

Consolidated Annual Report, Program Year 2016 - 2017

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

Secondary did not develop assessments of technical skills. Rather, secondary utilized Perkins funds to create a process for identifying technical assessments (business and industry recognized credentials) that were recommended by Local Education Agencies (LEAs) and approved by business and industry representatives to be used as indicators of college and career readiness, and provided Perkins funds for LEA purchase of the recognized credentials.

Postsecondary

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 that 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?

No

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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

Business and Industry Certification

In 1998, Alabama Business and Industry persons developed a certification process that establishes and maintains a quality oriented accountability system for the improvement and enhancement of CTE. All CTE programs must participate in an annual local evaluation for business and industry certification (BIC). BIC promotes program improvement that enhances the preparedness of Alabama's students for society and tomorrow's workforce. Alabama requires all CTE programs to certify to industry standards, either through the State's BIC process or through a national certification process. The BIC process is certified to the standards as developed by the International Organization for Standardization (ISO) and these standards are referred to as ISO 9001-2008 certification. The ISO 9001-2008 is process based and recognizes organizations that link business objectives with operating effectiveness. The 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 that 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 (Local Plan), which must be approved by ALSDE. A Local Plan is submitted by the recipients on a yearly basis. An approved Perkins Local Plan constitutes an agreement between the recipient and ALSDE. The Local Program Application and Accountability Plan describes how each recipients CTE program 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 as necessary on a risk-based model, 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.

Post-Secondary

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.

This improvement plan must also provide for budget expenditures for either Perkins funding, college funding, or a braiding of funds. ACCS personnel conduct desktop and comprehensive onsite reviews in the form of in-person monitoring visits based on a rubric of five risk factors.

Failure to meet Perkins core indicator levels for 2 or more consecutive years;

Significant deficiency in any Perkins core indicator;

Newly assigned key personnel affecting Perkins budgeting or control of Perkins resources;

Significant amounts of Perkins funds received, and

Other factors requiring an on-site monitoring visit as determined by the ACCS Director of CTE.

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 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.

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.

Post-Secondary

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 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 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, programming, and maintenance

Cyber security detection and prevention

Office management and administration

Distance 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, 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. Materials were updated in 2017. 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.

Post-Secondary

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 6 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. Finally, the System Office holds a mandatory in-service Perkins training class in the second quarter of each fiscal year.

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. Additionally, a statewide non-traditional career conference is held annually with an attendance of approximately 6,000 7th to 12th graders providing exposure to work opportunities. In 2016-2018 Alabama has used Perkins funds for professional development from the National Alliance for Equity in Education to provide awareness training followed up by hands on training and tool kits in non-traditional and equity education. This training has been expanded to counselors, career coaches, and teachers as well.

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 receives a the Non-Trad grant annually which it uses 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.

Post-Secondary

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.

Integration of career and technical education, work-force development, and adult education into one organization to provide seamless transition from college prep through workplace and work based learning.

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.

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 36 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.

Post-Secondary

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

BIC

Innovative Programs

Family and Consumer Science, Business, Technical Ed, Agriculture, Commerce and Information Technology Units all provided regional meetings.

Director visits to all Local Education Agencies

Technical assistance for development of new and innovative programs

Technical assistance for equipment selection and purchase for bond issue

Compliance monitoring technical assistance

Contacts and visits LEAs to provide CTE Administrators with assistance with local issues.

Technical assistance for monitoring issues.

Education staff provides technical assistance for Business and Industry Certification issues.

Education staff provides online and in person professional development sessions.

Provide 3 day annual summer professional development conference.

New Teachers Institute provided throughout the year.

New Administrator Academy throughout the year.

Director's Meetings offered 2-4 times a year to provide up to date information

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

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

Develop and make available a statewide counselor's mentoring system for career development counselors.

Perkins funds will be used to fund the TEACH Alabama program, a secondary career and technical education program in the Education and Training cluster, offered to recruit secondary students who are interested in pursuing a career in the education profession. (http://www.alsde.edu/html/sections/section_detail.asp)

Established and expanded a website www.alcareerinfo.org that provides information and resources on a multitude of CTE related areas.

Partner with the Alabama School Counselor Association and the Alabama Association of Counselor Educators to assist in the recruitment of persons for careers in school guidance.

Support and provide input to the Governor's Congress on Quality Teaching.

Expand the "New Teacher Institute" and a "New Administrator Academy" to provide technical assistance to new teachers and administrators.

