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) office of the Alabama State Department of Education (ALSDE) recognizes Career Ready Indicators (CRI) as one of the ways a local education agency can reach accountability. Additional accountability measurements are achievement of a specified score on the ACT, achievement of a specified level on WorkKeys, achievement of college credit (CTE or academic) while enrolled in high school through dual enrollment or articulation, and AP/IB course completion.

Alabama continues the work of identifying CRI, as well as Technical Skills Assessments and "stackable credentials" that lead to a CRI, that can validate the career readiness of students enrolled in CTE programs of study. Dr. Cleveland has appointed an advisory team that consists of Local CTE Directors, Industry Representatives, and State Staff who are in the process of reviewing and approving CRI that have been recommended by Industry.

Alabama is funding this initiative with Perkins Reserve. A list of State approved CRI has been provided to all LEAs, and a grant award process for funding the purchase of approved CRI has been in place since 2014. This December an award letter will be sent to over 100 LEAs to facilitate the implementation of CRI. At this time there are State Approved CRI available for all 16 cluster areas.

Alabama Community College System

The Alabama Community College System (ACCS) uses a three part process to directly tie Perkins funding to all core indicators, including attainment of technical skills. The first is an ongoing review of all programs to ensure they lead to professional and/or business and industry certifications and credentials. The second part is a comprehensive program of faculty and staff professional development that includes information on how to develop, implement, and validate assessments related to student technical skill attainment based on professional and business and industry certification requirements. The third part is the requirement that as part of the application process, all new programs or updates to existing programs must demonstrate a pathway for students to receive professional and business and industry recognized stackable credentials and certifications.

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

Perkins funds used to develop or enhance data systems are provided in the form of staff time. Alabama collaborates with the Alabama Community College System and the Alabama Department of Commerce to improve data collection and data sharing. ALSDE provides, through the Career Info Website (www.alcareerinfo.org) maps locating all CTE programs statewide in order to provide economic data for business and industry.

Alabama Community College System

The ACCS and the Alabama Department of Labor continued to improve its data collection through the Data Access and eXchange (DAX) system. Perkins funds are used to compensate the Alabama Department of Labor for this information. Additional Perkins funds are used from the area of Leadership to conduct annual Perkins professional development events where key college personnel are provided training on how to collect and report data through the DAX system. This results in more accurate and higher level of confidence in the data. Leadership funds are also used to provide follow-on technical assistance as needed.
A new initiative was launched this past year to enhance collection of data for technical skill attainment. This is one area that is currently collected manually and thus is more difficult to validate. The recommended improvements will make the data collection and validation not only more easily attained but more valid and reliable. These enhancements are expected to be in place by the following year’s reporting period.
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

Alabama assessed career and technical programs using:

ACT QualityCore that provides the following data: local and state comparisons of student performance; student performance compared to ACT College Readiness Benchmarks; estimated ACT Plan or ACT subject score Range.

ACT WorkKeys, research-based measures of foundational work skills required for success across industries and occupations, that have been used for more than two decades by job seekers, employees, employers, students, educators, administrators, and workforce economic developers.

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 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 office. 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.

Alabama Community College System

The Alabama Community College System (ACCS) 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 must include an analysis at the programmatic level to determine any deficiencies related to demographic and special populations areas.

This improvement plan must also provide for budget expenditures for either Perkins funding, college funding, or a combination of funds. ACCS personnel conduct desktop and comprehensive onsite reviews of a minimum of 5 colleges selected based on Perkins performance and funding allocations. Additional assessments of programs are through directly linking 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 during the year to ensure the plan is achieving desired improvement.

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 with 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 local agencies continued to expend legislature approved $50 million equipment bond. $30 million was provided to LEAs by formula to be used to purchase technology and equipment for CTE programs in order to ensure that those programs meet workforce needs. A RFP was distributed and applications were submitted for the remaining $20 million which will be awarded to purchase equipment to start up new and innovative programs. Over $45,000,000 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.

