

Consolidated Annual Report, Program Year 2013 - 2014

Alabama

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

Secondary

The Career and Technical Education (CTE) section of the Alabama State Department of Education (ALSDE) is continuing the work of identifying Career Ready Indicators: CRIs - Industry Recognized Credentials – Technical Skills Assessments and “stackable credentials” that lead to a CRI) that can be used for approved courses of study. In 2014 and continuing in 2015, Alabama provides funding to LEAs through a RFP process to purchase CRIs for students.

Credentials are currently available in all 16 cluster areas:

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
Marketing, Sales & Service	Manufacturing
Science, Technology, & Engineering	Transportation, Distribution, & Logistics

Post Secondary

Department of Postsecondary Education (DPE) implemented a two part process to directly tie Perkins funding directly to all core indicators, including attainment of technical skills. The first part was to review all programs to ensure they lead to professional and/or business and industry certifications and credentials. The second part was to implement a comprehensive program of faculty and staff professional development the included information on how to develop, implement, and validate assessments related to student technical skill attainment. This effort is focused on preparing students to meet assessment requirements of certification and credentialing agencies. This program was presented at two colleges in the reporting year and is scheduled for additional colleges in the upcoming year. Additionally, DPE conducted three regional professional development events in which this information was presented.

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

Secondary

Alabama is currently working with the Department of Post-Secondary Education and the Alabama Department of Labor to improve data collection and data sharing. Alabama State Department of Education provides, through the Career Info website (www.alcareerinfo.org), maps locating all CTE programs in the state in order to provide economic data for business and industry. Additionally, Alabama has created an online program portal that makes program application and retrieval of data accessible.

Post Secondary

The Department of Postsecondary (DPE) and the Alabama Department of Labor continued to improve its data collection through the Data Access and eXchange (DAX) system. Perkins funds were used to compensate the Alabama Department of Labor for this information. Additional Perkins funds were used from the area of Leadership to conduct an annual Perkins professional development event during which key college personnel were provided training on how to access and report data from the DAX system. This resulted in more accurate and higher level of confidence in the data. Leadership funds also provided follow-on technical assistance was provided by DPE personnel on an as needed basis.

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Alabama

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?

Secondary

Twenty fifteen is the final year that Alabama will offer the state-developed graduation exam. Alabama has received a waiver from NCLB standards and is switching to the ACT Suite of student assessment:

Student Assessment

Educators must measure what students know at a point early enough in their academic career to make adjustments and continue to measure their progress and what they learn over time. ACT Aspire is a standards-based assessment system that gauges student progression from grades 3 through 10 in English, reading, writing, mathematics, and science. ACT Aspire is administered to all Grade 3-8 students in Alabama public schools. As ACT Plan sunsets in fall 2014, ACT Aspire will be administered to all students in Grade 10. ACT Aspire is a unique assessment. The fact that ACT Aspire links to the ACT College- Career-Readiness Benchmarks and aligns with College- and Career-Ready Standards is the most attractive characteristic of this assessment. With the ACT Aspire platform, teachers and parents will be able to get detailed information about student progress toward specific learning standards. With that information, they will be able to tailor instruction and resources to increase growth

ACT QualityCore is a research-based system of educator's resources, formative items, and end-of-course assessments designed to help schools better prepare all students for college and workforce training. At the high school level, the educator resources available through ACT QualityCore give schools and systems the tools they need. ACT QualityCore data includes; local and state comparisons of student performance; student performance compared to ACT College Readiness Benchmarks; estimated ACT Plan or ACT subject score range. In 2014-2015, the required end-of-course assessments for Alabama students are English 10 and Algebra 1.

The ACT is aligned to Alabama's College and Career Readiness Standards. The ACT Plus Writing is administered to all Grade 11 students enrolled in Alabama public high schools. The ACT is accepted by all four-year colleges and universities in the United States; has been approved for use in No Child Left Behind and Annual Yearly Progress accountability; will enable school and district leaders to track student performance with aggregate and standards-based reporting past high school classes; will be used as an instructional improvement program statewide to improve the college and career readiness of Alabama students; will raise college awareness and exposure among all students, rather than just self-selected, college-bound students now that it is administered statewide; will provide user-friendly information about how ACT tests align with state standards. The ACT Individual High School Reports are excellent tools that can be used by counselors and teachers as they assist students in preparing for their futures. Educators will know the students' educational strengths and weaknesses, areas of need, college plans, and career interests. Teachers and administrators will use the ACT Profile Report in intervention planning, curriculum review, course planning, collaboration, and professional development.

