CONSOLIDATED ANNUAL REPORT NARRATIVE 2011-2012

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 – A postsecondary/adult student who is enrolled in a CTE program and has completed one (1) or more CTE course(s) in that 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.

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 State 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 State 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.

DPE 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 2011-2012 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, 30% 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 and postsecondary 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; ALSDE 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 State 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 and on-site audit of 100% of CTE programs (scheduled to be completed in March, 2013). Included in this review is a fiscal audit in cooperation with the Alabama Department of Finance.

- The State Examiners of Public Accounts office conducts an annual audit of state agencies, including postsecondary institutions. The Examiners review the programmatic and financial records of major programs.

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 - Four LEAs with career tech centers were awarded grants of $75,000 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).

- 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 platforms.

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 State 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. This initiative is now supported through the CTE Guidance Unit at the ALSDE. 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.

Postsecondary provides professional development for faculty in the areas of instructional and program management including the maintenance of programs leading to accelerated programs of study completion through articulation, dual enrollment, and prior learning assessments.

Postsecondary has developed standardized curriculum based on validated business and industry needs and through the development and maintenance of programs leading to accelerated program of study completion through articulation, dual enrollment, and prior learning assessments.

DPE provides professional development for staff and faculty in areas of instructional and program management.

DPE will begin conducting professional development activities throughout the state covering all 10 Workforce Development Regions. During these activities representatives from secondary, postsecondary, local business and industry, and other relevant organizations within that area will be sharing what knowledge and skills are necessary in the workforce and how the secondary and postsecondary organizations can work together to integrate those needs into our education and training programs. Additional emphasis will be provided to meet the diverse needs of special populations and how they can enhance the available workforce.

Anticipated results and impact on the core sub-indicator for all postsecondary students and targeted populations:

- Enhanced access to career technical education
- Improved academic, technical, technological, and employability skills
- Increased wage-earning capacity
- Increased potential employment opportunities as postsecondary career technical education has been successfully used as an industrial recruitment tool
- Increased student access to current technology
- Meaningful performance data promote implementation of improvement practices, thus enhancing the educational experience for all students, including special populations
- Enhanced potential for employment opportunities through economic development

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 (SREB) High Schools That Work initiative, the Technology Centers That Work Initiative, and a Career Academies Initiative. Additionally, this year Alabama again supported the SREB Aerospace Engineering Preparation for Tomorrow Program at the original 4 sites and added 2 additional
sites. Four courses have been developed and have been field tested in four high schools in the state.

- Through funds available from the College Access Challenge 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 Access Challenge Grant, a grant for purchase of mobile laptop labs for use by counselors was provided for a second year.
- Also through funds available from the College Access Challenge Grant, counselor tool kits and workshops have been provided throughout the state for a second year.
- 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 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.
• DPE awarded a grant of $60,000 was awarded to Enterprise State Community College to attract non-traditional students into the field of aviation maintenance. This resulted in a 3% increase in female student participation in aviation maintenance.

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. The report generated by this commission has re-focused Career Technical Education in Alabama.
• State leadership has also worked with Business and Industry to create and fund through grants a multi-craft Maritime, an Insurance Program, 4 Health Programs and 2 Agriscience Programs to meet the needs of industry. These programs went into effect in the fall, 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 only. The total number of students factored out is 2,008. The largest number of these (883), were 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
- Visits to Community Colleges
- Technical Dean’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 Access Challenge 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 and is constantly updated 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. Expansion of this program is in the works.

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 remains committed to the accomplishment of high school dual enrollment (3,300 total dual enrollment/ECEP students received scholarships for CTE courses in 2012; for a total of 16,030 credit hours).

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 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.
- Statewide credentialing initiatives have been supported.