Alabama Community College System

The Alabama Community College System (ACCS) continues to seek opportunities to use advanced technology as relevant for student attainment of requisite knowledge and skills for workforce development.

ACCS specifically continue to use Perkins and other funding sources for the use of technology in the following areas:

Flight simulation maintenance and repair
Simulation mannequins in all health science instruction
Welding simulators
Advanced manufacturing techniques and processes
Industrial and electronic maintenance

Machine tool and fabrication technology

Computer assisted design

Rapid prototyping (3-D printing) technology

Robotics design, programing, and maintenance

Cyber security detection and prevention

Office management and administration

Distant learning and online learning curriculum delivery

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, that includes scheduled one day, two day, and three day sessions as well as meeting with an assigned content area 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 newly formed Guidance Office at the ALSDE, which has been transferred from the Office of Prevention and Support to the oversight of the Deputy Superintendent in the Office of Career and Technical Education/Workforce Development

Career Forward Training, which is an online career assessment program provided to all counselors, including CTE counselors and teachers in Alabama

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

The Career Coach Initiative, through the Office of Guidance, places a total of 78 career coaches in each high school in Alabama at least one day a week.

Alabama Community College System

The Alabama Community College System (ACCS) conducts a combination of regional and college specific professional development programs under the heading of the ACCS “Professional Development Institute” (PDI). This program focuses on 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. During the reporting year, the ACCS conducted full programs of study in the PDI at 5 colleges. These presentations brought together local college faculty and administration, secondary personnel, and business and industry representatives. ACCS also participated in several local and state-wide professional board meetings to obtain and disseminate current information related to programs affected by these organizations.

Specific topics through the PDI 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, developing and using 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, fostering student learning motivation, essential workplace skills instruction)

Teaching adult learners

Student assessment (types and use of objective and subjective assessments, validating assessment, record keeping, developing and using rubrics)

General instructor duties (developing and working with advisory committees, course evaluation procedures, record keeping)

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

The ACCS also has a strong relationship with its member colleges and associated organizations for the specific intent of providing professional development as technical assistance as needed. Examples of these activities include:

The annual Alabama Community College Association conference

The Instructional Officer’s Association

The Guidance Counselor’s Association

New Career Coach professional development conference

Adult Education Directors conferences and meetings

ACCS Cyber Security Summit

State Board of Nursing

Early Childhood Education Summit
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 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, and provides a learning venue for special populations and non-traditional students’ exposure to opportunities they might not otherwise be exposed to.

Alabama Community College System

The Alabama Community College System (ACCS) provides multiple opportunities for non-traditional students in all existing and emerging career and technical education programs of study. 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. Additionally colleges perform an analysis at the program level to monitor non-traditional and special population enrollment and completion rates and report this as part of their annual Perkins report. Examples of specific activities include:

- Institution of a “Career Pathways Academy: Manufacture Your Future” program – A new program aimed at preparing non-traditional and other special populations for entrance into high wage, high skill, high demand manufacturing jobs
- Close coordination with state agencies and institutions of higher education to prepare students for careers in early childhood education
- College produced publications depicting students and employees in non-traditional roles
- Institutionalizing a robust prior learning assessment program to award credit to individuals with knowledge and skills in areas associated with non-traditional and special populations.
- Professional development for faculty and administration on providing quality education experiences for students in special populations.
- The integration of distance learning and other creative instructional delivery methodologies to meet the challenging schedules and availability of courses to students.
- Strategic use of college preparatory and remedial instruction to meet the needs of students returning to or beginning a college career.
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. The Alabama Career Planning System, provided at no charge 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 32 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.

Alabama Community College System

The Alabama Community College System (ACCS) 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 (H3) 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 with analysis at the program level. Examples of activities focusing on special populations include:

Expansion 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.

A robust dual enrollment program focusing on H3 careers.

Availability of prior learning assessment opportunities to accelerate credentialing for special population students in H3 careers.

State-wide and local articulation agreements local education agencies 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 awareness of needs and services for special populations.

Flexible education and skills assessment methodologies for special populations.

Recruiting and counseling programs targeting non-traditional (gender) and other special populations.