All Grade 12 students in Alabama public schools will be assessed with ACT WorkKeys in Spring 2014. ACT WorkKeys assessments are research-based measures of foundational work skills required for success across industries and occupations. They have been used for more than two decades by job seekers, employees, employers, students, educators, administrators, and workforce and economic developers. ACT WorkKeys assessments measure the cognitive and noncognitive skills needed for success in the workforce.

Business and Industry Certification

Alabama assesses CTE programs using a process developed in 1998, and improved over the past three cycles (5 years each). This process 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 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

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, 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 the next year.

Compliance Monitoring

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

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.

Postsecondary

The Department of Postsecondary Education (DPE) provided each college with detailed instructions for recording data and providing narrative information. Each college must submit a detailed report on program performance. Additionally, each college is required to submit an improvement plan for any core measures below acceptable performance levels. This improvement plan includes budget requirements for either Perkins funding, college funding sources, or a combination. DPE personnel conducted a desktop and a comprehensive onsite review of 5 colleges selected based on Perkins performance and funding allocation. Additional assessment of programs is through tying Perkins funding to core indicators. All funding categories must be tied directly to a core indicator. If a college is deficient in a core indicator, that indicator must be funded and explained how this funding will improve performance. This will be reviewed later in the year to ensure the plan is achieving desired results.

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. An online Local School Plan was created that added an electronic component that reports class, teacher, cluster, and program information that enables the CTE Section to sort and utilize data quickly and accurately. LEAs complete their program narrative in this application, much like we are doing here. They are also able to view their core indicators and, if any were missed, they are required to complete a program improvement plan within the app.

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. Over \$15,000,000 in funds have been requested on a reimbursement basis for technology and equipment so far.

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 (for student online learning) are located in every high school in Alabama to ensure that CTE teachers and students have access to ACCESS.

Postsecondary

The Department of Postsecondary Education (DPE) continues to seek opportunities to use of advanced technology as relevant for student attainment of requisite knowledge and skills for workforce development. DPE specifically continues to use Perkins and other funding sources for the use of technology in the following areas:

Flight simulation maintenance and repair

Simulation mannequins in health science instruction

Welding simulators

Advanced manufacturing techniques and processes

Industrial and electronic maintenance

Machine tool and fabrication technology

Computer assisted design incorporating 3-D printer technology

Distant learning and online learning curriculum delivery

Office management and administration

Robotics design, programing, and maintenance

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.

Annually, new 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 a teaching Technical Ed or Health Teaching Certificate.

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. 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.

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.

Alabama CTE provides the KUDER Career System to all LEAs in the State.

Alabama CTE has assumed responsibility for developing the statewide Counseling Manual with a focus on career counseling.

Postsecondary

The Department of Postsecondary (DPE) instituted a combination of regional and college specific professional development programs under the heading of the Alabama Community College System's "Professional Development Institute". This program focuses on the specific needs of career and technical instructors and adjunct instructors in the broad headings of developing instruction, classroom management, lesson planning, student assessments, and general instructor duties. Two colleges received instruction over a six week program and 10 colleges received similar professional development through regional presentations. These regional presentations brought together local college personnel, secondary personnel, and business and industry representatives. DPE also attends local and state-wide professional board meetings to obtain and disseminate current information related to programs affected by these organizations.

Specific topics taught through this initiative include:

NCCER Instructor Certification Training Program

Classroom management (planning the semester, safety, classroom and lab preparation, classroom discipline, attendance policies, education and training material evaluation)

Course structure (Course directory, plans-of-instruction, credit and contact hour determinations, instructor resources, developing lesson plans and syllabi, performance based instruction techniques, developing learning objects)

Teaching strategies and methodologies (how students learn, essential workplace skill instruction)

Creating adult learners, methods of delivery, development and use of instructional technology)

Student assessment (Types of assessments, evaluation procedures, record keeping, developing rubrics, developing and validating assessments)

General instructor duties (Advisory committees, involving business and industry, professional development, technical updates, institutional relations)

Maximizing Return on Instruction (Developing professional credentials and certifications, continuous program improvements, new course development, maximizing non-traditional credit opportunities)

DPE expands its interaction with colleges and associated organizations with the specific intent of providing professional development as needed for these and similar organizations. Examples of these opportunities include:

The Alabama Community College Association conference;

The Instructional Officer's Association

The Guidance Counselor's Association

New Career Coach professional development conference

Adult Education Directors meetings

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.

