CONSOLIDATED ANNUAL REPORT NARRATIVE 2010-2011

I. Student Definitions
Secondary Participant – Students who have earned one (1) or more credits in any CTE program area.
Secondary Concentrator – Students who have earned two (2) credits in a single CTE program where two-credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.
Postsecondary Participant – Students who have earned one (1) or more credits in any CTE program area.
Postsecondary Concentrators – A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.
Tech Prep Student – A student who has completed the secondary component of Tech Prep, and has received articulated credit when they enrolled in a postsecondary component of a Tech Prep program at a postsecondary institution.

II. State Agency and Governance Structure
The State Board of Education, an elected body, is solely responsible for public education in Alabama. It is responsible for the policies of the Alabama Department of Education and the Alabama Department of Postsecondary Education. As the duly elected body, the State Board provides administration and leadership for career/technical education.

The Alabama Department of Education is the State’s official agency that is empowered to receive and distribute specific federal grants-in-aid and to administer the several acts governing those grants under policies determined by the State Board of Education. Perkins funds are received and distributed according to these policies. The State Superintendent of Education has designated a Director of Career/Technical Education to carry out the functions required by the Act.

Programs are offered at both the secondary and postsecondary level beginning with Grade 7 and continuing through Grade 14. Alabama has adopted all 16 career clusters. All pathways combine rigorous academic and technical courses that transition into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or job.

Postsecondary career/technical education programs and training activities are provided by the Alabama Community College System (ACCS), which is governed by the State Board of Education. The Alabama Department of Postsecondary Education (DPE) provides relevant administration and leadership to system institutions.

Program performance is indicated by data obtained from the 2010-2011 College Annual Performance Reports and Plan Modifications, ACCS database, and unemployment insurance records maintained by the Alabama Department of Industrial Relations. Data quality initiative activities continue at state and college levels.

Numerous provisions are made to ensure equal access to career/technical education for special populations and to promote achievement of those students. Special populations performed at or above the full student population on many performance measures.
Various measures are in place to ensure that allocations and expenditures are in compliance with state and federal laws. By agreement, 34% of state basic grant funds were distributed to two-year colleges based on the enrollment of Pell Grant recipients in career/technical education. An alternative formula approved by the U.S. Department of Education was used to distribute basic grant funds to colleges serving incarcerated students in career/technical programs.

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

1. 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:

- 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.
- 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.
- 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 - Two LEAs with career tech centers were awarded grants of $85,000 to develop classrooms that support distance education. (Ten grants were available, only 2 LEAs applied and both were approved)
- Technology Centers that Work sites were funded and supported under a partnership with the Southern Regional Education Board (SREB).
- 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.)
- The Perkins Title I grant 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 administrators, teachers and students through Alabama ACCESS, which is an infrastructure that delivers learning opportunities such as online courses that provide Continuing Education Units (CEUs) and
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).
- All colleges have the capacity to deliver and receive courses via distance education methods.

**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, now offered as a Professional Learning Unit (PLU) through a series of year-long meetings, is provided by state leadership and 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), was expanded in 2011 to include pathways documents connecting Alabama Secondary to Postsecondary schools. Professional Development for teachers and counselors in using the documents was provided at 8 sites throughout the state in the Fall of 2011.
- 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 continued to provide 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.
- CTE has sponsored the continued development of lesson plans for all teachers that are posted on Alabama’s ALEX – a web-based lesson plan resource center.
- 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.
- Career and Technical Education supports the Southern Regional Education Board’s (SREB) High Schools That Work initiative, the Technology Centers That Work Initiative, and a Career Academies Initiative. Additionally, this year Alabama supported the SREB Aerospace Engineering Preparation for Tomorrow Program which included the development of 4 courses. Two for the four courses are complete and have been field tested in four high schools in the state.
- Through funds available from the College Challenge Access Grant, career counseling software, and the training to utilize the software, has been made available to all Local Education Agencies in the state.
- Through funds available from the College Challenge Access Grant, a grant for purchase of mobile laptop labs for use by counselors was provided.
- Also through funds available from the College Challenge Access Grant, counselor took kits and workshops have been provided throughout the state.
- 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 faculties 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:

Secondary education focused on non-traditional students by requiring all local education agencies that did not meet their negotiated level of performance on core indicators 6S1 and 6S2, non-traditional participation and completion, follow through on their improvement plan by dedicating one eighth of their Perkins IV allocation for activities related to these core indicators, and professional development was provided for CTE Local Administrators.