College materials depicting successful special population students in H3 professions.

College materials free of gender bias.

Enforcement of non-discrimination practices.

Advocates for students with special needs.

Validation of full compliance with the Americans with Disabilities Act.

Career and technical education for incarcerated students.

Participation with college advisory committees and curriculum development committees.

Regular input for ACCS and college news letters on opportunities for education and employment for special populations.
6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Secondary

Alabama provided technical assistance to Perkins recipients by:

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

The addition of two other Administrators whose duties include providing technical assistance throughout the state, one for the northern part of Alabama, and one for the Southern part of the state.

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.

SDE staff technical assistance for Business and Industry Certification issues.

SDE staff online and in person professional development sessions.

Three day annual summer professional development conference.

New Teacher Institute provided throughout the year.

New Administrator Academy provided throughout the year.

Director’s Meetings offered 2-4 times a year to provide up to date State and Federal CTE information

Support for and maintenance of Guidance Education Administrator position at state CTE level to provide leadership and professional development for guidance counselors.

Education Administration position in CTE Section at the SDE to provide leadership and support for new teacher professional development and continuity for teacher certification.

Statewide counselor’s mentoring system for career development counselors.

Continued funding for the 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)

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.

Alabama Community College System

The Alabama Community College System (ACCS) provided multiple technical assistance activities through college-wide presentations and one-on-one assistance to key administrative, instructional, and reporting personnel for all eligible recipients through a variety of methods and venues. Technical assistance was part of the Professional Development Institute (PDI) program for new instructors, adjunct faculty, and administrative staff. Webinars were held on topics such as Perkins budgeting and reporting, recruiting and meeting the needs of special populations, facilitating completion rates for career and technical education students, and conducting needs analysis for new program development and existing program enhancement.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

303817

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

1304

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

ALSDE provides services to the Department of Youth Services (DYS) grades 7-12 through an annual appropriation of funds by formula and by a $20,000 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 – 60 current, approximately 100 each year Programs – 4 Business Management (MS IT) 7th-8th grade Agriscience Masonry Building Construction

Alabama Community College System

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

The Alabama Community College System (ACCS) provided the following funding for state correctional institutions:

<table>
<thead>
<tr>
<th>College</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gadsden State Community College</td>
<td>$17,048</td>
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<tr>
<td>Calhoun Community College</td>
<td>$59,207</td>
</tr>
<tr>
<td>Jefferson Davis Community College</td>
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</tr>
<tr>
<td>Wallace Community College – Dothan</td>
<td>$8,748</td>
</tr>
<tr>
<td>Ingram State Technical College</td>
<td>$146,773</td>
</tr>
</tbody>
</table>
Step 3: Use of Funds: Part B

| Total | $272,763 |

NOTE: Ingram State Technical College has a 100% incarcerated student body. All students are enrolled in a CTE programs of study. Therefore their entire Perkins funding is used for CTE programs.

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

- Gadsden State Community College 85
- Calhoun Community College 172
- Jefferson Davis Community College 106
- Wallace Community College – Dothan 184
- Ingram State Technical College 657
- Total 1,204

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

The Alabama Community College System (ACCS) provides a comprehensive program of instruction for incarcerated students through 5 institutions: 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 Action Team and other business and industry partners provide input and guidance on program outcomes that are identical to those of other students in the ACCS.

A new program of study in logistics management and warehouse operations was completed and approved for instruction and is due to be implemented in the spring of 2016.

The ACCS staff participates on a continual basis in professional development activities at all institutions providing education and training opportunities at correctional facilities. The ACCS staff also provides technical assistance to the college administrative and executive staff on a wide variety of issues related to enhancing instruction delivery and management. Faculty and staff from these institutions also reciprocate by participating and leading professional development activities at other institutions across the system. Faculty from colleges providing career and technical education also are full participants in all applicable curriculum development activities for the ACCS.