The Department of Youth Services received the Non-Trad grant for the 2013-2014 School year and has put in place a Hospitality Program for adjudicated youth.

The Joint Leadership Development Conference, offered in the fall of each year, provides an industry supported career conference for CTE students. This year's conference attracted 8,000 Alabama students, teachers, business and industry representatives, counselors and administrators.

Postsecondary

The Department of Postsecondary Education (DPE) continued its focus on providing multiple opportunities for non-traditional students in all career and technical education programs. Colleges maintain an awareness of the needs for at-risk students including displaced homemakers and non-traditional (gender) students. Colleges commit a portion of their college budgets to marketing and other outreach actions for non-traditional students to encourage enrollment and completion of programs. Examples include:

Managing a scholarship program for Early Child Development careers

College produced publications depicting students and employees in non-traditional roles

Expanding a formal prior learning assessment program from a limited to a system-wide application

Professional development for faculty and administration on providing quality education experiences for students in special populations

The use of distance learning and other creative methods of instructional delivery

Strategic use of college preparatory and remedial instruction to meet the needs of students returning to or beginning a college career

Close coordination with the Division of Adult Education within DPE to ensure all students are aware of resources for obtaining and developing necessary knowledge and skills for workplace applications.

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 LEA 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

The Department of Postsecondary Education (DPE) requires all member colleges to provide planning and funding through their respective Perkins budgets for opportunities that prepare special populations for high skill, high wage, and high demand occupations. Colleges must provide evidence of this as part of the desk top and comprehensive onsite monitoring. Colleges must also report in their respective annual performance report for the Carl D. Perkins program what specific actions and outcomes of those actions for special populations. Examples of activities focusing on special populations include:

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

Partnering with veteran's groups to provide education and credentialing opportunities for returning veterans and family members

Articulation agreements with local high schools and institutions of higher learning to facilitate a smooth transition into and through the education process

Flexible class scheduling to meet the needs of a diverse special population

Active student support service programs at all colleges

Professional development presentations for college faculty and administration regarding services for special populations

Flexible education and skills assessment methodologies for special populations

Recruiting and counseling programs targeting nontraditional (gender) special populations

Publications free of gender bias

Enforcement on non-discrimination practices

Advocates for students with special needs

Expansion and institutionalization of the "Employment First" program – a program partnering 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 and technical education for incarcerated individuals

Participation with college advisory committees and curriculum development committees

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary

Director visits to all Local Education Agencies (LEA) Superintendents annually to discuss CTE issues.

TA for development of new and innovative programs (85) funded by the 21st Century Workforce Bond.

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,

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 (DPE) provided multiple technical assistance activities for eligible recipients through the Professional Development Institute, regional workshops, and state-wide meetings and conferences. Additional technical assistance was provided to colleges demonstrating a deficiency in any core indicator area with the focus of improvement in the respective area and associated areas. DPE personal provided this assistance through college-wide presentations and one-on-one assistance to key administrative, instructional, and reporting personnel.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

233315

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

1103

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

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.

Students – 90 current, approximately 100 each year

Programs – 4

Business Management (MS IT)

Welding

Masonry

Building Construction

Hospitality in process

Postsecondary

DPE continues to provide a comprehensive program of instruction for incarcerated students through Ingram State Technical College, Gadsden State Community College, Calhoun State Community College, Jefferson Davis Community College, and Wallace Community College – Dothan. The respective college Strategic Analysis Team and other business and industry partners provide input and guidance on program outcomes that are identical to those of other students in the Alabama Community College System.

Ingram State Technical College converted all new CTE programs of study to short term certificates (9-29 credit hours), and long term certificates (30 – 60 credit hours). This was done to facilitate student's opportunities to complete a program of study and obtain credentials prior to release. Currently the prison education system has no control over transfer of incarcerated students between correctional facilities or release. Due to that, a significant number of students enrolled in associates degree programs were not able to finish. Students who had completed at least 50% of their course work were given the option to complete the degree, if able, or to convert to a short or long certificate.

