Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

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. 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

Department of Postsecondary Education personnel continued to conduct research into credentialing opportunities for CTE programs and to provide professional development to colleges on certification opportunities and requirements. Additional professional development was provided to faculty on effective and valid assessment techniques to ensure students are prepared for technical skills assessments leading to credentialing and licensure.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Alabama has applied for but not been awarded a longitudinal data grant.

Postsecondary and the Alabama Department of Labor to provide regional and statewide data
The ALSDE is currently working with the Alabama Commission on Higher Education (ACHE). Additionally, a new section at the ALSDE has been created to collect and analyze data.

The department has significantly improved the accuracy and reliability of data through the implementation of the Data Access and eXchange (DAX) System. The DAX system was developed by the Alabama Community College System (ACCS) with input and assistance from the respective colleges within the ACCS. Additionally, the department was able to enhance collection of data in support of core indicator 4P1 – Student Placement through the use of the Alabama Department of Industrial Relations. Colleges receive the data from the department, validate it against their local records and report their performance for core indicators to DPE. This data is reviewed and further validated before inclusion in the consolidated annual report. College administrative staff and other interested parties participated in a series of in-service activities to train on the use of DAX. Technical assistance was provided as requested.
Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Alabama assesses Career and Technical Education through the following monitoring systems:

In 1998, Alabama business and industry persons developed a certification process that establishes and maintains a quality oriented accountability system for the improvement and enhancement of CTE. All CTE programs must participate in an annual local evaluation for business and industry certification (BIC). BIC promotes program improvement that enhances the preparedness of Alabama's students for society and tomorrow's workforce. Alabama requires all CTE programs to certify to industry standards, either through the state's BIC process or through a national certification process. The BIC process is certified to the standards as developed by the International Organization for Standardization (ISO) and these standards are referred to as ISO 9001-2008 certification. The ISO 9001-2008 is process based and recognizes organizations that link business objectives with operating effectiveness. The BIC process is certified to the standards as developed by the International Organization for Standardization (ISO) and these standards are referred to as ISO 9001-2008 certification. The ISO 9001-2008 is process based and recognizes organizations that link business objectives with operating effectiveness. The purpose of BIC is to ensure that CTE programs meet industry standards so that students will be equipped for postsecondary education, apprenticeship, employment, and life. To ensure all local recipients are in compliance with BIC requirements, all local recipients will receive a BIC monitoring on a 5-year cycle by ALSDE.

Local Application and Yearly Plan for CTE (Secondary)

Pursuant to the Perkins statute, in order for an eligible recipient to be allocated Perkins grant funds, the eligible recipient must submit a Local Program Application and Accountability Plan (Local Plan), which must be approved by ALSDE. A Local Plan is submitted by the recipients on a yearly basis. An approved Perkins Local Plan constitutes an agreement between the recipient and ALSDE. The Local Program Application and Accountability Plan (Local Application) describes how each recipient’s CTE program will be carried out with Perkins grant funds, how CTE activities will be carried out with respect to meeting state and local adjusted levels of performance, and how the recipient will ensure compliance with Perkins and state requirements. Because the focus of Perkins is on the improvement of CTE, it is imperative that an eligible recipient’s narrative discuss how the eligible recipient plans to use Perkins funds to improve/enhance its CTE programs. Additionally, each budget line item must be tied to CTE improvement. If a local recipient is found to be deficient and fails to meet any of its accountability performance indicators, then the local recipient must use Perkins funds to address the deficiency in the next year.

Compliance Monitoring (Secondary)

CTE is part of ALSDE’s Comprehensive LEA Monitoring Review of 9 education programs at one time ("Comprehensive Monitoring"). The purpose of Comprehensive Monitoring is to review every LEA for compliance with appropriate laws and regulations. Technical assistance is provided relevant to the CTE area. Pre-monitoring technical assistance is offered at the CTE Administrator Academy and Annual Professional Development Conference. Other technical assistance is available upon request. ALSDE monitors all of its sub-grantees at least once every 4 years and routinely conducts desk monitoring to provide technical assistance. The Office of CTE/Workforce Development has staff members responsible for the Perkins portion of the Comprehensive Monitoring. Additionally, LEA facilities and accommodations for special populations are monitored for compliance with Office for Civil Rights (OCR) requirements under the direction of ALSDE’s CTE unit. Technical assistance for OCR monitoring is provided annually to local educational agencies.

Desk Audits/ LEA Self-Audits (Secondary)

On an ongoing basis, the CTE Office remotely reviews recipients for compliance with CTE program requirements in conjunction with the on-site monitoring process. This practice assists with completing the on-site monitoring process in a timely manner. If requested information and/or documentation is not available during the desk level review, it must be made available during the on-site monitoring visit. The CTE Office will provide technical assistance as needed based upon the reviews.
Secondary students with disabilities are provided accommodations to earn the Alabama High School Diploma. (Secondary)

Secondary students with disabilities that do not meet the requirements of the Alabama High School Diploma may earn the Alabama Occupational Diploma (AOD) by earning at least four credits in career and technical education and successfully completing a community-based work experience and an approved occupational portfolio. The AOD is a diploma option for high school graduation.

