous academic and technical competencies that integrate contextual and performance based learning. <strong>Definitions, 1STP1, 1STP3</strong></td>
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</tbody>
</table>