Also, a new program of study is currently being developed state-wide in the area of logistics management and ware-house operations. Ingram State Technical College, a college with 100% incarcerated student body, is participating in this along with 5 other colleges and is planning to begin offering a certificate and credential in the fall of 2015.

DPE staff participates on a regular basis in professional development activities at institutions providing education and training opportunities at correctional facilities. Faculty and staff from these institutions participate in all DPE and system sponsored professional development activities. Faculty from these institutions also participate in all curriculum development and enhancement activities.

Part II: State Institutions Serving Individuals with Disabilities**Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

34600

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

802

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

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. The Alabama Institute for the Deaf and Blind received allocations from the formula section of the 21st Century Workforce Grant, and AIDB received an innovative grant from the competitive section of the 21st Century Workforce Grant for Arts & AV.

Students – 150

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

Postsecondary

Unavailable

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

No

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

Yes

Secondary

Resources have been used to provide PD activities for FACS teachers through 8 workshops.

LEAs used Perkins and State Bond funds to update FACS Programs and to develop innovative Hospitality and Tourism programs.

Postsecondary

NO

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

Secondary

Alabama offered a Model Program Grant to ten Career Tech Centers to improve the culture and climate of the centers using the Technology Centers That Work model and providing assistance in school improvement and using a simulated workplace to create a meaningful environment for students. This pilot started in the summer and continues. If this pilot is successful, the model will be utilized throughout the state in CTE Centers.

Postsecondary

NO

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

DPE?

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

Postsecondary

Students requiring assisted services are part of the special populations for the colleges. The primary source of funding for assisted services provided through college funding under the Americans with Disabilities Act instead of Perkins funding. 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.

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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.

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.

Thirty-six state funded Career Coaches provide 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.

All long certificate (30 to 60 credit hours) and associate degree programs require integration of academic course work. These courses are also reflected in course outcomes for technical courses and ready-to-work courses. Examples include: effective communication, writing, mathematics, and essential workplace skills.

Additionally, several colleges incorporate WorkKeys® assessments as part of graduation criteria. WorkKeys certifies how application of knowledge based skills translate 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

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, as part of the new accountability plan, recognizes articulated or dually enrolled students who receive transcribed credit as a positive for system accountability.

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.

"Jumpstart", a Business and Industry led project-based financial literacy program has been promoted through the state.

Alabama Secondary Education does not use Perkins or any other funds to provide an organizational structure for short-term, non-credit vocational preparation. The sentence referencing this was removed. "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

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.

The Alabama Community College System continues to partner with all organizations within the state involved with providing quality education and training across all areas of career and technical education. Partnerships include Department of Postsecondary Education, Alabama State Department of Education, the Alabama Department of Corrections, the Alabama Department of Labor, the Governor's Office of Workforce Development, business and industry throughout the state and region, private and public institutions of higher education, and various local, state, and federal agencies. Activities directly in support of these initiatives are:

Participating in and presenting at national and state conferences

Providing technical assistance with research, updates, and technical guidance for colleges for new course development and modifications to existing courses

Providing technical assistance for developing and gaining approval for new programs of study

Coordinating with area and regional business and industry representatives to determine and meet education and training needs for high wage, high demand, and high skill occupations. Personnel from the Department of Postsecondary Education responsible for CTE regularly attend state-wide, regional, and local meetings with college faculty and staff as well as business and industry representatives to conduct needs analysis and to inform business and industry of opportunities to utilize college resources for credentialing and certifying the workforce. Department personnel often facilitate these meetings. This provides colleges with direct input to current needs and provides industry with insights into resources available. Taken together, these activities ensure students attain credible and effective knowledge and skills leading to high skill, high wage, and high demand professions. These meetings and events further serve the purpose of professional development for college faculty. Perkins funding for department personnel is provided by Perkins funding for travel and other directly related costs.

Coordination with local and state governmental agencies to foster legislative initiatives conducive to career and technical education

Active membership on various local and state advisory councils to foster a highly skilled workforce

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Secondary

In the secondary level, Alabama continues its' partnership with Go-Alliance, through the Southern Regional Education Board, in an online counselor education course.

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.

Alabama has implemented the KUDER Career Planning system statewide.

Alabama has also expended the Career Coach System to provide 36 Coaches paid for with state funds in LEAs. This is a partnership with postsecondary and adds to their efforts.