- 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 ACCS has as part of its individual plans specific actions and budget items to encourage enrollment and completion by special populations in career and technical programs.
- 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 2011 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
- 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.
- 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/technical education programs for prison inmates.
- 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.

- Alabama, under the leadership of the State Superintendent of Education, formed a Career Tech Leadership Commission composed of business and industry representatives, state board members, and local stakeholders representing secondary and postsecondary education, to study Career and Technical Education in Alabama and make recommendations for the future direction and funding of Career and Technical Education within the state. Activities of the Career Tech Commission are ongoing.
- State leadership has also worked with Business and Industry to create a multi-craft Maritime Program to meet the needs of the shipbuilding industry. This program will go into effect in the Fall of 2012. Alabama continues to provide professional development and support to sites statewide.
- “Jumpstart”, a Business and Industry led project-based financial literacy program has been promoted through the state.
- Adult Education and Skills Training Divisions are in place to provide an organizational structure for short-term, non-credit vocational preparation and academic preparation courses that can serve adults who have no high school diploma or GED.
- Colleges implemented and funded strategies dictated by the needs of their communities.

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.
- 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/technical education programs for prison inmates.
- Following conversations with OVAE regarding incarcerated students enrolled in CTE programs, it was determined that the colleges with prison programs had little to no control over the transfer or utilization of prisoners that might be enrolled in and/or complete CTE programs. Further, although a student might graduate from a program they are likely to remain incarcerated and therefore not obtain employment. This negatively impacted the performance of the colleges in 4 of the 6 core indicators. For this reason it was agreed for the ACCS to factor out incarcerated students in the report for core indicators, 3P1, 4P1, 5P1, and 5P2. These students were counted as part of 1P1 and 2P1. The total number of students factored out is 2582. The largest number of these (1074) was from Ingram State Technical College. Ingram State enrollment is entirely made up of incarcerated students. The remaining numbers were from the other prison education programs.
Offering technical assistance for eligible recipients:
Alabama CTE Secondary and Postsecondary 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

2. 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 continues its’ partnership with Go-Alliance, through the Southern Regional Education Board, in 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.
- 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.
- One of the recommendations of the Alabama Career Tech Commission is a counseling initiative that focuses on career counseling with all students including middle school students.
- On the postsecondary level, many two year colleges have hired “career coaches” with college funds or with workforce development funds provided through the Governors’ Office 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 99 statewide articulation agreements in Career and Technical Education Courses.
- Alabama continues in the implementation of dual enrollment (1,296 total dual enrollment courses in 2011) and the Early College Enrollment Program (156 ECEP courses in 2011).

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.
- 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 following activities:

- Joint Leadership Development Conference, an annual event that provides professional development to student leaders throughout the state, was attended by 3,299 students in October of 2010, and through the-
- State Officers Leadership Training Seminar, which is an annual training provided to approximately 66 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:
- One Human Services Grant was awarded with a focus on a careers in Human Services.
- 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 17 Web Ex workshops.

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.
- CTE State Department Personnel presents at 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 and postsecondary teachers serve as instructors in secondary schools dual enrollment through dual enrollment agreements.
- 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
- Aerospace 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 2011 Alabama awarded incentive grants to three programs that competed for Program of the Year, and plans to continue this initiative in 2012.

Additionally, Alabama awarded the following grants:

- One Human Services implementation grant of $150,000
- Two 21st Century Classroom Grant2 of $85,000
- Extended Contract Grants (amount varies)
- Program of the Year Grant of $5,000
- Career-Themed Academy grants of $15,000
- High Schools That Work grants of $10,000
- Technology Centers that Work grants of $10,000

**Providing activities to support entrepreneurship education and training:**

- Entrepreneurship continues to be 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 specially 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.

IV. 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 2011. During the reporting year students took assessments in 16 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
During the 2010-2011 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 continues to work with local school systems to identify and approve third-party technical assessments that are aligned with the Alabama Courses of Study that do not have an appropriate industry based credential for secondary CTE. Significant progress has been made in this area as shown by the table above. Alabama’s 54,829 concentrators took a total of 13,370 technical skills assessments (24.4%). Of the 13,370 TSA’s taken, 11,706 were passed (88%).

**Postsecondary Technical Skills Assessment:**
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 88% completion (up from 70% in 2009-2010). 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.