College Performance (Postsecondary)

Each college is provided reporting instructions and documentation for recording data and to provide a narrative of their respective performance for each core indicator. The college’s performance was compared against the final agreed upon performance level for each core indicator. Colleges showing less than 90% attainment of the core indicator were required to provide an improvement plan for that area of performance. Colleges reflecting a consistent deficiency in the area were also required to provide in their improvement plan how funding from either the Perkins basic grant and/or college funds to improve in the area.

During the 2012-2013 reporting year Alabama received representatives from OVAE for a comprehensive monitoring visit. Prior to the OVAE visit the Department of Postsecondary Education conducted system-wide monitoring visits of all CTE programs using a combined locally developed checklists and checklists provided by OVAE to determine compliance with all facets of the Perkins Law. As a result of the state-level monitoring, several colleges were lauded as stellar performers due to their compliant and innovative programs. For colleges where identified areas of improvement were noted, follow-up visits were conducted and any concerns removed. As a result of the state-level monitoring, Alabama was thoroughly prepared for the OVAE visit.

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2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Secondary

Alabama CTE continued the use of the Electronic Grant Application Process (eGAP) to collect budget information and Local School Plans, and added another electronic component that reports class, teacher, cluster, and program information that enables the CTE Section to sort and utilize data quickly and accurately.

Alabama CTE successfully requested and the legislature approved $50 million equipment bond. $30 million has been provided to LEAs by formula to be used to purchase equipment for CTE programs in order to ensure that those programs are meeting workforce needs. A Request for Proposals was distributed and applications have been submitted for the remaining $20 million which will be awarded to purchase equipment to start up new and innovative programs.

Online Career Counselor Preparation courses have been developed in collaboration with the Southern Regional Education Board (SREB).
Preparation for tomorrow Aviation Engineering Courses have been developed in collaboration with SREB.

Distance Learning courses continue to be 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 and 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.

Postsecondary

The department significantly increased the use of technology in many CTE programs of instruction. Advanced technology is used for many instruction and certification applications in many CTE programs. Below is a list of specific applications among the colleges:

- Simulation mannequins in nursing instruction
- Medical assisting technology
- Health information technology
- Welding simulators
- Advanced manufacturing simulation
- Industrial maintenance
- Industrial electronics
- Machine tool technology
- Computer assisted design incorporating 3-D printer technology
- Computerized graphic imaging programs
- Distant learning applications supporting hybrid curriculum delivery
- Manufacturing process control laboratories
- Office administration
- Robotics operations and maintenance
- Aircraft simulation maintenance program

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

Secondary

Leadership funds are used to provide multiple professional development opportunities for secondary teachers, counselors and administrators throughout the state. Some examples of these activities include:
Alabama Association of Career and 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.

In August 2013, Technical Education and Health Science teachers will go through an intense 12 month cycle of training, Track One or Track Two, that will include scheduled one day, two day, and three day sessions as well as meeting with an assigned mentor at regular intervals throughout the year. If the new teacher completes all of the required sessions, they will have met the requirements for the Specialty Area 2 Certificate. This new certification program takes the place of the Holy 5 and New Teacher Institute (NTI). Teachers holding the First CT ABC will attend Session “A” of Track One or Track Two only.

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.

Career Preparedness is a new one-credit course developed by CTE and required for graduation beginning with entering freshmen in 2013 that can be taught in Grades 9-12. The course assists in preparing students with content knowledge and skills to be college- and career-ready. This summer a series of 10 one-day professional development sessions were provided throughout the state for individuals who will be teaching the course.

Postsecondary

The Department of Postsecondary Education in partnership with Secondary Education provided a comprehensive offering of instructional guidance specifically but not exclusively for CTE instructors from secondary and postsecondary education.

The department implemented a regional professional development summit program that incorporated representatives from local business and industry, postsecondary faculty and administration, secondary faculty and administration, career coaches, and counselors for the designated region. The program included panel discussions by business and industry and economic developers to share their needs for knowledge and skills for program graduates as well as career opportunities in the respective regions.

Other activities included specific professional development topics relative to instructional methodology, knowledge and skills assessments, and classroom management as well as organized tours of classroom and lab facilities and local business and industries. Specific topics included: Lesson Planning, Preparing and Conducting Lab Instruction, Student Assessments, Student Motivation, Enhancing the Learning Environment, and Resources Available to Instructors.

The Department developed and implemented a system-wide data reporting system (See paragraph 15P for details). As part of the implementation of the system, professional development was provided for department personnel directly using the system. Later professional development was provided to college personnel as needed and during the annual system-wide professional development conference.
4. During the reporting year, how did your state provide 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

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.