Postsecondary:

The Alabama Community College System leveraged Perkins funds with other college and state funds to implement a robust Career Coaching system with dedicated personnel on campus to create an awareness of opportunities in career and technical education programs. These coaches work closely with secondary students, secondary and college administrators, and local business and industry representatives to foster close cooperation and currency of information for students.

The college system also leveraged Perkins funds with college and state funds to expand a Dual Enrollment program provides secondary students with opportunities to complete college course work while completing their secondary education experience. This provides secondary students with multiple experiences in a career and technical education program and provides college credit to jump start their education and training.

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

Secondary

In addition to local articulation agreements, Alabama currently has 100 statewide articulation agreements in Career and Technical Education Courses.

Alabama legislature gave a 20 million bond to postsecondary to pay for students dually enrolled in Alabama high schools and colleges.

Postsecondary

Personnel assigned to the Department of Postsecondary Education, Curriculum and Instruction Unit reviewed and updated approximately 100 articulation agreements with the Alabama State Department of Education for secondary to postsecondary career and technical education. As new courses and programs of study are added or revisions to existing courses are made, a committee is formed to review curriculum between the two entities to determine articulation opportunities. Focus is on preparing students with opportunities to fast track their education and training programs for credentialing and certifications in high wage, high demand, and high skills occupations. Professional development presentations are conducted regionally and for individual colleges to ensure college faculty and administrators are aware of articulation opportunities.

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

Postsecondary

Members of the Department of Postsecondary Education meet regularly with institutions of higher education to foster articulation agreements and credit opportunities for prior learning experiences. These individuals also participate in joint curriculum development initiatives to ensure a seamless transition into higher levels of education and training.

University of Alabama Engineering Initiative (ongoing program) – This initiative brings together faculty and administrators from the Alabama Community College System and the University of Alabama to identify opportunities for community college graduates to enter into engineering programs at institutions of higher education.

Several 4 year public education institutions recognize degrees and credentials for early childhood education of graduates from community colleges. Ongoing negotiations are underway with private education institutions to develop articulation opportunities in this discipline.

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

Yes

Secondary

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 8,000 students in October of 2014, and through the State Officers Leadership Training Seminar, which is an annual training provided to approximately 66 newly elected student officers.

Postsecondary:

The Alabama Community College System provides 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

Secondary

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 the New Teacher Certification Program.

Partnerships with business and industry are a required component of the 21st Century Workforce Bond.

Postsecondary

Recent changes to Perkins budgeting procedures require colleges to identify directly how Perkins funds will be used to support core indicators. This ensures a direct link to meeting strategic goals for career and technical education programs.

Colleges use Perkins funds for such career and technical education program areas such as:

Purchasing up-to-date instructional and support materials in the form of computer assisted instruction

Upgrades to existing education and training materials and equipment

Up-to-date procedural and reference materials

Audio-visual materials

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

Secondary

Alabama has an active State Advisory Council that meets quarterly. All program areas have Advisory Committees.

Alabama is revising its Cooperative Education Program to expand the program for students.

Alabama Department of Secondary and Postsecondary operate under a Memorandum of Agreement that provides the basis 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.

This fragment should not have been in the Secondary CAR Narrative: "Various colleges use Perkins funds to bring guest speakers for various CTE programs. Other programs of study provide"

Postsecondary

The Department of Postsecondary Education continues to utilize local business and industry representatives as adjunct instructors and guest speakers for career and technical education students. Regional career and technical professional development meetings were held throughout the year at various locations that brought together representatives of local business and industry personnel, college faculty and administrators, and secondary education personnel. These face-to-face meetings included panel discussions and breakout sessions where the various levels were able to discuss in detail the various needs of the organizations and how these needs could be met. In addition to providing insights into local business and industry needs, business and industry partners are encouraged to provide formal adjunct instruction or informal guest presentations showing the application of current technology in a real-world environment or to demonstrate emerging technology.

The Department of Postsecondary recognizes the importance of fostering strong partnerships at all levels between secondary and postsecondary. This partnership creates a seamless process through which students are provided continuity in their programs of study while also reducing the time spent in programs. This is evident through such initiatives as a robust dual enrollment program in which secondary and postsecondary institutions share class and lab space, equipment, instructional personnel to augment each other's programs of study. Members work closely to develop and review state-wide and local articulation agreements. Members of both levels of instruction review existing curriculum and develop these agreements. Specific examples are seen in key high wage, high skill, and high demand areas such as industrial maintenance, industrial electronics, automotive repair and servicing, welding, machine tool technology, various health science disciplines. Members of both organizations participate in state-wide professional development initiatives such as joint conferences, providing technical updates such as NCCER credentialing, SEIMAN's PLC training, etc.