- The Department of Postsecondary Education changed wording for calculating performance for 1P1 for the 2010-2011 CAR. The following changes were made:
  - **Numerator:** Number of CTE concentrators passing technical skills assessments.
  - **Denominator:** Number of CTE participants taking technical skills assessments.
  - (Status: Completed October, 2011)
- Determine student attainment of licensure and credentials.
  - DPE continues to track student attainment of professional licensure and credentials in programs where available. (Status: Completed October 2011)
- The Department of Postsecondary Education changed wording for calculating performance for 2P1 for the 2010-2011 CAR. The following changes were made:
  - Colleges provided disaggregated data for degrees, certificates and credentials.
  - **Numerator:** Number of CTE concentrators receiving an award or industry recognized credential during the reporting period. (Unduplicated count)
  - (Note: Award is defined as a degree, certificate, or credential.)
  - **Denominator:** Number of CTE concentrators who left postsecondary during the reporting period.
  - This brought our definitions for calculating 2P1 in-line with the non-regulatory guidance from OVAE. (Status: Completed October, 2011)

### Technical Skills Assessment Results*

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2009-2010</th>
<th>2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAs Responding</td>
<td>132 (100%)</td>
<td>56 (42%)</td>
<td>15 (11%)</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>13,370</td>
<td>3706</td>
<td>633</td>
</tr>
<tr>
<td>Assessments Taken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passed</td>
<td>11,706</td>
<td>2921</td>
<td>484</td>
</tr>
<tr>
<td>Technical Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments Passed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• DPE will seek performance assessments for programs not currently supported by third party or industry assessments. Colleges are encouraged to direct students to industry recognized, third party assessments where appropriate in order to obtain recognized credentials. (Reported: December, 2012)

V. Improvement Strategies for Program Year 2011-2012

Secondary Improvement Strategies for Program Year 2011-2012
Alabama met all secondary negotiated core indicators program year 2010-2011.

The table that follows shows the percentage of change in LEA Indicators between 2009-2010 and 2010-2011. Two events occurred in 2010-2011 that MAY have negatively impacted the percentage of improvement: massive tornados that destroyed multiple entire communities in Alabama in April, and the changeover from one data collection system to another (for all data imported to the Alabama Department of Education).

<table>
<thead>
<tr>
<th>Secondary LEA Core Indicator</th>
<th>2009-2010 to 2010-2011 Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator Number</td>
<td>Number of LEAs Meeting Indicator 2010-2011</td>
</tr>
<tr>
<td>1S1</td>
<td>131</td>
</tr>
<tr>
<td>1S2</td>
<td>128</td>
</tr>
<tr>
<td>2S1</td>
<td>131</td>
</tr>
<tr>
<td>3S1</td>
<td>126</td>
</tr>
<tr>
<td>5S1</td>
<td>119</td>
</tr>
<tr>
<td>6S1</td>
<td>69</td>
</tr>
<tr>
<td>6S2</td>
<td>54</td>
</tr>
</tbody>
</table>

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 either one or more of the state negotiated CTE Performance Indicators, or the locally negotiated indicators. In 2011-2012, out of a total of 133 LEAs, 79 (59%) LEAs missed the 90% threshold on one or more indicators and are required to submit an improvement plan. In 2012-2013, LEAs will be required to spend 1/8th of their formula allocations from Perkins IV funds on indicators for which they did not meet their negotiated performance level.
**Postsecondary Improvement Strategies for Program Year 2011-2012**

Postsecondary did not meet core indicators 2P1 and 4P1 for the program year 2010-2011.

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Agreed Upon Baseline Level 2010-2011</th>
<th>Performance Level 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1</td>
<td>% of CTE concentrators attaining technical skills.</td>
<td>80.44%</td>
</tr>
<tr>
<td>2P1</td>
<td>% of CTE concentrators receiving award or industry recognized credential during reporting period.</td>
<td>58%</td>
</tr>
<tr>
<td>3P1</td>
<td>% of CTE concentrators who remained enrolled or transferred to another postsecondary institution.</td>
<td>69.50%</td>
</tr>
<tr>
<td>4P1</td>
<td>% of CTE concentrators who left postsecondary who are employed.</td>
<td>84.44%</td>
</tr>
<tr>
<td>5P1</td>
<td>% of CTE nontraditional students participating in nontraditional fields.</td>
<td>12.5%</td>
</tr>
<tr>
<td>5P2</td>
<td>% of CTE nontraditional students completing a nontraditional CTE program.</td>
<td>12%</td>
</tr>
</tbody>
</table>

**Postsecondary Implementation of State Program Improvement Plans**

During the 2010-2011 program year Alabama failed to meet the targeted state adjusted level of performance on two core indicators:

- 2P1 - % of CTE concentrators receiving award or industry recognized credential, and
- 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>2P1</td>
<td>The colleges provided this data based on their records of student performance and as reported to the department. The overall economic situation in Alabama contributes to students remaining enrolled for longer periods without challenging for</td>
<td>The Curriculum and Instruction Unit (CIU) of DPE has identified certification opportunities for programs of instruction within CTE. That information is provided through a web page document, publicizing through in-service activities, and conferences with college administration. This document is updated continuously as certification</td>
<td>CIU College administration</td>
<td>The initial document is completed and posted at this time however updates are made to this on a continual basis as information becomes</td>
</tr>
</tbody>
</table>
licensure or credentials. opportunities are identified. Additionally, DPE is considering requiring at least 10% of the basic grant funds be focused on certification activities for those colleges not achieving significant improvement in skills attainment. Certification standards are being integrated into all degree/certificate programs and core curriculum documentation. All new CTE programs will integrate certification information.

| 4P1 | 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 9.8%*. This is higher 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 21.5% (Wilcox County). *Source: Alabama Department of Labor Relations Employment Report, October 21, 2011 | As related to 2P1, focus on obtaining certifications and licensure will be increased so as to make graduates and completers more attractive to perspective employers. Additionally, students will be encouraged to focus on appropriate skills to make them attractive. We will continue to track this 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. | College placement personnel College Perkins reporting officials Department of Postsecondary Education Curriculum and Instruction Unit | August, 31 2012 October, 31, 2012 November 15, 2012 |
NOTE: Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other categories of students: 1) 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. 2) See bullet regarding incarcerated students under heading “Serving individuals in State Institutions” on pages 7-8.

Improvement Strategies for Program Year 2011-2012

- 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.
- A series of on-campus workshops are planned with administration and faculty beginning in December, 2011 and continuing over the next year to focus on process improvement of all areas of career and technical education to include data gathering, faculty presentation skills, certification, recruitment, and placement.

Specific activities for Core Indicators

1P1 - Technical Skills Attainment
- 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 awareness of availability credential options
- Continue to emphasize to students the importance of obtaining industry recognized credentials

3P1 – Student Retention or Transfer
- 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
- Promote student knowledge and skills to business and industry in college service areas
- Facilitate workshops with various industries to provide face-to-face experiences with students and potential employers to demonstrate skills needed and skills attained.

5P1 – Nontraditional Student Participation
- Continue emphasis on nontraditional student recruitment and retention practices
- 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 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.

### Measurement Approaches and Data Quality Improvement

<table>
<thead>
<tr>
<th>Sub-indicator</th>
<th>Measurement Approach</th>
<th>Assessment of Data Quality</th>
<th>Data Quality Improvement Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1P1</strong></td>
<td>% of CTE concentrators attaining technical skills.</td>
<td>College surveys System database query</td>
<td>Full Confidence</td>
</tr>
<tr>
<td><strong>2P1</strong></td>
<td>% of CTE concentrators receiving award or industry recognized credential during reporting period.</td>
<td>College surveys System database query</td>
<td>Full Confidence</td>
</tr>
<tr>
<td><strong>3P1</strong></td>
<td>% of CTE concentrators who remained enrolled or transferred to another postsecondary institution.</td>
<td>College surveys System database query</td>
<td>Full Confidence</td>
</tr>
<tr>
<td><strong>4P1</strong></td>
<td>% of CTE concentrators who left postsecondary who are employed.</td>
<td>College surveys U.I. database inquiry</td>
<td>Low to Moderate Confidence</td>
</tr>
<tr>
<td><strong>5P1</strong></td>
<td>% of CTE nontraditional students participating in nontraditional fields.</td>
<td>College surveys System database inquiry</td>
<td>Full Confidence</td>
</tr>
<tr>
<td><strong>5P2</strong></td>
<td>% of CTE nontraditional students completing a nontraditional CTE program.</td>
<td>College surveys System database query</td>
<td>Full Confidence</td>
</tr>
</tbody>
</table>

* DPE met in December, 2011 to formulate a plan for an automated enterprise wide data collection initiative for collecting Perkins related data. A goal of this initiative is to eliminate variances in data collection methods between various colleges. This is due for completion by October, 2012.