The courses of study include content standards representative of all aspects of the industry as determined by the career objective of the student.

Lesson plans show integration of academics in order to pass the quality factor for BIC.

Academic competencies have been documented in Health Science and Family and Consumer Sciences programs as a substitute for the Health requirement of the Alabama High School Diploma which allow for core substitution as a science credit.

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.

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. Examples of activities include:

Managing the Leadership in Child Care Scholarship program

Postsecondary

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. Examples of activities include:

Managing the Leadership in Child Care Scholarship program

Colleges produced publications depicting students and employees in non-traditional roles.

A grant of $60,000 was awarded to George C. Wallace Community College (Dothan) to attract non-traditional students into CTE programs.

Implementation of a formal prior learning assessment program at 4 community colleges with plans to expand to all system colleges

Professional development for faculty in providing quality education experiences for students with special populations categories

All colleges have the capacity to deliver and receive courses via distance education methods.

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.
5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Secondary

Secondary career and technical education programs must obtain and maintain business and industry certification each year including standards for rigor and relevant curriculum. Special population students enrolled in these business and industry career and technical education programs are required to meet the same standards within the curriculum.

Professional development is required under the BIC process and under the process for acquiring and maintaining an Alabama teaching certificate. Through continuous update training of instructional personnel, secondary students reap the benefit of state-of-the-art instruction to be ready for high-skill, high-wage, and high-demand occupations. Additionally, Alabama has developed a mentor based career and technical education teacher certification program that prepares teachers to effectively teach all students, including special populations.

Career cluster implementation and dual enrollment opportunities provide a smooth transition between secondary and postsecondary education and eliminates duplication of coursework.

Secondary students are required to have a four-year plan upon entrance into high school. Alabama provides comprehensive guidance programs and interest inventories to provide opportunities for all students to develop career interests and paths. Kuder, provided free for all Alabama high school students, provides computer based interest inventories and pathways development and other to assist students and their parents in selecting a program of study that is academically and technically challenging that will also lead to postsecondary education opportunities or entry in to a high-skill, high-wage, and high-demand occupation.

Alabama has developed a Career Preparedness course that is required for ALL 9th grade students as part of their high school curriculum.

Secondary and postsecondary institutions meet Office of Civil Rights guidelines for all students including special populations as outlined in the Methods of Administration manual including: statements regarding services, providing for special populations in the college catalogs, and student handbooks.

Secondary career and technical education programs operate within the parameters of the state-approved COS for each program. This precludes the placement of students into low-level, diluted courses that merely serve as convenient holding arrangements.

The Jobs for Alabama’s Graduates (JAG) program met 98 percent of the national Jobs for American's Graduate standards. This program is provided for 30 LEAs in Alabama. Special population students are also provided services through JAG to assist in overcoming barriers to high school graduation and to provide work-based learning experiences that lead to enrollment in postsecondary institutions and/or entry into high-skill, high-wage, or high-demand occupations.

Providing instructional strategies to meet the needs of ELL, students will be presented by CTE representatives for the development and distribution of instructional strategies that ensure equitable access to CTE programs of study.

All career and technical education programs provide opportunities for student development leading to high-skill, high-wage, and high-demand careers. All students, including special populations students, participate in programs which present information in “all aspects of the industry” that the students are planning to enter to include planning, management, finances, technical and production skills, underlying principles of technology, labor views, and health and safety.

All career and technical education programs integrate academic and career and technical skills. Some special population students require an individualized education plan (IEP), which contains a coherent sequence of the academic and career and technical courses necessary for success in the chosen career objective.
An analysis of Alabama non-traditional programs shows that Alabama has been successful in promoting enrollment in non-traditional courses. Core Indicator analysis reflects an adequate enrollment of females in traditionally male courses. It also reflects an adequate enrollment of males in traditionally female courses, with the exception of males in cosmetology. Programs in barbering have been put in place in order to decrease this low enrollment. Additionally, professional development has been offered to teachers and administrators statewide in order to explain the importance of focusing on non traditional students and special populations.

Postsecondary

Each college within the ACCS is required in its individual plans and annual reporting to provide specific actions and budget items to encourage enrollment and completion by special populations in CTE programs. Activities (including those specific to special populations) in the college 5 year plans and extensions, and annual action plans are identified by the college’s Strategic Analysis Teams (SATs), which included advocates for special populations. Activities identified are based on priorities determined by the SATs after analyzing demographic, labor market, and program performance data.