Part II: State Institutions Serving Individuals with Disabilities

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

57600

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

950

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 Department of Youth Services (DYS) grades 7-12 and by a $20,000.00 supplemental continuation grant. The Alabama Institute for the Deaf and Blind received allocations from the 21st Century Workforce Bond (State funds) in the amount of $199,662.00

Students – 90 current, approximately 100 each year Programs – 4 Business Management (MS IT) Welding Masonry Building Construction

Alabama Community College System

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

Wallace Community College Dothan provided Deaf interpretive services for CTE students in the amount of $23,000.
Most funding for serving CTE students with disabilities is provided from college funds.

Number of students participating in Perkins CTE programs in institutions serving individuals with disabilities:
There was a total of 860 students identified through the respective colleges Americans with Disabilities office.

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

The Alabama Community College System requires that individuals with disabilities be afforded equal access and opportunities to all career and technical education programs for which students desire to engage in. Students are afforded continuous access to support services as needed to ensure their success in programs of study. Professional development activities for faculty ensure awareness of individuals with special needs and compliance under the Americans With Disabilities Act.

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

Alabama Community College System

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 eight 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. Alabama offered this same Model Program Grant to ten different LEAs in 13-14, and in order to continue the momentum, those 10 LEAs received a continuation grant this year in order to continue professional development offered through Technology Centers that Work. These funds came from Perkins Reserve, and use was designed to complement the credentialing initiative that was also funded through the reserve.

Alabama Community College System

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

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
Secondary
No
Alabama Community College System
No
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 WorkKeys 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.

Counselor tool kits and workshops have been provided throughout the state for a fourth year.

Seventy-eight state funded Career Coaches provide career career development guidance for high school students with emphasis on technical programs. This is a state funded initiative that has increased from 24 coaches to 38 coaches and now to 78 coaches.

Alabama Community College System

The Alabama Community College System (ACCS) places emphasis on the integration of academics through the requirements of academic courses in all long-certificate (30 to 60 credit hour programs) 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, and essential workplace 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   Alabama has partnered with postsecondary for dual enrollment in CTE on both secondary and community college campuses, and additionally, has in place 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 transcripted 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.

Based upon recommendations by the Career Tech Commission of 2013, a $50 million dollar bond issue was passed by the Alabama Legislature in 2013 to provide equipment to bring Career Tech Programs up to industry standards. 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. To date, over 45 million of these funds have been distributed.

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

Alabama Community College System

The Alabama Community College System (ACCS) continues to participate in and foster close relationships and partnerships with all organizations within the state involved with providing quality education and training across all areas of career and technical education. Partnerships include:

- The Economic Development Partnership of Alabama (EDPA)
- The Alabama Department of Commerce
- The Alabama State Department of Education
- The Alabama Department of Corrections
- The Alabama Department of Labor
- Central Gulf Coast Alliance
- Business and industry throughout the state and region
- Private and public institutions of higher education articulation agreements
- Multiple local, state, and federal agencies

Examples of activities directly in support of these initiatives area:

- Participating in and presenting at national and state conferences
- Attendance and participation in professional board and licensing agencies
- Providing technical assistance with research, updates, and technical guidance for colleges for new course development and modifications of existing programs of study
- Providing technical assistance for course work for new and emerging technologies
- Expansion of work based learning
Additionally the ACCS and colleges coordinate 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 ACCS and colleges regularly attend state-wide, regional, and local meetings to assist business and industry representatives in conducting needs analysis and to inform constituents of opportunities to utilize college resources for credentialing and certifying the work force. ACCS personnel often facilitate these meetings. 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 is provided for travel and other directly related costs.

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

Yes

Secondary

On 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 for students, parents, and school personnel.

Alabama’s SUCCESS Initiative provides information to students, parents and counselors on career pathways.

Alabama has implemented the Alabama Career Planning system statewide.

Alabama has also expanded the Career Coach System to provide 78 Coaches paid for with state funds. This is a partnership with postsecondary and adds to their efforts.