Partner with and support other SDE unit initiatives that impact the education profession to promote teaching, counseling, and other professions in Alabama.

Distribute information about teaching and counseling careers to postsecondary students so that they have made a decision to pursue an education major at the 4 year university level.

Participate and support the State Department of Education’s new teacher mentoring program and any Career and Technical Education units that offer specific mentoring programs.

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

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

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

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

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

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

Post-Secondary

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:

231787

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

2820

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 by federal formula and by a \$20,000.00 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 in the facility anywhere from 3 months to 2 years, and then, if still high school age, return to their original high school.

CTE Services and activities carried out at DYS:

DYS School District offers career tech programs in four cluster areas: (1) Architecture & Construction (Masonry, Welding, and Building Construction programs), (2) Business Management & Administration (Business Management & Administration program); (3) Agriculture, Food & Natural Resources (7th/8th Grade Agriscience); and (4) General Career & Technical Education (Career Preparedness) . All programs, are at the McNeel School on the Vacca Campus, are at the Wallace School located on the Mt. Meigs Campus.

DYS CTE programs implement CraftTrain, a comprehensive curriculum model that provides cross-curricular collaboration between academics, guidance & counseling, business & industry, and classroom work-based training to provide authentic workforce experiences within a company-modeled program structure. Progression through the program provides students with a comprehensive simulated workplace experience through all aspects of company operations that is aimed to align as closely as possible with real-world and relevant workforce experiences. Instruction for all students is individualized and differentiated, so that each student is taught the same coherent and rigorous content according to their unique instructional needs.

Post-Secondary

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, Coastal Alabama 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 was implemented in the spring of 2017 using MSSC credentials. 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:

8992

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

1387

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

Secondary

ALSDE provides services to the Alabama Institute for the Deaf and Blind (AIDB) in grades 7-12 through an annual appropriation of funds by federal formula, and by a \$20,000.00 supplemental continuation grant. High school classes in CTE are provided to the students enrolled. Post Secondary

Post Secondary

Equipment purchased for hearing impaired CTE students

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

Local Education Agencies were approved to purchase specific equipment requested to support local family and consumer sciences programs.

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?

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?

No

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Alabama

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 has 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.

Career and Technical Education supports the Southern Regional Education Board (SREB) High Schools That Work Model, and the Technology Centers That Work Model.

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. 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 sixth year.

The Career Coach initiative, state funded, has grown:

2013 24 coaches

2014 38 coaches

2015 78 coaches

2016 98 coaches

2017 98 coaches

Postsecondary

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

Postsecondary

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?

No

Alabama has an extensive career guidance and academic counseling program that is funded by state monies. This has been described in detail throughout this report.

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

While the majority of these initiatives were funded by the State Legislature, time of state staff, some of which is paid by Perkins funds, was expended.

Postsecondary

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

No

Postsecondary

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

Local Education Agencies used some flow-through Perkins funds to support student organization activities on the local level. The majority of Alabama's student org activities are supported by state funds.

Postsecondary

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

Local Education Agencies used some flow-through Perkins funds to support activities that offered experience in, and understanding of, all aspects of industry on the local level. Alabama's offers an annual conference, paid for by state funds, that provides job exploration.

Postsecondary

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

Postsecondary

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

Alabama has expanded the number of technical centers and both federal and state funds were used in this expansion.

Postsecondary

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:

MSSC Certified Production Technician

MSSC Certified Logistics Technician

Mission critical Operations (Integrated Cyber Security education and training)

Maritime shipfitting and pipefitting 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

Postsecondary

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

Postsecondary

The Alabama Community College System (ACCS) conducted several faculty and staff professional development activities at local colleges and regional locations that included several members of business and industry serving as adjunct faculty. This activity focused on transitioning new instructional personnel into the college classroom. Two new programs of study that began this year specifically recruited adjunct faculty to not only begin the program but to ensure the specific needs within these industries were implemented into the program from the beginning. The two programs were Certified Logistics Technician and Certified Production Technician.

In addition to recruiting faculty for specific programs of study, it is part of our overall instruction to faculty and deans for developing and using discipline advisory committees that they utilize their business and industry representatives as faculty and guest lecturers.

Another area of increased emphasis is in implementing a strong work based learning component for all career and technical education programs. Professional development activities and presentations at advisory meetings includes instruction to business and industry representatives on how to conduct instruction and measure student's performance while in a work based environment. A template for developing a memorandum of agreement and instructions for its use has been included in our instructor resource section of the ACCS Web site.

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

Yes

Secondary

Postsecondary

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