In August of 2013, colleges submitted annual performance reports reflecting identified activities that addressed the required uses of Perkins basic grant funds. Following are examples of those activities that pertain to special populations:

Implementation of a competitive grant program for colleges to use for non-traditional applications

Availability of prior learning assessment opportunities to accelerate credentialing for special population students

Partnering with veteran’s groups to provide education services for returning veterans and family members

Articulation agreements with local high schools allowing for seamless transition of secondary students, including partner agency clients, into postsecondary workforce development programs

Flexible class scheduling

Activities provided through Student Support Services Programs

Seminars for special needs students

Special populations coordinators available at colleges

Counseling, mentoring, and tutoring services

Academic assessments and provision of developmental courses and targeted instruction

Faculty professional development activities regarding serving special population students

Recruiting and counseling programs targeting nontraditional (gender) students

Publications free of gender bias

Non-discrimination practices

Support for students with special needs

“Employment First” – A partnership with multiple state agencies to provide special populations with further education through the college system with the objective of providing enhanced knowledge and skills to facilitate employment.

Validation of full compliance with the Americans with Disabilities Act

Career/technical education for incarcerated individuals

Partnerships with local school districts to provide career development activities for youth

Agency partners represented on College Program Industry Advisory Committees and on curriculum committees
6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary

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.
Education staff provides technical assistance for Business and Industry Certification issues.
Education staff provides online and in person professional development sessions.
Provide 3 day annual summer professional development conference.
New Teachers Institute provided throughout the year.
New Administrator Academy throughout the year.
Director’s Meetings offered 2-4 times a year to provide up to date information.
Support and maintain Guidance Education Administrator position at state CTE level to provide leadership and professional development for guidance counselors.
Establish Education Administration position in CTE Section at the SDE to provide leadership and support for new teacher professional development and continuity for teacher certification.
Develop and make available a statewide counselor’s mentoring system for career development counselors.
Perkins funds will be used to fund the TEACH Alabama program, a secondary career and technical education program in the Education and Training cluster, offered to recruit secondary students who are interested in pursuing a career in the education profession. (http://www.alsde.edu/html/sections/section_detail.asp)
Established and expanded a website www.alcareerinfo.org that provides information and resources on a multitude of CTE related areas.
Partner with the Alabama School Counselor Association and the Alabama Association of Counselor Educators to assist in the recruitment of persons for careers in school guidance.
Support and provide input to the Governor’s Congress on Quality Teaching.
Expand the “New Teacher Institute” and a “New Administrator Academy” to provide technical assistance to new teachers and administrators.
Partner with and support other SDE unit initiatives that impact the education profession to promote teaching, counseling, and other professions in Alabama.
Distribute information about teaching and counseling careers to postsecondary students so that they have made a decision to pursue an education major at the 4 year university level.
Participate and support the State Department of Education’s new teacher mentoring program and any Career and Technical Education units that offer specific mentoring programs.

Support sub-recipient plans to address recruitment and retention as part of five-year plan.

Utilize the CTE communication plan to increase public awareness of CTE teachers and career development counselors.

Encourage interested persons to pursue Alternative Certification routes to meet the supply and demand needs for teachers.

Communicate to various stakeholders Alternative Certification routes for individuals who did not pursue a degree in education to obtain the necessary credentials to enter the education profession.

Expand the CTE strategic plan to provide additional technical assistance to teachers who are making the transition from business and industry to the classroom.

Encourage teachers who are transitioning to teaching from business and industry to visit “Best Practices” sites to gain knowledge and skills to be successful in the classroom.

Postsecondary

The Department of Postsecondary Education’s CTE Education and Office of Workforce Development provided multiple technical assistance activities for eligible recipients.

Systematic compliance monitoring and technical assistance for all colleges within the system to review and improve compliance with Perkins regulations

Multiple state-wide meetings for college leadership and administration related to Perkins budgeting and reporting

Two webinars for individuals responsible for gathering and reporting data relative to Perkins budgeting and reporting

Developed a comprehensive procedural guide made available in hard print, electronic, and web based formats for all college administration and persons responsible for any phase of Perkins activities.

Numerous one-on-one phone and in person technical assistance as needed for specific Perkins issues.

Assisting in the development, improvements, and updates in multiple programs of CTE instruction

Began regional workforce professional development programs for colleges, secondary education, and business and industry partners

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

229038

Number of students participating in Perkins CTE programs in state correctional institutions:

1592

Describe the CTE services and activities carried out in state correctional institutions.

Total Secondary and Postsecondary
Amount of Perkins funds used for CTE programs in state correctional institutions (Secondary and Postsecondary): $229,038.00

Number of students participating in Perkins CTE programs in state correctional institutions (Secondary and Postsecondary): 1592

Secondary

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. DYS provides CTE Programs to students enrolled in the High School associated with the facility for adjudicated youth. Numbers vary as students remain at the facility anywhere from 3 months to 2 years.

DYS

Students – 162
Classes – 224
Courses – 16
Programs – 6

Vacca Campus

Agriculture, Food & Natural Resources/7th/8th Grade Agriscience

General Career and technical Education/Career Cluster Explorations

Wallace Campus

Architecture & Construction/Building Construction

Architecture & Construction/Masonry

Architecture & Construction/Welding

Business, Management & Administration/ Business Management & Administration

ALSDE provides services to the Alabama Institute for the Deaf and Blind (AIDB) in grades 7-12 through an annual appropriation of funds and by a supplemental continuation grant.