Alabama Community College System

The Alabama Community College System (ACCS) leveraged Perkins funds with other college and state funds to expand 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 local educational agencies, 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 that provides secondary students with opportunities to complete college course work while completing their secondary education experience. This further provides secondary students with multiple experiences in a career and technical education program and college credit to jump start their education and training. Special emphasis is placed on programs of study leading to high wage, high skills, and high demand careers.

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.

Alabama Community College System

The Alabama Community College System has three primary vehicles funded either entirely or partially with Perkins funds to provide education and training opportunities for students:
A comprehensive state-wide articulation agreement between local educational agencies and the ACCS colleges. An in-depth analysis of program outcomes was performed during the reporting year to ensure students have the knowledge and skills necessary to meet ongoing education and training requirements. This updated agreement was completed and disseminated to all secondary and ACCS colleges and made available through the respective Web pages.

A robust dual enrollment program that provides for secondary education students to take college level courses during their secondary experience and receive college credit for successful completion.

A streamlined prior learning assessment program that determines equitable knowledge and skills gained from outside the traditional classroom experience. Students providing proof of knowledge and skills in career and technical education programs can earn up to 25% of their credit requirements for a program of study.

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

Secondary

Secondary education works with the Alabama Community College System to create pathways to community college and to 4 year institutions.

Alabama Community College System

Members of the Alabama Community College System (ACCS) 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. Examples are:

A cyber security summit with the University of Alabama Huntsville, The University of Alabama Birmingham, and Auburn University.

An Early Childhood Education Summit with multiple private and state universities to facilitate articulation from the two year college programs into institutions of higher education early childhood education degree programs.

An automated manufacturing conference between members of the ACCS and Auburn University to foster articulation in areas such as rapid prototyping, electrical engineering, and automotive and aviation manufacturing.

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 7,200 students in October of 2015, and through the State Officers Leadership Training Seminar, which is an annual training provided to approximately 66 newly elected student officers.

Alabama Community College System

ACCS 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.

Alabama Community College System

The Alabama Community College System (ACCS) requires colleges to use budgeting procedures 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 area such as:

- Purchasing up-to-date instructional and support materials in the form of computer based instruction.
- Upgrades to existing education and training materials and equipment
- Up-to-date procedural and reference materials
- Faculty professional development, credentialing, and skills upgrading

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 has added an additional staff member who is revising the Cooperative Education Program to expand the program for students. A new cooperative education manual has been created, and cooperative education forms have been created for online submission rather than as paper copies.

Alabama Department of Secondary and Alabama Community College System operate under a Memorandum of Agreement that provides the basis for joint work.

CTE State Department Personnel present 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 the Alabama Community College System 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 Office.

Alabama Community College System

The Alabama Community College System (ACCS) utilizes local business and industry representatives as adjunct instructors and guest speakers for career and technical education students and faculty professional development. Representatives from local business and industry, secondary education faculty, and institutions of higher education regularly participate in all curriculum development initiatives. This helps ensure currency and relevancy of program content and processes. Institutions and business and industry also share space, equipment, instructional personnel to augment each other’s programs of study.

The ACCS has also placed significant emphasis on work based learning as a part of all new program applications and updates to existing programs.
Other examples of partnerships include:

The ACCS has an active state advisory council that meets regularly.

All career and technical programs have local advisory councils that meet multiple times during the reporting year.

All new programs of study and revisions to existing programs of study must include cooperative and work-based components.

A professional development program that certified NCCER instructors for all construction and related programs of study throughout the ACCS.

The ACCS and Alabama Department of Postsecondary Education operate under a Memorandum of Agreement that provides the basis for joint work.

Representatives from both the ACCS and Alabama State Department of Education serve on national boards representing the career cluster areas.

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:

In addition to the development of 107 New and Innovative CTE Programs opening in 2013-2014 with 21st Century Workforce Bond Funds, another 12 additional programs were added in 2014-2015. Three new Career Tech Centers were opened in 2014-2015;

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;

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

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 15,000 students in 107 JROTC Programs throughout the state. JROTC is recognized by Alabama as a Secondary CTE Program, and completion of a JROTC Program and enlistment in the military prior to high school graduation is one of the pathways to LEA accountability;

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 1,200 visits conducted annually by CTE staff.