A new initiative to foster workplace learning was instituted by the Department of Postsecondary Education. This initiative will bring together the regional business and industry representatives and college personnel to identify and foster work based learning through cooperative education and apprenticeship opportunities. Information on how to set up and conduct such education methodologies has been included in faculty professional development programs and has been placed in a "Teaching Tools, Tips, and Techniques" page on the Alabama Community College System's Web site. Additional information is provided to colleges through a monthly newsletter. This is provided to colleges to draw their attention to this imitative and others education and training methodologies.

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

Secondary

Through a combination of State and Federal funds, Alabama has supported the development of new programs, and initiatives:

An addition of approximately 75 new CTE programs statewide 2013-2014;

Development of 107 New and Innovative CTE Programs opening in 2014-2015 with 21st Century Workforce Bond Funds;

Statewide Business and Industry Certification of CTE Programs through a State Certified ISO Process;

Implementation of Internship/Apprenticeship opportunities for students in partnership with Business and Industry;

Partnerships with Business and Industry to identify statewide workforce needs and employment opportunities for students;

Development and implementation of a Career Preparedness Course with a focus on financial literacy, career and academic planning, and computer applications that is required of all graduates of Alabama schools;

Addition of 20 health science programs providing opportunities for students to receive CNA Certification;

Statewide OSHA training for students and teachers within technical fields;

Support, oversight and funding for the implementation of statewide credentialing programs;

Opportunities for students to develop and polish the “soft skills” that business and industry considers essential through participation of over 60,000 students in Career Tech Student Organizations and leadership opportunities;

Leadership development and career opportunities for students through participation of over 14,900 students in 107 JROTC Programs throughout the state. JROTC is recognized by Alabama as a Secondary CTE Program.

Full implementation of plan 2020 by providing a formal, comprehensive statewide career guidance and career planning system in every LEA within the state;

Providing technical assistance, credentialing assistance, and program certification to LEAs with over 1,300 visits conducted annually by CTE staff;

Postsecondary

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 college. A major initiative for the recent reporting year included a new program for Logistics Management. This program brings together representatives from all areas of transportation industry in the Alabama and surrounding region, college faculty and staff, and department personnel to identify specific education and training needs. These representatives also review existing and emerging technologies, education and training programs, and methodologies to ensure students are prepared for occupations in this discipline. Additional opportunities have been identified in this program of study for articulation and dual enrollment for secondary education students.

The Department of Postsecondary Education expanded a process for validating prior learning experiences to the entire Alabama Community College System. As part of this initiative, a pilot program was started to use online knowledge of skills assessments using industry validated instruments. This will be used in the decision to award credit to individuals entering into college or returning to college for credentialing and occupation expansion. Funding for this is through a combination of Perkins funding, PAVES grants, and college funds.

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

Yes

Secondary

Alabama continued to develop partnerships with Business and Industry to identify statewide workforce needs and employment opportunities for students.

Credentialing of approximately 280 instructors who will provide NCCER student credentials for Construction and Agriscience program areas.

Site licenses and training in order to promote student credentialing in Microsoft IT for Business Education.

Implementation of a new teacher certification process in order to attract and retain industry experts into teaching.

Postsecondary

The Alabama Community College System initiated a new workplace readiness program that includes modules of instruction in entrepreneurship and business management. This program is offered to all career and technical education programs. Other programs of study at various colleges within the Alabama Community College System continue to offer various entrepreneurship education and training as a core element of the program. Specific programs of note include:

Cosmetology and Barbering

Accounting and Finance

Automotive and Diesel Mechanics

Carpentry

Masonry

Massage Therapy

Welding

Machine Tool Technology

Electrical and Electronics

Heating and Air Conditioning

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.

Postsecondary

Department of Postsecondary Personnel conducted several faculty and staff professional development activities at local colleges and regional locations. Included in the programs were members of several business and industries serving as adjunct faculty. These professional development activities focused on transitioning new instructional personnel into the college classroom environment. Specific topics included lesson plan preparation, instructional delivery methodologies, student measurement, and improvement of programs. The Department also supported and participated in a New Instructor Institute.