Students – 169
Classes – 368
Courses – 19

Programs - Undeclared

Courses Offered

Agriscience (one credit)
Agriscience (one-half credit)

Business Essentials

Business Technology Applications

Business Technology Applications (one-half credit): Pilot

Career Cluster Explorations (70 instructional-hour course)

Computer Essentials (35 instructional-hour course)
Cooperative Education Seminar/Work-Based Experience-First Credit

Creative Arts (one-half credit)

Family and Consumer Sciences

Introduction to Agriscience (70 instructional-hour course)

Multimedia Publications

Teen Discoveries (70 instructional-hour course)

Workforce Essentials

Based upon recommendations by the Career Tech Commission, a $50 million dollar bond issue was passed to provide equipment to bring Career Tech Programs up to industry standards. These funds were divided into a $30 million formula provided to each LEA in the state to update existing programs, and a $20 million competitive RFP for new and innovative programs. The committee reading and awarding the competitive funds consists of the State Superintendent of Education as Chair, the State Secretary of Commerce, the Director of the Alabama Industrial Development Training Institute, the State Director of the Office of Career and Technical Education and Workforce Development, the Chancellor of Postsecondary Education, and one other individual appointed by the Governor of the State of Alabama. The Department of Youth Services and the Alabama Institute for the Deaf and Blind received allocations and are eligible to apply for the competitive grants.

Postsecondary

A wide range of CTE programs are provided for incarcerated students through 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. Each college provides programs of study based on input from their respective Strategic Analysis Teams and Discipline Advisory Committees. Program outcomes are identical to those expected from non-incarcerated students in the same programs of study. As an example of activities for correctional education, Ingram State Technical College opened a new program of study in Diesel Mechanics. This program is funded primarily by Perkins funds as a start-up program.

Although full degree programs are available to incarcerated students, the majority of awards earned are short and long certificate programs due to the mobility of incarcerated students. The status of incarcerated students is controlled by the Alabama Department of Corrections thus the colleges do not have control over student’s transfer or parole. Credit earned at one institution is transferable to another institution within the state. Those transferring to out of state facilities fall within the requirements of the gaining state and educational institution.

The Department of Postsecondary participated in several professional development activities for faculty and staff at the correctional education programs. These were focused on instructor skills enhancement in areas such as lesson planning, classroom management, student assessment, and use of audio-visual support. Additionally the department utilized CTE faculty from corrections programs in support of enhancing curriculum in areas such as barbering, cosmetology, welding, and automotive repair and refinishing. These areas are exemplary programs within the corrections education programs.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

14990

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

169

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Secondary
Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities: $14,990.00

Alabama Institute for the Deaf and Blind uses Perkins funds to provide software, computers, and services to students with disabilities in classroom settings.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

Alabama does not have charter schools at this time.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Resources have been used to provide professional development activities for FACS teachers through 17 Web Ex workshops.

The FACS Unit at the SDE has been active in providing a series of “Summits” throughout the state supporting the growth of FACS.

Statewide credentialing initiatives have been supported.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

Yes

The Department awarded a grant for $57,621.59 to Wallace Community College for the purpose of improving the enrollment and retention of students in programs that are non-traditional for their gender. Specific programs affected are in Nursing, Physical Therapy Assistant, Medical Assisting, Child Development, Automotive Technology, Electrical Technology, and Welding. The college is using the funds to design activities to identify, recruit, enroll, and support students in the above referenced programs. Specific activities include:

Producing a 30-second commercials and recruiting video targeting non-traditional students

Developing and disseminating single piece rack cards featuring students in non-traditional programs

Purchasing recruiting pull-up banners featuring students in non-traditional programs.

Using various college media resources and outlets to increase visibility of students in non-traditional fields

Placing advertisements in areas where there are concentrations of underrepresented genders.

Support activities by career coaches to advise non-traditional students

Support administrative activities to monitor progress of students in non-traditional fields.

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

12P. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?
Yes

Students requiring assisted services are part of the special populations for the colleges. The primary source of funding for assisted services is provided through college funding instead of Perkins funds. One college, Wallace State Community College – Dothan provided interpreter assistance for Deaf and Hard of Hearing CTE students. College funds were used to assist with job placement activities.
Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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?

Secondary

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 third year.

Alabama now requires the course Career Preparedness for all high school students. Career Preparedness is a one-credit course required for graduation beginning with entering freshmen in 2013 that can be taught in grades 9-12. The course assists in preparing students with content knowledge and skills to be college and career ready.

Also through funds available from the College Access Challenge Grant, counselor tool kits and workshops have been provided throughout the state for a third year.

Twenty four state funded Career Coaches provide career career development guidance for high school students with emphasis on technical programs.