**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 ALSDE 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 originally developed by the Tech Prep Leadership Consortia and currently funded and administered by the Career Counseling Unit – 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
- Career Academy Support
- Technology Centers That Work

**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 Grants of $85,000
- 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 State 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 entrepreneur ship 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 ALSDE is currently working with the Alabama Commission on Higher Education (ACHE), Postsecondary and the Alabama Department of Labor to provide regional and statewide data
- Additionally, a new section at the ALSDE has been created to collect and analyze data.
- Postsecondary data analysis includes: Workshops are planned beginning in 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 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.
The department did a comprehensive review during the 2011-12 of our data requirements and methodologies for gathering data. This resulted in significant improvements in our processes and data content. Included in this review were college staff and administration, data system professionals, and the Department of Labor. As a result we were able to obtain data from in-state and out-of-state student placement and accurate levels of performance for all indicators. State-wide in-service meetings and presentations at various college administration meetings provided awareness of the importance and impact of accurate data. These processes will continue through the upcoming reporting year so as to further validate their accuracy In-service for college personnel as needed.

Regional joint professional development technical updates in the 10 Workforce Development Regions of the state.

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 Fall, 2012.

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.alabor.state.al.us/). This is monitored on a three year cycle through Compliance Monitoring.
  - Additionally, the Director of Career Technical Education has assigned all CTE Administrators to one of the 10 Regional Workforce Areas. Visits are being made to all Local Education Agencies to provide local and regional industry data and discuss local and regional instructional needs.
  - A joint workforce development committee consisting of representatives from secondary, postsecondary and business and industry has been created.

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 (ALSDE) 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

## Secondary Technical Skills Assessment Results*

*Two new LEA were formed this year

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<tr>
<td>LEAs Responding</td>
<td>134 (100%)*</td>
<td>132 (100%)</td>
<td>56 (42%)</td>
<td>15 (11%)</td>
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<td>Technical Skills Assessments Taken</td>
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<td>13,370</td>
<td>3706</td>
<td>633</td>
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<td>Technical Skills Assessments Passed</td>
<td>16,201</td>
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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 251: 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 ALSDE 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 67,420 concentrators took a total of 19,117 technical skills assessments. Of the 19,117 TSA’s taken, 16,201 were passed (84%). Alabama is developing policies that will govern which credentials will be recognized in secondary, and is providing support and training to LEAs as they expand their credential offerings.

### 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 98% completion. Assessments in support of these programs of study include knowledge and skills performance instruments based on industry recognized competencies. These competencies are kept current through the close coordination with business and industry partners. These partners meet regularly with representatives of specific programs of study to review and advise on curricula content. A matrix reflecting certification opportunities was developed
and made available to all colleges as part of their planning initiatives (Status: Completion of standardized curriculum by May, 2013)

**DPE encourages performance assessments for programs not currently supported by third party or industry assessments.**

Student credentialing through third-party assessments is a focus within Career and Technical Education in Alabama. DPE assists colleges by making available a comprehensive listing of student and faculty credentialing opportunities as well as credentialing opportunities for programs. This listing is kept current by surveying subject matter experts, business and industry, and licensure programs and is made available through the ACCS Web site. It is also a part of the presentation for new instructor training and new dean orientations. This is part of the monitoring checklists for Perkins compliance. **(Status: Completed October, 2012).**

**V. Improvement Strategies for Program Year 2011-2012**

**Secondary Improvement Strategies for Program Year 2011-2012**

Alabama met all secondary negotiated core indicators except 6S1 in program year 2010-2011. The table that follows shows the percentage of change in LEA indicators between 2009-2010 and 2010-2011.

**Secondary LEA Core Indicator 2009-2010 2010-2011 2011-2012 Comparison**

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<th>Indicator Number</th>
<th>No. of LEAs Meeting Indicator 2011-2012</th>
<th>% of LEAs Meeting Indicator 2011-2012</th>
<th>No. of LEAs Meeting Indicator 2010-2011</th>
<th>% of LEAs Meeting Indicator 2010-2011</th>
<th>No. of LEAs Meeting Indicator 2009-2010</th>
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<td>3S1</td>
<td>120</td>
<td>91%</td>
<td>126</td>
<td>95%</td>
<td>127</td>
<td>96%</td>
</tr>
<tr>
<td>5S1</td>
<td>114</td>
<td>86%</td>
<td>119</td>
<td>90%</td>
<td>114</td>
<td>86%</td>
</tr>
<tr>
<td>6S1</td>
<td>66</td>
<td>50%</td>
<td>69</td>
<td>52%</td>
<td>80</td>
<td>60%</td>
</tr>
<tr>
<td>6S2</td>
<td>70</td>
<td>53%</td>
<td>54</td>
<td>39%</td>
<td>72</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 an 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 for 3 consecutive years. 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