### VI. Tech Prep Grant Award Information

As in 2009-20110, seventy percent of the Tech Prep allotment ($1,394,293) was consolidated with the Title I funds in program year 2010-2011 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 used Tech Prep funds to provide professional development for counselors, teachers, and administrators, to review and renew articulation agreements, sponsor career days, and purchase equipment to facilitate Tech Prep programs. Of the remaining 30% ($600,000) of the Tech Prep allotment, $500,000 was awarded through continuation grants (which were awarded competitively in 2008-2009 with the continuation dependent upon funding), to 8 regional consortia serving local education agencies and also serving 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. An additional $100,000 was awarded as a continuation grant to provide for the activities of the Leadership Consortia, and $30,000 was used for Tech Prep administration at the state level. 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, and

<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></td>
</tr>
<tr>
<td>Wallace State Community College Hanceville</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

During the 2010-2011 school year, an agreed upon minimum level of performance was negotiated with the consortia (see chart below). The federal decision to discontinue funding for Tech Prep served as a resolution to the split funding of Tech Prep that caused difficulty in collecting Tech Prep data.

All Tech Prep Consortia have postsecondary institutions serving as the consortia fiscal agent. The number of secondary education Tech Prep students served during the 2010-2011 school year was 10,201 in the 8 funded consortia (this is a duplicated count). This number was determined by counting all classes taken by 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. Tech Prep consortia represent 39% (52) 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 Consolidated Annual Report accountability forms.

The State Tech Prep coordinator, working with the 8 regional consortia receiving funds through the competitive/continuation process, collected the following data. The denominator is the number of secondary students (unduplicated count) identified by the consortia as having been enrolled in a secondary course that is eligible for articulated credit with postsecondary through a statewide or local
articulation agreement. 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. The percentages of students are significantly higher than last year, perhaps reflecting the consortia had experience in collecting the data and better preparation this year. Indicator number 1PTP5, *Complete a baccalaureate degree program within the normal time* for completion of such program was marked N/A by all colleges because the time limit for completing a Bachelors Degree was not reached at the time of data collection.

### Consolidated Data from 8 Alabama Regional Tech Prep Consortium

<table>
<thead>
<tr>
<th>Indicator Number</th>
<th>Performance Indicator</th>
<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
<th>Percent of Students</th>
<th>Negotiated Performance Level</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1STP1</td>
<td>Enroll in postsecondary education</td>
<td>2152</td>
<td>5287</td>
<td>41%</td>
<td>5%</td>
<td>Yes</td>
</tr>
<tr>
<td>1STP2</td>
<td>Enroll in postsecondary in the same field or major</td>
<td>1176</td>
<td>5047</td>
<td>23%</td>
<td>5%</td>
<td>Yes</td>
</tr>
<tr>
<td>1STP3</td>
<td>Complete a State* or industry-recognized certification or licensure</td>
<td>3932</td>
<td>3932</td>
<td>100%</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>1STP4</td>
<td>Complete courses that award postsecondary credit</td>
<td>1955</td>
<td>4599</td>
<td>43%</td>
<td>5%</td>
<td>Yes</td>
</tr>
<tr>
<td>1STP5</td>
<td>Enroll in remedial mathematics, writing, or reading courses</td>
<td>210</td>
<td>2011</td>
<td>10%</td>
<td>1%</td>
<td>Yes</td>
</tr>
<tr>
<td>1PTP2</td>
<td>Are placed in a related field of employment not later than 12 months after graduation from the tech prep program</td>
<td>1091</td>
<td>2245</td>
<td>49%</td>
<td>35%</td>
<td>Yes</td>
</tr>
<tr>
<td>1PTP3</td>
<td>Complete a State or industry-recognized certification or licensure</td>
<td>1683</td>
<td>2681</td>
<td>63</td>
<td>45%</td>
<td>Yes</td>
</tr>
<tr>
<td>1PTP4</td>
<td>Complete a 2-year degree or certificate program within the normal time for completion of such program</td>
<td>1822</td>
<td>2707</td>
<td>67%</td>
<td>45%</td>
<td>Yes</td>
</tr>
<tr>
<td>1PTP5</td>
<td>Complete a baccalaureate degree program within the normal time* for completion of such program</td>
<td>N/A**</td>
<td>N/A**</td>
<td>N/A**</td>
<td>N/A**</td>
<td>N/A**</td>
</tr>
</tbody>
</table>

*High School Diploma **Students have not reached normal time limit
**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></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Remediation – Tech Prep students possess the professional technical and academic skills required to enter postsecondary education remediation free and/or enter the employment market. <strong>1STP5</strong></td>
<td>1</td>
<td>1</td>
</tr>
<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>5</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>1</td>
<td>1</td>
</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>
<td>1</td>
<td>5</td>
</tr>
<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>
<td>1</td>
<td>6</td>
</tr>
<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>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>