Postsecondary

Emphasis on the integration of academics is shown through the requirements of academic in all long-certificate and associate’s degree programs. These academic requirements are also reflected in student learning outcomes through such areas as effective communication skills, writing and reporting components, application of mathematical skills.

Additionally several colleges incorporate a requirement for WorkKeys® assessments as part of graduation criteria. WorkKeys certifies how application of knowledge based skills translates into work ready skills.

2. During the reporting year, how did your state support 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.

Secondary
Step 3: Use of Funds: Part C

Alabama has partnered with postsecondary for a formal statewide articulation linking high school course work and college course work to assist students in making a smooth transition from one level of education to another without experiencing delays or duplication in learning.

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.

Based upon recommendations by the Career Tech Commission, a $50 million dollar bond issue was passed to provide equipment to bring Career Tech Programs up to industry standards. These funds were divided into a $30 million formula provided to each LEA in the state to update existing programs, and a $20 million competitive RFP for new and innovative programs. The committee reading and awarding the competitive funds consists of the State Superintendent of Education as Chair, the State Secretary of Commerce, the Director of the Alabama Industrial Development Training Institute, the State Director of the Office of Career and Technical Education and Workforce Development, the Chancellor of Postsecondary Education, and one other individual appointed by the Governor of the State of 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.

Postsecondary

The Alabama Community College System is committed to partnering with all organizations within the state involved with providing quality education and training experiences for students across the spectrum. This is accomplished by representatives from the Department of Postsecondary Education, college representatives, secondary partners, workforce development members, business and industry, and state and federal governmental agencies. Activities directly in support of these activities include:

Participating in and presentations to national and state conferences.

Providing assistance with program research and guidance for colleges concerning new course elements and modification of existing courses.

Providing assistance in educational program creation and application process.

Coordinating with area and regional business and industry representatives to determine and meet workforce education and training needs through Alabama’s 10 Workforce Development Councils of Alabama.

Providing programs for accelerated study completion for a variety of students, with the emphasis on special populations through articulation, dual enrollment, and prior learning assessments.

Members of various local and state advisory councils for workforce development and CTE education programs.
3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

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 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. This year Alabama has implemented the KUDER Career Planning system statewide.

Alabama has also expanded the Career Coach System to provide 24 Coaches paid for with state funds in 52 LEAs. This is a partnership with postsecondary and adds to their efforts.

Several colleges conducted extensive review and implementation of career guidance and academic counseling programs to enhance recruiting and retention efforts with emphasis on non-traditional and special populations groups. Of note is the “Tools for Schools” program conducted at Northwest Shoals Community College in partnership with several local LEAs. Also attending this program were faculty and staff from Bevill State Community College. This program provided specific training on marketing and improving retention and completion rates of students in targeted groups.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

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.

The Department of Postsecondary Education continued to review and revise accordingly CTE programs of study with the State Department of Education (secondary education) with the specific intent to identify courses that would facilitate articulation. This activity has resulted in 108 courses currently available for state-wide articulation. Colleges and local education agencies are also encouraged to develop local articulation agreements as needed.

The initial process included an in-depth review by subject matter experts in the specific discipline, faculty, and departmental personnel. An oversight committee of college and local education agencies leadership conducted a quality review to ensure compliance with accreditation agencies and academic rigor. Once approved, the agreements were then made available for implementation during the following school year. Documentation of the process and recommendations is available on the College System web page for review as needed.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes
University of Alabama Engineering Initiative - This initiative was a combination of instructors and administrators from the 2-year college system and the university to form advisory committees with college system faculty serving a key role in both participation and leadership. The initiative’s goal is identifying potential opportunities for community college system graduates to enter seamlessly into the universities engineering program. This initiative includes working closely together on curriculum and instruction issues to ensure perspective students are thoroughly prepared for entrance into engineering programs.

The University of Alabama and Athens State University recognizes the significant preparation of graduates from the Child Development program by offering articulation opportunities into their teacher education programs.

Huntingdon College, Montgomery, AL established articulation agreements into their Adult Degree Completion Program with seven ACCS colleges for Business Management, Criminal Justice, and Health Care Management. This enables the ACCS students to seamlessly transfer coursework and accelerate their degree completion.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

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.

The colleges provide support for student organizations from college funds instead of Perkins basic grant funds.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

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.

Colleges used Perkins funding to purchase up-to-date instructional and support materials in the form of computer assisted instruction, procedural and reference materials, and audio-visual materials in support of most CTE programs. These materials are made available to CTE students as appropriate for supplemental and remedial instruction and, in many cases, direct instruction.

Department personnel, in partnership with various colleges in the southern portion of the state participated in the Central Gulf Industrial Alliance (CGIA). CGIA was formed to ensure perspective employees in various industrial applications have the skills necessary for the industry, and to improve industry’s performance in developing, sharing, and promoting best practices in the areas of workforce development. Member organizations include representatives from electrical and gas power companies, manufacturing, ship building, pulp and paper, transportation, and construction.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes
On the secondary level, Alabama has an active State Advisory Council that meets quarterly. All program areas have Advisory Committees.