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Agreed Upon Baseline Level 2011-2012</th>
<th>Performance Level 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1</td>
<td>86.00%</td>
<td>88.62%</td>
</tr>
<tr>
<td>2P1</td>
<td>58%</td>
<td>(95%) 55%</td>
</tr>
<tr>
<td>3P1</td>
<td>74.93%</td>
<td>(98%) 73.69%</td>
</tr>
<tr>
<td>4P1</td>
<td>79.00%</td>
<td>(87%) 68.64%</td>
</tr>
<tr>
<td>5P1</td>
<td>17.75%</td>
<td>26.50%</td>
</tr>
<tr>
<td>5P2</td>
<td>13.75%</td>
<td>14.43%</td>
</tr>
</tbody>
</table>

Postsecondary Implementation of State Program Improvement Plans

During the 2011-2012 program year Alabama failed to meet the targeted state adjusted level of performance on 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 a combination of labor market data from the Alabama Department of Labor, internal reporting from the colleges, and the Alabama Department of Postsecondary education’s Data Access and Exchange System (DAX), Alabama increased by 2% from the previous reporting year (66.31%). The unemployment rate for</td>
<td>Focus on obtaining certifications and licensure will be increased so as to make graduates and completers more attractive to perspective employers. Students will be encouraged to focus on appropriate skills to make them more attractive.</td>
<td>College placement personnel DPE staff DPE Career and Technical Education and Workforce Development</td>
<td>March, 31 2012 November 15, 2012</td>
</tr>
</tbody>
</table>
the State of Alabama was reported this year as 8.3. Additionally, the unemployment rate for surrounding states remains at or above national unemployment rates. This is reflected in a flat-line performance level for the past three reporting years. *Source: Alabama Labor Market Information, Alabama Department of Labor.*

Professional development programs will include representatives from secondary, postsecondary, and local business and industry to determine workforce needs and how the colleges can closer partner with business and industry.

We will continue to track this closely with student placement services and The Career and Technical Education and Office of Workforce Development. Support for these initiatives includes 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.

**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.

**Core Indicator Improvement Strategies for Program Year 2011-2012**

**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

<table>
<thead>
<tr>
<th>Planned/Approved Improvement Strategy</th>
<th>Applicable Core Indicator(s)</th>
<th>Status of Strategy</th>
<th>Implications for Modifying State Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased emphasis on value of credential, certificate, or degree.</td>
<td>All</td>
<td>Ongoing</td>
<td>Special emphasis on college and state planning for career and technical education will be on funding areas in which improvements in performance is required. Colleges will be required to target Perkins funds on improving by a minimum of 10% in any deficient area. This will be</td>
</tr>
<tr>
<td>Improve data quality through increased use of automation and access to information.</td>
<td>All</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Faculty professional development and technical assistance activities.</td>
<td>All</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Industry program</td>
<td>1P1, 2P1,</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Accreditation/Certification</td>
<td>4P1</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Competency-based curricula standardization and development.</td>
<td>All</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Academic, technological, employability skills attainment assessments.</td>
<td>1P1, 2P1, 4P1</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Regular interaction with state agencies responsible for workforce development.</td>
<td>1P1, 2P1, 4P1</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Secondary/postsecondary articulation agreements.</td>
<td>All</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Participation in Workforce Investment Act.</td>
<td>All</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

The department will increase by 10% the number of students taking advantage of accelerated learning opportunities such as dual enrollment, articulation, and prior learning assessments. This will be accomplished through coordination between secondary and postsecondary education organizations and business and industry partners.