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

Yes

Postsecondary

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 and relevancy of instructional information and methodologies.

Additional emphasis has been placed in fostering workplace learning opportunities. This ensures students gain first-hand experience in real world application of knowledge and skills, and assists in making informed decisions for entry into career and technical occupations.

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Step 4: Technical Skills Assessment

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

Secondary

Alabama has developed an industry recognized list of Career Ready Indicators (CRIs) that will be reflected on student report cards effective the 2015-2016 school year. The list charts "stackable credentials" that may lead to an industry recognized credential, and a list of CRIs which count towards accountability in Alabama. To access this list, copy and past this link in your browser:

CAREER READINESS INDICATORS (Credentials/Certifications)

Career Readiness Indicators (CRI) are credentials/certifications made available to all students enrolled in a program where career and technical skill proficiencies are aligned with industry-recognized standards. CRIs are not available for all programs at this time. The credential provides proof that the student possesses the minimum skills required for entry-level employment. CRIs will be recorded on the student's high school transcript and testing can occur at the discretion of the career and technical education LEA depending on student readiness, pre-assessments required.

Stackable Credentials are certifications that reflect mastery of knowledge and/or skills as they relate to a specific component of a Career and Technical Education program and may lead to a Career Readiness Indicator. Stackable Credentials alone do not provide evidence that a student has obtained entry-level skills required for employment.

Career Readiness Indicators are made available and offered to any career and technical education student who: is enrolled in a career and technical education program with sequenced courses that is aligned with a local, state, or national third-party credentialing agency to earn a program credential, certification, or license.

The Program Teacher, Career and Technical Administrator, and local program Advisory Committee should: 1) review the Alabama State Department of Education (ALSDE) Career Readiness Indicators list to determine if there is an appropriate third-party credential or license available for the respective career and technical education program. the CRI credential(s) that is best suited for the program, the students, and local industry needs. 2) recommend an alternative third-party Career Readiness Indicator for approval if it is determined, based on local labor market demands, that the students and local industry will benefit from the alternate credential.*

Alabama provides funding to pay for student credentials through a grant process with Perkins Reserve funds, and also collects data on stackable credentials, which we define as certifications that reflect mastery of knowledge and/or skills as they relate to a specific component of a Career and Technical Education program and may lead to a Career Readiness Indicator. Stackable Credentials alone do not provide evidence that a student has obtained entry-level skills required for employment..

Postsecondary

The Department of Postsecondary Education implemented an initiative to identify credentialing and certification opportunities in all career and technical education programs. This resulted in 100% of programs funded by Perkins leading to industry and professional organization credentials.

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students	35347	81341	43.455330030366

Population	Number of Students in the	Number of Students in the	Percent of Students Assessed
Postsecondary Students	10544	11469	91.934780713227

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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.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1S1	Individuals with Disabilities Limited English Proficient Black/African American Hispanic/Latino Hawaiian/Pacific Islander Migrants	At the winter directors meeting a PD on working with these two categories of students will be provided.	Mary Simon	01-21-15
1S1	Individuals with Disabilities Limited English Proficient Black/African American Hispanic/Latino Hawaiian/Pacific Islander Migrants	At the spring directors meeting a follow-up PD on working with these two categories of students will be provided.	Mary Simon	04-21-15

Local Program Improvement Plans

Secondary

ALSDE as a state met all core indicators except 1S1 - Reading. As part of the new electronic local program application, similarly to this application, when an LEA does not meet a core indicator they are required to complete an improvement plan based upon the disaggregated data.

Of the 136 LEAs, the following numbers, by core indicator, did not meet the agreed upon local adjusted level of performance:

1S1 - 91 - 67%

1S2 - 37 - 27%

2S1 - 11 - .08%

3S1 - 4 - .03%

4S1 - 8 - .06%

5S1 -23 - .17%

6S1 – 57 – 42%

6S2 – 58 – 43%

Postsecondary

The Department of Postsecondary Education met or exceeded standards for all core indicators. It is noted that 18 of the 25 colleges were deficient in at least one core indicator area. These colleges provided individual core indicator improvement plans as part of their annual reporting. The plans indicated that a portion of their basic Perkins grants 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. The Department will also provide ongoing technical assistance to these colleges specifically, and other colleges as requested.