Alabama Department of Secondary and Postsecondary operate under a Memorandum of Agreement that provides the base for joint work.

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.

Various colleges use Perkins funds to bring guest speakers for various CTE programs. Other programs of study provide opportunities for students to visit various industries to see the application of concepts in a real-world environment. Specific programs of study participating in this include but are not limited to: industrial and electronics maintenance, automotive manufacturing, heating and air conditioning, cosmetology, early child development, health sciences, and robotics.

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.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

In the past year Alabama has continued to support 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

The Department of Postsecondary Education serves as the primary agency to review and approve new programs of study and changes to courses offered through its member colleges. This process resulted in the approval of 14 new programs, 25 short term certificates, and 13 extensions/alterations of existing programs

The Alabama National Guard partnered with the Department of Postsecondary Education to develop a program to conduct prior learning assessments for soldiers and veterans in transportation related career fields to determine eligibility for college credit. This program will expedite completion in these programs of study. This program will serve as a model for other state’s education and military organizations.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?
Yes

Gadsden State Community College gained approval for short certificate in Entrepreneurship education program. This program is designed to help students learn entrepreneurship skills in order to establish, develop and sustain small business ventures. Topics include: Entrepreneurial Marketing, Entrepreneurial Finance, Innovation and Creativity, Business Planning, and Small Business Management.

Several colleges implemented instruction focusing on applying concepts of entrepreneurship in programs of study such as: Cosmetology, Salon Management, Heating and Air Conditioning, Automotive Maintenance, Automotive Body Repair, Building Construction, and Early Childcare.

J.F Ingram State Technical College is unique in that it provides education and training services specifically for incarcerated students. In the programs of study additional emphasis is placed on entrepreneurship, as appropriate. This initiative is seen as a further opportunity to reduce recidivism among released prisoners.

11. During the reporting year, did your state use Perkins funds to improve 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?

Yes

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.

Alabama has also changed from a New Teachers Academy that involved a 1-week training and coursework with local universities to a program that spans the school year and provides mentors (paid by the state) to all new teachers.

Department of Postsecondary Education personnel developed extensive faculty professional development programs designed to be delivered through a variety of methods such as traditional presentations, web based, and computer based instruction. These are used by the colleges for full-time faculty as well as adjunct faculty. Specific topics are relevant to lesson preparation, classroom delivery, student measurement, and quality improvement.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

Yes

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.

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.

All colleges provide occupational and employment information to students on a continual basis. Perkins funds support this through direct application through continual engagement in discipline advisory committees, reference materials, media outlets, and other such activities. These activities not only support exposure of students to these opportunities, but ensure currency of instructional information and methodologies.
Step 4: Technical Skills Assessment

Provide a summary of your state’s plan and timeframe for increasing the coverage of programs entered above.

Alabama has placed an emphasis on credentialing throughout Perkins IV, and plans to continue to expand credentialing opportunities as these become available.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.
Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

<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>Action step to 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>6S1</td>
<td>Based upon a review of the categories, the number of males enrolled in courses designated as non-trad for males is significantly lower (4.10%) than the number of females enrolled in courses designated as non-trad for females (58.53%)</td>
<td>All core indicators will be reviewed at the Spring Director's Conference in April, 2014, in order to provide new and not so new Directors with a better understanding of the core indicators in general with an emphasis on the non-traditional core indicators 6S1 and 6S2, including requirements for meeting them and consequences for not meeting the indicators. Local Education Agencies that did not meet core indicators 6S1 and 6S2 will be notified that they must submit a local improvement plan that addresses steps the LEA will take to meet the missed indicators. CTE program administrators/specialists for CTE Programs that did not meet 6S1 and 6S2 will contact teachers to develop a strategy for attracting non-traditional students to courses. LEAs will complete an in-depth analysis of disaggregated data and create a</td>
<td>Mary Simon Tina DeBruyne Various unit managers</td>
<td>08-29-14</td>
</tr>
<tr>
<td>Core Indicator</td>
<td>Disaggregated categories of Action step to be implemented plan that addresses the missed indicators.</td>
<td>Staff member</td>
<td>Timeline</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>6S2</td>
<td>Based upon a review of the categories, the number of males completing in courses designated as non-trad for males is significantly lower (3.1%) than the number of females enrolled in courses designated as non-trad for females (45.35%)</td>
<td>All core indicators will be reviewed at the Spring Director’s Conference in April, 2014, in order to provide new and not so new Directors with a better understanding of the core indicators in general and the non-traditional core indicators 6S1 and 6S2, including requirements for meeting them and consequences for not meeting them specifically. Local Education Agencies (LEAs) that did not meet core indicators 6S1 and 6S2 will be notified that they must submit a local improvement plan that addresses how the missed core indicators will be met. Program administrators/specialists for CTE Programs that did not meet 6S1 and 6S2 will contact teachers to develop a strategy for attracting non-traditional students to courses. Additional professional development activities will be provided at the CTE Summer Conference in August, 2014. LEAs missing 6S1 and 6S2 will be required to attend. Attendance for others will be optional. All core indicators will be reviewed at the Fall New Directors Meeting, in order to provide new Directors with a better understanding of the core indicators in general, including requirements for meeting them and consequences for not meeting them.</td>
<td>Mary Simon Tina DeBruyne Various unit managers</td>
<td>08-29-14</td>
</tr>
</tbody>
</table>