Alabama Community College System
The Alabama Community College System (ACCS) serves as the primary agency to review and approve new programs of study and changes to courses offered through its member colleges. Major initiatives during the reporting year included:

Mission critical Operations (Integrated Cyber Security education and training)
Shipfitting in support of the transportation industry in the Gulf Coast region
Logistics Management and Warehouse Operations (Automotive and Shipping)
Transport Trailer Maintenance and Repair (Transportation and Logistics)

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 85 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.

Alabama Community College System

The Alabama Community College System (ACCS) expanded workplace readiness programs that includes modules of instruction in entrepreneurship and business management from both classroom instruction and work based learning. These programs are offered throughout all career and technical education programs. Other programs of study at various colleges within the ACCS continue to offer various entrepreneurship education and training as a core elements of their programs. Specific examples include:

Cosmetology and Barbering
Culinary Arts
Spa Management
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

Secondary

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.

Alabama Community College System

The Alabama Community College System (ACCS) expanded workplace readiness programs that includes modules of instruction in entrepreneurship and business management from both classroom instruction and work based learning. These programs are offered throughout all career and technical education programs. Other programs of study at various colleges within the ACCS continue to offer various entrepreneurship education and training as a core elements of their programs. Specific examples include:

- Cosmetology and Barbering
- Culinary Arts
- Spa Management
- Accounting and Finance
- Automotive and Diesel Mechanics
- Carpentry
- Masonry
- Massage Therapy
- Welding
- Machine Tool Technology
- Electrical and Electronics
- Heating and Air Conditioning

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

Yes

Secondary

No

Alabama Community College System

The Alabama Community College System (ACCS) provides through its member colleges 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 in making informed decisions for entry into high wage, high skill, and high demand professions. The ACCS also partnered with several business and industry organizations and state agencies to provide resources. Other partners included:

Alabama Department of Labor
Alabama State Department of Education
Alabama Chamber of Commerce
Alabama Veteran’s Network (ALAVETNET)
Economic Development Partnership of Alabama
Alabama Port Authority
German Automotive Manufacture’s Association
Korean Automotive Manufacture’s Association
BLG Logistics Group
ARD Logistics
Step 4: Technical Skills Assessment

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

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.

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
<th>Percent of Students Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 8: Program Improvement Plans

Extension Requested?
No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Local Program Improvement Plans

Secondary
ALSDE as a state met all core indicators.

As part of the new electronic local program application, similarly to the CAR 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 137 LEAs, the following numbers, by core indicator, did not meet the agreed upon local adjusted level of performance and have submitted an improvement plan in their program application.

<table>
<thead>
<tr>
<th>Indicator</th>
<th># LEAs Missing Target</th>
<th>% LEAs Missing Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1</td>
<td>60</td>
<td>43.8%</td>
</tr>
<tr>
<td>1S2</td>
<td>39</td>
<td>28.5%</td>
</tr>
<tr>
<td>2S1</td>
<td>11</td>
<td>8%</td>
</tr>
<tr>
<td>3S1</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td>4S1</td>
<td>8</td>
<td>5.8%</td>
</tr>
<tr>
<td>5S1</td>
<td>18</td>
<td>13%</td>
</tr>
<tr>
<td>6S1</td>
<td>57</td>
<td>41.6%</td>
</tr>
</tbody>
</table>

Alabama Community College System

It is noted that 17 of the 25 colleges were deficient in at least one core indicator area. Eight of the colleges were deficient for the third consecutive year in one core indicator. The primary area of deficiency is in 5P2 – Non-traditional completers. The ACCS will place heavy emphasis in improving in this area over the upcoming reporting year. It is believed that the requirement to include stackable certificates and credentials will continue to show improvement in this and other core indicators. In many cases these can be implemented at low to no additional costs to the colleges.

All colleges provided individual core indicator improvement plans for any deficiency 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. The ACCS will also provide ongoing technical assistance to these colleges specifically, and other colleges as requested.