**Secondary Program Improvement Plans**

Program Improvement Plan for Secondary missed core indicators is in #1 above, and repeated in this block.
6S1  Secondary Non-Traditional Participation, at 17.69%, did not meet the state adjusted performance level of 23.25%

6S2  Secondary Non-Traditional Completion, at 13.2%, met the state adjusted performance level of 16.75%

6S1

Based upon a review of the categories, the number of males enrolled in courses designated as non-trad for males is significantly lower (4.10%) than the number of females enrolled in courses designated as non-trad for females (58.53%)

Action Steps

All core indicators will be reviewed at the Spring Director’s Conference in April, 2014, in order to provide new and not so new Directors with a better understanding of the core indicators in general with an emphasis on the non-traditional core indicators 6S1 and 6S2, including requirements for meeting them and consequences for not meeting the indicators. Local Education Agencies that did not meet core indicators 6S1 and 6S2 will be notified that they must submit a local improvement plan that addresses steps the LEA will take to meet the missed indicators. CTE program administrators/specialists for CTE Programs that did not meet 6S1 and 6S2 will contact teachers to develop a strategy for attracting non-traditional students to courses. LEAs will complete an in-depth analysis of disaggregated data and create a plan that addresses the missed indicators.

Staff member responsible for each action step

Mary Simon, Tina DeBruyne, various program managers

Timeline for completing each action step

08/29/14

6S2

Based upon a review of the categories, the number of males completing in courses designated as non-trad for males is significantly lower (3.1%) than the number of females enrolled in courses designated as non-trad for females (45.35%)

Action Steps

All core indicators will be reviewed at the Spring Director’s Conference in April, 2014, in order to provide new and not so new Directors with a better understanding of the core indicators in general and the non-traditional core indicators 6S1 and 6S2, including requirements for meeting them and consequences for not meeting them specifically. Local Education Agencies (LEAs) that did not meet core indicators 6S1 and 6S2 will be notified that they must submit a local improvement plan that addresses how the missed core indicators will be met. Program administrators/ specialists for CTE Programs that did not meet 6S1 and 6S2 will contact teachers to develop a strategy for attracting non-traditional students to courses. Additional professional development activities will be provided at the CTE Summer Conference in August, 2014. LEAs missing 6S1 and 6S2 will be required to attend. Attendance for others will be optional. All core indicators will be reviewed at the Fall New Directors Meeting, in order to provide new Directors with a better understanding of the core indicators in general, including requirements for meeting them and consequences for not meeting them.

Staff member responsible for each action step

Mary Simon, Tina DeBruyne, various program managers

Timeline for completing each action step

08/29/14

Local Program Improvement Plans

Secondary

The Alabama Department of Education, Secondary, met or exceeded all secondary core indicators except the two addressed above - 6S1 and 6S2.
Alabama has a total of 135 Local Education Agencies. Of these 135 agencies:

113, or 84% met within 90% the state negotiated indicator 1S1 of 97%
130, or 96% met within 90% the state negotiated indicator 1S2 of 95%
133, or 99% met within 90% the state negotiated indicator 2S1 of 91.33%
128, or 95% met within 90% the state negotiated indicator 3S1 of 94%
124, or 92% met the state negotiated indicator 5S1 of 94%
73, or 54% met the state negotiated indicator of 6S1 of 23.25%
73, or 54% met the state negotiated indicator of 6S2 of 16.75%

These LEAs will analyze disaggregated data and develop individual core indicator improvement plans as part of their annual reporting. The plans will demonstrate that a portion of their basic Perkins grant and/or supplemental funds provided through other funding will be used to target a variety of activities in accordance with EDGAR and Perkins authorized uses of funds. These locations will be monitored throughout the performance year to determine success of the improvement plans.

Postsecondary

The Alabama Department of Postsecondary as an organization met or exceeded all of its core indicators. It is noted that 14 of the 25 colleges were deficient in at least one core indicator. These colleges provided individual core indicator improvement plans as part of their annual reporting. The plans indicated that a portion of their basic Perkins grant and/or supplemental funds provided through college funding will be used to target a variety of activities in accordance with EDGAR and Perkins authorized uses of funds. These locations will be monitored throughout the performance year to determine success of the improvement plans. Postsecondary will be conducting monitoring visits on site as well as desk-top reviews of its LEAs.